

## VRAESTEL 1

## ALGEMENE OPMERKINGS:

Die vraestel in sy geheel was 'n verbetering op die een wat in 2008 opgestel is. Die verbetering was ten opsigte van die volgende:

- Die taal waarin die vraestel geskryf is het voldoen aan die lees- en skryfvermoë van kandidate. Moeilike konsepte is kortliks verduidelik.
- Die geskrewe bronne in die addendum was korter en is goed aangevul deur fotos.

Die vraagstelling het nie altyd voorsiening gemaak vir alternatiewe antwoorde nie en dit het die prestasie van kandidate beïnvloed.

Kandidate ervaar nog probleme om met konsepte soos *die bruikbaarheid, betroubaarheid en beperkings van bronne* te verstaan.

Kandidate kon nie inligting uit die bronne onttrek ten einde paragrawe te skryf nie, alhoewel 'n verbetering in hierdie verband bespeur is.

Daar was 'n verbetering in die skryf van vlak 1-opstelle – baie kandidate het in hulle opstelle 'n inleiding, aanbieding en slot gebruik. Die vlak 2-opstelle waar hoë vaardigheid geverg word, het egter nog baie probleme veroorsaak. Baie kandidate het die bronne direk gekopieer of herskryf.

## AANBEVELINGS

- Onderwysers word aangeraai om meer as een handboek te gebruik omdat sommige handboeke onvolledig is en nie alle gesigspunte insluit nie.
- Kandidate moet deurlopend blootgestel word aan die beantwoording van uitgebreide skryf- en brongebaseerde vrae.

Uit "History Paper 1":

Questions 1.1.6 and 3.2.6:

Usefulness: Rather ask "Is it useful?". Then explain why.

Question 4.1.3:

The marking guideline gave only one option. This disadvantaged candidates who had argued an alternative point of view.

Some problems with translation, e.g. "lewendige baba" (for bouncing baby).

**Suggestions and guidelines to teachers**

- **Layout of papers and presentation of answers:** Candidates must be trained to number answers clearly and accurately and to leave a space between answers and at the bottom of a page for marks and comments. Some candidates really struggled to express themselves clearly and accurately. Many answers were not sufficiently contextualised.

- **Analysis and synthesis are very difficult skills that need to be taught and practised more often.**
- **Reliability of sources:** Candidates should be trained to decide whether a source is reliable or not. How does one know the difference?
- **Usefulness of sources:** What makes a source useful or not? How does one indicate its usefulness? What are its limitations and shortcomings?
- **Structure and presentation of essays (Option 1):** Structure is very important, i.e. introduction, body and conclusion. No headings and underlining are needed in essays. Interpretation, knowledge and presentation are important aspects.
- **Extended writing pieces for Option 2 of extended writing:** What is expected? How should sources be used? How does one indicate focus, elements of specific presentation, contextualisation of sources, etc.?
- **Paragraph questions:** These are generally poorly answered. Candidates must practise paraphrasing and summarising so as to improve their answers.
- **Rewriting of sources from the addendum:** Too many candidates still persist with this practice and are not awarded any marks. Candidates need to be trained to extract and use evidence to answer questions.
- **Mark allocation:** The mark allocation should guide the presentation and length of the answers, e.g. the difference between 1x3, 3x1, 2x2, 1x2.