

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S** REPORT FOR PUBLISHING

**SUBJECT: HISTORY** **PAPER: 2**

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/
balance)**

* Generally the paper was well received by candidates; content as well as structure fell within their expectations. Cognitive levels of assessment were adhered to which in turn presented an opportunity for all candidates to perform to their best abilities.
* The paper was of an acceptable length with the duration of 3 hours for 150 marks, something that our History candidates were exposed to throughout the year.
* Candidates were at liberty to choose two out of four questions given and majority chose those questions that they thought they would do better. Analysis of sampled scripts have shown that generally learners performed satisfactorily, majority of chosen questions were fairly attempted particularly the most favourite questions such as 3 and 4
* Questions 1 and 2 were the least favourites among candidates in particular question 2 which was attempted by very few candidates.

**SECTION 1**

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

**QUESTION 1**

This question was attempted by many candidates and performed satisfactorily even though they were challenged by few questions e.g. 1.2.1, 1.2.2, 1.3.1 and 1.6.1. This question, in relation to the three others, was the most simplest. The theme is the same and the key question cannot deviate much from the previous years.

**QUESTION 2**

This question was not popular among candidates, however it was the most simplest with many free marks. Questions were very clear and fair and learners have a challenge on essay writing, probably because the treating of this topic might have been minimal with limited resources.

**QUESTION 3**

Candidates’ favourite question and majority responded well both on source and essay questions however question 3.1.6 which was based on cartoon interpretation turned out to be a nightmare to majority of candidates. Good marks were obtained on questions 3.1.1, 3.1.2, 3.1.3, 3.1.4 and 3.1.5.

**QUESTION 4**

On paper this question seemed easy but technically it was difficult and majority of candidates struggled in answering it, the analysis from sampled scripts showed that most of them struggled in their attempts to respond to it correctly in particular the essays (Q4.6.1 and 4.6.2), cartoon (Q4.4.1, 4.4.2 and 4.4.3) and many other questions. Unlike questions 1 and 2, this question is multi faceted. There are many sub-themes that the examiner can pick here. So if taught it must be taught thoroughly and the educator to unpack most possible sub-themes

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet).**

**QUESTION 1 (What was the impact of collapse of the USSR in 1989 on ending apartheid in SA)**

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

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

**QUESTION 1**

Q 1.1.1

* Relatively easy level 1 question and candidates responded positively by mentioning reforms introduced by Gorbachev in the USSR

**Suggestions**

* Learners should be able to differentiate between political and economic reforms

Q 1.1.2

* Cold War in history is a common and famous term and majority of candidates managed to explain it satisfactorily more so that they were asked to explain in their own words.

**Suggestions**

* Teachers should give learners broad background information about the Cold War so that they can freely express themselves in explaining it. Majority of candidates correctly explained it as **‘war of words between USA and USSR’**. They could have done much better.

Q 1.1.3

* This question was not well attempted by candidates as they could not state consequences of Gorbachev’s reforms in Easter Europe

**Suggestions**

* Broad content knowledge regarding the collapse of communism not only in the Soviet Union but eastern Europe as a whole

Q 1.2.1

* Candidates did not do well in this question about the cartoon, it would appear that majority could not figure out that ‘hammer and sickle’ represent Soviet emblem hence they were unable to interpret the question.
* They could not relate the sickle to USSR and link to Glasnost and Perestroika

**Suggestions**

* Cold War theme is dominated by USA and USSR and learners should be exposed to these countries’ emblems as examiners and cartoonists prefer to use them instead of names.

Q 1.2.2

* Majority of candidates struggled to interpret this cartoon on Cold War, it appeared that they lacked in depth background knowledge about the content. USA could have been happy to see USSR crumbling therefore ending Cold War and rivalry between them, but majority could not interpret it that way suggesting that they lack content knowledge.

**Suggestions**

* Cold War as a theme should not be taught at face value, learners should be given thorough background information about the topic.
* Educators should try to relate the collapse to the economic competition and what it means when one should collapse.

Q 1.3.1

* Comparing the two sources and explain how they supported each other regarding political changes in the USSR, proved to be difficult for candidates. This is probably so because they could not do well in question 1.2.1 and 1.2.1 above.

**Suggestions**

* Learners should be taught how to compare sources, whether they convey similar information or they differ.
* Educators should also train learners through assessment by penalizing them when they cannot compare. The fact that this issue is raised every year and has to be defended at every marking session proves that little is done to train learners on assessment.

Q 1.4.1

* Candidates responded poorly in this question they could not explain why the fall of Berlin wall forced ANC and NP to negotiate

**Suggestions**

* Teachers should teach the learners about the link between NP, ANC and Soviet Union and how the fall of communism and its institutions impacted on both.
* Concentration should not be on the two economic reforms that Gorbachev introduced. It should be on how those changes impacted on South Africa as the general key question suggests

Q 1.4.2

* Poorly answered question. Candidates failed to a large extent to interpret and explain what the question wanted, may be words such as **legitimate and aspirations** as used in the question might have derailed majority of them

**Suggestions**

* Teachers should intensify teaching some of the skills such as interpretation and others

Q 1.5.1

* This appeared to be a tricky question as it seemed majority of candidates could not really comprehend what **sensible leaders** as appeared in the question referred to

**Suggestions**

* Questions to be clearer. While we expect learners to be able to clever on interpretation, we cannot expect them to read what the examiners intentions are on using ambiguous phrases.

Q 1.5.2

* Response to this question was satisfactory to a large extent as majority were able to use their own knowledge on how black and conservative white South Africans reacted to the release of Mandela

Q 1.5.3

* Candidates could not satisfactorily explain the usefulness of the source and obtain maximum mark.

**Suggestions**

* Some historical sources are deemed to be useful or not to interested parties and it is in this regard that learners should be exposed on skills of how to view the source as useful or not, does it contain all the relevant information that can convince a historian to rely on.
* At the same time, educators should be able to teach learners to read through the question and understand the expectations. The question was not asking whether the source was useful or not. It was a given line of argument that required the learner to support and not contradict.

Q 1.5.4

* A level 3 question which involved both interpretation and evaluation of evidence and candidates responded poorly
* Candidates, to a large extent responded by statements that have no historical basis and in the process lost some marks

**Suggestions**

* Learners should be taught to develop line of argument they have chosen either agree or disagree and should support their responses with relevant evidence.
* Learners should not be encouraged to copy sources and hope to pick marks. As is, it would appear learners are not taught to interprete.

Q 1.6.1 **(Paragraph question)**

* Majority of candidates could not correctly interpret the sources to explain the effects that Gorbachev’s policies had on both the ANC and the NP
* Candidates displayed lack of content.
* The skill of gathering information from all sources (not rewriting them) is evidently lacking

**Suggestions**

* Content must be mastered in order to assist candidates to answer these types of questions

Q 1.7.1 (Essay)

* The essay question was straightforward and candidates responded satisfactorily on how the fall communism influenced South Africa to embark on political changes
* Candidates could not discuss the ‘how’ part of the question but instead gave all available information pertaining to the content which did not answer the question
* Majority of candidates failed to illustrate answers in an effort to drive their points home

**Suggestions**

* Teachers should emphasize essay writing/answering techniques such as how, to what extent so that learners should not encounter any challenges in answering such questions
* Learners should be taught how policies of Glasnost and Perestroika impacted on Russian society and influenced events in South Africa
* Teachers should teaching the content in relation to examiners expectations and assessment standards/skills to keep learners focused.

Q 1.7.2

* Not many candidates attempted this question. Those who attempted it performed fairly.
* Some learners still copy directly from the sources without any attempt to address the question.

**Suggestions**

* Using sources to construct an argument requires a great skill and content knowledge
* Teachers to train learners on how to use sources as evidence to address the question, without directly copying from the sources. This trend should be started in grade 11 and learners to be penalised for copying sources at school level. Should the trend be taken seriously at that level, then we will not encounter the exorbitant amount of source copying.
* Learners must be encouraged to fully understand the statement before answering the question.

**QUESTION 2 (Case study: Angola)**

A handful of candidates from the sampled scripts attempted this question and they performed poorly in both source based and essay questions. Majority lacked content knowledge and poor answering skills in both questions

Q 2.1.1

* Candidates managed to extract information from the source and respond positively
* Some confused superpowers with the two political rivals in Angola viz. UNITA and MPLA

**Suggestions**

* Knowledge of the theme is very important and teachers should gather as much information as possible from different sources

Q 2.1.2

* Level 1 question and most candidates were able to quote examples from the source and in the process obtained reasonable marks

**Suggestions**

* Candidates should read sources with understanding

Q 2.1.3

* Explanation of historical concept such as *Marxism* proved difficult to the majority and to a large extent failed to score maximum marks

**Suggestions**

* The term Marxism is synonymous with communism and as much as the content is emphasized so should be historical concepts.
* Teachers should not overlook this concepts as they accelerate the process of mastering the content

Q 2.1.4

* The response to this question was dismal
* They could not Interpret the source and answer the question asked

**Suggestions**

* Candidates should read sources with understanding.
* Teachers should have a Source Based lesson once in a month to train learners on the interpretation. The problem is that learners meet with these questions only in the assessment atmosphere.

Q 2.1.5

* Candidates failed to comment on the political situation in Angola before the peace agreement was signed
* Candidates lacked information

**Suggestions**

* Knowledge of the theme is very important and teachers should gather as much information as possible from different sources

Q 2.2.1 & 2.2.2

* Question based on cartoon interpretation and it was difficult for candidates to interpret the message
* Majority could not link the cartoon with the history of Angola during the civil war which to so many citizen maimed

**Suggestions**

* Cartoons should be taught in totality
* Learners should be vigilant of any available information in the cartoon that might assist them in answering the question
* Background knowledge of the content is very key in interpreting cartoons

Q 2.3.1

* Most candidates tried to come up with correct answers but could only score 2 marks instead of allotted 4 marks

**Suggestions**

* Candidates should carefully read the source and strive to obtain maximum marks allocated for the question

Q 2.3.2

* Poorly answered question
* Candidates failed to interpret evidence from the source in order to answer the question

**Suggestions**

* Candidates should carefully read the source and strive to obtain maximum marks

Q 2.3.3

* Candidates could not give a satisfactory answer by either agreeing or disagreeing with the source on Angola’s recovery
* They failed to a large extent to drive their point home

**Suggestions**

* Candidates should read the sources with understanding and apply their own knowledge

Q 2.3.4

* Candidates struggled to compare written and visual sources on how they support each other regarding the civil war in Angola

**Suggestions**

* Comparison is a skill which is assessed in all history question papers
* Teachers should help learners to master this skill by continuously engaging them in formal and informal activities regarding these skills

Q 2.4.1 **(Paragraph question)**

* Majority of candidates could not identify a source among the four given and explain its usefulness
* Candidates displayed lack of content.
* The skill of gathering information from all sources (not rewriting them) is evidently lacking

**Suggestions**

* ‘How useful is the source’ is a common question in history and teacher should assist learners during teaching to master this skill.
* Teachers should demonstrate to learners how to answer such question

Q 2.5.1 **(Essay)**

* Most candidates performed fairly in this question
* Some candidates elaborated quite extensively on one or two bullets only

**Suggestions**

* Learners must be trained to be as broad as possible within the given line of argument
* They should avoid vague statements in their response
* Candidates to be taught to read the question and respond to the skill tested. It is not only about content; it is about how you deliver it as per the expectation of the examiner.

Q 2.5.2 **(Essay)**

* From the sampled scripts, this question was not answered at all

**QUESTION 3** **(How did South Africa emerge as a democracy from the crises of the 1990’s?**

Q3.1.1

* Relatively easy question on definition of amnesty which is synonymous with the TRC and candidates responded fairly

**Suggestions**

* Teachers should identify and explain key historical concepts pertaining to a particular theme so that learners should be able to link that with the knowledge acquired and should also relate it to the topic context and not just give a general expression like “amnesty is forgiveness”

Q3.1.2

* Candidates answered this question satisfactorily
* They easily stated two announcements that De Klerk made in his parliamentary address
* Candidates who struggled in answering this question lacked content knowledge

**Suggestions**

* Broad teaching of the content is necessary to lay strong foundation for knowledge

Q3.1.3

* Question was well attempted by majority of candidates
* Candidates were able to explain why there was a need for drastic changes in South Africa

**Suggestions**

* Content knowledge is still a key factor, teachers should give more information regarding the content to broaden learners’ scope

Q3.1.4 (a)

* A very good response by candidates
* Candidates managed to explain how Tutu reacted to the release of Mandela by stating he was happy

**Suggestions**

Q3.1.4 (b)

* The response was fair
* Some candidates were struggled to state how Andries Treurnicht reacted to the release of Mandela
* Apparently they did not know who Treurnicht was and his political beliefs

**Suggestions**

* Learners should be given more knowledge about the content
* Teachers should also be careful not to treat this content as though it was only about the ANC and NP only

Q3.1.5

* Cartoon interpretation and the candidates’ response was fair

**Suggestions**

* Cartoons should be taught in totality
* Learners should be vigilant of any available information in the cartoon that might assist them in answering the question
* Background knowledge of the content is very key in interpreting cartoons

Q3.1.6

* Poorly answered question where candidates failed to interpret the source on the attitude of white rule in South Africa

**Suggestions**

* Learners should be encouraged to read sources of information thoroughly and apply their knowledge of the content. Teaching of the content should be broadened
* Source Based lesson still a priority.

Q3.1.7

* Candidates struggled to compare written and visual sources on how they support each other regarding the release of Mandela

**Suggestions**

* Comparison is a skill which is assessed in all history question papers
* Teachers should help learners to master this skill by continuously engaging them in formal and informal activities regarding these skills

Q3.2.1

* A good response by candidates
* They were in a good position to explain the necessity of Groote Schuur meeting

**Suggestions**

* Expose learners to more information regarding South Africa’s road to democracy

Q3.2.2

* Question not satisfactorily answered
* Candidates could not comment on why the NP and ANC were suspicious of each other

**Suggestions**

* Learners should be encouraged to read sources of information thoroughly and apply their knowledge of the content.

Q3.2.3

* The performance is good in this question
* They were able to give explanation why MK was to be disbanded

**Suggestions**

* Learners should be encouraged to fully read the sources before answering the questions.
* Teachers to encourage learners to always draw from their content knowledge when reading the sources.

Q3.2.4

* Question tricky and difficult and not satisfactorily answered
* Candidates could not link the newspaper headlines with what happened during Pretoria talks between the ANC and NP and ended up quoting the source

**Suggestions**

* Learners should be encouraged to read sources of information thoroughly and apply their knowledge of the content.

Q3.3.1

* Candidates response was good in this question
* Those who could not get it right lacked in depth knowledge of the content

**Suggestions**

* Learners should read sources with understanding and use their own knowledge to answer the question

Q3.3.2

* Question is fairly attempted
* Candidates managed to interpret evidence from the source and explain why anti negotiation groups wished to destroy CODESA

**Suggestions**

* The role played by different political organizations should be thoroughly taught

Q3.3.3

* It was a challenge for majority of candidates to state and support their line of argument
* Candidates could either agree or disagree with the statement and support their response with relevant evidence

**Suggestions**

* Learners should be taught to state their line of argument and support it accordingly with evidence derived from the sources

Q3.4.1 **(Paragraph)**

* Dismal performance
* Majority of candidates did not know the significance of both the Groote Schuur and Pretoria Minute for the process of negotiations
* Some candidates to a large extend had tendency to distort historical information e.g. mixing the agenda of Groote Schuur and Pretoria Minute

**Suggestions**

* Learners should read sources with understanding and use their own knowledge to answer the question
* Knowledge of the content is very key for improved performance

Q3.5.1 (Essay)

* Candidates were asked to explain to what extent negotiations between parties paved the way for democracy
* Performance was fair based on the fact that candidates response was not based on ‘to what extent’, they gave as much information as possible without actually addressing the question
* Some candidates lacked content knowledge; this was evident when they responded in their essay that both the ANC and AWB stormed the World Trade Centre of which it was not true, only the AWB did that.
* Candidates tend to bring many untrue statements and some responses were emotional

**Suggestions**

* An essay question that requires discussion will always demand high content knowledge and this will require teachers and learners to focus on content

Q3.5.2

* Not many candidates attempted this question.
* Those who attempted it performed fairly.
* Some candidates gave vague statements without answering the question; hence they could not get maximum marks.
* Some learners still copy directly from the sources without any attempt to address the question.

**Suggestions**

* Teachers to train learners on how to use sources as evidence to address the question, without directly copying from the sources.
* Learners must be encouraged to fully understand the statement on the question before answering the question.

**QUESTION 4** **(The work of the TRC)**

Q4.1.1

* Candidates responded fairly in this question as they were able to define the term ‘amnesty’
* Some candidates defined the term at face value not in its context of the TRC and forfeited marks

**Suggestions**

* Content knowledge of the theme is still vital to learners to be able to link all the TRC institutions
* Historical concepts should not be overlooked while teaching and learning is continuing
* Teachers should contextualize historical concepts

Q4.1.2

* Having defined amnesty in Q1.1.1 candidates were in a better position to quote two conditions under which amnesty was granted to perpetrators
* The response was good

**Suggestions**

* Content knowledge of the theme is still vital to learners to be able to link all the TRC institutions

Q4.1.3

* Difficult question where candidates responded fairly
* Candidates were however challenged in fully stating the conditions for amnesty and whether perpetrators would have voluntarily apply for amnesty
* Candidates were unable to run with the line of argument given, instead the incorrectly copied, they could not realize that the question was asking why would perpetrators want to apply for amnesty.

**Suggestions**

* Learners should have a clear knowledge of all three commissions and their roles towards achieving the aims of the TRC

Q4.2.1

* Poorly attempted question
* Candidates could not explain why the formation of the TRC was regarded as controversial. The meaning of the word controversial might have challenged majority of candidates and failed to grasp the gist of the question

**Suggestions**

* Thorough reading and interpretation of the source, coupled with the background knowledge of the content is crucial to learners

Q4.2.2

* Majority of candidates responded positively in this question as they were in a position to explain why it was necessary for people who appeared before the TRC to tell the truth.

**Suggestions**

* Teachers should however emphasize the formation and aims of the TRC

Q4.3.1

* Question based on extraction of information from the source and it was moderately dealt with by candidates

**Suggestions**

* Extraction of evidence from the source is one of the skills that learners should be thoroughly exposed to during teaching and learning

Q4.3.2

* Question was fairly attempted by majority of candidates, some were able to explain biasness of the source

**Suggestions**

* The word ‘bias’ is one of the cornerstone of source based questions
* Teachers should assist learners to identify bias in sources

Q4.3.3

* Majority of candidates responded poorly by failing to comment on the fairness of Hartzenberg’s views on TRC
* They should indicate whether his views were fair or unfair and majority failed to sustain and defend their line of argument
* Learners copied straight from the source and were penalized

**Suggestions**

* Expose learners to more sources of information on particular theme

Q4.3.4

* The question was not well answered, majority of candidates could not compare two extracts on their similarities towards amnesty process of the TRC
* Candidates still have a tendency of writing two separate bullets when referring to two sources. At times, they are not linked.

**Suggestions**

* Learners should be exposed to this skill in a formal or informal assessment on a regular basis

Q4.4.1

* Cartoon as one of the sources was difficult for candidates to interpret hence dismal performance.
* Candidates could not interpret why both Mandela and Tutu looked surprised in the cartoon

**Suggestions**

* Cartoon interpretation should be taught in totality
* Learners should be vigilant of any available information in the cartoon that might assist them in answering the question
* Background knowledge of the content is very key in interpreting cartoons

Q4.4.2

* Candidates responded very poorly in this cartoon question
* Majority could not link the cartoon with the TRC process

**Suggestions**

* Cartoons should be taught in totality
* Learners should be vigilant of any available information in the cartoon that might assist them in answering the question
* Background knowledge of the content is very key in interpreting cartoons

Q4.4.3

* Candidates performed dismally in this question, they could not comment to what extent the cartoon was biased towards TRC process.

**Suggestions**

* Identifying bias in a historical source is a skill, teachers should assist and demonstrate to learners how to detect bias in a source, what to look for in order to detect bias

Q4.5.1

* Candidates failed to interpret the question; on paper this question was relatively easy had they been exposed to three commissions that assisted the TRC to execute its duties and the role of each.
* Lack of content knowledge contributed to this poor performance

**Suggestions**

* TRC should be taught in totality

Q4.6.1

* Candidates responded fairly in this question
* They were asked to discuss to what extent the TRC was successful in reconciling South Africa. Majority could not state either to a **large/greater or lesser extent** and support their argument accordingly.
* This is one of the new skills in essay writing

**Suggestions**

* When teaching learners how to write essay, teachers should emphasize to the learners these skills such as: agree or disagree, to what extent etc.

Q4.6.2

* Very few candidates attempted this question

**Suggestions**

* Not many candidates attempted this question.
* Those who attempted it performed fairly.
* Some candidates gave vague facts without answering the question; hence they could not get maximum marks.
* The leading statement; “the perpetrators who appeared before the TRC lacked courage to reveal the truth” was not analysed by most candidates when answering the question.
* Some learners still copy directly from the sources without any attempt to address the question.

|  |
| --- |
|  **(d) Other specific observations relating to responses of learners.** |

1. **SOURCE BASED QUESTIONS**

Candidates have done their utmost in trying to positively respond to questions asked, some showed great understanding of questions posed and their response was good with some great maturity in terms of content knowledge; however there were instances were majority of candidates failed to grasp maximum marks because of the following:

* Candidates lacked in depth knowledge of the content (Q1.2.1, 1.2.2, 1.4.1), (Q3.1.6, 3.2.2), (Q4.1.3, 4.2.1, 4.3.3, 4.4.3)
* Majority struggled to master skills that are normally associated with History examination such as comparison (Q1.3.1, 1.5.3), (Q3.1.7), (Q4.3.4), usefulness, fairness and biasness of the source (Q1.5.3), (Q4.3.2, 4.3.3, 4.4.3)
* Candidates failed to capitalize on maximum mark allocated for some questions for example question that carried 4 marks which needed two facts/answers some obtained 1 or 2 and as a result forfeit other marks
* Dismal performance by candidates was also recorded in all questions pertaining to cartoons (Sources 1B, 2B and 4D).
* Candidates lacked interpretation skill coupled with content knowledge. Even though they showed some glimpse of content knowledge majority struggled to a large extent to interpret the disintegrating Soviet Union emblem (Source 1B) as a sign of collapse of communism.
1. **ESSAY QUESTIONS**

Generally essays in all four questions were not satisfactorily answered by candidates; there were instances were learners forfeited more marks due to lack of content knowledge, poor essay structure. Their introduction was largely not contextualized.

* **QUESTION 1:** Candidates turn to write a paragraph or two about the actual impact of the fall of communism in Russia on South Africa not how the fall of communism influenced political changes in South Africa. Majority dwelled too much on Gorbachev’s programme of Glasnost and Perestroika which to a large extent dominated their essays.
* **QUESTION 3:** Candidates found it difficult to determine to what extent. They only used the content without linking it to the question. The presentation of this essay was not satisfactory to most of the learners.
* **QUESTION 4:** It appeared that candidates prepared essays long before the examination about the aims; structure and achievements of the TRC which was not asked as such and this led them to misunderstand the question.
* In responding to the question, candidates wrote what they know and ignore to indicate whether the TRC was successful or not and in the process do not develop line of argument
* Most candidates rely too much on sources without using their own knowledge and some seem to be emotional or personal when answering this essay question.

|  |
| --- |
| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* It was evident from this analysis that candidates are still struggling to answer most of the questions mainly due to insufficient knowledge gathered regarding the subject or lack of technical skills in planning and presenting their responses. Teachers should therefore:
1. Teach all topics identified to be taught in that academic year and exposed learners to as much information as possible so that they must arm themselves with content knowledge.
2. Allocate a day in a week to specifically focus on historical skills such as interpretation, usefulness of the source, comparison of sources, writing skills for both paragraph and essay
3. Give candidates as much informal tasks as possible on these skills in an effort to build for formal task.
* Theme 2 (Angola) was presented as a case study and majority of textbooks used by learners lacked information regarding the topic and as a results teachers had to fend for themselves.
* Questions 1 and 2 are the most simplest because you cannot move away from the Key Question. While Question 3 and 4 are most popular, they are tricky as candidates come with prepared responses and the examiner’s expectations are different from their thinking.
* Subject specialists should on the other hand should:
1. Use their advantaged position of having resources in their respective offices and assist teachers by sourcing information and distribute that to schools.
2. In their content workshops, focus on key areas such as ‘how to teach’, how to prepare learners for examinations and other problem areas that teachers normally encounter in teaching History.
3. Accelerate processes of in depth moderation rather monitoring to ensure that teachers are not struggling in delivering content

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

**GENERAL COMMENTS**

* The graph shows that candidates performed satisfactorily in questions 3 and 4 while questions 1 and 2 they performed poorly
* Question 2 which was a case study was only attempted by a handful of candidates who generally did not perform well with source based questions posing major challenges.

**(b) GRAPHS TO COMPARE DISTRICTS' PERFORMANCES PER QUESTION**

**(c) GRAPH TO COMPARE OVERALL PERFORMANCE PER DISTRICT**

 COMMENTS ON PERFORMANCE OF DISTRICTS :

* Bojanala and Ngaka Modiri Molema districts performed well above provincial average.
* Dr. Kenneth Kaunda and Dr Ruth Segomotsi Mompati districts performed slightly below the provincial average.

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

Cognitive levels captured by the examiner reflected the full range as prescribed by the SAG. Levels in all questions were spread as per the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **QUESTION 1** | **QUESTIONS** | **MARKS** | **TOTAL** |
| Level 1 | 1.1.11.1.21.1.3 | 222 | 6 |
| Level 2 | 1.2.11.2.21.4.11.5.11.5.2 | 44424 | 18 |
| Level 3 | 1.3.11.4.21.5.31.5.41.6.1 Paragraph | 43428 | 21 |
|  |  |  | **45** |
| **QUESTION 2** | **QUESTIONS** | **MARKS** | **TOTAL** |
| Level 1 | 2.1.12.1.22.1.3 | 232 | 7 |
| Level 2 | 2.1.52.2.12.3.12.3.22.3.3 | 44424 | 18 |
| Level 3 | 2.1.42.2.22.3.42.4.1 Paragraph | 4448 | 20 |
|  |  |  | **45** |
| **QUESTION 3** | **QUESTIONS** | **MARKS** | **TOTAL** |
| Level 1 | 3.1.13.1.2 | 22 | 4 |
| Level 2 | 3.1.33.1.43.1.53.1.63.2.13.2.33.3.13.3.23.3.3 | 222422223 | 21 |
| Level 3 | 3.1.73.2.23.2.43.4.1Paragraph | 4448 | 20 |
|  |  |  | **45** |
| **QUESTION 4** | **QUESTIONS** | **MARKS** | **TOTAL** |
| Level 1 | 4.1.14.3.1 | 21 | 3 |
| Level 2 | 4.1.24.2.14.2.24.3.3.4.4.14.4.2 | 422444 | 20 |
| Level 3 | 4.1.34.3.24.3.44.4.34.5.1 Paragraph | 33448 | 22 |
|  |  |  | 45 |

According to the above table all four questions were evenly distributed in terms of cognitive levels and as per SAG the percentage were as follows: Level 1 =10%, Level 2 = 40% and level 3 = 50

**(e) COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS
 (TABLE)**

The following learning outcome and assessment standards were used for this paper. It is also to be noted that all three core learning outcomes were used except learning outcome 4 which is for research projects. All assessment standards except 1 and 2 (which are not examinable) in LO 1 were used and equitably distributed across the paper

|  |  |  |  |
| --- | --- | --- | --- |
|  | **LO1** | **LO2** | **LO3** |
|  | **AS** | **AS** | **AS** |
| **QUESTION 1** | 3,4. | 1,2,3 | 1,2,3,4 |
| **QUESTION 2** | 3,4 | 1,2,3 | 1,2,3,4 |
| **QUESTION 3** | 3,4 | 1,2,3 | 1,2,3,4 |
| **QUESTION 4** | 3,4 | 1,2,3 | 1,2,3,4 |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 NAME

DESIGNATION: SUBJECT ANALYST

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE DATE