

# CHAPTER 7

## HISTORY

The following report should be read in conjunction with the History question papers of the November 2021 NSC examinations.

### 7.1 PERFORMANCE TRENDS (2017–2021)

The number of candidates who wrote the History examination in 2021 increased significantly by 53 950 compared to that of 2020, i.e. 31% of the cohort.

There was an increase in the number of candidates who passed at 30% (Level 2) from 159 737 in 2020 to 203 473 in 2021, and in the number of candidates who achieved at the 40% (Level 3) from 134 610 to 166 576.

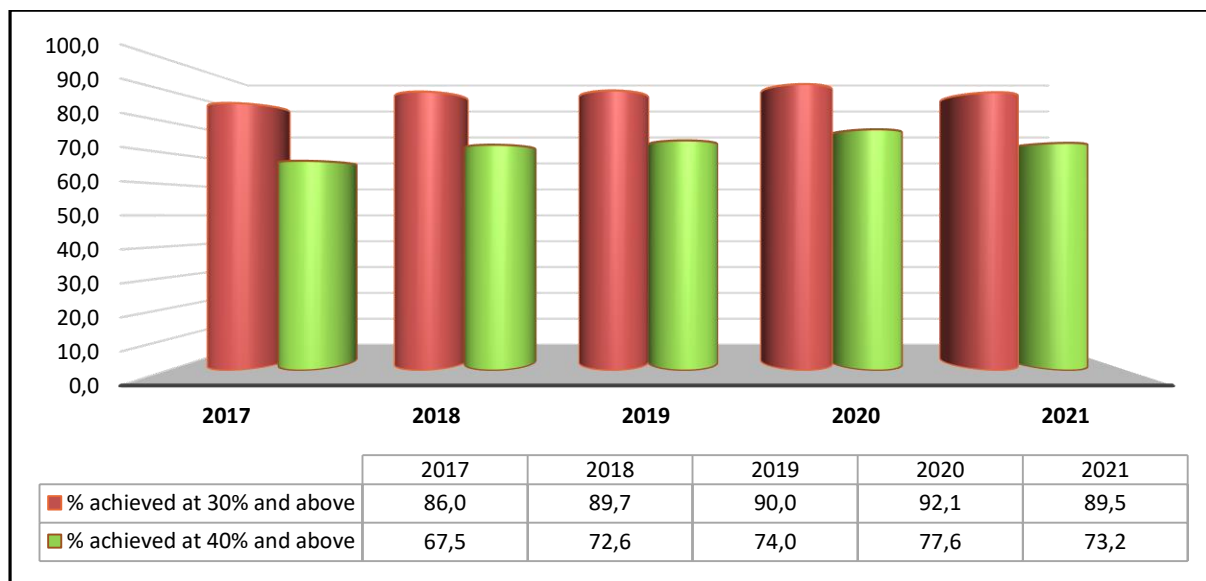
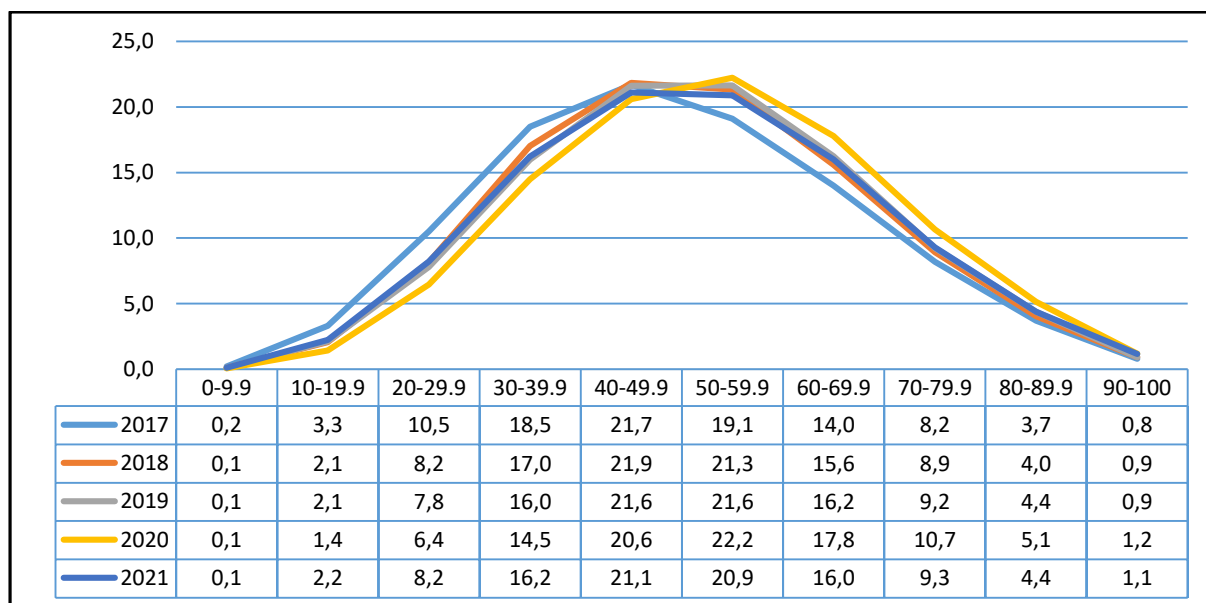
There was a decline in the pass rate at 30% (Level 2) from 92,1% in 2020 to 89,5% in 2021, with a corresponding decrease at the 40% (Level 3) from 77,6% to 73,2%. This follows a steady upward trend in pass rates over the period 2017–2020.

The percentage of distinctions (over 80%; Level 7) declined from 6,3% to 5,5%. Given the increase in the size of the 2021 cohort this converts into an increase in the total number of distinctions from 10 930 in 2020 to 12 510 in 2021.

The results reflected above were despite the challenging circumstances brought about by the Covid-19 pandemic over the past two years that affected the teaching and learning activities of the 2021 cohort. This appears to have been the result of constructive intervention strategies by teachers and subject advisors as well as schools and provincial education departments. The resourcefulness and diligence of the above-average candidates also contributed to the overall performance in the subject.

**Table 7.1.1 Overall achievement rates in History**

Year	No. wrote	No. achieved at 30% and above	% Achieved at 30% and above	No. achieved at 40% and above	% Achieved at 40% and above
2017	147 668	127 031	86,0	99 669	67,5
2018	154 536	138 570	89,7	112 266	72,6
2019	164 729	148 271	90,0	121 936	74,0
2020	173 498	159 737	92,1	134 610	77,6
2021	227 448	203 473	89,5	166 576	73,2

**Graph 7.1.1 Overall achievement rates in History (percentage)****Graph 7.1.2 Performance distribution curves in History (percentage)****General comments**

The year 2021 marked the beginning of a new three-year cycle in the subject of History with the introduction of new topics in both papers.

Paper 1 included two new source-based questions, i.e. *Origins of the Cold War in Europe* and the *Civil Rights Movement*, as well as two new essays based on *Extension of the Cold War in Vietnam and Independent Africa (the Congo)*.

Paper 2 included two relatively new items. These are the source-based question, i.e. *Internal Resistance* and an essay, i.e. the *Black Consciousness Movement (BCM)*.

Unlike the past four years (2017–2020) where candidates were exposed to the same content focus areas, the new content focus for 2021 could account for the decline.

Under these circumstances, it is likely that teachers and learners could have experienced uncertainty regarding the style of examining the new content, which would have affected the performance of candidates this year.

In Section A of both question papers (source-based questions), it was clear that a significant number of candidates were unable to answer middle- and higher-order questions. These questions required candidates to interpret, analyse, evaluate, compare and determine the usefulness, limitations and reliability of evidence in sources. Many other candidates also failed to write logical and coherent paragraphs based on the key question.

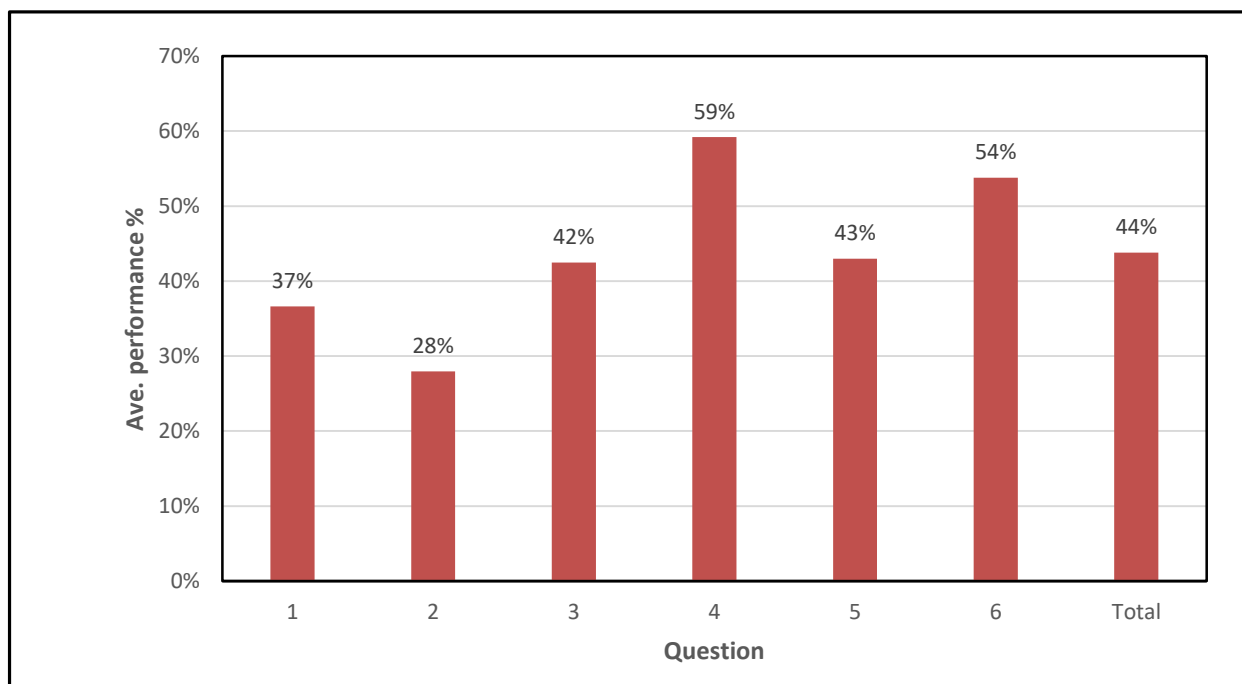
In Section B of the question papers (essay questions), most candidates displayed good content knowledge but were unable to take a stance and develop a balanced and independent line of argument. Several essays lacked relevant introductions and convincing conclusions. Nonetheless, performance in essays was far better than in source-based questions.

## 7.2 OVERVIEW OF CANDIDATES' PERFORMANCE IN PAPER 1

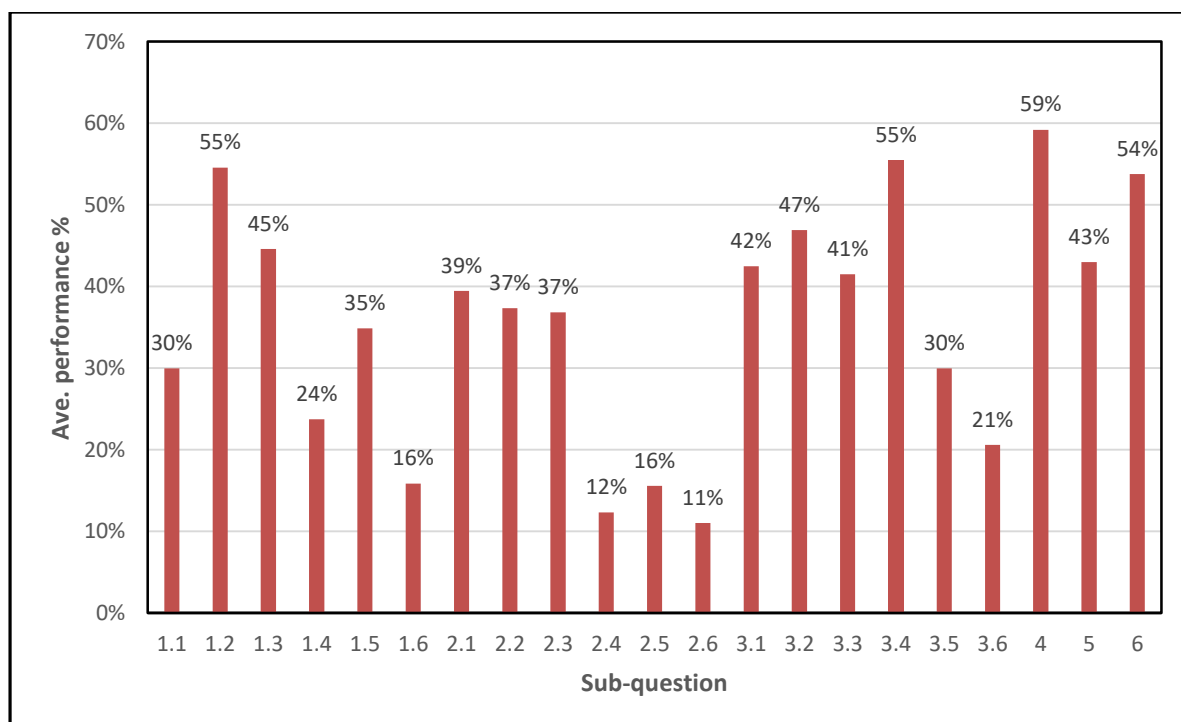
- (a) Generally, candidates' performance in this question paper ranged from fair to very good. It was evident that some candidates opted for two essay questions and one source-based question. The popular choice questions were Q1, Q3, Q4 and Q6. Few candidates attempted Q2 and Q5.
- (b) In Section A: Source-based questions, many candidates found it challenging to define concepts in their own words or explain concepts in the context of a section. They were unable to interpret statements from the sources effectively. It was also evident that many candidates lacked the ability to extract, select, interpret, analyse, evaluate and synthesise information from the sources that were provided. This resulted in unsatisfactory responses to specific higher-order questions, where candidates were unable to explain the limitations, reliability and usefulness of sources. Comparison of information between sources also proved to be challenging.
- (c) A large number of candidates relied mostly on the relevant information in the sources with little or no reference to their own knowledge. They were unable to write a well-structured paragraph effectively. Learners copied information from the sources.
- (d) Successful candidates were able to interpret, analyse, evaluate and synthesise evidence from the given sources and also use their own knowledge to consolidate their responses. They were also able to comment on the usefulness, limitations and reliability of the sources used.
- (e) In Section B: Essay questions, there was a general improvement in essay-writing this year as most candidates could write and complete a comprehensive essay. Candidates demonstrated the required content knowledge in the essays but could not develop relevant introductions and conclusions, or take a stance and defend it with more persuasive lines of argument.

## 7.3 DIAGNOSTIC QUESTION ANALYSIS FOR PAPER 1

The following graph is based on data that was gathered from a random sample of candidates' scripts. While this graph might not accurately reflect the national averages, it serves as a useful tool to analyse how candidates performed in specific choice questions.

**Graph 7.3.1 Average performance per question in Paper 1**

Q	Topic/s
1	The Cold War: The Origins of the Cold War
2	Independent Africa: Africa in the Cold War: Case Study – Angola
3	Civil Society Protests from the 1950s to the 1970s: The US Civil Rights Movement
4	The Extension of the Cold War - Case Study: Vietnam
5	How was independence realised in Africa in the 1960s and 1970s? Case Study: The Congo
6	Civil Society Protests from the 1950s to the 1970s: The Black Power Movement

**Graph 7.3.2 Average performance per sub-question in Paper 1**

Q	Skills assessed	Q	Skills assessed	Q	Skills assessed	Q	Skills assessed
1.1	1.1.1 Extraction 1.1.2 Interpretation 1.1.3 Concept 1.1.4 Interpretation	2.1	2.1.1 Extraction 2.1.2 Concept 2.1.3 Extraction 2.1.4 Interpretation	3.1	3.1.1 Extraction 3.1.2 Concept 3.1.3 Interpretation	4	Essay:
1.2	1.2.1 Extraction 1.2.2 Interpretation 1.2.3 Extraction 1.2.4 Usefulness	2.2	2.2.1 Extraction 2.2.2 Concept 2.2.3 Extraction 2.2.4 Interpretation	3.2	3.2.1 Extraction 3.2.2 Interpretation 3.2.3 Extraction 3.2.4 Reliability	5	Essay
1.3	1.3.1 Extraction 1.3.2 Extraction 1.3.3 Concept 1.3.4 Interpretation	2.3	2.3.1 Extraction 2.3.2 Extraction 2.3.3 Interpretation 2.3.4 Interpretation	3.3	3.3.1 Interpretation 3.3.2 Interpretation	6	Essay:
1.4	Compare	2.4	Compare Sources	3.4	3.4.1 Extraction 3.4.2 Concept 3.4.3 Extraction 3.4.4 Extraction 3.4.5 Interpretation		
1.5	1.5.1 Interpretation 1.5.2 Interpretation	2.5	2.5.1 Interpretation 2.5.2 Limitations	3.5	Compare Sources to determine how they support each other		
1.6	Paragraph	2.6	Paragraph	3.6	Paragraph		

## 7.4 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 1

### SECTION A: SOURCE-BASED QUESTIONS

#### QUESTION 1: THE COLD WAR: THE ORIGINS OF THE COLD WAR

##### Common errors and misconceptions

- (a) In Q1.1.3 most candidates could not define the term *satellite states* in their own words. They provided generalised responses such as *a satellite is a colony*.
- (b) A large number of candidates were unable to explain why the Soviet Union and its satellites states refused to join the Marshall Plan. They simply extracted the information provided in the source, which was not a requirement to answer the question.
- (c) In Q1.2.4 several candidates struggled to comment on the usefulness of Source 1B to a historian researching the intention of the Marshall Plan. Responding to a question on the skill of usefulness remains a problem for most candidates.
- (d) In Q1.3.3 most candidates could not define *economic imperialism* in the context of the Cold War. They provided generalised responses such as *It was the American freedom*.
- (e) Candidates had difficulty with explaining how Source 1B differed from Source 1C regarding the assistance given to Europe by the US government (Q1.4). Most candidates only provided one comparison.
- (f) Some candidates could not explain the messages that were conveyed in the cartoon. Many candidates responded by rewriting the message from the source without explaining it.
- (g) Some candidates lacked the ability to explain the significance of the word, *EUROPE* in the context of the implementation of the Marshall Plan. They made general statements without providing relevant explanations.

- (h) The majority of the candidates responded poorly to the paragraph question. Candidates copied information directly from the sources. They were, however, unable to use the information in the sources to write a comprehensive paragraph. The majority of candidates displayed an inability to interpret, evaluate and synthesise information from different sources.

**QUESTION 2: INDEPENDENT AFRICA: AFRICA IN THE COLD WAR: CASE STUDY: ANGOLA**

**Common errors and misconceptions**

- (a) In Q2.1.2 most candidates could not define the term *decolonisation* in their own words.
- (b) In Q2.1.4 a large number of candidates could not explain what led to the collapse of the Alvor Accord in 1975. They lacked basic interpretation skills. They had no knowledge of this accord.
- (c) Most candidates could not explain the term *domino effect* in the context of the Cold War (Q2.2.2). The words, *in the context of*, were misunderstood and many candidates gave the definition of *domino effect*, instead.
- (d) In Q2.2.4 some candidates could also not explain what is implied by the words, *American officials knew that the Angolan Civil War served as a real threat to its interests throughout all of Africa*. They lacked the ability to interpret the question.
- (e) In Q2.3.4 many candidates found it difficult to explain why South Africa provided limited military aid and funding to both the FNLA and UNITA. This was mainly due to their lack of knowledge about the role that South Africa played in the Angolan Civil War between 1974 and 1976.
- (f) The majority of candidates had difficulty with comparing the information in Sources 2B and 2C regarding the involvement of the USA and South Africa in the Angolan Civil War between 1974 and 1976 in Q2.4. Many of them could not link the information in both sources.
- (g) In Q2.5.1 many candidates could not interpret the messages of the poster. Furthermore, they were unable to link the visual clues with the content at hand. The majority of the candidates copied the words found in the contextualisation of the source as answers.
- (h) Many of the candidates could also not explain the limitations of Source 2D for a historian researching the Angolan Civil War between 1974 and 1976.
- (i) A large number of candidates showed very poor competence in paragraph-writing skills and did not answer the question asked. Some candidates tended to look at sources in isolation. Candidates required the ability to utilise the sources to support their response to a question without a strong dependence on using direct quotes from the very source.

**QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE US CIVIL RIGHTS MOVEMENT**

This proved to be a popular question as it was attempted by a large number of candidates. The performance ranged from fair to good.

### Common errors and misconceptions

- (a) Q3.1.2 and Q3.4.2 were poorly answered because many candidates were unable to define the concept *boycott* in their own words (Q3.1.2) and to explain the term *integration* in the context of the Civil Rights Movement (Q3.4.2).
- (b) A large number of candidates struggled to comment on what is conveyed by the words, *There's a Coloured library on Mill Street*. They lacked knowledge and interpretation of the question. They used information from the source verbatim and confused reliability with usefulness of a source.
- (c) It was evident in Q3.3.1 that some candidates were unable to explain the messages that were conveyed in the photograph. Many candidates responded by rewriting the message from the source without explaining it.
- (d) Many candidates could not provide historical facts on why McCain felt the *most relieving and most cleansing feeling that he ever felt*. Responses were too general, e.g. *He was happy*.
- (e) Some candidates experienced difficulty with the comparison question (Q3.5). They could not explain how Source 3A supported Source 3D regarding the non-violent protest to desegregate facilities in the United States of America during the 1960s. Most candidates only provided one comparison.

## SECTION B: ESSAY QUESTIONS

### QUESTION 4: THE EXTENSION OF THE COLD WAR – CASE STUDY: VIETNAM

This question was the most popular and the performance of candidates who attempted this question ranged from satisfactory to good.

#### Common errors and misconceptions

- (a) Some candidates provided an unnecessary and detailed background about Vietnam. Candidates needed to be able to address what was required by the question.
- (b) A significant number of candidates were able to take a stance on the statement that *The tactics and strategies that the United States of America used between 1963 and 1975 against the Vietcong during the war in Vietnam were a dismal failure*.
- (c) It was also noted that essays of weaker candidates lacked proper introductions and contained irrelevant background information. In addition, many could not sustain their line of argument or draw convincing conclusions.
- (d) Chronology was expected to be stressed in this question since the line of argument depended on it.

### QUESTION 5: INDEPENDENT AFRICA: HOW WAS INDEPENDENCE REALISED IN AFRICA IN THE 1960s AND 1970s? – CASE STUDY: THE CONGO

This question was attempted by a small percentage of candidates. Generally, the performance ranged from poor to satisfactory. After script analysis was conducted, it was clear that this question was not the best answered essay question, because candidates gave too much background information instead of answering the question by taking a line of argument and developing it with relevant evidence.

### Common errors and misconceptions

- (a) A large percentage of candidates who attempted this question were unable to critically discuss the statement with reference to the political, economic, social and cultural policies that Mobuto Sese Seko implemented in the Congo from the 1960s to the 1970s. The content presented was largely descriptive and there was little attempt to develop a line of argument.
- (b) Many candidates simply discussed the policies without stating whether they met the expectations for a new and better life for all Congolese. Responses lacked relevant introductions and conclusions and did not develop a line of argument. Some candidates also gave a lot of irrelevant background information from before the 1960s.

### QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s –THE CIVIL BLACK POWER MOVEMENT

Most candidates answered this question and seemed to have prepared for the theme thoroughly. The marks obtained were marginally better than those for the other essays. Those who did not perform well enough appeared to be candidates who did not cover, or were not taught, this theme at school.

### Common errors and misconceptions

- (a) Many candidates were unable to explain *to what extent the philosophy of Black Power empowered African Americans to be assertive and do things for themselves during the 1960s*.
- (b) Some candidates just gave a narrative account of Black Power, the philosophy, the leaders and the Black Panthers without mentioning the impact of how the philosophy of Black Power empowered African Americans to be assertive and do things for themselves (be self-reliant) during the 1960s.
- (c) A few candidates wrote essays that lacked introductions, a logical and sequential body of events as well as persuasive conclusions.

## 7.5 OVERVIEW OF CANDIDATES' PERFORMANCE IN PAPER 2

- (a) Generally, candidates' performance in this question paper ranged from fair to excellent. It was evident that some candidates opted for two essay questions and one source-based question. The popular choice questions were Q1, Q2, Q3, Q4 and Q5. Few candidates attempted Q6.
- (b) In Section A: Source-based questions, many candidates found it challenging to define concepts in their own words or explain concepts in the context of a section. They were unable to interpret statements from the sources effectively. It was also evident that many candidates lacked the ability to interpret, analyse, evaluate and synthesise information from the sources that was provided. This resulted in unsatisfactory responses to specific higher-order questions, where candidates were unable to explain the limitations, reliability and usefulness of sources. Comparison of information between sources also proved to be challenging.
- (c) A large number of candidates relied mostly on the relevant information in the sources with little or no reference to their own knowledge. They were unable to write a well-structured paragraph effectively. Candidates copied information from the sources.

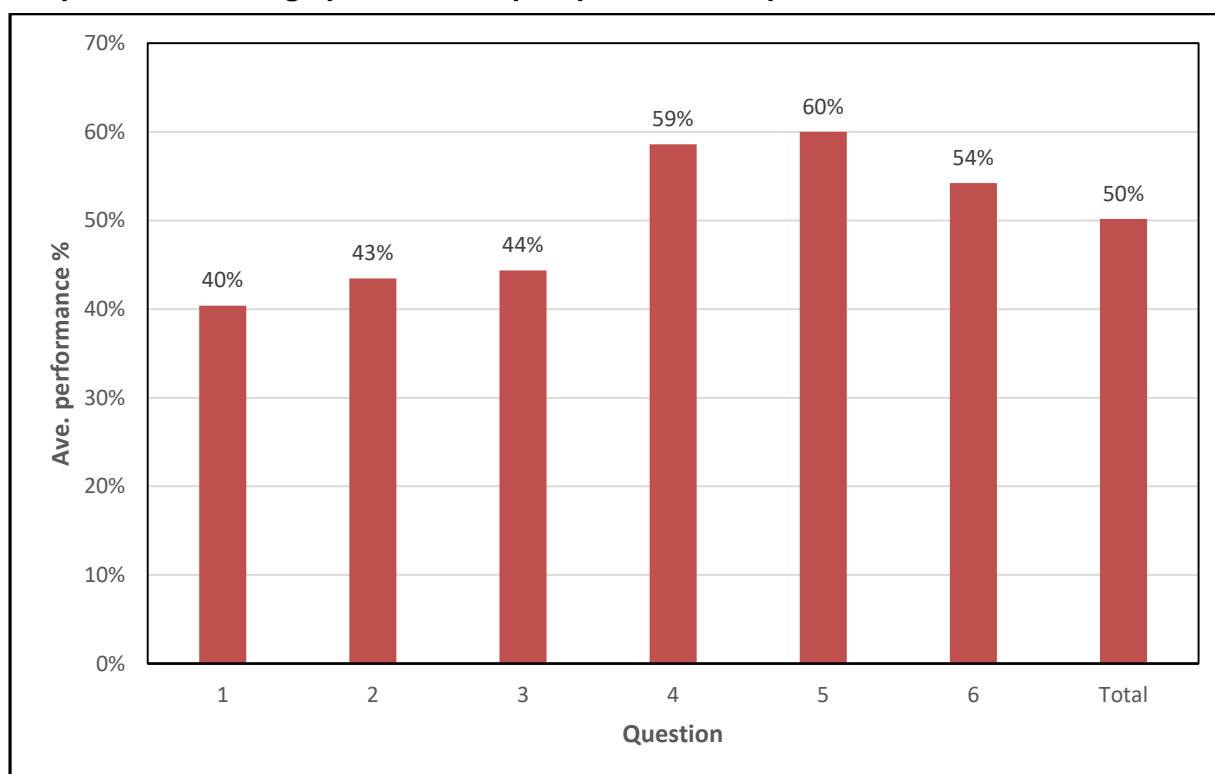


- (d) Successful candidates were able to interpret, analyse, evaluate and synthesise evidence from the given sources and also use their own knowledge to consolidate their responses. They were also able to comment on the usefulness, limitations and reliability of the sources used.
- (e) In Section B: Essay questions, there was a general improvement in essay-writing this year as most candidates could write and complete a comprehensive essay. Candidates demonstrated the required content knowledge in the essays but could not develop relevant introductions and conclusions, or take a stance and defend it with more persuasive lines of argument.

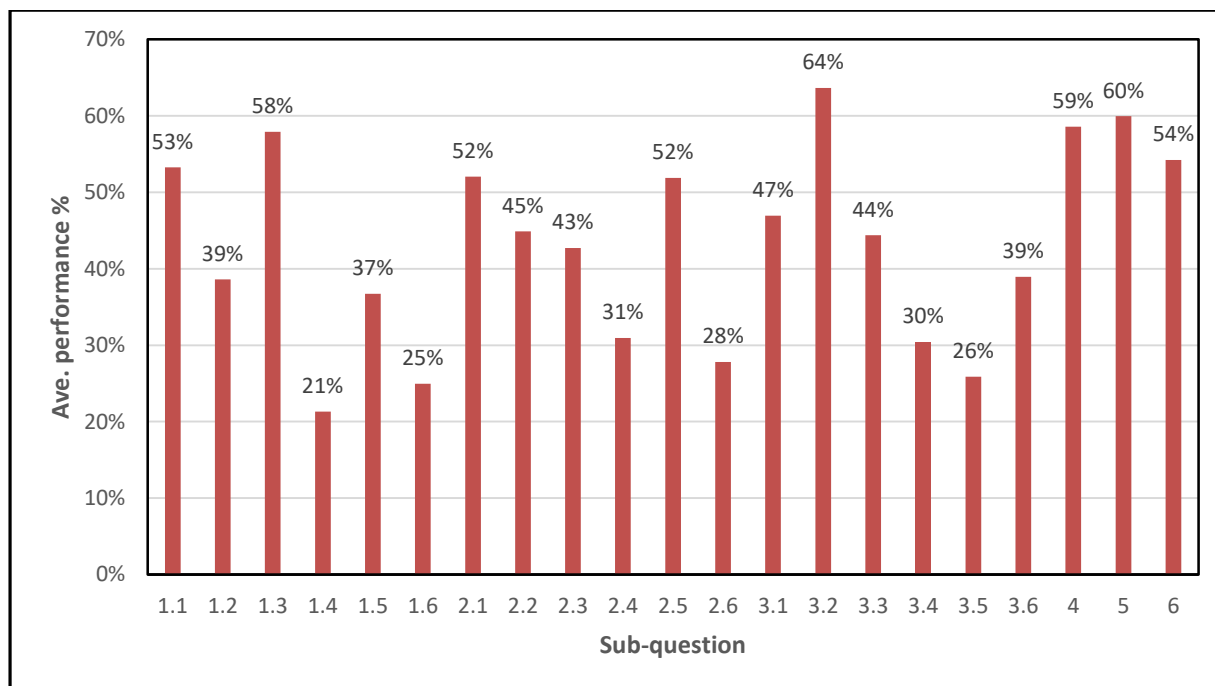
## 7.6 DIAGNOSTIC QUESTION ANALYSIS FOR PAPER 2

The following graph is based on data that was gathered from a random sample of candidates' scripts. While this graph might not accurately reflect the national averages, it serves as a useful tool in analysing how candidates performed in specific choice questions.

**Graph 7.6.1 Average performance per question in Paper 2**



Q	Topics
1	Civil Resistance, 1970s to 1980s: South Africa – The crisis of apartheid in the 1980s: Internal Resistance to Reforms
2	The coming of democracy to South Africa and coming to terms with the past – The TRC
3	The end of the Cold War and a New World Order, 1989 to the present – A new world order
4	Civil Resistance, 1970s to 1980s: South Africa: The challenge of the Black Consciousness to the apartheid state
5	The coming of democracy to South Africa and coming to terms with the past – Negotiated settlement and the GNU
6	The end of the Cold War and a New World Order: The impact of Gorbachev's Reforms on the Soviet Union and South Africa

**Graph 7.6.2 Average performance per sub-question in Paper 2**

Q	Skills assessed	Q	Skills assessed	Q	Skills assessed	Q	Skills assessed
1.1	1.1.1 Extraction 1.1.2 Interpretation 1.1.3 Concept 1.1.4 Interpretation 1.1.5 Extraction	2.1	2.1.1 Extraction 2.1.2 Concept 2.1.3 Interpretation 2.1.4 Extraction 2.1.5 Interpretation 2.1.6 Extraction	3.1	3.1.1 Extraction 3.1.2 Extraction 3.1.3 Concept 3.1.4 Interpretation	4.	Essay
1.2	1.2.1 Extraction 1.2.2 Extraction 1.2.3 Interpretation 1.2.4 Reliability	2.2	2.2.1 Interpretation 2.2.2 Interpretation 2.2.3 Concept	3.2	3.2.1 Extraction 3.2.2 Concept 3.2.3 Interpretation 3.2.4 Extraction	5.	Essay
1.3	1.3.1 Interpretation 1.3.2 Interpretation	2.3	2.3.1 Extraction 2.3.2 Interpretation 2.3.3 Usefulness	3.3	3.3.1 Extraction 3.3.2 Interpretation 3.3.3 Extraction 3.3.4 Extraction 3.3.5 Limitations	6.	Essay
1.4	Compare Sources	2.4	Compare Sources	3.4	3.4.1 Interpretation 3.4.2 Interpretation		
1.5	1.5.1 Extraction 1.5.2 Concept 1.5.3 Interpretation 1.5.4 Interpretation	2.5	2.5.1 Extraction 2.5.2 Extraction 2.5.3 Interpretation	3.5	Compare Sources		
1.6	Paragraph	2.6	Paragraph	3.6	Paragraph		

## 7.7 DIAGNOSTIC ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 2

### SECTION A: SOURCE-BASED QUESTIONS

#### QUESTION 1: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA: THE CRISIS OF APARTHEID IN THE 1980s – INTERNAL RESISTANCE TO REFORMS

##### Common errors and misconceptions

- (a) In Q1.1.2 some candidates could not explain what is implied by the statement, *what he (PW Botha) had in mind was not reform but rather a reformulation of apartheid*. Candidates gave irrelevant responses and showed a lack of content knowledge in this regard.
- (b) In Q1.1.3 some candidates were unable to define the term *tricameral parliament* using their own words. Candidates did not mention all the races that formed part of the *tricameral parliament* in their definitions, e.g. they mentioned Whites and Indians only.
- (c) In Q1.1.4 some candidates managed to respond to the first part of the answer which they could draw from the source but they could not provide a second answer. They apparently did not understand the inference to *new legislation*.
- (d) In Q1.2.3 a few candidates struggled to explain the meaning of Boesak's statement.
- (e) In Q1.2.4 most candidates could not determine the reliability of a historical source
- (f) In Q1.3.1 many candidates struggled with this question as they could not explain the implication of the words, *DON'T VOTE IN APARTHEID ELECTIONS* in the poster.
- (g) In Q1.4 most candidates could not explain how the evidence in Source 1C supported the information in Source 1B regarding the UDF's internal resistance against apartheid reforms in 1983. The skill of making comparisons remained a challenge in answering this question.
- (h) In Q1.5.2 most candidates were unable to explain the term *boycott* in the context of the UDF's reaction to the elections for the tricameral parliament. Candidates used their own words to explain the term and did not contextualise as the question required.
- (i) In Q1.5.3 a large number of candidates could not explain why they thought two-thirds of the white voters endorsed the constitution in a referendum held in November 1983. Candidates gave irrelevant responses and did not understand the meaning of *endorsed*.
- (j) In Q1.5.4 many candidates failed to comment on why the United States' State Department believed that Botha's reforms were *a step in the right direction*. Candidates gave irrelevant responses.
- (k) In Q1.6 many candidates could not write a paragraph explaining how the UDF responded to the apartheid reforms introduced by PW Botha in 1983. Some wrote in point or bullet form and copied/rewrote instead of using the information in the relevant sources. Some candidates extracted, instead of interpret, evidence from the sources.

## QUESTION 2: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST – THE TRC

### Common errors and misconceptions

- (a) In Q2.1.2 a few candidates could not explain the concept *amnesty* in their own words. They gave one-word answers as if they were asked to give a synonym for *amnesty*.
- (b) In Q2.1.3 many candidates could not explain why they thought the hearings at the TRC made international news. Candidates gave irrelevant responses and did not know the meaning of 'international'.
- (c) In Q2.1.5 most candidates were unable to explain why they thought the Human Rights Violations Committee investigated human rights abuses. Candidates re-stated the question as their answer and disregarded the period (1960–1994) in their responses.
- (d) In Q2.2.2 some candidates were unable to comment on why they thought the TRC used the words, *IF YOUR MOTHER WAS TORTURED, FATHER MURDERED ... WOULD YOU BE SILENT*, on the poster in the context of the TRC hearings. They just repeated the phrase that they had to interpret and they were unable to see that the poster was appealing to the emotions of the victims.
- (e) In Q2.2.3 many candidates were unable to explain the term *reconciliation* in the context of the TRC. They extracted sentences from the source as their responses.
- (f) In Q2.3.2 many candidates could not explain why they thought Dirk Coetzee implicated ANC cadres in the murder of Griffiths Mxenge. They did not understand the operation of the *askari*'s and policemen during the apartheid era. Candidates gave irrelevant responses and showed lack of content knowledge in this regard.
- (g) In Q2.3.3 some candidates could not explain the usefulness of Source 2C to a historian researching the murder of anti-apartheid activist, Griffiths Mxenge.
- (h) Comparing sources was still a challenge for many candidates in Q2.4.
- (i) In Q2.5.3 many candidates were unable to use the information in the Source 2D and their own knowledge to explain why the Mxenge family was disappointed by the TRC's decision to grant amnesty for the murder of Griffiths Mxenge. Candidates extracted information from the source and failed to interpret.
- (j) In Q2.6 many candidates could not write a paragraph explaining how the TRC dealt with the murder of political activist, Griffiths Mxenge. Some wrote in point or bullet form and copied instead of using the information from the relevant sources.

## QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT – A NEW WORLD ORDER

### Common errors and misconceptions

- (a) In Q3.1.3 many candidates were unable to define *globalisation* in their own words. They extracted sentences from the source as their responses
- (b) In Q3.1.4 some candidates could not use the information from the source and their own knowledge to explain how technological advancement contributed to Covid-19 becoming a global pandemic.

- (c) In Q3.2.2 some candidates were unable to explain the term *pandemic* in the context of Covid-19. Candidates gave wrong responses and did not contextualise as the question required
- (d) In Q3.3.5 many candidates were unable to answer the question on *limitations*. Some of them responded to *limitations* as if the question asked for *usefulness*.
- (e) In Q3.4.1 many candidates could not explain what the cartoonist meant by the caption, *BETWEEN A ROCK AND A HARD PLACE*, regarding the position of the poor. The responses were mostly *a matter of life and death* and that became irrelevant to what the question required.
- (f) In Q3.4.2 many candidates could not explain what messages were conveyed by the cartoonist regarding the Covid-19 pandemic. Candidates did not use the visual clues as the question required.
- (g) In Q3.5 most candidates could not explain how the information in Source 3C supported the evidence in Source 3D regarding the impact that the lockdown has had on the poor. The responses they gave were irrelevant and showed a lack of content knowledge on the effects of Covid-19.
- (h) In Q3.6 some candidates could not write a paragraph explaining the impact that the global Covid-19 pandemic has had on South Africa. Some wrote in point or bullet form and copied instead of using the information in the relevant sources.

## SECTION B: ESSAY QUESTIONS

### QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA – THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE

#### Common errors and misconceptions

- (a) A significant number of candidates could not take a line of argument in line with the question verb, *critically discuss*, instead they wrote a narrative or descriptive essay.
- (b) Many candidates gave too much background information.
- (c) A few candidates focused on the Soweto uprising and less on other forms of mobilising black South Africans

### QUESTION 5: THE COMING OF DEMOCRACY TO SOUTH AFRICA AND COMING TO TERMS WITH THE PAST – NEGOTIATED SETTLEMENT AND THE GNU

#### Common errors and misconceptions

- (a) Some candidates could not *explain to what extent* commitment and compromise played key roles in sustaining the negotiation process that ultimately led to a new democratic South Africa.
- (b) A number of candidates lacked the skill to demonstrate the extent to which commitment and compromise played key roles in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa.

- (c) Many candidates had the chronology of events in this essay flawed.
- (d) A substantial number of candidates applied the *L* in the *PEEL* method incorrectly. They repeatedly ended each paragraph with the same concluding statement, e.g. starting with *It is clear that ...*, that did not relate well to the information provided.

**QUESTION 6: THE END OF THE COLD WAR AND A NEW WORLD ORDER – THE IMPACT OF GORBACHEV’S REFORMS ON THE SOVIET UNION AND SOUTH AFRICA**

**Common errors and misconceptions**

- (a) Some candidates struggled to link Gorbachev’s reforms with the impact they had on the cooperation between the NP and the ANC.
- (b) A few candidates focused on the impact of Gorbachev’s reforms on the disintegration of the Soviet Union instead of South Africa.
- (c) Some candidates wrote a narrative or descriptive essay.

## **7.8 SUGGESTIONS FOR IMPROVEMENT IN PAPER 1 AND PAPER 2**

**Teachers should:**

- (a) Ensure that the prescribed content, as contained in the *CAPS, Abridged Section 4 of CAPS* and the *2021 Examination Guidelines* document, is aligned to the Recovery Annual Teaching Plan (ATP) or any revisions to this plan and is comprehensively covered within the timeframes.
- (b) Teach learners the relevant themes using interactive, user-friendly teaching methodology and relevant notes so that they have an in-depth understanding of the content focus areas.
- (c) Refer to past NSC question papers for practical examples as to how the difficult historical skills (specific skills relevant for history learners, as outlined in below) can be tested and incorporate them in lessons.
- (d) Expose learners to a variety of sources (e.g. visual, written, statistical, graphical and electronic) and provide opportunities to develop the related source-based skills such as extraction and selection of relevant information, interpreting, analysing, evaluating, comparing and contrasting sources, and ascertaining limitations, usefulness and reliability of sources.
- (e) Equip learners with the necessary skills related to the definition or explanation of concepts in historical context, extraction, interpretation, analysis, ascertaining the reliability, limitations and usefulness of historical sources to improve their historical consciousness. These foundational historical skills must be underpinned by the teaching and learning of the prescribed content that has been delineated into source-based and essay questions. It is strongly advised that all historical concepts applicable to a specific topic be thoroughly unpacked and explained at the beginning of each topic, while the content focus is gradually unlocked.

- (f) Develop user-friendly resource materials, especially for the new content areas such as Origins of the Cold War, Vietnam, Congo, Internal Resistance to Reforms and The Challenge of the Black Consciousness to the apartheid state.
- (g) Develop a list of concepts pertaining to each theme that must be covered and apply these concepts throughout the year as the topic is being addressed. This will assist learners in refining skills to answer interpretative questions.
- (h) Ensure that assessment, both informal and formal, is ongoing and assesses historical skills such as interpretation, analysis, evaluation and synthesis of evidence from the given sources. It is also advisable to go beyond the formal Programme of Assessment and give more assessment tasks.
- (i) Capacitate learners with the necessary and essential skills on how to work with sources such as interpretation, analysis, usefulness, comparison as well as how to integrate information from both the sources and their own knowledge.
- (j) Visit the DBE website as it has useful information on *Working with Sources* and the SBA document. Go to [www.dbe.gov.za](http://www.dbe.gov.za) and follow the links for the NSC. Teachers and learners should not rely on one textbook only, and they should be alert to new resource materials such as media articles or newspaper supplements. Radio or TV features can also be used productively.
- (k) Provide more exposure to the TRC, especially on how to work with sources and the use of case studies. It is advisable for teachers to visit the SAHO and the SAHA website, which uses case studies to highlight the workings of the TRC.
- (l) Sharpen paragraph-writing skills by ensuring that learners do the following:
  - Read the question and underline the key words.
  - Study all sources to gain a thorough understanding of them.
  - Underline the words in written sources and incorporate them in writing paragraphs.
  - Start a paragraph with an opening statement that affirms or opposes the question and conclude the paragraph with a closing statement that supports the opening statement.
  - Do not copy directly from the sources but use their own words, e.g. *According to Source 1A ...*
  - Ensure that responses are concise and to the point by structuring short sentences to frame the paragraph.
  - Always refer to the question when writing a paragraph.

- (m) Encourage learners to use the 5 W's in all historical inquiries, as listed below:

Question to ask	Purpose
Who?	To gain knowledge about historical figures
What?	To equip learners with historical knowledge
When?	To study historical periods
Where?	To learn where historical events took place
Why?	To learn why historical events took place

After completing a topic or specific content focus, learners should be trained to acquire historical skills by asking them to apply the 5 W's to the content being taught.

- (n) Provide opportunities that expose learners to innovative, relevant and user-friendly resources as well as examination techniques.

- (o) Set skills-focused tasks to assess specific cognitive levels, such as making comparisons between sources so that answers can be structured in the context of the question posed.
- (p) Develop the requisite essay-writing techniques by:
- Coaching learners on how to unpack the question posed by identifying four key aspects namely, the action verb used (e.g., explain to what extent, do you agree or critically discuss), content focus, context of the content focus and time frame.
  - Underlining the key words in the question. If the question demands that a stance be taken, this must be stated in the introduction.
  - Using the PEEL writing template listed below to teach learners how to write an argumentative essay:
    - **Point:** State the main point by indicating a line of argument.  
Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
    - **Explanation:** Explain the point or line of argument by demonstrating how it relates to the question posed (line of argument).
    - **Example (Evidence):** Select and provide appropriate evidence (examples) to support the line of argument.
    - **Link:** Ensure that the concluding statement in each paragraph is linked to the line of argument taken at the introduction.
- (q) Guide learners to respond to an argumentative essay by focusing on a strong introduction (with a line of argument or an independent line of argument), paragraphs that sustain the line of argument and a conclusion that ties up the line of argument and links well with the introduction.
- (r) Attend content and assessment workshops, subject meetings or subject briefing sessions to firstly familiarise themselves with the requirements and demands of the CAPS and the *2021 Examination Guidelines* document and, secondly, to use recent and relevant teaching and learning methods in classrooms.
- (s) Undertake research on latest historical trends in the teaching and learning of history.
- (t) Interact with relevant resources such as books, historical journals, internet sites, DVDs, YouTube videos, *Google*, *SA History Online (SAHO)*, the *History Channel*, television news channels, South African Society for History Teaching (SASHT) and newspapers in order to meaningfully convey the prescribed content to learners.
- (u) Instil the following steps when teaching learners how to compare evidence in two sources to answer questions on either similarities or differences:
- Read the question thoroughly and underline the main point.
  - Study the contextualisation of both sources and underline its main context.
  - Check the author and the purpose of each source, after studying the contextualisation of the source. This will give a clue about the perspective and intention of the source, which could then be compared to the other source.
  - Detect opposing viewpoints by identifying the rival organisations or ideologies that the two sources represent. If opposing viewpoints form part of the contextualisation of the two sources that are compared, learners must underline both viewpoints, because the different perspectives displayed by each source will already provide the learner with one option of the answer.
  - Familiarise themselves with the information in the sources mentioned. The 5 W's stated earlier can be used in this regard.



- Have a clear understanding of what a visual source entails (what it is about) by finding dates, numbers, historical figures, facial expressions, text or any other object relevant to the question.
- Provide the required responses for the question in either of the following ways:
  - In answering a question about similarities, learners could use the following: *Both sources refer to ... or Source 1A mentions ... and Source 1B shows ...*.
  - When comparing information for differences or contrast, it is crucial that learners state: *Source 1A says ... WHILE Source 1B states ... or In Source 1A we read... WHILE Source 1B shows ... or Source 1A is written from a communist perspective (Russian point of view) WHILE Source 1B is written from a capitalist perspective (US point of view).*
- Highlight the point that will be credited for each response that makes reference to both sources, i.e. 2 (two) marks. To get full marks in a question with a mark allocation of (2 x 2) (4), learners should provide TWO responses that refer to both sources, but on two different aspects.

**Subject Advisors should:**

- Thoroughly study and understand the *2021 Diagnostic Report* provided.
- Plan, prepare and conduct intensive content and assessment workshops on problematic areas as identified in this report with FET History teachers.
- Conduct assessment training on how to mark higher-order source-based questions (usefulness, compare and paragraph writing) and essay questions. A sample of learner responses should be used to train teachers on how to use the levels of rubrics and matrix to assess paragraphs and essays correctly. Orientate teachers on the principles and criteria of how to mark source-based, paragraph and essay questions which are found on pages 2 to 6 of the NSC November 2021 Marking Guidelines.
- Workshop teachers on the findings of the *NSC November 2021 Diagnostic Report*.
- Vigorous monitor and quality assure the assessment tasks administered by teachers.
- Develop appropriate resource materials that both teachers and learners can interact with on an on-going basis.
- Workshop teachers on challenging topics from the NSC November 2021 examination.
- Train teachers on how to set quality assessment tasks in order to standardise tasks that constitute the Programme of Assessment.

**Teacher development should:**

- Identify teacher needs and gaps as outlined in the *Diagnostic Report*.
- Assist teachers on how to plan, prepare and present interactive History lessons.
- Ensure that new teachers are supported and guided on subject content and teaching methodology.
- Equip teachers with the latest teaching trends and techniques in History.
- Prepare teachers to apply the principle of Language Across the Curriculum (LAC) in their subject.
- Train school principals on the implementation of quality management systems (QMS) that, among others, would include management of curriculum implementation.