education

Department of
Education
FREE STATE PROVINCE

GRADE 10

HISTORY

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MARKING GUIDELINE

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This marking guideline consists of 15 pages.

1. SOURCE BASED QUESTION

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 in own words	30% (15)
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources • Explain historical concepts in context	50% (25)
Level 3	• Interpret and evaluate evidence from sources • Engage with sources to determine 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.

1.1 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 √√√√

COMMENT

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. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTION

2.1. The essay question requires the 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

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3. Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners'

opinions that are 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 an argument (planned, structured and has an independent line of argument)

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

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

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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:** 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 symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualized ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- 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 seconf reading of essays will relate to the level (on the matrix) of presentation

C	LEVEL 4	
P	LEVEL 3	

c) Allocation an overall mark with the use of the matrix

C	LEVEL 4	} 26-27
P	LEVEL 3	

COMMENTS

Some omission in the content coverage

Attempts to sustain a line of argument

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 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 cont.						14–17	0–13

Guidelines for allocating a mark for Level 1:

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- 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

SECTION A: SOURCE WORK

QUESTION 1: DID ZHENG HE'S MARITIME EXPEDITIONS EXPAND CHINESE POWER AND INFLUENCE?

1.1 Read Source 1A.

1.1.1 *[Extraction of evidence from Source 1A – L1]* (2 x 1) (2)

- Zheng He was born in 1371
- in Yunnan province

1.1.2 *[Definition of historical term in Source 1A – L1]* (1 x 2) (2)

- A dynasty is a line of rulers from the same family who rule a country over a long period of time.

1.1.3 *[Interpretation of evidence in Source 1A – L2]* (1 x 2) (2)

- they could not have families or start their own rival power base,
- making them more dependent on and loyal to the emperor.
- Any other relevant answer

1.1.4 *[Extraction of evidence from Source 1A – L1]* (3 x 1) (3)

- Intelligent
- Brave
- Loyal

1.1.5 *[Interpretation of evidence in Source 1A – L2]* (1 x 2) (2)

- helped him better understand foreign peoples and lands,
- which later benefited him in his diplomatic missions and voyages.
- Any other relevant response

1.2 Study Source 1B.

1.2.1 *[Explanation of historical term in Source 1D – L2]* (1 x 2) (2)

- long sea voyages undertaken by a fleet of ships.
- large naval journeys across the Indian Ocean led by Zheng He
- to expand China's influence and demonstrate imperial power.
- Any other relevant response

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1.2.2 *[Extraction of evidence from Source 1B – L1]* (2 x 1) (2)

- expand China's influence
- demonstrate imperial power
- any other relevant response

1.2.3 *[Interpretation of evidence in Source 1B – L2]* (2 x 2) (4)

- it carried valuable goods such as silk, porcelain, spices, and precious stones,
- highlighting its wealth and importance.

1.2.4 *[Extraction of evidence from Source 1B – L1]* (2 x 1) (2)

- Calicut
- Hormuz

1.2.5 *[Interpretation of evidence in Source 1B – L2]* (2 x 2) (4)

- Zheng He's voyages were not intended to conquer or permanently settle other lands.
- Instead, they focused on building diplomatic relations, promoting trade, and encouraging foreign rulers
- to recognise the authority of the Ming emperor through tribute.
- Any other relevant response

1.3 Use Source 1C.

1.3.1 *[Extraction of evidence from Source 1C – L1]* (2 x 1) (2)

- Zwahili
- Baraawe
- Mombasa
- Mogadishu
- Hormuz
- Khozikode
- Cochin
- Quilon
- Any TWO responses

1.3.2 *[Interpretation of evidence in Source 1C – L2]* (2 x 2) (4)

- they expanded the influence and power of the Ming Dynasty across the Indian Ocean.
- helped establish diplomatic relations, promote trade, encourage tribute from foreign rulers,
- demonstrates the strength and wealth of the Ming Empire.

1.3.3 *[Extraction of evidence from Source 1C – L1]* (1 x 2) (2)

- Nanjing

1.3.4 *Determining the usefulness of Source 1C – L3]* (1 x 2) (2)

A historian would regard this source as useful because:

- It clearly shows the routes taken during the seven voyages.
- It identifies the major trading centres and destinations visited.
- It provides geographical context of the regions connected by the voyages.
- It comes from a reputable academic publisher (Cambridge University Press), which increases its reliability.
- Any other relevant response.

1.4 *[Comparison of evidence from Sources 1B and 1C to ascertain differences – L3]* (1 x 2) (2)

- Source 1C (the map) visually **shows the wide range and routes** of Zheng He's seven expeditions, while Source 1C (the written source) explains how they travelled to **Southeast Asia, India, the Arabian Peninsula, and the east coast of Africa**.
- The map in Source 1C identifies important ports such as **Calicut and Hormuz**. In Source 1B it states that his fleets visited important ports such as **Calicut and Hormuz**.
- Any other relevant response.

1.5 Study Source 1D.

1.5.1 *[Extraction of evidence from Source 1D – L1]* (1 x 2) (2)

- 1433

1.5.2 *[Extraction of evidence from Source 1D – L1]* (3 x 1) (3)

- First, the voyages were extremely expensive.
- Building and maintaining the massive Treasure Fleet required significant resources, including timber, labour, and government funding.
- Many court officials believed these funds could be better spent defending China's northern borders against renewed threats from Mongol groups.
- Political changes also played a major role.
- After the death of the Yongle Emperor, later rulers were less interested in overseas exploration.
- Confucian scholars at court often viewed foreign trade and distant expeditions as unnecessary and wasteful.

- They favoured strengthening agriculture and internal stability instead of projecting power abroad.
- Any THREE responses.

1.5.3 *[Interpretation of evidence in Source 1D – L2]* (2 x 2) (4)

- China stopped focusing on overseas exploration and naval expansion.
- instead concentrated on internal matters such as agriculture, border defense, and maintaining stability within the country.
- China became ethnocentric.
- Any other relevant response

1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]* (8)

Learner's may include the following responses:

- Zheng He's early experiences of displacement, discipline, and service prepared him for his future role as one of China's greatest naval commanders and explorers. (Source 1A)
- He was appointed to lead a series of grand maritime expeditions designed to expand China's influence and demonstrate imperial power. (Source 1B)
- In 1405, Zheng He commanded the first of seven voyages across the Indian Ocean (Source 1B).
- These expeditions travelled to Southeast Asia, India, the Arabian Peninsula, and the east coast of Africa. (Source 1C)
- His fleets visited important ports such as Calicut and Hormuz, establishing diplomatic relations and encouraging foreign rulers to recognize the authority of the Ming emperor. (Source 1C)
- In some cases, he used military force to suppress piracy or to intervene in local conflicts, reinforcing Ming dominance. (Source 1C)
- These missions were not focused on colonization but on diplomacy, trade, and tribute. (Source 1C)
- The Treasure Fleets carried silk, porcelain, and other Chinese goods to exchange for exotic items like spices and precious stones. (Source 1C)

- China projected its power across vast distances, strengthening political ties and expanding maritime trade networks. (Source 1C)
- His voyages remain among the largest naval expeditions in pre-modern history. (Source 1C)
- Source 1C shows the map of the seven voyages of Zheng He.
- It shows important towns and cities and ports visited by the fleets. (Source 1C)
- In 1433, the Ming dynasty gradually brought its large-scale naval expeditions to an end. (Source 1D)
- The voyages were extremely expensive. (Source 1D)
- Many believed these funds could be better spent defending China's northern borders against renewed threats from Mongol groups. (Source 1D).
- As a result, shipbuilding was restricted, and records of the voyages were neglected or destroyed. (Source 1D)

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Use the following rubric to allocate marks:

LEVEL 1	• Use evidence on an elementary manner e.g. shows no or little understanding of **whether Zheng He's maritime expeditions expanded Chinese power and influence.** • Use evidence partially 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 **whether Zheng He's maritime expeditions expanded Chinese power and influence.** • Uses evidence in a very basic manner to a write a paragraph.	**MARKS 3–4**
LEVEL 3	• Use relevant evidence e.g. , shows a thorough understanding of **whether Zheng He's maritime expeditions expanded Chinese power and influence.** • Use evidence very effectively in an organized paragraph that shows an understanding of the topic .	**MARKS 5-6**

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SECTION B: ESSAY QUESTION

T INDIA COMPANY IN AFRICA

The Dutch East India Company's determination to dominate trade routes and markets in the East contributed to a settlement at the Cape that impacted the indigenous and slave populations.

Do you agree with the above statement? Use evidence to support your answer.

[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

THE PROCESS OF CONQUEST AND COLONIALISM

- The Dutch tried to break Portuguese and Spanish control of trade with new technology.
- The Dutch challenged Portuguese domination of the Indian Ocean trade when they began trading in Spices, Calico and silks in the East.

THE DUTCH EAST INDIA COMPANY

- The Dutch East India Company (DEIC) was established in 1602.
- Shareholders invested money in the company.
- The capital was used to go exploring for colonies and riches.
- The DEIC was highly profitable.
- During the 17th Century the DEIC was the richest and most powerful trading company in the world.
- For 100 years the DEIC had a virtual monopoly of the spice trade.
- Owned a vast number of trading ships and giant warships.
- By 1650 the Dutch had competition from England, France and Portugal.
- Because the journey to the East took so long, the Cape at the tip of Africa was used as a refreshment station.

- Ships docked in the Cape to trade for fresh meat supplies from indigenous Khoi and collect fresh water.

1652

- The DEIC sent a small force to claim the Cape on behalf of the VOC.
- To protect their refreshment station from rival European shipping nations.
- Had no intention to start a colony, wanted a small settlement to provide fresh fruit and vegetables and supplies to the ships going on to Asia.
- Jan van Riebeeck was instructed to build a fort.
- The people who came with him were not settlers, but company officials.
- DEIC struggled to keep up with the demand for fresh produce.
- The VOC allowed some of its officials to start farming on their own
- They established large farms by fencing off land that had been used by the Khoi as pasture for their herds.
- Within 20 years it became a permanent settlement and over the next 150 years they took control of the indigenous people and extended the colony.

HOW DID THIS AFFECT THE KHOI?

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- As the settlers extended their farms, they also fenced off the hunting grounds of the Khoi-people.
- There were hundreds of raids and counter-raids between the settlers and the Khoi.
- The Khoi were at a disadvantage to resist the Dutch-expansion because they had no guns or horses.
- The Khoi resisted the settlers.

HOW COLONISATION LED TO SLAVERY

- They did not want to work for the DEIC officials or on Dutch farms.
- The Dutch settlers needed labour for their farms.
- They brought slaves form places that were part of the Dutch trading network.
- Altogether 60 000 slaves were brought to the Cape.
- Most slaves lived in Cape Town – they worked as domestic servants, the harbor, stone quarries, and on the grain and wine farms in the Cape.
- There were more slaves in the Cape than settlers.
- Slaves had very few rights.
- They were forced to work without pay and were bought and sold whenever their owners desired.
- They were not allowed to marry.
- Their children could be sold from their parents.

- Children were born into slavery.

IMPACT OF SLAVE TRADING ON SOCIETIES

- Slaves brought different cultures, religions and languages to the Cape.
- The Cape became a melting pot of cultures and languages.
- The growth of the Islam-religion was strongly influenced by the slaves.

THE IMPACT ON THE PEOPLE OF THE CAPE

- When the settlers arrived, the Khoi were forced from their land.
- Despite resistance, the Khoi had very few options.
- They could either move to other regions, or they could work for the settlers.
- They lost their independence.
- The Dutch settlers also introduced diseases.
- Smallpox had a terrible impact on the indigenous people who had no resistance to these diseases.
- Thousands of Khoi died from smallpox.



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