

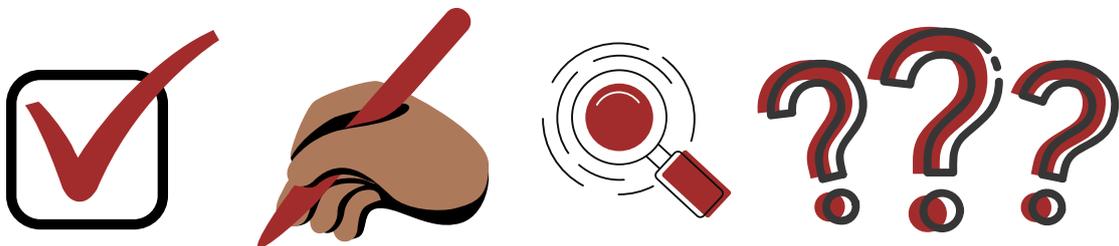


South African History Online
towards a people's history

History Skills Pack

Based on the CAPS curriculum

For an outline of the FET Curriculum Assessment Policy, click [here](#).



Source-Based Questions



How exams are usually set up

Exams are compiled to include two sections: **Section A** which includes source-based questions and **Section B** which includes essay questions. Each section has **three** different questions, where a student is usually required to answer at least one question **from** each section and then will be able to decide whether they would like to answer another question from Section A or another question from Section B.

What can be expected from Section A:

Section A is compiled out of different source-based questions. Each student will usually receive a variety of sources, where they are required to read and analyze each source. As mentioned in the Mark Allocation article, source-based questions are usually divided into three levels. Level 1 is usually where students are required to apply what they have already been taught in class and/or what they are able to read in the given sources. Level 2 questions require more interpretation and/or analyses of the given sources in the exam. Level 3 requires students to be able to compare, evaluate and analyse different given sources (please refer to the Mark Allocation page for more information).

Examinations that you usually write, use the following mark allocation:
(1x2) or (4x1) or (2x2)

The first number indicates how many facts you are supposed to write down and the second number indicates how many marks each fact counts. Therefore, (1x2) means that you should write down one fact and you will receive 2 marks. And (2x2) means that you should write down TWO facts and each fact counts 2 marks, giving you a TOTAL of 4 marks for the question.



TIP: It is important to look at the mark allocation next to each as it tells you what is required of you.

Source-Based Questions



How to answer the different types of questions

There are usually easily identifiable keywords in each question that helps you to understand how to answer the question. These keywords are also listed below each level, but here are some examples of how to approach specific questions. Remember to look at the mark allocation as explained above.

Define: When a question asks you to define a word, you will need to answer with a full definition of the word. Again, these definitions are usually learned in class.

Quote: When a question asks you to quote, you are required to use quotation marks (“”) and use the direct words from the given source.

List: When a question asks you to list, it means that you may simply provide words or facts to answer the question.

It is preferable that a student uses bullet points (*) when answering these types of questions.

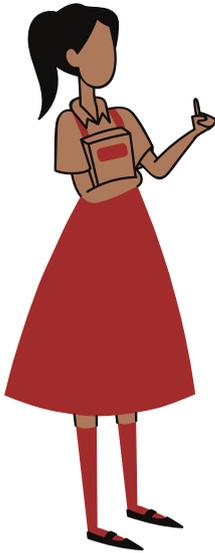
Compare: When a question asks you to compare you are required to use every source as stated.

An example:

If the examiner asks: Compare source 1A with 1B. Explain why source 1A is more reliable than source 1B.

A student should answer by making references to BOTH sources: Source 1A is more reliable than source 1B because Source 1A is... AND Source 1B is...

Source-Based Questions



***TIP:** Remember to ALWAYS use your own words when answering a question. Only when the question asks you to QUOTE are you allowed to use a sentence directly from the source. Even if a question asks you to LIST from a source, you have to use your own words.*

What type of Sources can be found in an exam?

- Extracts from newspaper articles
- Extracts from newspaper headlines
- Photographs
- Cartoons
- Speeches
- Letters

***TIP:** For helpful tips and information on Source analyses, please visit our [Source Analyses page](#).*

Source-Based Questions



Example questions

Level 1:

The answers for these types of questions are usually found straight from the given source OR in the study-material for the examination. These questions usually include the words/phrases: define, according to the source, quote and/or list.

1. Define the concept quarantine in the context of the Cuban Missile Crisis. (1x2)
 2. Identify TWO ways in the source in which the USA was able to detect whether ships were carrying missiles. (2x2)
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Level 2:

These questions require you to use the work you have been taught in class and to apply it to the content (what is said) of the source. These questions usually include the words/phrases: compare, explain, analyse and/or comment.

1. Why do you think some of the Soviet ships changed course as they approached the 'quarantine line'? Support your answer with relevant evidence. (2x2)
 2. Compare Sources 1C and 1D. Explain how the evidence in Source 1C differs from the information in Source 1D regarding Khrushchev's response to the quarantine of Soviet ships in the Atlantic Ocean. (2x2)
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Level 3:

1. Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the United States of America and the Soviet Union used brinkmanship to resolve the Cuban Missile Crisis. (8)

Source-Based Questions



How to write a source-based paragraph

1. The first sentence of the paragraph is about context. It should start by **establishing** the following:
 - Where
 - When
 - Who
 - How
2. The next sentence needs to make a **stand/claim** that refers to the question.
3. Every point should then take up one sentence. The **sources provided should support your stand** in different ways. Try to order your sources. They can be ordered either chronologically or thematically. If evidence is directly referenced from a source, students should cite the source. This is done by including the source name in a bracket after the sentence. Students can quote or they can paraphrase. Try to limit quoting; too many quotes will come across as lazy. This is an example of paraphrasing:
Evidence suggests that the Chris Hani was an inside job (Source B).
4. The final sentence of the paragraph should **conclude** by wrapping up the key points in support of the stand. It should then reference the stand and essay question.
“Therefore, one could conclude that . . .”



TIP: For more examples and NSC past papers from the South African Department of Basic Education, please click [here](#).

References

1. The Department of Basic Education South Africa, "National Senior Certificate Examinations: History Paper 1," (May/June 2019), (Accessed: 22 May 2020), Available at <https://www.education.gov.za/Portals/0/CD/2019%20June%20Exams/Non-Languages%20May-June%202019%20PDF/History/History%20P1%20May-June%202019%20Eng.pdf?ver=2019-05-31-150513-000>
2. The Department of Basic Education South Africa, "Previous exam papers (gr 10, 11 & 12)," (Updated: 2019), (Accessed: 22 May 2020), Available at [https://www.education.gov.za/Curriculum/NationalSeniorCertificate\(NSC\)Examinations/tabid/338/Default.aspx](https://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/tabid/338/Default.aspx)

