LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI WEST DISTRICT

NATIONAL SENIOR CERTIFICATE

GRADE 10

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HISTORY

STANDARDISED TEST

SEPTEMBER 2024

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MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 13 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.

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 were 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 in the bottom right-hand margin, 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.

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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 first 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 (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 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√

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	

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MARKING MATRIX FOR ESSAY – TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7 Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	LEVEL 6 Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	LEVEL 5 Writing structured. Constructed an argument Evidence used to support argument	LEVEL 4 Clear attempt to construct an argument Evidence used to a large extent to support the argument	LEVEL 3 Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive /with little some attempt to develop an argument.	LEVEL 1 Answer not at all well-structured.
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**	**39–39**				
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							

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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**	**15–17**
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
- 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: HOW DID PAUL KRUGER, PRESIDENT OF THE TRANSVAAL REPUBLIC, DEAL WITH THE THREAT OF 'BRITISH FOREIGNERS' AFTER THE DISCOVERY OF MINING IN THE LATE 1880s?

1.1

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

- 1886 (1x1) (1)

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

- Uitlanders (1x1) (1)

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

- Concerned about being outnumbered by British in their own republic
- Feared to be colonized by Britain
- Any other relevant response (2x2) (4)

1.1.4 [Extraction of evidence from the Source 1A-L1]

- To refuse voting rights and citizenship to immigrants (1x2) (2)

1.1.5 [Definition of concept from Source 1A-L2]

- Denying people to take part in voting for their government
- Any other relevant response (1x2) (2)

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

- Granting of limited rights to this group(Uitlanders) (1x2) (2)

1.2

1.2.1 [Interpretation of evidence from Source 1B-L2]

- Passing of anti-Uitlanders laws by Kruger and Chamberlain not happy
- Passing of law to not allow uitlanders to vote in Transvaal

- Any other relevant response (2x2) (4)

1.3 [Comparison of evidence and ascertaining support between Sources between 1A and 1B-L3]

- Source 1A states that Paul Kruger passed laws refusing Uitlanders to vote and 1B shows those laws been written by Kruger.
- Any other relevant response. (1x2) (2)

1.4

1.4.1[Extraction of evidence from Source 1C-L1]

- To develop and promote the British Empire in South Africa. (1x2) (2)

1.4.2 [Extraction of evidence from Source 1C-L1]

- British
- Jewish businessmen. (2x1) (2)

1.4.3 *[Interpretation of evidence from Source 1C-L2]*

- Through taxation
- Controlling blasting activities and railways construction
- Any other relevant response. (2x2) (4)

1.4.4 [Extraction of evidence from Source 1C-L1]

- Communication was poor
- Telegraph lines were not cut as planned. (2x1) (2)

1.4.5 [Interpretation of evidence from Source 1C-L2]

- Boers were alerted to the attack
- Jameson surrendered on 2 January 1896 at Doornkop
- Any other relevant response (2x2) (4)

1.4.6 *[Extraction of evidence from Source 1C-L1]*

- Felt threatened and
- Uitlanders were treated with more suspicion than ever before. (1x2) (2)

1.5

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

- Implicated British government
- Removed Cecil Rhodes as premiership of Cape colony
- Strengthened Afrikaner control of the South African Republic (the Transvaal) and its world-supplying gold mines; led to, if not actually
- Precipitated, the Anglo-Boer War (1899–1902); and ultimately
- Motivated the Afrikaner-controlled consolidation of segregation in the Union of South Africa and thence apartheid. Any(4x1) (4)

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

- Strained relations between the Boers and British and increased racial Discrimination and political misunderstandings in South Africa. (1x2) (2)

1.5.3 *[Ascertaining the useful of evidence from Source 1D-L3]*

USEFUL BECAUSE

- It is written by scholar,Onselen
- The source gives insight into the aftermath of the Jameson raid for South Africa
- Any other relevant response. (1x2) (2)

1.5.4 *[Extraction of evidence from Source 1D]*

- Rhodes
- Joseph Chamberlain
- British Empire. Any (2x1) (2)

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

- The influx of British workers(Uitlanders) into the goldfields in Transvaal a concern for Paul Kruger (Source 1A)
- Series of laws passed by Kruger to deal with British foreigners (Source 1A)
- British voting rights and citizenship cut in Transvaal(Krugerism)(Source 1A)
- Chamberlain disappointed with discriminatory laws by Kruger(Source 1B)
- Attempt by Jameson to stage coup de tat squashed by Kruger/Jameson raid failure (Source 1C)

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- Transvaal residents treated Uitlanders with more suspicion after the raid(Source 1C)
- Strained relations between British and Boers after the Jameson rid failure(Source 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 **on how Paul Kruger,President of Transvaal,dealt with the threat of 'British foreigners' after the discovery of mining in the late 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**. on how Paul Kruger, President of Transvaal, dealt with the threat of 'British foreigners' after the discovery of mining in the late 1880s..** • Uses evidence in a basic manner to write a paragraph	MARKS 3 – 4
LEVEL 3	• Uses relevant evidence, e.g., demonstrates a thorough understanding of **on how Paul Kruger, President of Transvaal, dealt with the threat of 'British foreigners' after the discovery of mining in the late 1880s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 5-6

(6)

TOTAL: 50

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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 indicate whether they agree with the statement or not on the significant role played by Africans in the Anglo-Boer War of 1899-1902.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates must show their line of argument and support it with evidence in the introduction.

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.
- Boers brutally punished Africans who were regarded as collaborators with the British.
- Any other relevant response (50)



GRAND TOTAL: [100]

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