Province of the
EASTERN CAPE
EDUCATION

DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE

MARKING GUIDELINES

HISTORY

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GRADE 11

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MARKS: 100

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 sources • Explain information gathered from sources • Analyse evidence from 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	**30%** **(15)**

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.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 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. 
- 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.

2.3 Global assessment of the essay

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 construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

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2.4.3 Keep the PEEL structure in mind in 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 about and how it relates to the question posed (line of argument).
E	**Example:** 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 and is written coherently.

2.4.4 The following additional MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation |√
- Line of argument LOA

2.5 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 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	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 or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						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
- Question 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 = 1-7

QUESTION 1. HOW DID THE POPULATION REGISTRATION ACT OF 1950 AFFECT THE LIFE OF SANDRA LAING AND HER FAMILY?

1.1.

1.1.1 (Extraction of information from Source 1A - L1)

- National Party (1x2) (2)

1.1.2. (Extraction of information from Source 1A - L1)

- Skin colour
- Hair type (2x1) (2)

1.1.3. (Interpretation of evidence from Source 1A - L2)

- To solve the racial problems of South Africa.
- To ensure that whites occupied privileged positions
- To discriminate and oppress non-white races
- To appease whites.
- Any other relevant response (any 2x2) (4)

1.1.4. (Extraction of evidence from Source 1A – L2)

- .Coloureds (1x2) (2)

1.1.5(Interpretation of evidence from Source 1A - L2)

- Families were split (separated
- People were traumatised by wrongful identification
- People ended up belonging to different races
- Any other relevant response (any 2 x 2) (4)

1.2.

1.2.1. (Interpretation of evidence from Source 1B - L2)

- The pencil test determining the race of a person (1x2) (2)

1.2.2. (Determining the reliability of Source 1B – L3)

NOT RELIABLE

- It is not a scientific way of determining the race of a person.
- People can make mistakes in determining the race of a person.
- Any other relevant answer (2x2) (4)

1.2.3. (Interpretation of evidence from Source 1B - L2)

- Members of the National Party who conducted the test were white.
- It was the white National Party who introduced the Population Registration Act.
- Any other relevant response. (2x2) (4)

1.3.

1.3.1. (Definition of historical term from Source 1C – L1)

- Apartheid was a racial policy designed to separate white, African, coloured and Indian South Africans from one another. (1x2) (2)

1.3.2. (Interpretation of evidence from Source 1C - L2)
- Discrimination was applied against you if you were not white.
- Oppression against you if you were not white.
- Families were torn apart because of racial classification.
- Any other relevant answer. (Any 2x2) (4)

1.3.3. (Extraction of information from Source 1C – L1)
- That Sandra was black. (1x2) (2)

1.3.4. (Interpretation of evidence from Source 1C - L2)
- To avoid becoming more black. (1x2) (2)

1.3.5. (Extraction of evidence from Source 1C -L1)
- Ignored at church.
- Refused ice-cream at shops.
- Rejected by nine schools.
- Cursed. (4x1) (4)

1.4.

1.4.1. (Definition of concept from Source 1D – L1)
- Apartheid means living apart
- It is the separation of people according to race
- Any other relevant response (1 x 2)(2)

1.4.2. (Interpretation of evidence from Source 1D - L2)
- They would reject the statement.
- They would feel disgusted.
- They would deny that they had “black blood”.
- Any other relevant answer. (2x2) (4)

1.4.3. (Interpretation of evidence from Source 1D - L2)
- They might feel embarrassed because of her skin colour
- They might be racist.
- They do not want to be associated with black people.
- Any other relevant response. (2x2) (4)

1.5. (Interpretation, evaluation and synthesis from relevant sources – L3)
- The Population Registration Act resulted in the split of the Laing family (Source 1A).
- Sandra had to leave her parent’s home when she fell in love with a black man. (own knowledge)
- Sandra was expelled from Deborah Retief boarding school (1B)
- She never obtained a good education (own knowledge)
- She was rejected by nine schools (1C)
- The family were punished by the community (1C)
- Ignored at church, refused ice cream at shops, rejected by nine schools, cursed. (1C)
- The family experienced emotional turmoil because one moment Sandra was white the next moment, she was coloured or black.
- It even put a strain on the marriage of her parents (own knowledge)

- There were rumours that her mother might have an affair with a black man. (own knowledge)
- The family was further torn apart when her brothers rejected her (1D)
- Any other relevant response.

Use the following rubric to allocate a mark.

LEVEL 1	• Uses evidence in an elementary manner, e.g. **show no or little understanding of the effect of the Population Registration Act of 1950 on the life of Sandra Laing and her family.** • Uses evidence partially to report on topic or cannot write a paragraph.	**Marks: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of the effect of the Population Registration Act of 1950 on the life of Sandra Laing and her family.** • Uses evidence in a very basic manner to write a paragraph.	**Marks: 3 – 4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of the effect of the Population Registration Act of 1950 on the life of Sandra Laing and her family.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 5 – 6**

(6)
[50]

GRID ANALYSIS

QUESTION 1.	**HOW DID THE POPULATION REGISTRATION ACT OF 1950 AFFECT THE LIFE OF SANDRA LAING AND HER FAMILY?**			
Questions	**Level 1 (30%)**	**Level 2 (50%)**	**Level 3 (20%)**	
1.1				
1.1.1	**2**			
1.1.2	**2**			
1.1.3		**2**		
1.1.4		**4**		
1.2.				
1.2.1		**2**		
1.2.2.			**4**	
1.2.3		**4**		
1.3.				
1.3.1	**2**			
1.3.2		**4**		
1.3.3	**2**			
1.3.4		**2**		
1.3.5	**4**			
1.4				
1.4.1	**2**			
1.4.2		**4**		
1.4.3		**4**		
1.5			**6**	



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TOTAL MARKS	**14**	**26**	**10**	**50**



QUESTION 2: WHY CAN THE SHARPEVILLE MASSACRE OF 1960 BE SEEN AS A MAJOR TURNING POINT IN SOUTH AFRICAN HISTORY?

2.1.

2.1.1. [Extraction of evidence from Source 2A – L1]

- the African's name,
- birthplace, and
- tribal affiliation,
- contains his picture and serial number,
- has space for a receipt to prove that he has paid his taxes.
- and to list his arrests,
- and unless it is signed each month by his employer. (Any 3x1) (3)

2.1.2. [Interpretation of evidence from Source 2A – L2]

- It made black people criminals.
- They could be arrested and imprisoned if caught without a pass.
- They were forced to do farm labour.
- It humiliated black people.
- Any other relevant answer. (2x2) (4)

2.1.3. [Interpretation of evidence from Source 2A – L2]

- To show that the protest will be peaceful.
- Not to give the police a reason to shoot at the people.
- Not to give the police a reason to act violently against the people.
- Any other relevant response. (Any 1x2) (2)

2.1.4. [Extraction of evidence from Source 2A – L1]

- Cheerful
- Happy
- Singing
- Dancing (Any 2x1) (2)

2.2.

2.2.1. [Interpretation of evidence from Source 2B – L2]

- People running desperately in different directions.
- People running away from the police.
- People running away hoping not to be shot.
- Any other relevant answer. (2x2) (4)

2.2.2. [Comparison of evidence from Sources 2A and 2B – L3]

- Source 2A states that 69 people were killed on that day and 2B shows the bodies of people killed on that day.
- Source 2A states that most people were shot at the back and 2B shows people running away, proved that they were shot at the back.
- Any other relevant response. (Any 2x2) (4)

2.2.3. [Interpretation of evidence from Source 2B – L2]

- They were fearful.
- They felt scared.
- They were confused.
- Any other relevant answer. (2x2) (4)

2.3.

2.3.1. [Extraction of evidence from Source 2C – L1]
- Multinational companies, fearing revolution, withdrew from South Africa.
- International investors withdrew from South Africa
- Share prices on the Johannesburg Stock Exchange plummeted (dropped).
- By 1961 nearly 6 million pounds of foreign investment was taken out of the country damaging the South African economy significantly.

(Any 3x1) (3)

2.3.2. [Definition of historical concept from Source 2C – L1]
- Restrictions on trade such as not buying products from South Africa or refusing to export products to south Africa.
- Any other relevant response. (1x2) (2)

2.3.3. [Interpretation of evidence from Source 2C – L2]
- They felt that sanctions would hurt black people.
- South Africa was one of their biggest trading partners.
- Any other relevant answer (2x2) (4)

2.3.4. [Extraction of evidence from Source 2C – L1]
- Water hoses.
- Teargas. (2x1) (2)

2.4.

2.4.1. [Interpretation of evidence from Source 2D – L2]
- They will no longer tolerate the inhumane treatment of black people.
- They will not accept the violation of their basic human rights.
- They will not accept the violent action of the police and state against unarmed and defenseless black people.
- They will not tolerate forever the vicious system of apartheid.
- Any other relevant answer. (Any 2x2) (2)

2.4.2. [Extraction of evidence from Source 2D – L1]
- Submit or
- Fight (2x1) (2)

2.4.3. [Interpretation of evidence from Source 2D – L2]
- From peaceful methods of protest to armed struggle
- Sabotage campaign.
- Guerilla warfare
- Any other relevant response (2x2) (4)

2.5. [Interpretation, comprehension and synthesis of evidence from relevant sources – L3]

- Not withstanding ideological differences bot ANC and PAC embarked on an anti-pass campaign. (own knowledge)
- The peaceful protest of the people turned into a bloodshed (own knowledge)
- The Sharpeville massacre turned the international community against South Africa.
- The South African Government's actions were severely criticised around the world. (Source 2C)
- International sympathy lay with the African people, leading to an economic slump (Source 2C)
- Liberia's President William Tubman called the Sharpeville massacre "the vilest, most reckless and… action in history. (Source 2C)
- In London, a crowd shouting "Murder" (Source 2C).
- Within the United Nations there were moves to isolate South Africa (Source 2C)
- Both ANC and PAC established their military wings (own knowledge)
- The struggle changed from peaceful resistance to armed resistance.
- Internal and international pressure against South Africa increased after Sharpeville. (own knowledge)
- Gradually South Africa became isolated. (own knowledge)
- Any other response

Use the following rubric to allocate a mark.

LEVEL 1	• Uses evidence in an elementary manner, e.g. **show no or little understanding why the Sharpeville massacre can be seen as a turning point in South African history.** • Uses evidence partially to report on topic or cannot write a paragraph.	**Marks: 0 - 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding why the Sharpeville massacre can be seen as a turning point in South African history.** • Uses evidence in a very basic manner to write a paragraph.	**Marks: 3 - 4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding why the Sharpeville massacre can be seen as a turning point in South African history.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 5 - 6**

(6)
[50]

GRID ANALYSIS

QUESTION 2.	WHY CAN THE SHARPEVILLE MASSACRE OF 1960 BE SEEN AS A MAJOR TURNING POINT IN SOUTH AFRICA HISTORY?			
Questions	**Level 1 (30%)**	**Level 2 (50%)**	**Level 3 (20%)**	
2.1.				
2.1.1	**3**			
2.1.2		**4**		
2.1.3		**2**		
2.1.4	**2**			
2.2.				
2.2.1		**4**		
2.2.2			**4**	
2.2.3		**4**		
2.3.				
2.3.1	**3**			
2.3.2	**2**			
2.3.3		**4**		
2.3.4	**2**			
2.4				
2.4.1		**4**		
2.4.2	**2**			
2.4.3		**4**		
2.5			**6**	
TOTAL MARKS	**14**	**26**	**10**	**50**

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SECTION B: ESSAY QUESTIONS

QUESTION 3: RESISTANCE IN SOUTH AFRICA – 1940s TO 1950s

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should explain to what extent Black South Africans rebelled against their discrimination and oppression in the 1950s.

MAIN ASPECTS

Candidates must include the following aspects in their responses.

Introduction: Candidates must take a stance indicate to what extent Black South Africans furiously rebelled against their discrimination and oppression in the 1950s. They should substantiate their response with relevant historical evidence.

ELABORATION

- ANC's Programme of Action
- ANC become more militant
- Used boycotts, civil disobedience and uprisings as means of resistance
- May Day stay-away
- Defiance Campaign
- 1952 – break laws on purpose – enter whites only facilities
- Burned passes in public
- Refused to pay fines and wanted jails to become overfull
- Hoped that the apartheid system would crumble
- Some killed and arrested
- Congress Alliance
- Conference held of all racial groups to draw up a constitution
- Freedom Charter
- Met at Kliptown on 25 and 26 of June 1955
- Set a document that represents the aspirations of all South Africans
- Became the blueprint for the new constitution of South Africa
- Women's March to Pretoria (9 August 1956)

- Women forced to carry passes
- 20 000 women of all races marched to the Union Buildings
- Leaders of the march – Lilian Ngoyi, Rahima Moosa, Sophie Williams and Helen Joseph
- The Prime Minister, J.G. Strijdom refused to see the women
- When they left – sang *Nkosi Sikeleli Africa*
- High treason
- Defiance against apartheid led to the arrest of members of the Congress Alliance
- Arrested for attempt to overthrow the government
- In 1956 the state arrested 156 activists
- Hearing took place in "Drill Hall" for two years

- Aim of government was to intimidate people and lead to weakening of resistance
- By 1961 all accused were set free
- Any other relevant response



Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL [100]