HISTORY SG: PAPER 1

General comments

1. Generally marks appear to be improving. The majority of candidates understood and followed the instructions (3 questions to be answered with a compulsory section (1948 – 1976: Question 2 and/or 5)). General examination skills is still an area neglected by educators. Candidates answered the questions incorrectly because they did not follow the instructions.

2. Candidates must be taught that precision of language is important. Unqualified pronouns are widely used (e.g. 'he' or 'they). Markers cannot be expected to substitute these for the correct information.

3. There are still educators who prepare "model answers" for candidates, which lead to poor results because they cannot answer the questions. It was often apparent that candidates had gone to great lengths to study the content, but had very little comprehension of it.

Essay questions

1. Candidates who applied the criteria in the Standard Grade matrix in their essay writing were rewarded accordingly. They were able to
   - answer the question properly
   - select the relevant content to answer the question
   - apply an appropriate level of historical analysis and explanation if required
   - plan and structure the answer properly.

2. Essay-writing skills must be taught from Grade 10 onwards. This is an area which causes many candidates to struggle. These skills must receive attention constantly and not only before the examinations.

3. Many essays still lacked appropriate introductions and conclusions. The content was often written in point-form.

4. In questions 1B and 2B, candidates had difficulty in distinguishing the beginning and/or end (the "cut-off") dates of essays. These prescribed essay areas must be dealt with within the chronological context.

5. A small number of candidates attempted Question 3 (SA 1976 – 1994). (About half of the candidates answered the source-based question (Question 6) from this section and did relatively well.) Question 1A was covered well. Content selection was mainly relevant, but was not explained.

Source-based questions

1. Source-based question skills showed a marked improvement, but insight and comprehension remained the biggest hurdles for most candidates. Very often they quoted directly from the source in the hope of including something that was relevant.

2. Candidates struggled where the question required interpretation of the sources. They also struggled to substantiate an answer by using evidence from the sources. Synthesis (summarizing and connecting) of the information is a skill that must be taught in the classroom.

3. The interpretation of political cartoons remains an area in which skills must be honed.

4. Candidates must be taught to write in paragraph format. Most simply copied the sources and showed no understanding whatsoever.

GESKIEDENIS SG VRAESTEL 1

Algemene kommentaar

1. Oor die algemeen wil dit voorkom asof daar 'n verbetering in die punte was. Die oorgrote meerderheid van kandidate het die instruksies verstaan en gevolg (3 vrae moes beantwoord word met ‘n verpligte afdeling (1948 – 1976 – vraag 2 en/of 5). Algemene eksamenvaardighede bly egter ‘n area wat deur opvoeders afgeskeep word. Kandidate het vrae verkeerd beantwoord omdat hulle nie die instruksies gevolg het nie.

2. Kandidate moet geleer word dat taalvaardighede van die uiterste belang is. Voornaamwoorde soos “hy” en “hulle” is telkens gebruik. Daar kan nie van nasieners verwag word om hierdie woorde met die korrekte inligting te vervang nie.

3. Daar is steeds opvoeders wat “modelantwoorde” voorberei, wat swak resultate tot gevolg het omdat kandidate nie die vraag kan beantwoord nie. Dit was dikwels duidelik dat kandidate groot moeite gedoen het om die inhoud te memoriseer, maar betreklik min begrip daaravn gehad het.

Opstel-tipevrae

1. Kandidate wat die kriteria in die Standaardgraadmatriks in hulle opstelle toegepas het, is dienooreenkomstig beloon. Hulle was in staat om
   - die vraag behoorlik te beantwoord
   - die relevante inhoud vir die beantwoording van die vraag te selekteer
   - indien nodig ‘n toepaslike vlak van geskiedkundige analise en verduideliking toe te pas
   - die antwoord op behoorlike wyse te beplan en te struktureer.

2. Opstelvaardighede moet reeds vanaf graad 10 onderrig word. Dit is 'n gebied waarmee baie kandidate sukkel. Hierdie vaardighede moet deurlopend aandag geniet, en nie slegs voor die eksamen nie.

3. Baie opstelle het nie toepaslike inleidings en samevattings gehad nie. Heel dikwels is die inhoud ook in puntvorm geskryf.

4. In vraag 1B en 2B het kandidate dit moeilik gevind om die begin en/of die einde (die “afsny-datums”) van opstelle te onderskei. Hierdie voorgeskrewe opstelareas moet binne die kronologiese konteks behandel word.

5. 'n Klein aantal kandidate het vraag 3 (SA 1976 – 1994) aangepak. (Bykans die helfte van die kandidate het die brongebaseerde vraag (vraag 6) van hierdie afdeling beantwoord en betreklik goed gevaar.) Vraag 1A is goed gedek. Inhoudseleksie was meestal relevant, maar is nie verduidelik nie.

Brongebaseerde vrae

1. Brongebaseerde vaardighede het 'n merkbare verbetering getoon, maar insig en begrip was steeds vir die meeste kandidate die grootste struikelblokke. Hulle het dikwels direk uit die bron aangehaal in die hoop om iets relevant in te sluit.

2. Kandidate het gesukkel waar die vraag interpretasie van die bronne vereis het. Hulle het ook gesukkel om ‘n antwoord te staaf deur van bewyse uit die bronne gebruik te maak. Sintetisering (opsomming en samevoeging) van inligting is ‘n vaardigheid wat in die klaskamer onderrig moet word.

3. Interpretasie van politieke spotprente bly steeds ‘n terrein waar vaardighede ontwikkel moet word.

Kandidate moet geleer word hoe om in paragraaf-formaat te skryf. Die meeste kopieer eenvoudig die bronne en toon hoegenaamd geen begrip nie.