education

Department of
Education
FREE STATE PROVINCE

GRADE 11

MARKING GUIDELINES

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HISTORY
TASK 2

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MARKS: 150
TIME: 3 hours

This MARKING GUIDELINES consists of 10 pages

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	**20%** **(10)**

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.
Learners are expected to take a stance when answering "to what extent" questions in order for 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 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.

candidate has been able to use relevant evidence to write a paragraph.



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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 bottom right hand e.g.

3
2
—
5
0

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.

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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

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(indicated by a tick in the marking guideline/memorandum) 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.

	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 candidate 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:** The candidate should ensure that the line of argument ids sustained throughout the essay and is written coherently.

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 1√
- 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 the essay 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
P LEVEL 3

26–27



MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION **CONTENT**	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	38–39	36–37	34–35	30–33	28–29		

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cc relevant.							
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 = 7–13

QUESTION 1: WHAT WERE THE EFFECTS OF THE GREAT DEPRESSION OF 1929 ON THE AMERICANS?

1.1

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

1.1.2 [*Explanation of historical term from source 1A – L1*]
- Shares are small percentage bought of a company that will pay dividends in the long run.
- Any other relevant response (1X2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Speculators buy shares they did not intend to keep for long
- They bought shares on the money they borrowed
- Their profit depended on the prices of shares
- They bought shares on the margin
- Any other relevant response (Any 2 x2) 4

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

- Share prices had risen far above their real value
- The rise of shares was not supported by real industrial expansion
- Any other relevant response (2 x 2) (4)

1.1.5 *[Extraction of evidence from Source 1A – L1]*
- Share prices began to drop
- Panic set in

Some investors began to lose confidence in the market promised (Any 2 x 1) (2)

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

- Shareholders decided to sell their shares while the price was still high. This caused share prices to drop
- Shareholders dumping 13 million shares
- People began to sell their shares too and prices dropped even further (1 x 3) (3)

1.1.7 *[Commenting on the usefulness of evidence in Source 1A – L3]* The source is useful because:
- It outlines the reasons why shares could be sold by companies
- It gives the reasons for the increase of share prices
- It explains why speculation was regarded as a form of gambling
- It explains why prices of shares dropped

Any other relevant response (Any 1 x 2) (2)

1.2

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

- Over five thousands banks were closed
- Huge number of businesses closed
- Employees were laid off
- Wages of those who remained were cut
- Industrial production fell (Any 2 x 1) (2)

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

- By 1933 15 million-one fourth or one third of the labour force were out of work
- Ford Motor Company which in the spring had employed128 000 workers, was down to 37 000 by August of 1931
- Almost half the 280 000 textile mill workers in New England were out of work

(Any1 x 1) (1)

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

- He meant that the United States economy was stunned/collapsing
- He meant that unemployment was high
- Any other relevant response (Any 2 x 2) (4)

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

- America was on the verge of winning over poverty and struggle
- Americans would become richer and know no poverty
- Any other relevant response

(Any 1X2) (2)

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

- There were millions of tons of food – but it was not profitable to transport it to sell it
- Warehouses were full of clothing, but people could not afford it
- There were lots of houses that stayed empty as people could not pay rent
- People had been evicted and now live in shackles (Any 1 x 1) (1)

A

1.3

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

- Hoover did not agree that the economy of the United States was stunned
- Hoover believed that there was no poverty in the United States
- Hoover believed that the economy was on its way to recovery
- Any other relevant response (Any 2 x 2) (4)

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

It represented the United States economy (collapsing economy) (1 x 2) (2)

1.4 *[Comparison of evidence from Source 1B and 1C – L3]*

- In Source 1B the economy is stunned and Source 1C depicts a figure showing: "I 'm in ruins". (Both agree that the economy was collapsing)
- In Source 1B Hoover believed that America's economy was nearer to the final triumph over poverty and in Source 1C he is portrayed saying "Prosperity is around the corner". (In both sources Hoover believe poverty will end in America)
- Any other relevant response (1 x 2) (2)

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1.5

1. [Extraction of evidence from Source 1D – L1]

- In the steel city of Cleveland, 50% of workers were unemployed In Toledo, the figure of unemployment was closer to 80%
- At night the parks were full of homeless and unemployed people

(Any 2 x 1) (2)

1.5.2 *[Extraction of evidence from Source 1D – L1]*

- The unemployed and the poor depended on bread queues and charity soup kitchens

(1x2) (2)

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

- A shanty town of shaky (crumbling) houses where poor Americans went to live after being negatively affected by the Great Depression of 1929
- The rag town lay close to water; and the houses were tents, and weed=thatched enclosures, paper houses, a great junk pile
- The towns were named after President Herbert Hoover, who seemed to be doing nothing to help the poor
- Any other relevant response

Any (2 x 2) (4)

[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

Candidates could include the following aspects in their response

- Company can sell shares to raise money in order to buy more businesses to make profit (Source 1A)
- When the company do well, more people buy shares to earn dividends (Source 1A)
- Speculators started to gamble (using borrowed money to buy shares) (Source 1A)
- Share prices rose far above their real value (Source 1A)
- Financial experts warned speculators above false richness-but they continued investing (Source 1A)
- TRC objective was to examine human abuses from all sides (Source 1A) Majority started to panic and sold their shares while the prices were still high (Source 1A)
- Share prices dropped (Sources 1A)
- 13 million shares were dumped on 29 October 1929, triggering the collapse of the American economy (Source 1A)
- Effects of Depression: Banks and businesses closed (Source 1B)
- Unemployment increased: also, in towns (Source 1B and 1D)
- Wages were cut (Source 1B)
- Poverty increased
- Emergence of Hooverville (Source 1B and 1D)
- Hoover's attitude towards the Great Depression (Source 1B, 1C and 1D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	Uses evidence in an elementary manner e.g. **shows no or little understanding of how the Great Depression of 1929 affected the Americans.** Uses 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. **Demonstrates some understanding of how the Great Depression of 1929 affected the Americans.** Uses evidence in a very basic manner to write a paragraph	**MARKS 3 – 4**
LEVEL 3	Uses relevant evidence e.g. **demonstrate a thorough understanding of how the Great Depression of 1929 affected the Americans.** Uses evidence very effective in an organized paragraph that shows an understanding of the topic.	**MARKS 5 - 6**

(6) **[50]**

QUESTION 5: CAPITALISM IN USA 1900 TO1940: ROOSEVELT'S NEW DEAL

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

SYNOPSIS

Candidates need to show to what President Roosevelt keep his promise of a "New deal to the forgotten man'. They must use relevant historical evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance by indicating to what extent Roosevelt kept to his promise of a 'New Deal to the forgotten man'. They should briefly indicate how they will support their line of argument.

ELABORATION

- Effects of the 1929 Great Depression – brief background
- Aims of the New Deal: Recovery, Reform and Relief
- Role of the Brains Trust
- **Federal Emergency Relief Act**: To provide food, clothing and shelter for the struggling masses
- The **Civil Conservation Corps**: To provide employment for men of 18-25 years old to build roads, erect dams, etc.
- The **Public Works Administration**: Empowered men in the construction of public works..
- The banking system was re-organised and the **House Owners Loan Corporation** was introduced.

Recover industry and agriculture

- The **Agricultural Adjustment Administration**: To control and fix prices of crops
- The **Farm Credit Act**: Granted fund to farmers to pay bonds on their properties and gave loans to farmers to purchase more efficient and modern equipment
- The **Tennessee Valley Authority**: Construction of dams, irrigation schemes, and hydro-electric power
- The **National Industrial Recovery Act**: To assist business and industry: regulating industrial production, working hours, wages, labour standards, etc.
- The **National Recovery Administration**: To regulate good labour practice, set minimum wages and obtain maximum work hours from workers.
- The **Work Progress Administration**: Looked at the construction of dams, schools, homes, etc. Providing employment for millions of people.
- The **Social Security Act**: Provided unemployment insurance, old age pensions, etc
- The **Wagner Act**: Provided trade unions with much support and permitted workers to join them.

- Any other relevant response

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