

GESKIEDENIS HG VRAESTEL 2

ALGEMENE KOMMENTAAR

Opvoeders en kandidate moet gelukkig word met die hoë standaard van die eksamenantwoorde. Daar was 'n noemenswaardige verbetering in die wyse waarop kandidate die vrae benader en beantwoord het.

Die aanbieding van die meeste opstelle was redelik logies en georganiseerd. Die bespreking/verduideliking van die opstelle het meestal op die tersaaklike seleksie van feitelike bewyse gefokus om aan die vereistes van die opstel te voldoen.

Baie kandidate kon 'n verskeidenheid van vaardighede toepas, ook dit wat vir die beantwoording van die brongebaseerde vrae benodig is.

OPSTELVRAE

Die kandidate wat die kriteria van die Hoër Graad matriks by die beantwoording van hulle opstelvrae toegepas het, het daarvolgens krediet gekry. Hierdie kandidate kon die vraag korrek beantwoord die relevante feite om die vraag te beantwoord selekteer 'n relevante argument ontwikkel 'n geskikte vlak van historiese analise maak en 'n verduideliking gee waar dit gevra is en die antwoorde beplan en struktureer.

Baie kandidate herhaal steeds slaafs groot hoeveelhede feite in plaas daarvan om die vraag te beantwoord. Kandidate moet 'n gedagtegang ontwikkel en in die opstel wys dat hulle die vraag kan analiseer ten einde 'n A-simbool vir die opstel te kry. Baie kandidate stel hulle gevolgtrekking in die inleiding en die slot maar versuim om 'n deurlopende argument in die opstel vol te hou. Byvoorbeeld: Vraag 1A – Afrika: Die vraag het 'n bespreking van die na-onafhanklikheidsuitdagings wat uit toestande in die individuele state, die koloniale nalatenskap en modernisasie gespruit het, gevra. Baie kandidate het egter in groot detail die politieke, ekonomiese en maatskaplike uitdagings bespreek sonder om werklik die vraag te beantwoord.

Opstelle moet evaluerend en nie beskrywend wees nie. Die inleiding en slot van 'n opstel moet meer op die vraag self fokus.

Daar is steeds kandidate wat bloot alles oor 'n onderwerp neerskryf; hulle kan steeds nie tussen 'n tema en vraag-verwante inligting soos in Vraag 2B onderskei nie. Kandidate het al drie Vyfjaarplanne genoem sonder om aan te toon tot watter mate Stalin suksesvol was in sy doelstellings om 'n onafhanklike en effektiewe Russiese ekonomie te skep. Hulle moes die doelstellings gebruik om die mate van die planne se sukses te bepaal.

BRONGEBASEERDE VRAE

Die brongebaseerde vrae is goed beantwoord.

Kandidate was goed voorbereid en goed toegerus om die brongebaseerde vrae te beantwoord. Dit is duidelik dat die meeste sentra nou bronne in hulle onderrig gebruik. Die antwoorde was van 'n hoë standaard.

Die meeste kandidate kon met groot sukses bewyse onttrek, dit vergelyk en afleidings daaruit maak.

'n Aspek wat meer aandag verdien, is die betroubaarheid van bronne (Vraag 4.1.5). Bronne is betroubaar wanneer dit 'n uittreksel uit 'n toespraak ten tye van die gebeurtenis is, maar kan as onbetroubaar beskou word wanneer dit vooroordeel of slegs een siening bevat.

Vraag 4 (Afrika) en Vraag 5 (Tweede Wêreldoorlog) is goed beantwoord, maar Vraag 6, (Koue Oorlog) is swak beantwoord. Dit was baie duidelik dat baie kandidate nie deeglik voorbereid was om Vraag 6 te beantwoord nie.

HISTORY HG PAPER 2

GENERAL COMMENTS

Educators and candidates are to be congratulated on the high standard of answers in the examination. There was a remarkable improvement in the way in which candidates approached and answered the paper.

The majority of the essays were presented in a fairly logical and organised manner. The discussion/explanation in the essays focused mostly on the appropriate selection of factual evidence to meet the requirements of the essay question.

Many candidates were able to apply a variety of skills, including those required for answering the source-based questions.

ESSAY QUESTIONS

Those candidates who applied the criteria of the Higher Grade matrix in their essay writing were rewarded accordingly. These candidates were able to answer the question properly, select the relevant content to answer the question, develop a relevant line of argument, apply an appropriate level of historical analysis and supply an explanation if required, and plan and structure the answer.

Many candidates are still regurgitating masses of factual detail instead of answering the question. Candidates must develop an argument and show analysis of the question in the body of the essay to achieve an A symbol for an essay. Many candidates state the line of argument in the introduction and in the conclusion but neglect to develop the argument by making logical references to the question in the body of the essay. For example : Question 1A – Africa: The question required a discussion on the post-independence challenges which can be attributed to conditions in individual states, the colonial legacy and to modernization. However, many candidates discussed the political, economic and social challenges in great detail without actually addressing the question.

Essays must be discursive essays and not descriptive essays. Introductions and conclusions of essays need more focus on the question set.

There are still candidates that just write everything about a topic down indiscriminately; they are still not able to distinguish between topic and question relevant information. For example, in Question 2B, candidates included all three the Five Year Plans without substantiating in their answer to what extent Stalin was successful in his aims to create an independent and efficient Russian economy. They had to use the aims to determine the extent to which the plans were successful.

SOURCE-BASED QUESTIONS

The source-based questions were well answered.

Candidates were well-prepared and were well-equipped to answer the source-based questions. It is clearly evident that the majority of centres are now utilising sources in their teaching. The quality of answers was of a high standard.

The majority of candidates were able to extract evidence, compare evidence and draw conclusions from sources with great success.

One aspect that needs attention is the question of reliability of sources. (Question 4.1.5) A source is reliable if it is an extract from a speech at the time of the event but can be considered unreliable if it contains bias or is only from one viewpoint.

12. Question 4 (Africa) and Question 5 (Second World War) were well answered but Question 6 (Cold War) was poorly answered. It was clearly evident that many candidates were not thoroughly prepared to answer Question 6.