



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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## **2018 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>HISTORY</b>
<b>PAPER:</b>	<b>1</b>
<b>DURATION OF PAPER:</b>	<b>3 HOURS</b>
<b>DATES OF MARKING:</b>	<b>30 NOVEMBER 2018 – 14 DECEMBER 2018</b>

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

<p>The general performance of candidates on the history paper in November 2018 NSC examinations is just above average. This means that there are centres that are performing extremely beyond average whilst others are performing extremely well. The new cognitive demand as stipulated by the CAPS document assisted some candidates with the source based questions as well as the essay questions. Looking at the questions chosen, there is an improvement as compared to the past years, candidates are choosing two essays and one-source based question. This is of their advantage as it is easier to get a pass mark when they are marking this choice. The major challenge in choosing two source-based questions is the misinterpretation of the sources provided. Some candidates find English to be a language barrier in writing hence it is difficult for them to get average to full marks.</p>

**SECTION 2: Comment on candidates' performance in individual questions****(It is expected that a comment will be provided for each question ).**

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>SECTION A</b>
<b>QUESTION 1</b>
1.1.1 Learners were able to extract evidence from the source.
1.1.2 Concept was defined, although some were struggling to define in the context of Cuban Missile crisis.
1.1.3 Poorly answered cannot interpret the statement.
1.1.4 Well answered
1.1.5 Well answered
1.2.1 Well answered
1.2.2 Well answered
1.2.3 Poorly answered
1.3.1 Satisfactory answered
1.3.2 Satisfactory answered
1.4.1 Responded well
1.4.2 Poorly answered. Do not understand the Red Cross
1.4.3 Responded satisfactory
1.5 Poorly responded to the question
1.6 Most learners responded satisfactory to poor
<b>Question 2</b>
2.1.1 Responded well
2.1.2 Satisfactory response
2.1.3 Responded well
2.1.4 Responded well
2.1.5 Poorly answered, cannot interpret evidence
2.2.1 Responded well, clear extraction
2.2.2 Poorly answered, cannot interpret
2.2.3 Responded well, it is an extraction
2.2.4 Poorly answered, cannot interpret evidence from the source
2.3.1 Satisfactory response
2.3.2 Satisfactory response
2.4.1 Responded very well
2.4.2 Moderate to good response
2.4.3 Poorly answered cannot interpret the statement

2.5 Poorly answered, cannot compare
2.6 Poorly answered
<b>Question 3</b>
3.1.1 Responded well, it is an extraction
3.1.2 Responded very well, most can define the concept
3.1.3 Average to good response
3.1.4 Poorly answered to moderate
3.2.1 Responded well, some few cannot extract from the source
3.2.2 Responded well
3.2.3 Average to good response
3.2.4 Responded well
3.3.1 Well answered, it is an extraction
3.3.2 Poor to satisfactory response
3.4 Poor, cannot compare
3.5.1 Well answered – extraction
3.5.2 Well answered, it is an extraction
3.5.3 Average
3.5.4 Satisfactory
3.6 Satisfactory response
<b>SECTION B: ESSAY TYPE OF QUESTIONS</b>
<b>Question 4</b>
This is the most popular question. The response was average
<b>Question 5</b>
It was not a popular question. It is moderately answered
<b>Question 6</b>
Most learners performed very well
General overview in these essay type of questions is the line of argument. Choosing an incorrect stance and writing too much background.
Lack of content knowledge in some essays.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

**SECTION A SOURCE BASED QUESTIONS**

<b>QUESTION 1</b>
1.1.3 Candidates were unable to interpret the phrase “we’re eyeball to eyeball and I think the other fellow just blinked.” Those who were answering were only taking the first part i.e. “eyeball to eyeball.”
1.2.3 was also a challenging question to them. They find it difficult to interpret evidence from the source. Educators do not discuss bodies of the UN, it is only a reference to the role of UN as per CAPS document, that might be a possible reason for them not to score these marks in this question.
1.4.2 In this sub question candidates are lacking the idea of what Red Cross is all about. Most of them obtained 0-2 marks. They just extract from the source than interpreting what is in the source.
1.5 Candidates were unable to compare the sources. In also these years comparison seems to be a challenge. The candidate could not identify the evidence as to how the two sources are complementing or supporting each other.
1.6 Paragraph question need skills and knowledge to write a paragraph. It was difficult for them to explain how the Soviet Union and the United States of America responded to the of missiles to Cuba in 1962. Some are just writing sources as they are. This is common in learners for whom English is a language.
<b>Question 2</b>
This question is not a popular question at all, but those who decided to attempt it did not perform well. The level of performance is average to poor. The main problem is to extract the response answers from the source.
2.1.5, the candidates could not state reasons why SA did not support communism and why it supported capitalism. It seems as if they lack the content knowledge.
2.2.2 candidates could not be able to interpret evidence from the source as why the battle of Cuito Cuanavale was regarded as the greatest battle to date in Africa.
2.2.4 Candidates could not respond to this question as why did the leaders of Angola find it necessary to end the war.
2.4.3 Most of them performed very bad because they could not interpret Nelson Mandela’s statement “Cuito Cuanavale was a victory for all of Africa.”
2.5 Comparison is the most challenging question when it comes to picking up the differences from the sources.
2.6 Candidates could not explain the role of Foreign powers in the battle of Cuito Cuanavale. The general reason for the underperformance in this question is the lack of content knowledge.

<b>Question 3</b>
This question was the second popular in all the three source based questions. The performance
was satisfactory to good
3.2.1 was a challenge to some candidates although it was an extraction from the source. They could not extract the type of school that Angela Davis attended in. They write the name of the school i.e. Elizabeth Irwin High School instead of " <u>leftist school.</u> "
3.4 This question was a challenge as they could not score full marks. They could not compare and give differences from the sources regarding Angela Davis.
3.6 Although the paragraph question is always challenging, some learners managed to score good marks. Few could not explain the influence that the philosophy of Black Power had on African Americans in the 1960s and 1970s.
<b>SECTION B</b>
<b>Question 4</b>
Candidates are performing average to good in this question. The challenge to those who aren't
performing is the line of argument. They cannot choose a correct stance. Even those who are performing sometimes the content is there but no clear introduction and conclusion.
<b>Question 5</b>
There is a comparative case study of Congo and Tanzania. The observation is that candidates cannot compare the two countries focusing on political and economic challenges that confronted the two countries after attaining independence in the 1960s. As much as the comparison is challenging the source based questions , it becomes worse in an essay form, specifically this one of question five.
<b>Question 6</b>
Candidates are performing well in this question. They seem to know the content well although some of them are struggling to plan and construct an original argument based on the statement
given. Most candidates dwell on the background. There is always poor introduction and conclusion.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators should teach the content thoroughly. They must train and empower the learners by giving them past papers to revise. This will help to be familiar with all types of questions. They should give them activities targeting Level 2 and Level 3 skills. 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. In all, it is

about training them in approaching different kinds of questions. This must apply to the essay questions as well.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Writing sources as they are is a major problem.

Tendency of extracting even if they are supposed to interpret

Learners are failing to answer level 3 questions that required comparison. They merely state facts instead of comparing in pairs.

They also overlook the mark allocation e.g. (2x1) they write one point instead of two.

Information-sharing workshops is very important. Learning facilitators should make use of all 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 in the beginning of the year more than once so as to ensure a standard level of understanding. Educators should dedicate themselves in the subject they love and do good for the citizens of South Africa.