LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE (NSC)

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GRADE 10

HISTORY

STANDARDISED TEST 2

11 SEPTEMBER 2025

MEMORANDUM

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This memorandum consists of 11 pages.

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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**	**40%** **(20)**
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**	**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.
- 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.

- **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.

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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 margin to the right, e.g. 32/50

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

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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 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 argument (planned, structured and has 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 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.

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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 ↕

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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 **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	

Memorandum

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 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
- Questions 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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QUESTION 1: HOW THE UITLANDER QUESTION THREATENED THE INDEPENDENCE OF THE TRANSVAAL IN THE 1880S

1.1.1. Extraction of evidence from Source 1A-L1]

- Approximately 7000 people were in the region.
- 75 numerous other tented mining camps that sprung up in proximity to

(2 x 1) (2)

1.1.2 [Extraction of evidence from Source 1A-L1]

- Springs,
- Brakpan and
- Benoni.
- Roodepoort,
- Krugersdorp and
- Randfontein (4 x 1) (4)

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

- Gold diggers,
- Mining-capitalists and
- Prospectors. (3 x 1) (3)

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

- "temporary workers" because the Political and Mining authorities of southern Africa created a labour system that focused on bringing cheaper labour from rural areas in southern Africa.
- any other relevant answer (1 x 2) (2)

1.1.5. *[Interpretation of evidence from Source 1A-L2]*

- It sparked mass migration in the Witwatersrand
- It attracted European / foreign business and investors
- It presaged the emergence of the modern South African industrial state
- Any other relevant answer (2 x 2) (4)

1.2.

1.2.1. [*Extraction of evidence from Source 1B-L1*

- Reduction of taxation,
- Road and bridge construction, and
- The new community had no separate representation in the Volksraad.

(3 x 1) (3)

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

- Proclamations
- Creating the Barberton Gold-fields and
- Those of the Witwatersrand electoral constituencies (2 x 1) (2)

1.2.3. *[Define the concept from Source 1B- L2]*

- The British migrant worker who migrated in the Transvaal after the discovery of Gold
- Any other relevant answer (1 x 2) (2)

1.2.4. [Interpretation of evidence from Source 1B-L2]

- The concessions did not address the real demands- franchise.
- They actually demanded the right to vote
- Any other relevant answer (1 x 2) (2)

1.2.5. *[Interpretation of evidence from Source 1B-L2]*

- It meant that the Uitlander dissatisfactions were inspired by the desire to take over the Transvaal
- It became apparent that the Uitlander issue was the British annex the Transvaal
- Any other relevant answer (2 x 2) (4)

1.3.

1.3.1. [[Define concept from Source 1D- L2]

- An act whereby immigrants' obtain full citizenship after birth
- Any other relevant answer (1 x 2) (2)

1.3.2. [Interpretation of evidence from Source 1D-L2]

- It precludes the Uitlander from becoming citizens
- Any other relevant response (1 x 2) (2)

1.3.3 *[Extraction of evidence from Source 1D-L1]*

- It made no provision for the possibility of Uitlanders' becoming loyal citizens of the Republic
- While foreigners would have qualified for citizenship in most other countries after a few years they had to wait a full 14 years for the same privilege in the Republic. (2 x 1) (2)

1.3.4. *[Interpretation of evidence from Source 1D-L2]*

- Universal principles dictates children born in the country can be naturalised
- Any other relevant answer

1.3.5. *Interpretation of evidence from Source 1D-L2]*

- It completely exclude children who had been born in the Republic altogether from the franchise if the father was not naturalised
- It signified the end of the franchise of the uitlanders
- Any other relevant response. (1x2) (2)

1.4

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

- It displays Paul Kruger as not supportive of Uitlander rights, viewing them as a threat to Boer independence in the Transvaal.
- His stance is depicted as protective of Boer supremacy and resistant to British or Uitlander influence.
- Any other relevant response. (1 x 2) (2)

1.4.2. [Interpretation of evidence from Source 1D-L3]

It is useful because:

- It shows the Kruger attempting to gain favour by reducing the voting time for the 'Uitlanders'
- It imply that the British used the uitlander question to annex the Transvaal
- Any other relevant response. (1 x 2) (2

1.5. *[Comparison of evidence and ascertaining support between Sources between 1C and 1D -L3]*

- Source 1C says the Uitlanders should have full 14 years for the same privilege in the Transsvaal and 1D shows the Kruger attempting to gain favour by reducing the voting time for the 'Uitlanders'
- Any other relevant response. (1 x 2) (2)

1.6 *[Interpretation, evaluation, and synthesis from relevant sources-L3]*

- The discovery of gold in 1886 changed the South African economy significantly (1A)
- It attracted a mass number of diggers and investors
- Barberton that the first signs of conflict between the new population and the old appeared (1B)
- In 1890 the Transvaal's government decided to restrict the franchise of those who were considered Uitlanders (1B)
- The mineral discoveries had a major impact on the subcontinent as a whole
- The discovery of the Witwatersrand goldfields in 1886 was a turning point in the history of South Africa
- It expressed that the Uitlanders might be working with ulterior motives. (1B)

- The right to vote for the members of the Second Volksraad certainly did not satisfy the Uitlanders, because the participation it gave them in political decision-making was negligible (unimportant). (1C)
- Act No. 3 of that year to exclude their sons who had been born in the Republic altogether from the franchise if the father was not naturalised. (1C & 1D)
- Any other relevant response (6)

Use the following rubric to allocate the mark

LEVEL 1	• Uses evidence in an elementary manner e.g., shows no or little understanding of **how the influx of the Uitlander question threatened the independence of the Transvaal in the 1880s** • 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 influx of the Uitlander question threatened the independence of the Transvaal in the 1880s** • Uses evidence in a basic manner to write the paragraph.	MARKS 3 – 4
LEVEL 3	• Uses relevant evidence, e.g., demonstrates a thorough understanding of **how the influx of the Uitlander question threatened the independence of the Transvaal in the 1880s** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 5-6

(6)

TOTAL: 50

SECTION B: ESSAY

QUESTION 2: SOUTH AFRICAN WAR AND UNION

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

SYNOPSIS

Candidates must discuss an extend Africans played an important role the South African War between 1899 and 1902'

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates must discuss to what extend Africans played an important role the South African War between 1899 and 1902'
-

ELABORATION

Candidates should include some of the following points:

- African people also played an important role in the war.
- Africans were more supportive of the British than the Boers.
- Africans believed that British will improve their conditions and rights if they can win the war.
- Boers were determined to keep africans in an inferior position under their control.
- From the onset africans supported British as: Scouts,spies,guards,labourers in supplying crops,livestock,horses, transport riding and providing other goods and services.
- Africans were given arms by the British to perform certain military roles like defending isolated villages and towns in the Cape.
- Mafikeng siege is another example where 500 armed black tropps protected the African quarter for white troops.
- In certain stages Africans turned on Boers who taking food from them.
- The zulu night raid at Holkrantz where 56 Boer soldiers were killed and 100 more Zulus were either killed or wounded.
- Initial stage intention of the Boers was not to involve Africans in the war.
- Afrikaners were afraid that Africans could become too powerful and significant.
- Afraid that Africans will refuse to be kept in inferior roles as servants.
- Boers did not allow Africans to carry guns-blacks only used for inferior roles as *agterryers* (after-riders).
- Performed other valuable services like gun-loading and gun-maintainance, carrying reserve ammunition,looking after horses, repairing saddle equipment, carrying rations,tending and carrying the ill and wounded and carrying messages,scouting,cooking and even brewing morning coffee
- Occasionally Boers will break their own rules and allow Africans to be directly involved.
- Any other relevant response (50)

GRAND TOTAL: [100]

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