KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

WATERSMEET CLUSTER

GRADE 11

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HISTORY 2025

MARKING GUIDELINE

MARCH TEST

TOTAL: 100

This marking guideline consists of 18 pages

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	**30% (15)**
LEVEL 2	• Interpretation of evidence from Sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
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 evidence 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 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 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 bottom margin to the right, e.g. $\frac{32}{50}$
- 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 evidence 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 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) 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 argument (planned, structured and has an independent line of argument)

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2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first 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.

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.

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 

2.5 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 the essay will relate to the level (on the matrix) of the **presentation**.

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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	

COMMENT
Question is recognisable in answer.
Show some evidence of a planned and structured argument.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 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, 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 is 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 the 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 is 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**

* **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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE CONSEQUENCES OF THE GREAT DEPRESSION ON THE AMERICAN SOCIETY IN THE 1930s?

1.1

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

- It is a period of economic hardship in the USA 99
- Any other response (1 x 2) (2)

1.1.2 [Extraction of evidence from Source 1A – L1)

- 'High temperatures'
- 'Insufficiency in rainfall'
- 'High winds'
- 'Infestation by insects' (4 x 1) (4)

1.1.3 [Interpretation of evidence from Source 1A – L2]

- Banks collapsed due to a decline in the value of property 99
- Too many people withdrew their money at the same time 99
- Banks did not have enough cash flow to service their customers
- Banks could not regain their money from loans
- Any other relevant response (Any 2 x 2) (4)

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

- Panic sales when share prices started to drop
- It was a result of an unsustainable boom in share prices in the preceding years
- Buying shares on margin
- Over-speculation x Unsound business practises
- Any other relevant response (Any 2 x 2) (4)

1.1.5 [Usefulness of the Source 1A – L3]

The source is useful:

- It outlines how the economy of USA was affected after the New York stock market crash
- It shows how many people were left unemployed because of the crash
- It shows that agriculture suffered a great loss which led to poverty
- It shows how businesses collapsed leading to massive unemployment and poverty
- Any other relevant response (Any 1 x 2) (2)

1.2

1.2.1 [Extraction of evidence from Source 1B – L1)

- 'Extreme hardships and poverty'
- 'To escape the severity of the Great Depression' (2 x 1) (2)

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

- 'Petty theft' (1 x 2) (2)

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

- Most people became unemployed
- Many unemployed people resorted to petty theft for survival
- Many women resorted to prostitution to put food on the table
- Alcoholism rate was on the rise
- Any other relevant response (Any 2 x 2) (4)

1.3

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

- 'Women and men experienced the Great Depression differently' (1 x 2) (2)

1.3.2 [Extraction of evidence from Source 1C – L1]

- 'They were unemployed and unable to provide for their families' (1 x 2) (2)

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

- Women were seen as outcasts for taking up the jobs that were usually reserved for men
- Their salaries were extremely low
- Women's salaries were subject to decreases
- Any other relevant response (Any 2 x 2) (4)

1.3.4 [Interpretation of evidence from Source 1C – L2]

- African American women lost their jobs to White women
- African American women were given the lowest wages for their labor
- African American women living in the cities were forced into prostitution because of the depression
- African American women were forced to enter the slave labor market because of poverty
- Any other relevant response (Any 2 x 2) (4)

1.3.5 [Interpretation of evidence from Source 1C – L2]

- Their role of being housekeepers changed
- Many women became the breadwinners of their families
- Women forced to work to make ends meet
- Women's role as housewives disappeared as they were forced to work
- Many women were forced into prostitution as a means of survival
- Any other relevant response (Any 1 x 2) (2)

1.4

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

- The Great Depression had a devastating effect on women.
- Many women lost their jobs during the Great Depression
- The Great Depression led to poverty and the suffering of women
- Women could not provide for their children during the Great Depression
- Any other relevant response (Any 2 x 2) (4)

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

- Source 1C states that women suffered during the Great Depression while Source 1D depicts the suffering of a woman during the Great Depression
- Source 1C states that women could not provide for their families while Source 1D shows the helplessness of a mother that could not provide for her children
- Both sources indicate that women experienced unemployment
- Any other relevant response (Any 1 x 2) (2)

1.5 [Interpretation, analysis and synthesis of information from all the sources – L3]

- The Great Depression coincided with crop failures in the USA (Source 1A)
- The Great Depression led to massive unemployment (Source 1A)
- The Great Depression led to the collapse of the banking system in the USA (Source 1A)
- The Great Depression led to the devaluing of stocks (Source 1A)
- Petty theft became a tactic for survival (Source 1B)
- Many people committed suicide to escape the harshness of the depression (Source 1B)
- Lack of jobs and money had a negative impact on people's health care (Source 1B)
- Alcoholism rates increased (Source 1B)
- The depression changed the traditional role of women as women were forced into seeking employment to make ends meet (Source 1C)
- The Great Depression led to the exploitation of women – low wages (Source 1C)
- Many women were forced into prostitution (Source 1D)
- African American women affected worse than white American women (Source 1C)
- Many women and children became destitute (Source 1D)
- Any other relevant response.

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Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	• Use evidence in an elementary way. • Question not answered. • **Shows no or little understanding of the consequences of the Great Depression on the American society in the 1930s.** • Uses evidence partially or cannot write a paragraph.	**0–2**
LEVEL 2	• Evidence is usually relevant and largely related to the topic. • **Shows some understanding of the consequences of the Great Depression on the American society in the 1930s.** • Uses evidence in a basic way to write a paragraph.	**3–4**
LEVEL 3	• Use relevant and relevant evidence. • **Demonstrates a thorough understanding of the consequences of the Great Depression on the American society in the 1930s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**5–6**

(6)
[50]

QUESTION 2: HOW DID THE GREAT DEPRESSION EXPOSED THE CRISIS OF CAPITALISM IN THE UNITED STATES OF AMERICA, BETWEEN 1928 AND 1933?

2.1

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

- Electricity
- Radios
- Cars
- Telephones (any 2x1) (2)

2.1.2 [Explanation of historical term from Source 2A – L1]

- A term used to describe the development of mass production in the manufacturing and telecommunication sector that cause unprecedented economic boom and social change in the USA during the 1920s
- Any other relevant response. (1x2) (2)

2.1.3 [Extraction [of evidence in Source 2A – L1]

- Americans found themselves with ever-increasing amounts of dollars to spend which was invested in the stock market and deposited into banks. (1x2) (2)

2.1.4 [Explanation of evidence in Source 2A –L1]

- At that time, banks lent money to investors to buy stock.
- Nearly $4.00 out of every $10.00 that was borrowed from the banks was used to buy stock (shares).
- Margin requirements were as low as 10% during the 1920's. Banks were allowed to speculate and buy stocks for themselves. Because the capital requirements to start new banks were low (1x3) (3)

2.2

2.2.1 [Explanation of concepts from Source 2B – L1]

- The closure of the stock exchange in Wall Street, NY, and the stoppage of selling and buying of shares after the drastic drop in the prices of share caused by speculation and closure of many banks
- Any other relevant response (1x2) (2)

2.2.2 [Extraction of evidence from Source 2B – L1]

- very unhealthy corporate (business) and banking structures,
- an unsound foreign trade,
- economic misinformation
- and the "bad distribution of income", (the highest 5% of the population, received one third of all personal income)
- Driving by one motive of corporate profit
- Blind to human needs (any 4x1) (4)

2.2.3 [Explanation of evidence from Source 2B –L2]

- Marked the beginning of the great depression
- Exposed the weakness of the capitalist system
- Banks and businesses closed down

- Companies retrenched /laid off thousands of workers
- Any other relevant response (any 2x2) (4)

2.2.4 [Explanation of evidence from Source 2B –L2]

- They were laid off/retrenched
- Their wages were cut again and again
- Lost their investments in the stock exchanges,
- Became poverty stricken.
- Some could not pay their mortgages and rent they eventually became homeless
- Had to depended on state and charity for survival e.g. soup kitchen scheme
- Any other relevant response (2x2) (4)

2.2.5 [Interpretation of evidence from Source 2B to determine its usefulness– L3]

- It is a critique of the American economic system - capitalism
- It's a socialist interpretation of the causes and effects of the stock exchange crash
- It traces the origins of the Great Depression
- It provides information about the causes of the Great Depression
- It provides information about the effects on the Great Depression on the workers
- It links the Great Depression with the stock market crash
- Any other relevant response (2x2) (4)

2.3

2.3.1 [Explanation of evidence from Source 2C –L2]

- There are contradictions between what the government was saying and the reality of the American people.
- Car were mass produced and were bought on credit by those who were employed
- Association of world's highest standard with whites
- Many African American were still poor
- Many depended on relief from the government
- Any other relevant response (1x2) (2)

2.4 [Analysis and comparison of evidence from Sources 2B and 2C – L3]

- The photo shows the government's billboard promoting capitalism while Source 2B refers to American government policies of capitalism
- The photo shows unemployed black workers on line for soup kitchen scheme against the backdrop of a billboard depicting a happy white family in a car and the Source 2B mentions that capitalism was blind to human needs workers were laid off
- The photo shows people queuing for relief from the government, which could be associated with the recession mentioned in Source 2B
- Any other relevant response (2x2) (4)

2.5

2.5.1 [Extraction of evidence from Source 2D – L1]

- Assure the American public that the crisis would run its course,
- Tried to support failing banks and other institutions with government loans
- Did not directly intervene in the economy (3x1) (3)

2.5.2 [Interpretation of evidence from Source 2D – L1]

- Non-intervention/ interference by a government in the economy is an important characteristic of capitalism
- One objective motive of capitalism is business profit, thus by providing government loans to banks and other big institutions, demonstrated Hoover's commitment to capitalism
- Hoover believed that the government did not have the responsibility to create jobs or provide relief for its citizens
- Any other relevant response (any 1x2) (2)

2.5.3 [Interpretation and analysis of evidence from Source 2D – L2]

- Hoover's 'reaction was not successful because the banks and business that received government loans were not able to help the poor
- More businesses continued to close down
- Unemployment increased
- Informal settlements, called Hooverville mushroomed in many cities
- Many farmers were ruined by the banks and left their rural homes for the cities
- Hoover's Republican Party lost the 1932 election to the Democrat F D Roosevelt
- Any other relevant response (2x2) (4)

2.6 [Interpretation, analysis and synthesis of evidence from the sources – L3]

Candidates could include the following aspects in their response:

- Roaring 1920s
- Mass production and consumption – cars radio
- Advertisement
- Buying on credit and margin
- Crisis of capitalism
- Collapse of the stock exchange
- Hoover and Government's non-interference in the economy and laissez faire policies administration
- Government loans to the baking and big business
- Class contradictions and racial differentiations
- Closure of banks and business
- Unemployment and poverty
- Defeat of Hoover and the Republican party
- FD Roosevelt and the New Deal
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner or shows no or little understanding e.g. how the Great Depression exposed the crisis of capitalism in the United States of America from 1928 to 1933 • 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. **shows some understanding of** how the Great Depression exposed the crisis of capitalism in the United States of America from 1928 to 1933 Uses evidence in a very basic manner to write a paragraph	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence e.g. **shows a thorough understanding of** how the Great Depression exposed the crisis of capitalism in the United States of America from 1928 to 1933. • Uses evidence very effective in an organized paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS.

CAPITALISM IN THE USA1900 TO 1940: ROOSEVELT'S NEW DEAL

QUESTION 3:

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

SYNOPSIS

In writing this, candidates should be able to critically discuss how FD Roosevelt used his New deal to bring relief to the unemployed and the poor Americans and reform American economic system and recover the confidence in the American business.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance and develop a coherent line of argument.

ELABORATION

- The great depression – unemployment, poverty homelessness
- FD Roosevelt's promises and election
- Roosevelt's hundred days and fireside chats.
- Banking holiday
- Emergency Banking Act
- Federal Emergency Relief Administration
- Civilian Conservation Corps
- Agricultural Adjustment Administration
- Public Works Administration
- Tennessee valley Authority
- National Industrial Recovery Administration
- The Works Programme Administration
- Opposition to the new deal.
- Evaluation of the New Deal
- Any other relevant response

Conclusion: Candidates should tie their argument with a relevant conclusion

[50]

QUESTION 4

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

SYNOPSIS

The candidates should explain to what extent Roosevelt's New Deal lessened the negative effects of the Great Depression in the United States of America in the 1930s.The main focus should be on measures as well as the impact of Roosevelt's New Deal on the economy. Having assumed a stance, the candidate must use relevant historical evidence to support the stance taken.

MAIN ASPECTS

Introduction: In the introduction the candidate should indicate to which extent Roosevelt's New Deal lessened thee negative effects of the great Depression in the 1930s economic problems. Relevant historical evidence should be used to develop a line of argument in line with the stance taken.

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ELABORATION

- The 1933 presidential election – Roosevelt's pledge for a New Deal for the American people
- 1933 elections – Democratic Party victory
- Shift in government's economic policy
- Democratic Party – advocated direct government intervention in the economy
- Roosevelt's policies of Relief, Recovery and Reform
- Relief measures: To address poverty
- The Federal Emergency Relief Administration provided the state governments with money for relief
- Soup kitchens were established
- Temporal housing supplied to those who had been forced to live on the streets
- **Recovery measures**: Addressed unemployment
- Series of government sponsored programmes were introduced
- Civil Work Administration (CWA) created jobs for the unemployed
- Civilian Conservation Corps (CCC) – Thousands of men worked in conservation projects in the national parks, forests, and public lands
- Agricultural Adjustment Act (AAA) – assisted farmers
- The Tennessee Valley Authority (TVA) – To uplift one of the poorest farming regions in the Tennessee River Valley and provided employment to the people
- Reform measures: Focused on the social security system
- Legislation for the management of stock exchanges
- Role of government in the economy
- **Economic recovery**

- Public Works Administration (PWA) which was part of the NIRA
- Work Progress Administration (WPA) provided mass employment
- Construction projects e.g. (roads, dams, schools etc)
- Upgrading of infrastructure (sewerage and drainage systems)
- Social Security Act of 1935
- Social welfare measures were introduced
- National system of pensions and unemployment benefits
- Evicted sharecroppers were helped with homes and loans
- Big business and rich were to be taxed for government to pay pension and unemployment benefits
- Evaluation of the New Deal
- Criticism of the New Deal



Conclusion: Candidates should tie up the argument with an appropriate conclusion with due regard to the stance taken in the introduction. [50]

GRAND TOTAL: 100