



**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>2</b>
<b>DURATION OF PAPER:</b>	<b>3 HOURS</b>
<b>DATES OF MARKING:</b>	<b>30 NOVEMBER – 14 DECEMBER 2018</b>

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

Overall the performance of the learners is satisfactory because the failure rate is very low.
The Level distribution in the province is outstanding especially the number of Level 6 and Level 7 candidates.
Question 5 and Question 6 posed many challenges because many candidates did not take a stance or they took the wrong stance with no line of argument.
<b>SOURCE-BASED QUESTIONS</b>
Question 1 was the most popular question followed by Question 2 and then Question 3.
It is clear that the performance of learners is reflected in the type of choices they made for Source-based questions.
Learners have a good grasp on Black Consciousness and teachers do prepare their learners for this topic.
In Question 2 teachers need to provide their learners with more case studies.
Question 3 was the less favourite topic and it's difficult to comment on the performance of the learners.
<b>ESAY QUESTIONS</b>
Question 4 and Question 5 was the most popular question and Question 6 less popular.
Question 5 posed a problem because of the way the question was asked.
Question 4 was well answered and the candidates really enjoy answering this question.

**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).**

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Well answered, but some of the learners had a challenge with paragraph writing. Level 3 questions
(usefulness, comparison of sources) is difficult for some of the learners to answer. Learners struggle to indicate the role of Sam Nzima in the Soweto Uprising of 1976. (1.5)

(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In the paragraph, learners do not use source referencing and just copy information from the source. Learners use bullet form in answering paragraphs.
With the comparison question, learners were required to explain the role of Sam Nzima and this posed a problem to them.
When learners interpret questions, they usually copy the information from the source as their answer.
In 1.1.4, learners struggle to explain how BCM intended to break the "yoke of oppression". Our English FAL learners struggle to understand what "yoke" means.
In 1.1.5, learners were confused about the role of BCM and SASO.
In the paragraph question, learners just write anything from the source as their answer and some candidates write in point form.
The comparison source was difficult for learners. They usually write about one source and do not mention the second source. If the second source is mentioned it does not link with the quoted source.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners need to do informal activities on paragraph writing - previous question papers should be
used in this regard. This will in turn help learners to write essays.
Comparisons between sources needs reinforcement. Reference between visual and written
sources need to be linked with an example.
Learners should be trained from the beginning of the year to answer Level 2 and Level 3.
Extra classes should be the norm to help learners and previous question papers should be used
to assess learners' ability to answer these types of questions.
Using incentives to improve teaching and learning is another way to improve your results and
you can use different methods to achieve this.
It is important to provide learners with the rubric for paragraph writing and also to explain to
them how the mark allocation works.
It is advisable that the learners be taught how to use the instructional verbs whenever they are
given daily activities.
Teachers need to use different types of LTSM to improve teaching and learning. It is important
to
use visual sources to stimulate learners and to use different teaching methods in the class.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Learners have a tendency of just copying the sources as they are in the paragraph and not
acknowledge the source where as they were supposed to use their own knowledge.
This occurs often especially among the English FAL learners who struggle to express themselves
clearly.
Teachers need to be patient in explaining concepts to the learners at the beginning of the
chapter. A lot of informal activities is required to help learners to understand the work.
It is important for subject advisors to invite the Chief Marker and Marking Moderator to their
districts so that they can convey the problems encountered during the marking session to
all educators.

<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to poor. This was the second most popular question but some of the learners struggle with Level 2 and Level 3 questions. It's clear that learners struggle to grasp case studies.
There are learners who are struggling in extracting relevant evidence from the source.
When it comes to Level 2 (Interpretation) questions, learners write the evidence from the source.
Learners also struggle to explain reconciliation in the context of the TRC.
The paragraph writing was the most difficult for the learners.
The cartoon on Vlakplaas seemed to be problematic for the learners.
Comparison of sources seems to be a problem.

(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Language barrier especially English FAL learners. Learners struggle to compare the two sources
(two written sources) regarding the assassination of Rick Turner. The definition of reconciliation in
the context of the TRC seems to be problematic.
On the comparison question learners only gave an answer from one source instead of both sources.
On the paragraph, it was difficult for the learners to take a stance. They provided both sides of the question. It is clear that learners didn't understand the word "whether". They thought that you can provide both sides of the question. Learners also copy from the sources.
Learners also struggle to interpret the cartoon on the TRC and they could not explain why "Retributive Justice" had been left out of the expedition.
Learners also struggle to link VLAKPLAAS with atrocities done by the apartheid regime and they
think that it is the name of a person.
The factor which affects performance of learners the most is that they do not read the sources carefully, thus they struggle to understand what is being portrayed.
They are unable to interpret information correctly. An example is the cartoon where learners indicated that the woman was left out of the expedition because men don't want them with.
Learners also confuse the concept amnesty with reconciliation.

(c) Provide suggestions for improvement in relation to Teaching and Learning
It is important to teach concepts before the teacher starts with the content in the theme.
Learners should understand that they need to explain the concepts in the context of the TRC.
Drill learners on instructional words used when asking questions in history.
The use of LTSM is important especially the use of case studies (videos) to stimulate the interests of the learners in the class. This indeed will give the learners an idea of the political crimes committed by the different role players in South Africa.
Revision of previous papers with case studies is also important.
It is important for teachers to explain to the learners the difference between restorative justice and retributive justice. Examples of this difference should use in the explanation –TRC versus the Nuremberg trials.
Teachers need to form network groups so that they can share information and discuss common problems.
Markers need to go back to their districts and inform their colleagues about their experience at the marking centre.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Learners used the information in the source instead of interpret the information and use their own words.
In the paragraph, learners write the information from the sources without source referencing.
The rubric for assessing paragraphs should be provided to learners in the beginning of the year. Language barriers especially English FAL learners struggle to express themselves.
Regular informal activities are important for understanding the topic.
Teachers need to engage the Chief Markers Report at the beginning of the year so that they can plan their lesson plans around the findings of the examination in 2018.
Teachers need to teach source analysis in the class and this should be a daily exercise.

**QUESTION 3**

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

Average to poor. It's clear that Globalization is a topic that is not covered by many schools in the Eastern Cape.

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

They struggled to define the concept globalization and this is because they lack content.

The learners struggle to answer the level 3 questions (usefulness, comparison and paragraphs)

because they didn't cover the topic at their schools. It's clear that candidates choose this topic

because they were not well-prepared for Question 1 and 2.

Few learners answered this question and therefore it's difficult to make a general comment.

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

Teachers should cover this topic which is included in their Annual Teaching Plan. Notes should be

provided to learners and concepts should be explain. This topic is also relevant to the current situation in the world and teachers must teach it in order to equip the learners with the necessary knowledge on present history and the development of the world.

Teachers need to use visual material in the class to stimulate teaching and learning.

History teachers should liaise with Tourism, Economics and Business Studies educators to help them understand this topic.

The department should give guidance to teachers about the specific framework of this theme because it's is a topic with various sections and sub-topics.

Teachers should expose their learners to the interpretation of newspaper articles and posters.

A suggestion is that province can introduce a Research Project on Globalization in the first term. This will give the learner a chance to use media to enhance skills on current affairs.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Learners re-write information from the sources especially in the paragraph. More up to date study guides covering the answering of L3-questions would be much appreciated.
It will be helpful if subject advisors provide information and video material on this topic.
Learners also use the information in the source as an answer for Level 2 (interpretation) questions.
Previous question papers on globalization need to be used by teachers in preparing their learners in this topic.

<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The overall performance in this essay is good and the highest number of Level 7's were achieved in this question.
This was one of the popular essay questions. It is recommended that teachers prepare their
Learners for the exam in this question. The question was straightforward and can be easily
understood by most learners. The question was fairly easy because the line of argument is
within the essay.
Most of the learners were able to give the line of argument in the explanation rather than at
the
end of the paragraph. Learners were able to give their line of argument in a chronological
form. They were able to sustain the LOA until the conclusion. The various boycotts are
fully discussed and they indicate how this pushed South Africa towards negotiations and
democracy.

(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some of the candidates have a challenge of confusing the international response to
apartheid
with the internal resistance against apartheid. It has been emphasized in workshops to the
teachers and they were provided with Examination guidelines.
Candidates don't provide enough examples when they discuss disinvestment and
sanctions. Some of the candidates copy the information of BCM as an answer or wrote the
information from the sources of Question 3.
Essays are written in point form and candidates struggled to express themselves. Language is
clearly a barrier and this is usually our English FAL students.
Candidates also use the information of Road to democracy to answer this question by
discussing
the negotiation process amongst the boycotts.
This is clearly an indication that candidates were not well-prepared for this topic.
Some candidates concentrate more on the boycotts and do not mention the other types of
international responses to apartheid.
Candidates also make use of sub-headings in their essay which have a negative effect on the
presentation or structure of the essay.
Some centres also provide a mind map for the essay which is sometimes irrelevant to the
question.



(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should first teach the content of this essay and after that they can teach the analysis and interpretation of the question.
Subject advisors should conduct workshops in their districts and they need to make sure that teachers are provided with the correct annual teaching plan and work schedule. Teachers need
to seek assistance from the subject advisors if they struggle to teach the content.
Teachers need to make sure that they have the correct Examination Guidelines.
Learners need to be trained more on taking a stance and sustaining a line of argument.
Teachers must not give learners copies of written essay questions because the majority of them
use these examples they receive from the educator in the answering the topic. Many learners thus have no line of argument.
The learners need to be encouraged to make a summary during the lesson before giving the notes on this topic. This will be a move away from spoon feeding them. They also need
to be given regular exercises to write an introduction and conclusion on a specific question so as to be familiar with writing an essay and eventually master it.
Teachers should refrain from giving marking guidelines to students as an essay. They should rather
prepare notes or different types of possible essays for learners to improve their essay writing skills.
Subject committees must be active and functional and they need to organize workshops on line of argument to develop the teachers in their districts.
Teachers need to make use of LTSM-material and also make use of visual material in the class.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Language barrier especially English FAL learners because they struggle to express themselves.
In some cases, it seemed as if no teaching and learning took place in certain centres. Proper monitoring is advised to ensure teaching and learning takes place. Workshops should be conducted for teachers not involved in the marking process.
Subject advisors need to provide support to schools whose results are poor.
Some centres also provide a mind map for the essay which is sometimes irrelevant to the question.

<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to poor. Candidates could not explain how Nelson Mandela was
singlehandedly responsible for the birth of a free and democratic South Africa. There was no
link between the introduction, content and conclusion. This was one of the popular questions,
but learners struggle with the line of argument. The word 'singlehandedly' was misinterpreted
by
candidates because their stance didn't link up with the content and conclusion.
Learners who disagree with the statement scored higher because the content of the essay
tend
to favour this stance.

(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates did not understand the key word 'singlehandedly' in the context of the question.
The question was tricky and the English FAL learners struggle to understand the word. Most of
the learners agree with the statement, but the content does not relate to the stance.
Many of the candidates believe that it was only Nelson Mandela that was responsible for the
birth of a democratic South Africa. They didn't know that the National Party also contributed
in transforming South Africa in a democratic state. They fail to understand that Mandela
received a mandate from the ANC. Although learners didn't understand the question, there is
clear evidence in their answer that they do understand the content of the question.
The statement itself is negative and most learners took a stance that they agree that Nelson
Mandela singlehandedly was responsible for the birth of a free and democratic South Africa.
The word 'singlehandedly' was misinterpreted because of the following:
(i) The introduction and conclusion refers to the fact that the candidate agrees with the
statement, but the content refers to the opposite stance.
(ii) The introduction refers to "Yes I agree with the statement" but the conclusion refers
to the fact that there were other role players involved in the process. This makes it
difficult
for the candidates to sustain their line of argument.
Mandela has been portrayed by the media and society as 'the person' who
singlehandedly got rid of Apartheid and the learners brought this attitude from outside
into
the classroom. It was then easy for them to take the AGREE stance.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Diversity with regards to History, the use of video material in the class is important to improve the critical thinking of learners.
Teachers also need to develop paragraph writing which in turn will improve essay writing.
Teachers need to use different teaching methods in the class, for example content teaching: learners read content on theme thoroughly and identify key points. Key points are plot on a spider diagram and discussions takes place through co-operative learning groups, role play.
Test content knowledge: Posters, oral test, written tests, use of LTSM'S, newspaper reports etc.
Question interpretation and analysis: Discuss different approaches of the question: Critically discuss, to what extent, do you agree. NB Stance must be taken. Learners need to formulate their own question and identify the key points in the question. This should assist with developing sustain/defending the argument.
STRUCTURE OF ESSAY: Teach paragraph linking words which can build to a coherent and Original argument. Liaise with the language teacher to reinforce paragraph writing skill.
ASSESSMENT: Continuous feedback on assessment is important. More informal activities.
Teachers need to understand that in this topic there is at least four essays: The role of Nelson Mandela, the role of F.W. De Klerk , violence and negotiations.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Language barrier especially English FAL learners struggle to express themselves.
Teachers should be encouraged to make use of the ILUMA Project opportunity to make sure that they do not only teach learners, but they babysit them so that they make sure that they do study on their own.
Subject advisors must also use the teachers who are markers to workshop other teachers so that they can also be on par with the latest development in the subject.
Learners were provided with a prepared essay question which does not answer the question.
Training, especially on the line of argument should be develop. Workshops on teaching strategies, discuss common problems and develop new communication lines (What's App groups.) Develop paragraph writing in the class based on the essay topic. Subject advisors needs to visit schools on a regular basis and gave advice on how to present specific lessons plans.
Some candidates wrote down previous marking guidelines answers on the essay.

<b>QUESTION 6</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to poor. The question was tricky and learners perceived it as a weird question especially because they could not understand that the Fall of the Berlin Wall indicates the fall of
communism. Candidates need to explain to what extent the Fall of the Berlin Wall in 1989 paved the way for the National Party and the African National Congress to begin talks.
Some learners only provided the content of the question and does not link up the Fall of the Berlin Wall with the Fall of Communism.
This was not a popular question.

(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In Question 6, candidates found it difficult to understand how the collapse of the Berlin Wall paved the way for the National Party and the African National Congress to begin talks.
Candidates were concentrating more on the situation in the USSR and they didn't explain the impact of the Fall of the Berlin Wall on the National Party and the African National Congress.
Question 6: Candidates concentrated more on Gorbachev's reforms instead of explaining to what extent the Fall of the Berlin Wall paved the way for the National Party and the African National Congress to begin talks.
Learners still use subheadings and write in bullet form. This should be addressed by subject advisors.
Learners struggled to explain the impact on South Africa.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners need to be trained more on taking a stance and sustaining an argument. Subject
Advisors need to organize workshops on line of argument in the beginning of the year. Subject
Advisors need to make sure that all teachers do have the latest Examination Guidelines.
Paragraph writing should be done on a regular basis and informal activities. Essay testing
should be part of the teachers' assessment plans. Regular activities or questions should be
given
to learners to write an introduction and a conclusion on a specific question. This will help the
learner to understand the different types of questions in an essay.
The teacher needs to provide regular feedback to the learners so they can understand and
rectify the mistakes.
The History teacher must work hand in hand with the English FAL teacher. It is important for
the History teacher to use different textbooks and video's in the class to stimulate critical
thinking in the classroom.
It is important to network with other teachers in your province so you can develop as a teacher
for the benefit of your learners.
Regular contact with your subject advisor is important and also the attendance of workshops
and seminars/courses in your field of study. You need to be updated and inform about new
developments in the subject.
Use the following strategies: co-operative groups, role play, interpretation and application of
concepts. Teach your learners how to analyse and interpret a question. Learners need to
identify
the key words which will formulate the argument. Teach learners to apply the
content/evidence
to various questions. Give regular essay writing exercises and examples. Encourage learners to
formulate their own different essay questions. Teach your learners the PEEL method when
answering essays. Encourage learners to read.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Language barrier especially English FAL learners struggle to express themselves. There should
be regular interaction between the teachers who are marking Paper I and Paper II to share
ideas for the purpose of improving the results of the Eastern Cape. Any kind of intervention
should be done in the beginning of the year.
Some candidates still use headings in essays.
Regular subject meetings are important so that ideas can be shared.