Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

TERM 1 TASK 1 2024

HISTORY
MARKING GUIDELINE

MARKS: **50**

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from the sources. • Explain information gathered from the sources. • Analyse evidence from the sources.	**50% (25)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**20% (10)**

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1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____ . _____
_____ . _____ . _____
√√√√
Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

$\frac{32}{50}$

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- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2. **Global assessment of the essay**
3

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

2. **Assessment procedures of the essay**
4

2.4.1 Keep the synopsis in mind when assessing the essay.

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2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition — **R**
- Analysis — **A** √
- Interpretation — I √
- Line of argument — LOA ↕

2. The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 30 – 33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY – TOTAL: 50

PRESENTATION → / CONTENT ↓	**LEVEL 7** Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	**LEVEL 6** Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	**LEVEL 5** Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	**LEVEL 4** Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence..	**LEVEL 3** Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	**LEVEL 2** Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	**LEVEL 1** Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	14–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						14–17	0–13

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*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE CONSEQUENCES OF LENIN'S NEP IN THE SOVIET UNION DURING THE 1920s?

1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*

- (a) A policy where the government took control of the economy and used nationalisation and central planning.
- Any other relevant response.

- (b) It is a war between two organised groups within the same nation
- Any other relevant response (2 x 2) (4)

1.1.2 *[Interpretation of evidence from Source 1A – L2]*

- To save the communist revolution
- To gain strict communist control of the industries and food supplies
- Any other relevant response (any 2 x 2) (4)

1.1.3 *[Extraction of evidence from Source 1A – L1]*

- Famine
- Died of hunger
- Disease
- Discontent with Communist rule (any 4 x 1) (24

1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*

- Destroyed the Russian economy
- Industrial production had dropped
- Led to worker's opposition
- Any other relevant response (any 2x 2) (4)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- Private enterprise was allowed
- Farmers could sell their produce to the state or sell it on open market.
- Tax introduced
- Bonus introduced
- Compulsory labour ceased
- Peasant freedom (any 4x 1) (4)

1.2.3 *[Extraction of evidence from Source 1B – L1]*

- Large scale industry remained state owned (1x 1)

(1)

1.2.4

[Interpretation of evidence from Source 1B – L2]

- Workers could privately own small businesses
- Peasants sell surplus on open market for own profit.
- Any other relevant response. (2x 2) (4)

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1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- 73 million of tons (1x 1) (1)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*

- War Communism was a failure
- The dislocation of communities/ refugees/ man at war due to WW1 (1914- 1918)
- Peasants refused to plant crops due to requisitioning (during Civil war 1918- 1924) (2X 2) (4)

1.3.3. *[Interpretation of evidence from Source 1C – L2]*

- Russian economy grew
- Increase in production
- Was able to export hence more money came into the country
- Any other relevant response (2X 2) (4)

1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*

- Were offended/disappointed by policy/opposed it on an ideological basis (went against pure communist
- Any other relevant response (2)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*

- Denationalisation of small-scale industry and services.
- Currency was back on a sound footing.
- introduction of tex.
- The Soviet economy revived.
- Re-emerging of a 'capitalist' class in both the countryside (the
- kulaks) and the towns (Nepmen).
- Any other relevant response (any 2 x 2) (4)

1.5. *Evaluate the usefulness of evidence from Source1D – L3]*

The source is Useful because:

- Highlights the successes of the NEP
- NEP brought change, private enterprise allowed
- Peasants could sell on the open market
- NEP made clear profit.
- Communists did not favour NEP
- Any other relevant response. (any 2x 2) (4)

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1.6. *[Interpretation, analysis, and synthesis of evidence from relevant sources – L3]*
Candidates may include the following aspects in their responses.

- Lenin's NEP was a compromise with Capitalism. (1B)
- NEP ended forced grain demand(1B)
- Had to handover a quota of grain as tax. (1C)
- Allowed to sell their surplus on open market. (1C)
- Private enterprise on small scale was allowed. (1C)
- Compulsory labour was ended. (1C)
- Russian economy grew. (1C)
- Increase in production. (1C)
- NEP made clear profit. (1D)
- Workers encouraged to produce more through incentives like bonuses (own knowledge)
- Major industries remained in the hands of the state.
- Re- emerging of capitalist class, reach peasants called Kulaks and business men called Nepmen (own knowledge)
- Any other relevant response.

(06))

Use the following rubric to allocate a mark

LEVEL	CRITERIA	MARKS
LEVEL 1	□ Uses evidence in an elementary manner, e.g. **shows no or little understanding of the consequences of Lenin's NEP in the Soviet union during the 1920's** . □ Uses evidence partially to report on topic or cannot report on topic.	**Marks** **0-2**
LEVEL 2	□ Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding of the consequences of Lenin's NEP in the Soviet union during the 1920's** □ Uses evidence in a very basic manner	**Marks** **3-4**
LEVEL 3	□ Uses relevant evidence, e.g. **demonstrates a thorough understanding of the consequences of Lenin's NEP in the Soviet union during the 1920's** □ Evidence relates well to the topic. □ Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks** **5-6**

[50]

SECTION B: ESSAY QUESTION

QUESTION 2: COMMUNISM IN RUSSIA, 1900–1940: CASE STUDY – STALIN'S FIVE-YEAR PLANS

[Using analytical and interpretative skills, plan and construct an original argument based on relevant evidence].

SYNOPSIS

. The candidates need to agree or disagree with the statement and support their argument with relevant historical evidence

MAIN ASPECTS

Candidates should include the following aspects in their responses:



Introduction: Candidates should agree or disagree with the statement and briefly explain their reasons.

ELABORATION

- Lenin's death
- Abandonment of NEP
- Aims of the 5Year plans
- Gosplan
- Collectivisation of agriculture
- Elimination of the Kulaks
- Modernization of farming
- Grain requisition
- Rapid industralisation
- Development of heavy industries
- Improvement of transport and communication net works
- Exploitation of newly discovered mineral wealth
- Rapid urbanisation
- Electrification
- Force labour
- Police state and party purges
- Any other relevant response

Conclusion: Candidates should round up their argument with a relevant and contextualized conclusion [50

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- Any other relevant answer

Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 6 to assess this essay. **[50]**

TOTAL: 150

