

GENERAL COMMENTS

1. Educators and candidates are, in most cases, to be congratulated on the quality of the results.
2. The majority of the essays were presented in a fairly logical and organised manner. Unfortunately, many candidates lost marks because answers were topic driven and not question driven. They must address the question throughout the essay.
3. Many candidates were able to apply a variety of appropriate skills to meet the requirements of the source-based questions.

ESSAY QUESTIONS

4. Those candidates who applied the criteria in the Higher Grade matrix to their essay writing were rewarded accordingly. These candidates were able to
 - answer the question accurately,
 - select the relevant content to answer the question,
 - determine a line of argument,
 - apply an appropriate level of historical analysis and explanation, and
 - plan and structure the answer properly.
5. Unfortunately, there are still candidates who indiscriminately write everything they know about the topic. They are still not able to distinguish between topic- and question-relevant information. For example, in Question 1A many candidates did not really show Hertzog's role in obtaining South Africa's sovereign independence. Candidates need to plan to develop a logical discussion or explanation.
6. In Question 1B, some candidates did not discuss the events leading up to the formation of the United Party and omitted the ideological differences amongst its members.
7. In Question 2A, some candidates did not distinguish between the individual roles played by Malan, Strydom and Verwoerd. Credit was given to candidates who concentrated on legislation to entrench a whites-only republic.
8. Only a few candidates attempted Question 3A on whether the UDF was the only effective internal resistance movement against PW Botha's policy. Very few could justify their viewpoint.

SOURCE-BASED QUESTIONS

9. Many candidates were able to extract evidence from the sources and use the evidence to show understanding of the period, event or issue. They obtained good marks.
10. Candidates were able to use the sources appropriately to make straightforward interpretations, but struggled with the more complex interpretations. For example, many candidates could not explain bias (4.1.3 b and 6.1.3 b), write a historically correct paragraph (5.2.5), draw comparisons (6.1.4) or explain symbolism (6.2.2).