



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	Ms L Moyake		
NAME OF THE CHIEF MARKER	Ms N H Mfeya		
DATES OF MARKING	1 st December- 12 December 2024		
HEAD OF EXAMINATION:	MR E MABONA		

General overview of Learners Performance in the question paper as a whole)

- General learners' performance in the question paper is poor to average. The learners achieved moderate marks between level 2 and level 4.
- The popular questions in source-based is Question 1 and 3, and learners performed better in Question 3.
- In essays, the popular question is Question 4 and 6, and learners performed better in Question 6.
- The number of level 6 and 7 has decreased in 2024
- . The identified challenge, is learners lack of skill in responding to question.

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ Candidates' marks range from average to poor performance

Level 1 questions

- This is evident as learners hardly get full marks on level 1 questions, which solely requires extraction from the source.
- Identified challenges on candidates' response to extraction is:-
- Not pure but diluted extraction
- inability to identify focus point (gist), key part of sentence.
- General Definition of concept in own words,

Level 2 questions,

- Definition of word in the context of ...
- What conclusion can be drawn on...
- Inability to interpret a visual source

Level 3 questions,

- Inability to respond to reliability of a source
- Comparison of sources...
- Paragraph writing

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

Identified challenges/ common errors to many candidates in responding to Level 1, extraction is as follows:

- 1.1.3. Definition of concepts in your own words... Many candidates are unable to respond to a general definition of concepts.
- 1.2.1. Many learners are unable to identify the key part of the sentence in the source (gist).
- 1.4.1. Many learners have a tendency of diluting the response, with no pure extraction. They tend to paraphrase.

Candidates' errors on level 2

- 1.1.4. (a)... 'the credibility of the GDR'... Most learners could not respond to the interpretation question
- 1.2.2. Challenge with interpretation Many learners are unable to give interpretation to "its all over now to the trips to Berlin"
- 1.4.2. Explanation of the concept, Capitalist in the context of.... Generally the learners did not understand the concept. Those who understood it, they only defined the concept without contextualizing it, i.e. linking it to Berlin.

- 1.4.3. What conclusion can be drawn on...Many learners could not interpret the statement
- 1.5.2. ...DEFECTORS WELCOME.... Inability of many learners to interpret a visual source. They simply rewrote the question
- 1.5.3. What conclusion ...from the body language"...Learners' inability to analyze and interpret a visual source.

Candidates' errors on level 3

- 1.2.3. Most learners cannot respond to the question of reliability' They do not qualify their answers, e.g.
 - ✓ Their response is ..." an eyewitness account "however do not mention name of eyewitness.
 - ✓ "It can be corroborated with other sources" however do not indicate the sources.
- 1.3. Comparison...Most learners struggle to respond to the comparison ...'regarding the events that took place' ...Many responses are about the construction of the wall
- 1.6. Paragraph...The majority of learners paragraph writing is a mere extraction of sources

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

- A teacher must recognize that history assessment is on both content knowledge and skills
- Ensure that they teach both content and skills.
- Learners to be able to identify question verbs on each cognitive level.
- Informal tasks are to be set according to requirement of Caps and structure of the question paper, i.e. source-based question and essay.
- Content and skills are assessed.
- Learners homework- learners response have to identify the cognitive levels, and respond accordingly.
- Homework with questions from the source on L1 extraction.
- Homework assessing L2 cognitive levels on interpretation-
- Visual source interpretation
- Assessment workshops required to capacitate and develop teachers.

(c) Describe any other specific observations relating to responses of learners and comments that

are useful to teachers, subject advisors, teacher development etc.

- Identified lack of the skill of extraction and interpretation, as well as responding to level 3 questions.
- General definition of a concept as well as in the context of...
- Paragraph writing.
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QUESTION 2 (Summary)

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

- This question is generally poorly answered
- Few candidates answered this question

, Identified challenges to some candidates in responding to this question is as follows: -

- Extraction from the source- learners have a tendency of paraphrasing
- inability to identify focus point (gist) when extracting from the source.
- Many candidates have a challenge to fully interpret, and provide their own knowledge, they instead re-write the sources
- Inability to respond to a question that requires, definition of the concept in the context of...
- Most candidates struggle to respond to questions on limitation
- Paragraph- some candidates copy sources, extract from the source

to structure a paragraph.

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

Identified challenges/ common errors to many candidates: -

- 2.1.2. Definition of concepts in your own words... Most candidates cannot define the concept of Sovereignty.
- 2.5.4. Definition of concepts in the context of... Most candidates are unable to respond to this level 2 question.
- 2.1.4; 2.5.2. Many candidates struggled to respond to... comment on...which requires an interpretive response

- 2.1.5. Limitations of a source. Candidates do not fully elaborate or qualify their statement. They simply state that a source is biased or one -sided.
- 2.6. Paragraph writing...they extract from the source.

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

- Learners' awareness that paragraph questions are derived from the Key Question.
- All sources answer the Key question.
- To use information from source and own knowledge
- Learners not allowed to extract information from the source, use own words. (L3 questions)
- Learners should be taught correct format of paragraph writing.

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

- Mostly, candidates have a gap, lack the skill on how to respond to level 1, 2, 3 questions.
- Comparison of sources still poses a challenge to most candidates as well as Limitations of a source
- Many candidates struggle to define concepts e.g. sovereignty

QUESTION 3

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

- Generally, the question is fairly answered, compared to Question1 and 2
- Some learners lack skills in extraction and interpretation.
- Some do not include the key part of the sentence in extraction
- Paraphrase or interpret instead of extraction.
- Definition in the context of...
- Most learners struggle in responding to level 3 questions.

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

Identified challenges/ common errors to many candidates:

- 3.22. Most learners do not extract from the source, they paraphrase.
- 3.3.1. Most candidates lack the skill of extraction, they paraphrased this question e.g. They demanded jobs.
- 3.5.1.and 3.5.2. most candidates struggled to identify the gist of the answer, as they omitted

some words and could not extract full sentences.

- 3.1.4. Comment on implications...Most learners struggled to respond to this question, as they simple extracted from the source
- 3.2.3. Explain the significance...most learners could not respond to this question , as some responded by mentioning names of leaders, instead of mentioning the significance of their presence.
- 3.2.4. Most learners failed to give the significance, as some of them responded by giving answers on what the statement means.
- 3.5.3...Discrimination in the context of...Learners know the concept however lack the skill to use it in historical context
- 3.5.5. Most learners are unable to determine the usefulness of the source. Some candidates when ascertaining usefulness of a source, they simple write the caption or only indicate it's a primary source and do not qualify their answer.
- 3.6. Paragraph writing still poses a challenge to many learners- as most of them directly extract from the source.

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

- Learners must be taught concepts of each topic.
- They should be taught on how to differentiate responding to definition of concepts in own words and in the context of..
- They also should be taught on how to respond to level 3 questions, like, reliability, usefulness, limitations, as well as how to qualify their responses

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

- Many candidates still lack the skill of extraction.
- Many struggle to compare sources
- Their inability to respond to usefulness
- Many have a challenge in writing a paragraph, they copy directly from the source

QUESTION 4

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

- Overall question has been answered well. Most learners understand and can write about the content; however, their essays are still too descriptive instead of argumentative.
- Contextualisation is still a challenge to most of them.

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

- Introduction: Most of the learners' essays are not properly contextualised, as they mostly write a stance, however lack in motivating their stance as well as writing an orientation in their introduction.
- Background: Too much background information to many learners.
- Most of them tend to write a narrative essay, as they simply discuss the strategies used by the USA and Vietcong in the Vietnam war, with no line of argument.
- Learners' essays are characterised with content, however unable to contextualise it to the essay question.
- They cannot sustain a line of argument.
- On conclusion they mostly simply repeat the stance in the introduction.
- Some candidates on conclusion write about why and how the US policy of containment was undermined in Vietnam, rather than how US technological superiority could not defeat a small army of Vietcong.

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

- Learners to be taught different types of phraseology of essays and how they are expected to respond on each- when writing a properly contextualized introduction and conclusion.
- They should be taught on how to sustain LOA- using PEEL method. This exercise will result on learners not writing narrative essays.

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

- It is evident that many learners' responses depend on prepared essays given by their teachers
- This results into their essays characterised with regurgitating of facts that are not answering the question.
- No emphasis in developing and sustaining the line of argument

QUESTION 5

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

- Candidates performed well in this essay.
- Content is well explained, however is descriptive, narrative and not contextualised to the

question

- Introduction and conclusion not properly contextualized to most candidates
- Some wrote narrative essays- mentioned facts that were not explained.

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

- Introduction: Most candidates introduction is not properly contextualised
- They write long backgrounds which focuses more on Patrice Lumumba.
- They write the content without aligning it to the stance, on how Mobutu Seseseko's policies were anti- colonial in nature.
- They struggle to apply a PEEL method as they just throw facts and not explain them.
- Conclusion: Most candidates struggle to contextualise their conclusion.

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

- Candidate should be given tasks on writing an introduction when teaching how to write a contextualised introduction.
- They should be discouraged to write long paragraphs.

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

- Most candidates lack the skill of applying and sustaining the line of argument.
- Introduction and conclusion are not properly contextualised
- Essays characterised with long backgrounds
- Their essays are mostly narrative essays.

QUESTION 6

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

- Candidates' performance is from average to poor.
- Most candidates are unable to take a contextualised stance.
- They cannot develop and sustain a line of argument.
- Most candidates write narrative essays.

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

- Candidates struggle to take a stance and contextualise it.
- They write long paragraphs
- In most candidates, content selection does relate to the question but does not answer it

- Most of them struggle to respond to a question that requires them to critically discuss; as they fail to write about positive and negative aspects of the question.
- They struggle to contextualise a conclusion by linking it to an introduction.

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

- Learners must be taught on how to respond to an essay that requires critical discussion
- Learners' awareness of chronology of events and years on the topic taught, which will enable them to select relevant content according to the time frames required in the question posed
- Essay writing also required to be assessed on informal tasks. e.g. Introduction- properly contextualized introduction.
- Body- paragraphs – for learners to apply PEEL method and sustained LOA
- Conclusion- properly contextualized conclusion.

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

- Some candidates have a gap in content, as a result their discussions are scanty.
- More focus on background instead of answering the question.
- Most candidates tend to focus on one side, military approach and overlooked the other aspect of self-empowerment.