

HISTORY SG PAPER 2

GENERAL COMMENTS

1. Educators and candidates are to be congratulated on the quality of answers in the examination. There was a remarkable improvement in the way in which candidates approached and answered the paper.
2. 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 support the requirements of the essay questions.
3. Many candidates were able to apply a variety of skills and the appropriate skills to meet the requirements of the source-based questions.

ESSAY QUESTIONS

4. Those candidates who applied the criteria in the Standard Grade matrix in their essay writing were rewarded accordingly. They were able to
 - answer the question accurately
 - select the relevant content to answer the question
 - apply an appropriate level of historical analysis and explanation if required and
 - plan and structure the answer properly.These skills must be taught from Grade 10.
5. Unfortunately there are still candidates who indiscriminately write everything about a topic; they are still not able to distinguish between topic- and question-relevant information, e.g. in Question 2B candidates often included all three the Five Year Plans although only the First Five Year Plan was asked. Candidates need to plan the essay to develop a logical discussion/explanation.
6. Some candidates could not explain events when required to do so, e.g. in Question 2A candidates could not establish the link between Lenin's two economic policies and explain how War Communism forced Lenin to implement the New Economic Policy.
7. In Question 1A candidates were required to use examples to support the explanation of the developments faced by the newly independent African states. Some candidates did not use examples and could therefore not be awarded the marks.
8. A minority of candidates only discussed the measures (Question 3B) that Roosevelt introduced with his New Deal without explaining the successes as required by the question.

SOURCE-BASED QUESTIONS

9. Many candidates could extract evidence from the sources and use the evidence to show understanding of the period/event/issue. They obtained good marks if for these answers.
10. Candidates could also use the sources appropriately to make straightforward interpretations, but struggled with the more complex interpretations. For example, many candidates could not explain a term (4.1.4), discuss the contrast between events/issues (6.2.8), make comparisons (5.2.6), explain bias (4.3.3 or 6.2.9) or write a proper paragraph (4.3.1).

GESKIEDENIS SG VRAESTEL 2

ALGEMENE OPMERKINGS

1. Opvoeders en kandidate moet gelukkig word met die gehalte van die antwoorde in die eksamen. Daar was 'n merkbare verbetering in die manier waarop kandidate die vraestel benader en beantwoord het.
2. Die meerderheid van die opstelle is op 'n betreklik logiese en georganiseerde wyse aangebied. Die bespreking/verduideliking in die opstelle het meestal op die toepaslike seleksie van feitelike bewyse gefokus om die vereistes van die opstelvrae te ondersteun.
3. Baie kandidate kon 'n verskeidenheid vaardighede en die toepaslike vaardighede gebruik om aan die vereistes van die brongebaseerde vrae te voldoen.

OPSTELVRAE

4. Daardie kandidate wat die kriteria in die Standaardgraadmatriks in hulle opstelskrywing toegepas het, is dienooreenkomstig beloon. Hulle was in staat om
 - die vraag akkuraat te beantwoord
 - die relevante inhoud te selekteer om die vraag te beantwoord
 - 'n toepaslike vlak van geskiedkundige analise en verklaring toe te pas indien nodig
 - die antwoord behoorlik te beplan en te struktureer.Hierdie vaardighede moet vanaf graad 10 onderrig word.
5. Ongelukkig is daar steeds kandidate wat sonder om te onderskei alles oor 'n onderwerp neerskryf; hulle kan steeds nie tussen onderwerp- en vraag-relevante inligting onderskei nie, bv. in vraag 2B het kandidate heel dikwels al drie die Vyfjaarplanne ingesluit, alhoewel slegs die Eerste Vyfjaarplan gevra is. Kandidate moet beplan om in staat te wees om 'n logiese bespreking/verduideliking te ontwikkel.
6. Sommige kandidate kon nie gebeure verduidelik wanneer dit van hulle verwag is om dit te doen nie, bv. in vraag 2A kon kandidate nie die verband tussen Lenin se twee ekonomiese beleidsrigtings toon en verduidelik hoe Oorlogskommunisme Lenin gedwing het om die Nuwe Ekonomiese Beleid te implementeer nie.
7. In vraag 1A was dit 'n vereiste dat voorbeelde gebruik moes word om die verduideliking van die ontwikkelings wat die nuwe onafhanklike Afrikastate in die gesig gestaar het, te ondersteun. Sommige kandidate het nie voorbeelde gebruik nie en kon dus nie dienooreenkomstig vergoed word nie.
8. 'n Minderheid kandidate het slegs die maatreëls (vraag 3B) wat Roosevelt met die Nuwe Bedeling ingestel het, bespreek sonder om die suksesse, soos die vraag vereis het, te verduidelik.

BRONGEBASEERDE VRAE

9. Baie kandidate kon bewyse uit die bronne onttrek en die bewyse gebruik om begrip van die tydperk/ gebeurtenisse/kwessie te toon. Hulle het goeie punte in hierdie vrae behaal.
10. Kandidate kon ook die bronne op gepaste wyse gebruik om eenvoudige interpretasies te maak, maar het gesukkel met meer komplekse interpretasies. Byvoorbeeld, baie kandidate kon nie 'n begrip verklaar (4.1.4), die kontras tussen gebeure/kwessies bespreek (6.2.8), vergelykings maak (5.2.6), vooroordeel verduidelik (4.3.3 of 6.2.9) of 'n paragraaf skryf nie (4.3.1).