



## **CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>HISTORY P1</b>
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### **1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE**

#### **QUESTION 1 : WHAT WERE THE CONSEQUENCES OF THE UNITED STATES OF AMERICA'S (USA'S) INVOLVEMENT IN THE VIETNAM WAR?**

##### **GENERAL COMMENTS BASED ON A SAMPLE MODERATED**

Generally candidates responded satisfactory to this question.

The marks obtained ranged from elementary achievement to substantial achievement. Source-based questions: candidates responded well to extraction of knowledge type questions (level 1), however, analysis, interpretive and knowledge construction type questions (levels 2 and 3) posed a challenge to most candidates. It was clear that many candidates did not read, comprehend, analyse, interpret, evaluate and engage with the sources provided and this contributed to poor responses. Some questions were not fully answered to obtain the maximum marks, for example, if a question carried 4 marks and required two reasons, candidates usually gave one reason.

##### **Source-based questions:**

It was evident that the following questions posed a challenge to most candidates:

- Why do you think, Minh was opposed to the USA's intervention in Vietnam? (Viewpoint 2) (Q.1.1.4) [Interpretation of evidence from Source – L2 – LO1(AS3&4); LO2(AS2)]
- How would you account for the difference in the Vietnamese view of the USA's involvement in Vietnam? (Q1.1.5) [Comparison of evidence from Source – L3 – LO1(AS4); LO2(AS3)]
- Explain why: (Q1.2.1 / 1.2.4) [Interpretation and analysis of information from source – L2 /L3 – LO1(AS3&4); LO2(AS3)]
- Engaging and analysing statistical data contained in source 1C (Q1.3.2) [Interpretation from source – L2 – LO1(AS3&4); LO3(AS1&2)]

##### **Paragraph writing**

Candidates' responses were average. However many candidates were unable to synthesise the evidence from the various sources as well using own knowledge to construct a coherent and balanced paragraph highlighting how the human rights of ordinary Vietnamese were violated



*Ikamva eliqaqambileyo!*

### Extended writing:

- Level 1: Most candidates struggled to answer this question properly, because educators focussed mostly on REASONS why America became involved in Vietnam and not the consequences of American involvement. Candidates failed to write an appropriate introduction and conclusion. Results from four centres moderated proved that this extended writing was a problem for most candidates.  
Centre 1: [Only 1 out of 11 candidates answered this essay. Marks obtained in the source- based question: 17 out of 45 (37%), essay: 11 out of 30 (36%)]  
Centre 2: [39 out of 40 candidates answered the essay. Average marks obtained in the source-based question: 20 out of 45(44%), Average marks obtained in the essay were, 12 out of 30 (39%)]  
Centre 3: [all 14 candidates answered the question. Marks obtained for source-based question were 8 out of 45(16.9%), essay: 9 out of 30(31.4%)]  
Centre 4 [Number of candidates 3. Marks obtained – source-based 34 out of 45 (76%), essay: 12 out of 30(48%)]
- Level 2 – Only a few candidates attempted to answer this question. Lacked the ability to synthesise the information from the sources and use their own knowledge to write an article on whether ‘the American military was defeated in Vietnam’.

## **QUESTION 2 : WHAT ROLE DID JOMO KENYATTA PLAY IN TRANSFORMING KENYA FROM 1960 TO 1970?**

Not many candidates attempted this question. Generally the marks obtained by most candidates who answered this question were very poor. It was evident that most candidates were not exposed to this particular theme.

### Source-based questions:

Candidates found the following level 1, 2 and 3 questions difficult to answer:

- Extraction of information from the source (Q2.1.2, 2.1.3, 2.1.4, 2.1.5)
- Explaining the intention of the concept ‘Harambee’(Q2.1.6)
- Comparing evidence in visual sources (Q.2.2.5) and comparing economic policies (Q.2.3.2)

### Paragraph question

Candidates were unable to use the information from the sources and their knowledge to construct a coherent and logical response explaining the impact that independence had on Kenya. Candidates also struggled to answer the paragraph because sources 1A and 1B dealt with the celebrations of Kenya after independence. Only source 1C dealt with economic changes in Kenya after independence.

### Extended writing questions:

- Level 1- Generally responses were poor. Most candidates were unable to explain the role played by Kenyatta in transforming Kenya from 1960 to 1970



- Level 2 – Candidates performed poorly. Showed an inability to synthesise information from the various sources as well as using their own knowledge to assess the statement that: "Kenyatta has been characterised both as the leader to darkness and death and a great statesman" (Source 2A).

**QUESTION 3 HOW DID THE MARCH TO THE LINCOLN MEMORIAL GATHER MOMENTUM IN THE STRUGGLE FOR CIVIL RIGHTS IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?**

Most candidates answered this question. Their responses ranged from poor (not achieved) to adequate achieved. Generally candidates responded well to the extraction type questions (level 1) but performed poorly in the interpretation, analysis and evaluation type questions. (Levels 2 and 3). It was evident that most candidates generally lacked effective source analysis skills to answer the questions posed, which contributed to poor responses. Some questions were not fully answered to obtain the maximum marks, for example, if a question carried four (4) marks and required two reasons, candidates usually gave one reason.

**Source-based questions:**

Most candidates found the following questions difficult:

- Ascertaining the reaction of people to King's speech (Q3.1.2) How, do you think the following people would have reacted to Martin Luther's speech.
  - (a) African Americans,
  - (b) White Americans of the South
- Poor understanding of the word limitation (Q3.1.4)
- Drawing conclusions from a written source and a visual source (Q3.1.5)
- Interpreting, analysing and evaluating evidence from given sources

**Paragraph writing:**

- Generally, candidates were able to use the evidence from the sources and their own knowledge to demonstrate an understanding of the role that Martin Luther King Jr. played in the Civil Rights Movement. Most candidates attained adequate achievement in their response to this conclusion.

**Extended writing**

- Level 1 – This question was confusing for most candidates. The question dealt with only **ONE event of the Civil Rights Movement** (the march to the Lincoln Monument) and candidates were not sure what to answer. During memorandum discussions which were held in Pretoria we succeeded in bringing in all the CAMPAIGNS of the Civil Rights Movement as part of the memorandum. Some candidates did answer all the CAMPAIGNS while others basically only dealt with the march to the Lincoln Memorial. Generally moderate responses from candidates in answering this essay
- Level 2 – Generally well answered. This question should have been Q 3.7.1., because it referred to the different campaigns of the Civil Rights Movement, in their struggle for change in the USA during the 1960s. Although the sources in the question dealt only with ONE event, candidates used their own knowledge to answer the question.



**QUESTION 4: HOW DID STEVE BIKO AND THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?**

Many candidates answered this question and the marks ranged from poor (not achieved) to adequate. In the main, candidates were able to tackle extraction and basic interpretation type questions (Level 1). However, candidates responded poorly to questions that required complex interpretation, analysis, evaluation of evidence from differing perspectives, ascertaining the usefulness and reliability of sources and determine the accuracy of sources.

**Source-based questions:**

Generally candidates found the following types of questions difficult to answer

- Compare viewpoints 1 and 2 (Q4.1.4)
- Explain whether you agree with the statement (Q4.2.2)
- Explain why you think Teboho Mohapi was justified (Q4.2.4)
- Analysing and interpreting the usefulness of the two extracts (Q4.2.5)
- Explaining the justification (Q4.3.2)
- Comparing evidence from sources to determine the mood of the students (Q4.3.3)

**Paragraph question:**

Candidates performed poorly to adequately in answering the paragraph. Some of the learners were unable to interpret, analyse and synthesise evidence from all the sources to explain how the philosophy of Black Consciousness inspired the youth of Soweto in the 1970s.

**Extended writing questions:**

- Level 1- Generally, candidates responded adequately to this question. They were adequately able to explain what role Steve Biko and the Black Consciousness Movement played in influencing the Soweto Uprising in 1976. Most candidates responses contained an introduction, a focussed line of argument and a conclusion.
- Level 2- Candidates responses were adequate. Most candidates used the sources and their own knowledge to write a report explaining how the Black Consciousness Movement contributed to South Africa's liberation struggle.

**7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS**

General suggestions for improvement:

- The Subject Assessment Guideline (SAG) Document should be unpacked. The overall key question should be packaged into tighter focus areas for both educators and learners. This would assist in the teaching, learning and assessment process.



- Continued professional development should be conducted for educators on the 'new' content / knowledge focus areas, how to work with sources and on extended writing.
- Identify educators that produced outstanding results and twin them with educators that produced poor results.
- Monitor the results of under-performing schools on an ongoing basis and provide appropriate support and guidance.
- Educators should be exposed to latest resource materials and teaching trends in History.
- Develop user-friendly resource materials for both educators and learners.

Some noteworthy observations relating to the responses of learners:

- Some candidates had a thorough understanding of the National Curriculum Statement and the historical skills required to answer the source-based and extended writing questions.
- Some candidates excelled in answering source-based questions because they were able to interpret, analyse, evaluate and synthesise evidence from the sources. They were also able to comment on the usefulness, limitation, reliability and accuracy of the sources.
- With regard to paragraph and extended writing questions, some candidates were able to construct an original argument by using the evidence from the sources and their own knowledge.
- Some learners had a good command of the language – many it seemed were Home Language English speakers.

Comments that would be useful for educators:

It appears that candidates who performed poorly were not exposed to the demands of the National Curriculum statement and Subject Assessment Guideline Document. More attention should be paid to the following:

- Content/knowledge focus areas, Learning Outcomes and the Assessment Standards in the teaching, learning and assessment process.
- Working with a variety of sources and focussing on source analysis skills.
- Spend more time on developing learner's paragraph and extended writing skills.
- Demonstrate to learners how to answer questions effectively to obtain the maximum marks.