

## PAPER 1

## GENERAL COMMENTS

The question paper, on the whole, was an improvement on the one set in 2008. The improvements were due to the following:

- The language of the question paper was suited to the reading and writing abilities of the candidates. Difficult concepts were briefly explained.
- The written sources in the addendum were short and well supported by photos.

However, the manner in which some questions were set did not make provision for alternative answers and this affected the performance of candidates.

Candidates still had difficulty understanding concepts like *the usefulness, reliability and limitations of sources*.

Candidates were unable to extract information from the sources in order to write paragraphs, although there has been some improvement in this area.

There has also been an improvement in the writing of Level 1 essays – many candidates produced an introduction, argument and conclusion. However, many candidates were unable to cope with the Level 2 essay question, where higher order skills were required. They tended to copy and re-write the sources.

## RECOMMENDATIONS

- Teachers are urged to use more than one textbook as some books are incomplete and do not include all viewpoints.
- Candidates must be continually exposed to the answering of extended writing and source-based questions.

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.