

### NSC 2016 CHIEF MARKER'S REPORT

<b>SUBJECT</b>	HISTORY
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	18 NOVEMBER 2016	<b>DURATION:</b>	3HRS
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#### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The general performance of learners in 2016 NSC History Paper 1 examinations is just above average. This means that there are centres that are performing beyond average, whilst others are performing extremely well. Looking at the questions chosen, most of the learners are choosing two source-based questions and one essay. This put them at a disadvantage because these two source-based questions are not perfectly answered. The possible reasons might be the misinterpretation of the sources provided. Some learners find English to be a language barrier in writing. In future, educators should advise learners to choose the questions based on their understanding of the content concerned.

#### **SECTION 2: Comment on candidates' performance in individual questions**

(It is expected that a comment will be provided for each question on a separate sheet).

##### **QUESTION 1**

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE

The performance of learners in this question is average to good, and it is one of the popular questions in this paper.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 1.2.3. is an explanation of a historical concept. Most of the learners cannot define the concept **Monopoly Capital** in the context of the Marshall Plan.

Question 1.3. was also a challenge to most of the learners, they were supposed to choose one source that they think is more useful. Instead, they took both sources and they could not support their responses with relevant evidence.

Question 1.4. is an interpretation but some learners failed to interpret the information given in the source.

Question 1.5. is a comparison question. There is always a challenge with this kind of question. Learners are failing to compare the information given in the sources. Others would write about one source without making any comparison with the other source. The most challenging question is the paragraph writing in question 1.7. the learners are supposed to use the sources and their knowledge to write a paragraph, but the case it be they cannot give explain why the USA gave financial aid to European countries. They just wrote the sources as they are. This is very common in learners for whom English is a second language.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Educators can train and empower learners by giving them past papers to revise with they should engage them in all types of questions. For instance, they can give learners a paragraph to write as class work. Ten minutes after, the paragraph is marked and immediate feedback is given. Thereafter, the learners must have homework in paragraph-form. In orientating learners with concepts, educators can facilitate for the collection of concepts in that particular chapter or theme. These concepts must be defined in the context of the content concerned. Without any doubts, the learners can master everything. It is about training them in approaching different kinds of questions.

**(d) Describe any other specific observations relating to responses of learners**

- Writing of sources as they are is a major problem.
- Understanding the historical terms like usefulness, and comparison is also a challenge.
- They also overlook the mark allocation, e.g. for a two-mark question, most are writing one point instead of two.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

- Information-sharing workshops are the key to the closed doors. Learning facilitators should make use of all the educators, especially those who are marking the End-of-Year examinations. This will empower all history teachers in the second phase. This must be done at the beginning of the year more than once, so as to ensure a standard level of understanding.

## QUESTION 2

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE

This question is not popular at all, but those who decided to attempt it did not perform well. The level of performance is average to poor.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

A major problem is that educators are not teaching this section. As a result, there is a lack of knowledge about the Battle of Cuito Cuanavale and its consequences:

- Learners cannot extract evidence from the source given, e.g. from the beginning in question 2.1.1. learners cannot give the reasons why the Battle of Cuito Cuanavale was the turning point of the war. When you look at the source, all of the answers are there. This applies also in question 2.1.2., 2.2.1., 2.3.1., 2.3.2. and 2.4.1.
- Definition of the concept **propaganda** was a problem in question 2.1.3. they are defining the concept in a general manner, not in the context of the outcome of the Battle of Cuito Cuanavale.
- Question 2.4.2. was challenging. Candidates cannot explain the usefulness of the source.
- Comparison in question 2.5. was also a challenge, as well as in question 2.6. The paragraph writing was not answered well.

- (c) Provide suggestions for improvement in relation to Teaching and Learning

In the previous report, teachers were advised to use the internet so as to get all information about Angola. The learner materials that the schools have (e.g. textbooks) do not have all the required information. Educators must apply a positive mind in this section; by doing so it will be easy for learners to understand the section. They can make use of their smartphones, internet cafes etc. to update their level of understanding.

- (d) Describe any other specific observations relating to responses of learners

When the learners respond to all of these sub-questions, they just write the sources as they are, without having any understanding of what the question wants.

- (e) Any other comments useful to teachers, subject advisors, teacher development etc.

As recommended in question 1.e.

### QUESTION 3

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE

Question 3 is the third amongst the popular questions and the performance of the learners is average to good.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.1.2. Is an explanation of an historical concept. Learners are struggling to define the concept **integration** in the context of the crisis that occurred at Central High School in 1957. They are just giving a general definition of the concept. Questions that needed learners to extract evidence from the source have been poorly answered, e.g. in question 3.2.2, the focus point in this question was the *verbal abuse* of Elizabeth Eckford. They extracted any abuse from the source even though it was not verbal. Questions that need interpretation of the information from the source were also poorly answered, e.g. question 3.1.3., 3.3.1 and 3.3.2.. Question 3.2.4. was a bit challenging. Learners cannot explain the usefulness of the source to a Historian researching the choices that people made regarding the integration at Central High School. They cannot link the usefulness and choices made by different people in this source. Lastly, both comparison and paragraph writing seemed to be a challenge, in all the questions.

- (c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers should put more emphasis on the “Little Rock” case study, starting from the Supreme Court ruling up to the challenges of this integration. But it is wise to give them background information of C.R.M. so as to understand the need for this process of integration. Teachers also must advise learners to use the internet and search engines so that they have extra information about the whole process of integration at Central High School.

- (d) Describe any other specific observations relating to responses of learners

Like other questions, there is a tendency to write sources as they are when they write paragraphs. Nevertheless, some of them are performing well, they are able to use the sources and their knowledge effectively in explaining the challenges that the Little Rock Nine faced during integration.

- (e) Any other comments useful to teachers, subject advisors, teacher development etc.

Empowerment of all teachers through workshops. The workshop must be conducted at District level quarterly, and feedback is needed thereafter.

QUESTION 4											
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <table border="1"> <tr> <td colspan="2">Average mark from the sample of 100 :</td> <td></td> </tr> <tr> <td>SUB-QUESTION</td> <td>TOPIC OR ASPECT TESTED</td> <td>AVERAGE % FROM SAMPLE</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>			Average mark from the sample of 100 :			SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE			
Average mark from the sample of 100 :											
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE									
<p>This is one of the popular questions and like Question 1, the performance is average to good.</p>											
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>											
<p>Learners were spoiled by the previous questions and memos. In their introduction, the learners focused mostly on the strategies of the USA in containing the spread of communism. The question needed the tactics and strategies used by the Vietcong against the US army. This means that learners are simply writing what they know without looking at what the question needs. The story of the Vietnam War is well-known and as a result they narrate everything starting from the background, which does not give them any credits. It means that they are narrating instead of arguing using relevant evidence to support their points.</p>											
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>											
<p>It is very important for educators to engage learners in these types of questions. It is clear that these essays need learners to express their opinions and sustain their line of argument. Therefore, from the start, educators should give them an essay that needs an argumentative approach and train them how to approach such questions. Definitely, they will have a good introduction which will give them a clear direction to the body of an essay as well as the conclusion.</p>											
<p>(d) Describe any other specific observations relating to responses of learners</p>											
<p>Learners are ignoring the major part of the questioning, e.g. to what extent...? Instead of taking a stance either to a greater or lesser extent, they are just giving a narrative view of content.</p>											
<p>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>											
<p>In 2017, the case study is China and not Vietnam. Therefore, a quick workshop at District level will be very important as to empower all educators. This means that before they should deliver this in class, they must have a clear understanding of the content i.e. "China" and focus areas for examinations.</p>											

QUESTION 5		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
The question is not popular at all. The performance is very poor.		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
This is a comparative case study of Congo and Tanzania. It has been observed that the learners cannot compare the two countries focusing on political and economic policies that Julius Nyerere and Mobutu Sese Seko implemented in their respective countries from 1960-1970. Educators also are distancing themselves in this section. It is very challenging to learners to compare even in a source-based question, therefore it becomes worse in an essay.		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
It must start with the source-based questions whereby the learners are asked to compare. Educators need to drill them how to compare two things, in this case, sources. In this essay, educators need to analyse and explain the political policies in Tanzania and followed by political policies in Congo. As a start, thereafter they must engage learners to compare i.e. pointing out all the differences. When they master the trend their educators must introduce economic policies. This kind of a drill will make them catch up the entire sequence.		
(d) Describe any other specific observations relating to responses of learners		
They are narrating what they know about Congo and Tanzania without looking at what the question needs.		
(e) Any other comments useful to teachers, subject advisors, teacher development etc.		
All that has been recommended in other questions will also be applicable in this section.		

## QUESTION 6

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>

Performance of learners in this question is average to poor. But there are centres that are performing beyond average.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

These learners confused everything here. Some were writing about the Black Consciousness Movement in South Africa instead of the Black Power Movement and how it managed to promote Black Power, instilling black pride and developing self-respect among African-Americans in the 1960s. some are focusing on the biography of Malcolm X and Stokely Carmichael.

- (c) Provide suggestions for improvement in relation to Teaching and Learning

The content is well known, but they need to be advised in looking at what is needed in the question.

- (d) Describe any other specific observations relating to responses of learners

Learners did not take a stance on whether they agree with the given statement or not. They focused more on the Civil Rights Movement and background history of USA.

- (e) Any other comments useful to teachers, subject advisors, teacher development etc.

Empowerment of educators through workshops, information sharing etc. would be the best solution