LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION




# NATIONAL SENIOR CERTIFICATE

## GRADE 11




## MEMORANDUM

**MARKS: 100**

**This memorandum consists of 16 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**<br>• **Selection and organisation of relevant information from sources**<br>• **Define historical concepts/terms** | **30%**<br>**(15)** |
| **LEVEL 2** | • **Interpretation of evidence from sources**<br>• **Explain information gathered from sources**<br>• **Analyse evidence from sources** | **40%**<br>**(20)** |
| **LEVEL 3** | • **Interpret and evaluate evidence from sources**<br>• **Engage with sources to determine its usefulness, reliability, bias and limitations**<br>• **Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions** | **30%**<br>**(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.
- 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.

## 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:

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- 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.

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.<br>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).

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| | | |
|---|---|---|
| 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 | |

## 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 WHAT WAS THE IMPACT OF THE GROUP AREAS ACT ON SOPHIATOWN DWELLERS IN THE 1950s?**

**1.1**

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

- Apartheid ('separateness'). (1 x 2) (2)

1.1.2. *[Define historical concept from Source 1A – L1]*

- A set of policies passed by the NP in 1948 to promote racial separation, and discrimination amongst the 'non-white' groups in South Africa
- The system of separateness and discrimination races imposed by the NP government in 1948
- Any relevant response (1 x 2) (2)

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

- allowed the National Party to maintain the status quo of white supremacy
- control the African labour needed for rapid industrial development.
- allow Africans to develop themselves under their own self-government. (3 x 1) (3)

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

- it preserved White Supremacy
- it control what the NP deemed as "Urban Growth"
- To demolish Mixed Communities or enforce separation
- It was in line with the Apartheid policy of separateness
- To control property occupation by 'non-whites'
- Any other relevant answer (2 x 2) (4)

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

- It displaced hundreds of thousands of people
- It broke families, friends, and communities
- Any other relevant response (1 x 2) (2)

1.2

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

- racially segregated zones "where members of one specific race alone could live and work". (1 x 2) (2)

1.2.2. *[Explanation of terms form Source 1B – L2]*

- a systematic separation and removal of non-white communities from Sophiatown by the National Party through the Group Areas Act in the 1950s.
- Any other relevant answer. (1 x 2) (2)

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1.2.3. *Extraction of evidence from Source 1B – L1]*

- laid the basis for long-range, wide-scale land allocation planning;
- Opened the way to greatly expanded public housing provision especially for the poorer sections of the urban population;
- Provided for retroactive segregation; and
- Massively interfered with concepts of property rights generally". (3 x 1) (3)

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

- The act had a negative livelihood impact on non-white communities
- The act forcibly removed non-white communities from their land.
- The act enforced the policy of separateness among white and non-white communities.
- Any other relevant answer

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

- The provisions of the Act were difficult to implement
- The Act depended on the existence and growth of planning bureaucracies
- any other relevant answer (1 x 2) (2)

1.3

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

- Sophiatown people were resistant to the Group Areas Act.
- People were determined to fight and oppose the forced removal
- People were united in not willing to give away their land to the Apartheid government
- Any other relevant answer (2 x 2) (4)

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

They organised

- petitions
- and marches

(2 x 1) (2)

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

- It removed black South Africans from developed neighborhoods
- It allowed the city's government to relocate middle-class black residents to southern townships such as Soweto.
- any relevant response (1 x 2) (2)

1.3.4. *[Interpretation of information from Source 1C – L2]*

- it separated families

- it forcibly evicted people from the homes
- any relevant response (1 x 2) (2)

1.3.5. *[Interpretation of information from Source 1C – L2]*

- It proves that the act was ruthless
- The application of the act ignored the interest of the people
- Any other relevant response (1 x ) (2)



1.4

1.4.*1. [Interpretation of information from Source 1D – L2]*

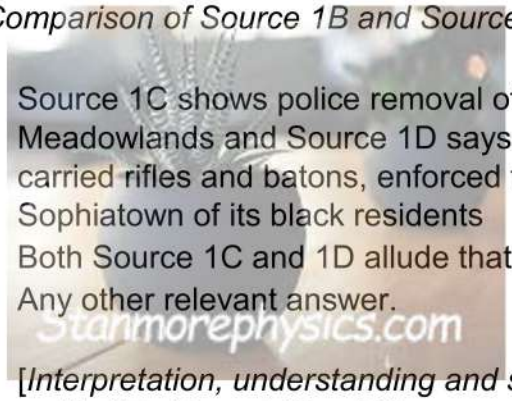
- The presence of army trucks and police suggests that the move was anything, but not voluntary
- The forced removal was insensitive
- Any other relevant response (1 x 2) (2)

*1.4.2 [Determining the usefulness of the Source 1D - L3]*

- It exposes the cruelty and negative impact of the forced removal
- It serves as evidence that the Group Areas Act forcibly removed people from their homes in Sophiatown
- Any relevant response

(1 x 2) (2)

1.5 *[Comparison of Source 1B and Source 1D to determine similarities- L3]*



- Source 1C shows police removal of people from Sophiatown to Meadowlands and Source 1D says an army of 2,000 police carried rifles and batons, enforced the eviction and clear Sophiatown of its black residents
- Both Source 1C and 1D allude that the removal was forceful
- Any other relevant answer. (1 x 2) (2)

1.6 [*Interpretation, understanding and synthesis of evidence from Sources 1A, 1B, 1C and 1D – L3]*

Candidates should include the following aspects in their response:

- The Group Areas Act of 1950 formed the legal basis for many South African forced removals (1A)
- The Group Areas Act controlled interacial property transaction (1A)
- It imposed control of property occupation (1A)
- **The Act displaced people (Source 1A And 1C)**
- **It broke families apart (Source 1A And 1C)**

- **The Group Areas Act increased occupational restrictions (Own Knowledge)**
- Forced removal divided urban areas into racial segregated zones (Source 1B)
- The Act criminalised land ownership by non-white groups (Source 1B)
- The relocation to Meadowlands posed serious problems for many employed in Johannesburg (1B)
- Some saw the relocation to Meadowlands as providing access to a house with three rooms (1B)
- The police brutally removed of people from Sophiatown to Meadowlands and Source 1C & D)
- The act forcefully moved people from Sophiatown to Meadowlands (1C)
- The act destroyed integration of races (1D)

**Use the following rubric to allocate marks:**

| | | |
|---|---|---|
| **LEVEL 1** | • Uses evidence in an elementary manner, e.g. shows little or no understanding on **the impact of the Group Areas Act on Sophiatown dwellers in the 1950s**<br>• Uses evidence partially to report on topic or cannot report on the topic. | **MARKS: 0–2** |
| **LEVEL 2** | • Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding on the impact of the Group Areas Act on Sophiatown dwellers in the 1950s**<br>• Uses evidence in a very basic manner. | **MARKS: 3–4** |
| **LEVEL 3** | • Uses relevant evidence, e.g. **demonstrates a thorough understanding** on **the impact of the Group Areas Act on Sophiatown dwellers in the 1950s**<br>• Evidence relates well to the topic.<br>• Uses evidence very effectively in an organised paragraph that shows understanding of the topic. | **MARKS: 5–6** |

**[50]**

## SECTION B: ESSAY QUESTIONS

## QUESTION 2: APARTHEID SOUTH AFRICA - OVERCOMING/RESISTANCE TO APARTHEID

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

### SYNOPSIS

Candidates need to agree or disagree that the Defiance Campaign was the most powerful weapon that disrupted the newly established apartheid South Africa in the 1950s'

### MAIN ASPECTS

Candidates could include the following aspects in their essay:

- Introduction: Candidates need to agree or disagree that the Defiance Campaign was the most powerful weapon that disrupted the newly established apartheid South Africa in the 1950s'

### ELABORATION

- Background information – A brief overview of the nature of apartheid laws, which oppressed South African masses.
- ANC's programme of action
- It was a more militant action calling for strikes, boycott and civil disobedience and accepted by the ANC in 1949
- -Defiance campaign of 1952
- It was organised by the ANC and the South African Indian Congress on 26 June 1952
- The aim was to break apartheid laws, people left their passes at home, walked through Europeans only entrances, stood at European only counters, entered Europeans only waiting rooms with the aim be arrested and overcrowd the jails
- The defiance campaign was a success to the ANC because membership increased from 20 000 to 100 000

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- Response by the National party with repressive laws- Public Safety Act
- Freedom Charter-1955
- Freedom charter was drawn by the Congress Alliance in June 1955 detailing how South Africa should be governed
- Woman's march to Pretoria-1956
- Woman's march was protesting against the pass laws
- Government was forcing women to carry passes
- They marched to the Union building
- Government response to congress of the people-Treason trial
- Sharpeville massacre
- PAC organised a protest against pass laws on 21 March 1960.
- Protesters gathered with a plan to ban the passes
- Police fired on the protesters, killing 59 people and 200 wounded
- Sharpeville massacre led to the increase repression
- Government declared a state of emergency, and unlawful Organisation Act was passed which led to the banning of the ANC and the PAC
- Resistance continued underground, some of the PAC and ANC left the country and continued with the struggle in exile
- Sharpeville led to growth of international pressure on the government of South Africa
- Any other relevant response

CONCLUSION: Learners should tie their argument with relevant conclusion

[50]

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