EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
QUESTION PAPER	1	2 (X)	3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	R.E ALLISON		
NAME OF THE CHIEF MARKER	MS N.E MOKO		
DATES OF MARKING	26 NOV- 13 DEC		
HEAD OF EXAMINATION:	MR E.M MABONA		

SECTION 1: (General overview of Learners Performance in the question paper as a whole)
The general Performance of candidates on the History paper 2 in November 2024 NSC examinations were just above average. This means that there are centres that performed very well and above average whilst others performed poorly. The new cognitive demand as stipulated by the CAPS document assisted some candidates with the source based questions. Looking at the questions chosen, as many candidates chose two essays and one-source based question. This was to their advantage as it is easier to get a pass mark when they make this choice. The major challenge in choosing two source-based questions is the
Misinterpretation of the sources provided. Question 1 and 2 were answered fairly well. Few chose question 3 and did not perform well. Candidates write paragraph questions poorly and achieve very low marks out of 8 – simply extract information from the sources. Candidates mostly obtained between a Level 3 and 4 pass rate. The number of Level 6 and 7 achievements will be significantly lower. The reason for this is that many candidates opted to answer question 6 which has been set differently in the NSC 2024 paper. The question only focused on how the reforms had an impact on the Soviet Union and not on South Africa. This resulted in candidates losing more than half of their marks due to this essay. Question 6 has affected the performance of the learners. The only area of concern, not that there is anything wrong with the question, is that question 6 pulled down the performance of most candidates. It appears that the candidates were prepared on model questions and responses and these did not include

any examples on the focus that the 2024 history paper 2, question 6 took. This could be seen through the responses of the candidates on this question.

SECTION 2: Comment on candidates' performance in individual questions
59/100 answered to Question1
Average Performance: 22%
Performance Range: 8% - 92%

QUESTION 1
(a)   **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

1.1 **1.1.1** Candidates were able to extract evidence from the source and could score the one (1) mark.
1.1.2 Candidates were able to extract evidence from the source and could score the one (2) mark.
1.1.3 Candidates were able to extract evidence from the source and could score the one(3) mark.
1.1.4 This question overall was very poorly answered and candidates could not interpret what is implied by the statement, losing the TWO (2) marks
1.2 **1.2.1**   Adequately answered as most candidates could score two marks.
1.2.2 Adequately answered as most candidates struggled to interpret the level two (2) question and could only score TWO of the 4 marks
1.3 **1.3.1** Well answered, candidates were able to extracts the evidence from the source and score the 1 mark
1.3.2 Poorly answered, as the candidates extracted the answers directly from the source causing them to lose the 2 marks
1.3.3 This question was overall poorly answered and candidates could not interpret the level 2 question and could not obtain the 2 marks
1.3.4 Poorly answered, as candidates could not define the concepts in the context of the historical theme and lost the 2 marks
1.3.5 This question was overall poorly answered and candidates could not interpret the level 2 question and could not obtain the 4 marks
1.4 **1.4.1** Well answered. Candidates were able to extract the evidence from the source
1.4.2 Poorly answered as most candidates could not explain the statement and was perceived as a difficult level 2 question losing the 4 marks.
1.4.3 Poorly answered, as candidates could not define the concepts in the context of the historical theme and lost the 2 marks
1.4.4 Adequately answered and candidates could score two of the 4 marks.

1.5 Adequately answered and candidates could score two of the 4 marks. This is a huge improvement in the answering of the level 2 questions in comparison with past exams.
1.6 Adequately answered and most candidates extracted the answer directly from the sources and could not interpret information from the sources into their own words, causing many to obtain ZERO (0) to FIVE (5) Marks out of the EIGHT (8) Marks.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
• Candidates struggled to answer question 1.1.4, 1.3.5 and 1.4.3.
• Candidates were also challenged with the statement questions and scored 0 or only 2 marks out of the 4 marks.
• Answering of the paragraph questions remain a big challenge as candidates are taking the information directly from the source and a level of own knowledge is required which is not applied
(c) Provide suggestions for improvement in relation to Teaching and Learning
• Teachers should incorporate more level 3 type questions in classroom activities.
• Possible concepts should be given to candidates at the beginning of a new topic.
• Teachers need to introduce students to more content. This can be achieved by ensuring that learners read through the course material and exposing learners to other sources such as documentaries and primary sources relating to civil resistance in the 1980s.
• More compulsory informed tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.
• Using previous question papers to expose candidates to the type of questions that will be set in informal assessment tests and examinations.
• Use question papers to practice answering of level 2 and 3 questions as part of informed assessment. When intervention classes are implemented by teachers , they need to explain the different levels of source-based questions separately and give report back to the learners on a regular basis in the form of marking the scripts of learners
• Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it

appears in the addendum.	
• Do as much practice on the paragraph writing skill. It must not be directly quoted form the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.	
• Format on focus points of questions, should be set out from the start of the year, so that the focus can be on how to teach learners on the correct way to answer source based questions.	

(d) **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**
• Many learners are coping directly from sources for level 2 and level 3 questions. This demonstrates an unfamiliarity with these type of questions and inadequate interpretive skills from learners.
• Determining the limitations of a source: Candidates struggled to answer this question and it is clear that teachers needs to teach candidates how **to answer** this question based on bias (one-sided approach/subjectivity) and the negative language used in the source.
• Candidates struggled to interpret Level 2 questions –writing the answers in their own words. Candidates used Level 1 skills (extraction) to answer Level 2 questions**.**
• Allocation of marks-learners do not look at the number of facts required for e.g. when the Level 1 question is (2 x 1 =2) it means two different facts, one mark each. Candidates interpret it as (1 x 2=2) which means one fact, two marks each.
• The candidates could not answer the concept "what is implied by the statement" question.
• Candidates cannot answer the concept question in the context of the topic

QUESTION 2 (Summary)
87/100 answered to Q2
Average Performance: 46%
Performance Range:20%- 92%
(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?
2.1   **2.1.1** Well answered as candidates were generally able to extract evidence from the source and obtain the full marks.
2.1.2 Well answered as candidates were generally able to extract evidence from the source and obtain the full marks .
2.1.3 Poorly answered as most candidates could not interpret the answer of this L2 question and

extracted the answer from the source
2.1.4 Majority of the candidates could define the term and scored the 2 marks.
2.2
2.2.1 Well answered and candidates were able to extract the evidence the from the source.
2.2.2 adequately answered, as most candidates could link the term in the context with the topic on the TRC
2.2.3 Poorly answered and most candidates could not answer the level 2 interpretation question.
2.2.4 Poorly answered and most candidates could not answer the level 2 interpretation question
2.3
2.3.1 Adequately answered and most candidates could score the two (2) marks.
2.3.2 Adequately answered and most candidates could score 2 of the 4 marks.
2.3.3 Well answered and all candidates received the one (1) mark.
2.4
2.4.1 Well answered and candidates were able to extract the relevant evidence from the source.
2.4.2 Adequately answered as many candidates who has interpretation skills could answer the question, but the weaker learners were unable to answer the interpretation question
2.4.3 Poorly answered and many candidates could not score the mark, due to the phrasing of the question
2.4.4 Well answered and most candidates could identify the reliability of the source, many scored 2 to 4 marks. This is a huge improvement in comparison with previous exam papers.
2.5 Poorly answered and most candidates could not effectively compare the source but obtain only two (2)of the four (4) marks
2.6 Adequately answered and most candidates extracted the answer directly from the sources and could not interpret information from the sources into their own words, causing many to obtain ZERO (0) to FIVE (5) Marks out of the EIGHT (8) Marks.

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

- Candidates could not answer 2.2.2 because they could not define the term "Testimony" in the context. They could not link it to the issue of Amnesty.

- The candidates could not answer 2.3.1 and 2.4.3. The key words implied is not understood by the second and third language candidates. This also relates to the fact that candidates cannot interpret visual sources or use the visual clues to answer the question.

	• Candidates struggled with level 2 and level 3 questions. The main reason being their inability to effectively apply their interpretive skills. The core reason for this being an inadequate level of understanding of the relevant content. A lack of content knowledge.
	• Comparisons of sources: Candidates struggled to understand how source 2B differs from source 2D and candidates answered how one source supports the other, which was not asked in this case. • Teachers need to used previous question papers so that candidates can understand how to answer this type of questions. The use of the visual source first (visual clues) will help candidates to compare the two sources
	• In paragraphs candidates answered in point form or wrote two to three different paragraphs instead of only one paragraph. Candidates also copy information from the sources verbatim without interpretation or source referencing.
	• Candidates use their own numbering system when answering source-based questions.

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

	• Teachers need to introduce students to more content. This can be achieved by ensuring that candidates read through the course material and exposing candidates to other sources such as documentaries and primary sources relating to the TRC
	• Candidates should be exposed to the meaning of the words "significance" and "implications" or "implied". The teachers need to provide Level 2 questions based on this type of Level 2 questions so that candidates understand how to answer these type of questions. Second and Third English FAL candidates struggled to interpret and answer statements. • The use of previous question papers and ICT will definitely help with this because they will be exposed to the speeches and statements made by the different role players in the TRC.
	• Teachers should incorporate more level 3 type questions in classroom activities.
	• Possible concepts should be given to candidates at the beginning of a new topic.
	• Comparisons of sources: Teachers need to used previous question papers so that candidates can understand how to answer this type of questions. The use of the visual source first (visual clues) will help candidates to compare the two sources. • Expose candidates to support the difference between source based questions
	• More compulsory informal tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.
	• Using previous question papers to expose candidates to the type of questions that will be set in informed assessment talks and examinations.
	• Use question papers to practice answering of level 2 and 3 questions as part of informal assessment.

- Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.

- Do as much practice on the paragraph writing skill. It must not be directly quoted from the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.

(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 are coping directly from sources for level 2 and level 3 questions. This demonstrates an unfamiliarity with these type questions and inadequate interpretive skills from candidates.

- It is important for the Subject advisors to have workshops in their districts throughout the year. Subject advisors can also invite the Internal Moderator and the Chief Marker to discuss common problems they encountered in the marking process.

- Compile a glossary of concepts on the topic and issue to schools.

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

Question 3

4/100 answered Q3

Average Performance: 1%

Performance Range: 14% - 54%

3.1.3 poorly answered and candidates could not interpret the question.

3.1.4 Well answered and candidates were able to extract evidence from the source and obtain the full marks.

3.1.5 Poorly answered as candidates struggled to define the concept

3.2.1 Adequately answered and many candidates were able to interpret the question scoring at least two(2) marks

3.2.2 Poorly answered and most candidates could not interpret the statement given.

3.2.3 Poorly answered as candidates could not explain the limitations of the source and could only score 2 of the 4 marks.

3.3

3.3.1 Well answered and candidates were able to extract evidence from the source and obtain the full marks.

3.3.2 Adequately answered. Many candidates were able to interpret the question scoring at least two(2) marks
3.3.3 Adequately answered. Many candidates were able to interpret the question scoring at least two(2) marks
3.4 Poorly answered. Many candidates struggle to extract the information from source and lost the 2 marks.
3.5 Most candidates could not effectively compare the source the question
3.5.1 Well answered, candidates were able to extract evidence from the source and obtain the full marks
3.5.2 Well answered, as most candidates could effectively extract the information from the source
3.5.3 Adequately answered, as most candidates obtained two(2) marks
3.5.4 Poorly answered as candidates could not define the term in context
3.6 Adequately answered and most candidates extracted the answer directly from the sources and could not interpret information from the sources into their own words, causing many to obtain ZERO (0) to FIVE (5) Marks out of the EIGHT (8) Marks.

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

- Candidates struggled a great deal with questions requiring the definition of historical concepts, such as questions 3.1.1, 3.4. The main reasons being linguistic barriers and a lack of understanding regarding the relevant content.

- It is clear that candidates are not being taught the topic on globalization, yet candidates attempt to answer it. This is seen in the marks obtained in this question

- Some candidates struggled to identify the limitations of sources. The main reasons for this being an inadequate understanding of the content and unfamiliarity with these types of questions.

- Question 3.1.3 Candidates could not answer this question correctly due to them not having much background knowledge on the Walmart as a MNC

- Question 3.2.2 Candidates could not answer this question correctly due to a lack of background knowledge on what a coloniser were and how this is linked to Walmart.

- Question 3.4 Candidates could not answer this question correctly due to them not being able to link how source 3B supports source 3C

- Question 5.4 No candidates could define the term "Protectionist" in the context of international trade relations

- Question 3.6 The paragraph question was poorly answered due to a lack of knowledge on the topic. It is clear that this topic was not covered by the school as the information was directly

extracted from the sources.

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

- Teachers need to introduce students to more content. This can be achieved by ensuring that candidates read through the course material.

  - Teachers should incorporate more level 3 type questions in classroom activities.

  - Possible concepts should be given to candidates at the beginning of a new topic.

  - Teachers need to introduce students to more content. This can be achieved by ensuring that learners read through the course material and exposing learners to other sources such as documentaries and primary sources relating to the Cold War.

  - More compulsory informal tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.

  - Using previous question papers to expose candidates to the type of questions that will be set in informal assessment tests and examinations.

  - Use question papers to practice answering of level 2 and 3 questions as part of informal assessment.

  - Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.

  - Do as much practice on the paragraph writing skill. It must not be directly quoted from the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.

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

- Candidates performance in this question is poor because of lack of knowledge .

- When teaching you need to start from Level 1 questions and then you move to Level 2 questions and then to Level 3 questions. Teachers need to expose learners to different types of sources for example visual, written sources as well as primary and secondary sources. Previous questions must be used frequently so that learners can familiarize themselves with the different types of questions.

- Learners need to be taught how to evaluate sources and should be taught how to write a paragraph and acknowledge the source.

- It is important for the teachers to study the Chief Markers report in the beginning of the year so that they can plan their lessons base on the findings of the examination in 2024.

QUESTION 4

80/100 answered Q4

Average performance = 46%

Performance Range: 4% - 100%

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

- Observation is that Solid performance in essay format indicates a commendable ability to construct coherent historical narratives.

- This is the most popular question. The response was average to good.

- Some candidates did not address the question adequately.

- Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature.

- Candidates' essays generally focused on content rather than using evidence to support an argument.

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

- Candidates could indicate to a great extent, but do not substantiate or explain their stance.

- Candidates did not know how to structure an argumentative essay and maintain a line of argument. Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.
- Too many prepared essays given to candidates

- Candidates wrote a lot of background information on the question rather than focusing on a line of argument.

- Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.

- Candidates do not substantiate the stance they take. The PEEL method is not being applied.
- Candidates do not link their response to the question posed.
- Candidates repeats the stance in the conclusion and sometimes introduce new content information
- Some candidates have a language barrier and struggled with the content.

- Some candidates wrote a descriptive essay

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

- Teachers need to equip the skill of applying the PEEL method rather than writing prepared essays.(PEEL method) and need intervention

- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.

- Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic

- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.

- Candidates must work out their own essays so that they can become familiar with the content in the essay.

- Teachers should give guidance in the form of key words, in accordance with the marking guidelines.

- Teachers need to equip candidates with the skill required to write history essays rather than providing them with prepared essays.

- Teachers needs to stop giving candidates too much background information on essay topics.

- Workshops should be held by subject advisors and focus on the use of symbols when marking, use of rubric with marking paragraphs essay is essential

- Bank of previous essays to be developed and used during training /developed workshops for teachers. Train learners in different approaches to answer the essay during extra classes and intervention classes.

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

- Question 4 was the second most popular essay question answered by candidates. Candidates generally demonstrated an understanding of the content relating to the question but struggled to use that content to construct a line of argument.

- Teachers needs to give informal tests for learners on how to write an introduction and conclusion.

- Candidates confuse Black Power Movement with Black Consciousness.

- Candidates should not use headings in their essays

Question 5

30/100 answered Q5

Average performance = 18%

Performance Range: 4% - 100%

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

- It was not a popular question. It was moderately answered to very good

- Most candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument.

- Candidates knew how to take a stance on "Do you agree" , but could not substantiate their response with relevant evidence

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

- Candidates could not take a proper stance with the critically discuss question.
- Candidates did not know how to structure an argumentative essay and maintain a line of argument.
- Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.
- Candidates gave a generic discussion and left out violence as requested by the question which is the focus.
- Candidates could not link the content to the question that was asked.
- Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.

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

- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
- Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic.
- Teachers need to equip candidates with the skill required to write history essays rather than providing them with prepared essays.
- Different questions on this topic should be practised – extra classes and intervention classes. A question bank should be developed and made available to teachers
- Teachers should refrain from using only the bullets of the essay in the marking guidelines, but should consult other information used in the textbook to get a broader perspective on the topic because learners study bullets as it appears in the marking guidelines.
- Teachers need to include more of the violence that took place as some only refer to Boipatong, Bisho and Chris Hani assassination .

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

- Question 5 was the 2nd popular answered essay question. The primary reason been that candidates are well acquainted with the content.

Question 6
36/100 answered Q6
Average performance = 15%
Performance Range: 3% - 92%
Most candidates performed average to poor and many opted to answer this essay.

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

- Most candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument.
- Candidates did not know how to take a stance if the question required them to critically discuss.

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

- Candidates did not know how to structure an argumentative essay and maintain a line of argument.
- Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments. Candidates could not link their content to the question posed.
- Candidates wrote more background information on the question rather than focusing on a line of argument.
- Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.
- The question only focused on the Soviet Union and nothing on the impact on South Africa, causing candidates to lose a substantial amount of marks. Candidates could not be credited for including the impact on South Africa, hence many candidates will not obtain level 7's.

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

- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
- Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic.
- Teachers need to equip candidates with the skill required to write history essays rather than providing them with prepared essays.
- Teachers need to provide informal tests (writing of Introduction and conclusion) and informal tests based on the content of the essays.
- Teachers need also to provide learners with the different types of essay questions (three different line of argumentative essays) and various types of questions. This is to teach the learners how to answer ESSAY QUESTIONS and to move away from prepared essays. Teachers should focus on essay writing skills.

- Teachers need to focus on the impact on the Soviet Union and South Africa in their lessons
- The NSC question paper of 2022 can be used as a guide to work on the content
- Examples of this essay will also be found in the History booklet Paper2

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

- Question 6 was the most commonly answered essay question. Candidates however lost more than half of the marks as they focused more on the impact on South Africa.
- It had been evident that the examination guidelines and CAPS had not been taken into consideration in preparing candidates for these questions.
- There was overreliance on previous question papers and the focus on those question papers.