

NSC 2016 CHIEF MARKER'S REPORT

SUBJECT		HISTORY	
PAPER		TWO	
DATE OF EXAMINATION:		24 NOVEMBER 2016	DURATION: 3 HOURS

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The general performance of candidates on the paper can be regarded as average. The new cognitive demand as stipulated by the Caps document assisted some candidates with the source based questions. Although some of the level 2 questions especially in Q 3 were Level 1 questions. It was encouraging to note that most learners were able to extract the relevant information from the sources. The level 2 questions (interpretation) were poorly answered in most cases; a clear indication that our provincial support material and no extra classes, had little impact. It was displeasing to note that the majority of the candidates were unable to answer questions relating to usefulness and comparison. They were not able to answer comparison question in pairs. Paragraph writing showed the lack of skills as learners failed to discuss a key idea in a paragraph and furthermore unable to quote correctly from sources. The essay questions, especially in 4 and 5 were answered satisfactorily to good. Few learners attempted the essay in Question 6 as it indicates that they were not taught this theme. The assessment of the essays however posed huge problems for markers. Most of the learners that wrote these examinations are FAL learners and do not have good command of the English language to interpret questions. Overall the paper was candidate friendly but the learners showed a lack of interest in preparing for this Examination because it was close to the end of the end of the examination. **Teachers need immediate training with regards to essay marking.** Use provincial support material. Focus on teaching historical skills first before teaching the content.

- (1) Training of DBE examiners with a tried and tested methodology
- (2) rework/amend the old rubric to address the needs of the new way of Marking
- (3) Training of provincial planners
- (4) Training of subject advisors/teachers

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?		
Average mark from the sample of 100 :		27
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
CIVIL RESISTANCE, 1970s TO 1980s SOUTH AFRICA	HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE THE SOWETO UPRISING OF 1976?	54%
Learners performed above average because they were able to get full marks on the Level 1 questions		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
1.1.4 Some learners misunderstood the word “comment” in this question. The response required extraction from the source. Learners must be taught that the word “comment” could be used as a level 1 or two question,		
1.2.2 The question required learners to read the source carefully to interpret evidence. Most learners gave only one response i.e. they spoke about the Afrikaans language. They were unable to look at the question from the apartheid side.		
1.3.1 The difficulty in this Level 3 question was in the choice. Some learners wrote on both sources.		
1.5 Learners were unable to compare evidence from the sources. They merely stated what 1B stated and then what 1C stated instead of comparing 1B and 1C together		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
In this particular theme, educators must focus on the time line of events in terms of BCM. The Soweto Uprising is the main feature of this theme. Therefore, sources should be emphasised in the event during teaching. Educators should make use of documentaries, movies, DVDs on this theme. Steve Biko is synonymous with BCM and therefore cannot be taught in isolation.		
(d) Describe any other specific observations relating to responses of learners		
Learners gave answers without proper reading of the sources. These sources should have been read two or three times		
(e) Any other comments useful to teachers, subject advisors, teacher development etc.		
Workshops should be planned on the post-mortem of the marking session as well as the paper itself. Educators should network each other with relevant information gathered on this theme.		

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 :		22
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
THE COMING OF DEMOCRACY TO SA AND THE COMING TO TERMS WITH THE PAST	WAS THE TRC SUCCESSFUL IN DEALING WITH THE INJUSTICES OF THE PAST?	44%
Learners performed below average in this question because their responses were based on general knowledge learnt in class rather than relating to the sources		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
2.1.4 Learners failed miserably in this question because they failed to answer why, rather they answered how Coetzee and Veyi's evidence was used in the disappearance of Nokuthula		
2.2.2 Learners confused themselves with this question because Boipotong was a place, they also taught Niewoudt was a place		
2.5.1 Learners were unable to explain the significant and historic part of the NPA's decision to prosecute Simelane's alleged killers. The answer was in the question		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
Educators must teach case studies or cases regarding the TRC. Otherwise, learners will never understand the TRC. There are numerous case studies on the internet, DVDs and documentaries.		
Educators should also teach learners on the skills of comparison between two sources that are identical and different. Educators must teach all themes in the CAPS guideline for the year.		
(d) Describe any other specific observations relating to responses of learners		
Learners were unable to provide direct and short answers to the interpretation questions, rather they would give long and irrelevant responses to these type of questions. Most learners that obtained full marks for the paragraph were able to give short and clear points showing the successes of the TRC.		
(e) Any other comments useful to teachers, subject advisors, teacher development etc.		
Use reference books written by people who had appeared at the TRC, so that your learners would be able to get used to case studies on the TRC. Their experiences would teach the learner first-hand information on the TRC		

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 :		12
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989	HOW DID THE IMPLEMENTATION OF STRUCTURAL ADJUSTMENT PROGRAMMES (SAPS) BY INTERNATIONAL FINANCIAL INSTITUTIONS AFFECT AFRICAN COUNTRIES?	24%

This question was poorly answered by learners because they lacked knowledge on economics or business studies or widespread general knowledge.

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

3.1.3. Learners were unable to give a proper definition to the term trade liberalisation but rather a general meaning to the term. Most of them broke it down to trade and liberal.

3.5.2 Learners were unable to see what is actually portrayed by the two people in the cartoon. They could relate the two people to the West and Africa

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

History educators should seek peer help from the Economics, tourism and Business Studies educators to make the theme easier to teach.

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

Learners responses to the Level 2 and 3 questions were treated as close ended questions. They gave single word or half a line responses. The paragraph question was answered by copying the sources.

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

When educators are teaching this theme, proper graphs, tables and statistics must be taught to the learners. Data projectors should be used frequently to demonstrate bar graphs and figures relating to the economies

QUESTION 4		
(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 :		27
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
CIVIL RESISTANCE, 1970s TO 1980s SOUTH AFRICA	Explain to what extent PW Botha's attempt at reforming the policy of 'grand' apartheid in the early 1980s was met with mass resistance by grassroots community organisations. Support your line of argument by using relevant evidence.	54%
Learners were able to explain the extent PW Botha attempted to reform the policy of apartheid but at the same time it was met with challenges from the community.		
(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 an essay question and most learners merely highlighted the community organisations without sustaining an argument. They were unable to take stance, therefore they had a poor introduction and conclusion		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
Learners must be taught to take a stance so that the community organisations discussed should focus on the stance thus leading to a sustained argument. They should be taught as an organisation and they showed how they forced the apartheid government into negotiations.		
(d) Describe any other specific observations relating to responses of learners		
Most learners answered this question as content question instead of an argumentative question. They were unable to argue how the mass resistance was sustained and eventually forced the apartheid government into negotiations with anti-apartheid organisations.		
(e) Any other comments useful to teachers, subject advisors, teacher development etc.		
They need to re-emphasise the skills involved in writing of argument essay. They also have to explain that these essays require learners to take a stance, so that, this introduction and conclusion is sound.		

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 :		26
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
THE COMING OF DEMOCRACY TO SA AND THE COMING TO TERMS WITH THE PAST	The violence that plagued South Africa in the early 1990s almost derailed the process of negotiations and the birth of a democratic and free South Africa. Critically discuss this statement by referring to the role that leadership, negotiation and compromise played in South Africa's attainment of democracy in 1994.	52%

Candidates performed averagely in this question by merely explaining the statement i.e explaining violence

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

Most learners were able to obtain 50% and above in this essay question. They were unable to show how leadership, negotiations and compromise overcame the challenge through the violence

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

This essay question requires learners in this theme should be taught events in a chronological way. In this way they will learn to sustain their argument throughout the essay.

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

Most learners answered this question as content question instead of an argumentative question.
They were unable to show the role played by leadership, negotiation and compromise.
They merely explained the violence.

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

They need to re-emphasise the skills involved in writing of argument essay. They also have to explain that these essays require learners to take a stance, so that, this introduction and conclusion is sound.

QUESTION 6		
(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 :		30
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
THE END OF THE COLD WAR AND A NEW WORLD ORDER: THE EVENTS OF 1989	The collapse of the Soviet Union in 1989 served as a major catalyst (spark) for the political transformation that occurred in South Africa. Do you agree with this statement? Substantiate your line of argument by referring to the relevant events that shaped the political landscape in South Africa between 1989 and 1990.	60%
Learners performed very well in this question		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
No problems experienced by learners who chose this essay question.		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
Most educators do not teach this theme. The reasons are: don't have the content knowledge, exclude it because of options, it is the last theme.		
(d) Describe any other specific observations relating to responses of learners		
Learners were able to take a stance and therefore sustain their line of argument throughout the essay.		
(e) Any other comments useful to teachers, subject advisors, teacher development etc.		
Lots of reading is required in this theme besides the textbook, therefore educators must be thoroughly prepared when teaching this theme.		