

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 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. MOKO		
DATES OF MARKING	27 November to 13 December		
HEAD OF EXAMINATION:	MR E.M MABONA		

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

The general Performance of candidates on the History paper 2 in November 2025 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.

Failure rate:

2024: 4060 (10.6%) (on 38 313 scripts)

Level 6 - 1580

Level 7 - 615

2025:

Level 6 - 1194

Level 7: 351

Performance rate:

2024: 89.4%

2025: 83.6%

SECTION 2: Comment on candidates' performance in individual questions**QUESTION 1**

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

- Most of the candidates performed poor to average.
- Most candidates have answered the extraction correctly. They had problems with interpretation, comparison and paragraphs.

The paragraph question (1.6) was answered poorly as most rewrote the sources, with a performance of 19%.

1.1

1.1.1 Candidates were able to extract evidence from the source and could score the two (2) mark.

1.1.2 Majority of the candidates could define the term and scored the 2 marks.

1.1.3 This question overall was very poorly answered and candidates could not interpret what is implied by the statement, losing the TWO (2) marks

1.1.4 Candidates were able to extract evidence from the source and could score the one(3) mark.

1.2

1.2.1 This question was overall poorly answered and candidates could not interpret the level 2 question and could not obtain the 2 marks

1.2.2 This question overall was very poorly answered and candidates could not interpret what is implied by the statement, losing the TWO (2) marks

1.2.3 Adequately answered as most candidates could score two marks.

1.3

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.

1.4

1.4.1 Well answered. Candidates were able to extract the evidence from the source

1.4.2 Poorly answered, as candidates could not define the concepts in the context of the historical theme and lost the 2 marks

1.4.3 Well answered. Candidates were able to extract the evidence from the source

1.4.4 Adequately answered and candidates could score two of the 4 marks and some scored the full 4 marks

1.5

1.5.1 Well answered, candidates were able to extract the evidence from the source and score the 2 mark

1.5.2 Poorly answered, as the candidates extracted the answers directly from the source causing them to lose the 2 marks. Few candidates could score at least 2 marks

1.5.3 This question overall was very poorly answered and candidates could not interpret what is implied by the statement, losing the 4 marks

1.5.4

This question was overall poorly answered and candidates could not interpret the level 2 question and could not obtain the 2 marks

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, 1.2.1, 1.4.2 and 1.6.
- Candidates cannot define the concept in the context.
- 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.

<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Using previous question papers to expose candidates to the type of questions that will be set in informal assessment tests and examinations.
<ul style="list-style-type: none"> • Use question papers to practice answering of level 2 and 3 questions as part of informal 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
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<p>(D) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> • 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 "what is implied by the statement" question. • Candidates cannot answer the concept question in the context of the topic

- Learners need to know the meaning of words, such as “significance” and “symbolism”

QUESTION 2

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

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

- Question 2 was popular. The question was answered by most of the candidate. Most of the candidates scored high marks. The common error was when they answered reliability or comparison of sources. They were using the same answers.

2.1

2.1.1 Well answered as candidates were generally able to extract evidence from the source and obtain the full 2 marks.

2.1.2 Well answered as candidates were generally able to extract evidence from the source and obtain the full 3 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 not define the term and could not score 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 Poorly answered and most candidates could not answer the level 2 interpretation question.

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

2.2.5 Well answered and most candidates scored 2 to 4 marks for this level 3 question.

2.3

2.3.1 Adequately answered and most candidates could score the two (2) marks.

2.3.2 Well answered and most candidates could score all 3 marks.

2.3.3 Poorly answered, as most candidates could not link the term in the context with the

topic on the TRC.
2.3.4 Poorly answered and most candidates could not answer the level 2 interpretation question.
2.4 Well answered and candidates were able to extract the relevant evidence from the source.
2.5 Poorly answered and most candidates could not effectively compare the source but obtain only two (2) of the four (4) marks
2.1.1 Adequately answered as many candidates who has interpretation skills could answer the question, but the weaker learners were unable to answer the interpretation question
2.1.2 Poorly answered and many candidates could not score the mark and switched the answers.
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.
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.</p> <ul style="list-style-type: none"> • Candidates could not answer 2.1.3 and 2.1.4. because they did not understand what "Amnesty International" was. • They also could not answer 2.2.3: They just extracted instead of interpreting. They just extracted directly from the source. • The candidates could not answer 2.5.1 and 2.5.2. The questions were poorly answered because they needed critical thinking skills from the candidates. • 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. The comparison was difficult for most learners, they just extracted using "I" instead of interpreting what is in the source. • Teachers need to use 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 have a challenge with answering concepts.

(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 use 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 sources.

- 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 talks and examinations.
- Use question papers to practice the 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 candidate's own words. Liaise with language teachers to assist learners.

(d) Describe any other specific observations relating to responses of candidates 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.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

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

- A few candidates have answered Q3 and have performed poorly, attaining low marks.

Candidates are not well vested in recent politics, especially the topic of BRICS and also about the growing tension between the West and East.

Provide suggestions for improvement in relation to Teaching and Learning.

3.1

3.1.1 Poorly answered as candidates struggled to define the concept.

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

3.1.3 Poorly answered as candidates struggled to define the concept.

3.1.4 Poorly answered and candidates could not interpret the question.

3.2

3.2.1 Poorly answered as candidates struggled to define the concept.

3.2.2 Poorly answered and most candidates could not define the concept.

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

3.2.4 Poorly answered as candidates could not answer the level 2 question.

3.3

3.3.1 Poorly answered as candidates could not interpret information from a graph.

3.3.2 Poorly answered. Many candidates could not interpret the question and lost all (4) marks.

3.4

3.4.1 Well answered, candidates were able to extract evidence from the source and obtain the full mark.

3.4.2 Well answered, as most candidates could effectively extract the information from the source
3.4.3 Poorly answered, as most candidates could not obtain two(2) marks
3.4.4 Adequately answered as most candidates could score 2 of the 4 marks.
3.5 Most candidates could not effectively compare the source the question
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 candidates in this question, and any misconceptions.
<ul style="list-style-type: none"> • Candidates struggled a great deal with questions requiring the definition of historical concepts, such as questions 3.1.3 and 3.2.2. 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 usefulness of the sources. The main reason for this being an inadequate understanding of the content and unfamiliarity with these types of questions. • Question 3.3.1 Candidates could not interpret the graph. They copy phrases that appear in the sources. • Question 3.4.3 Candidates could not answer this question correctly due to a lack of contemporary knowledge of politics and current affairs. • Question 3.5 Candidates could not compare the sources correctly due to the lack of knowledge of the topic. The pass percentage was only 4%. • Question 3.6 The paragraph question was poorly answered due to a lack of knowledge on the topic. The pass performance was 15%. 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 Globalisation.
- Material and handouts must be provided to teachers in order to teach learners this question. Very interesting topic but learners need to be exposed to current affairs in class through discussions and research on topics related to current affairs and outside of class.
- 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 candidates 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 2025.

Question 3

Provide suggestions for improvement in relation to Teaching and Learning.

3.1

3.1.1 Poorly answered as candidates struggled to define the concept.

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

3.1.3 Poorly answered as candidates struggled to define the concept.

3.1.4 poorly answered and candidates could not interpret the question.

3.2

3.2.1 Poorly answered as candidates struggled to define the concept.

3.2.2 Poorly answered and most candidates could not define the concept.

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

3.2.4 Poorly answered as candidates could not answer the level 2 question.

3.3

3.3.1 poorly answered as candidates could not interpret information from a graph.

3.3.2 poorly answered. Many candidates could not interpret the question and lost all (4) marks.

3.4

3.4.1 Well answered, candidates were able to extract evidence from the source and obtain the full mark.

3.4.2 Well answered, as most candidates could effectively extract the information from the source

3.4.3 Poorly answered, as most candidates could not obtain two(2) marks

3.4.4 Adequately answered as most candidates could score 2 of the 4 marks.

3.5 Most candidates could not effectively compare the source the question

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 candidates 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.

<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Question 3.4 Candidates could not answer this question correctly due to them not being able to link how source 3B supports source 3C
<ul style="list-style-type: none"> Question 5.4 No candidates could define the term "Protectionist" in the context of international trade relations
<ul style="list-style-type: none"> 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.
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning.</p>
<ul style="list-style-type: none"> Teachers need to introduce students to more content. This can be achieved by ensuring that candidates read through the course material.
<ul style="list-style-type: none"> Teachers should incorporate more level 3 type questions in classroom activities.
<ul style="list-style-type: none"> Possible concepts should be given to candidates at the beginning of a new topic.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Using previous question papers to expose candidates to the type of questions that will be set in informal assessment tests and examinations.
<ul style="list-style-type: none"> Use question papers to practice answering of level 2 and 3 questions as part of informal assessment.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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 candidates and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> 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
Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> 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
It was not a popular question. It was moderately answered to very good
(a) General comment on the performance of candidates in the specific question. Was the

question well answered or poorly answered?
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Candidates knew how to take a stance on but could not substantiate their response with relevant evidence. Candidates struggled to take a correct stance to critically discuss essay.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.
<ul style="list-style-type: none"> • Candidates could not take a proper stance with the critically discuss question.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Candidates gave a generic discussion and left out violence as requested by the question which is the focus.
<ul style="list-style-type: none"> • Candidates could not link the content to the question that was asked.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Teachers need to equip candidates with the skill required to write history essays rather than providing them with prepared essays.
<ul style="list-style-type: none"> • Different questions on this topic should be practised – extra classes and intervention classes. A question bank should be developed and made available to teachers
<ul style="list-style-type: none"> • 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
(a) 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

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

- Most candidates performed average to poor and not many opted to answer this essay.
- 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.

Most candidates did not know how to take a stance on to what extent.

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

- Candidates would dwell on irrelevant parts of South Africa which resulted in them being awarded low marks.
- Candidates wrote this essay wrong according to the programme of assessment. The learners are expected to answer it in two different ways.
- Candidates did not know how to structure an argumentative essay and maintain a line of argument on this question.
- 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.
- 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.

(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 November 2022 can be used as a guide to work on the content.

Examples of this essay will also be found in the History booklet Paper 2.

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

- 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.
- Teachers need to be aware of the various options and forms this question can take.