LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

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HISTORY

MARCH 2025

MARKING GUIDELINES

MARKS: 100

This marking guideline consists of 13 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% (16)
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	50% (24)
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.

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 √√√

COMMENT
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 right hand bottom margin e.g. 32/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

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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.

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 an argument (planned, structured and has an 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 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 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 symbols **MUST** be used when assessing an essay:

- 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 essays 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	} 26–27
P	LEVEL 3	

COMMENT
Some omissions in content coverage.
Attempts to sustain a line of argument.

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**	**33–34**	**28–29**		
LEVEL 4 Question recognizable 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**	**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 THE BANKING SYTEM CONTRIBUTE TO THE WALL STREET CRASH IN USA IN 1929?

1.1

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

- Loans on securities
- Securities investments
- Public offerings of securities
- Real estate lending
- Consumer credit (Any 3x1)(3)

1.1.2 *[Extraction of evidence from the source 1A-L1]*

- Abundant credit allowed both the private and public sectors to assume heavy debt burdens, resulting in a national economy that was extremely fragile at the end of the 1920s.
- The explosion of debt and equity finance during the 1920s encouraged excessive investment in real estate, industrial plant and equipment, and public facilities. (any 1x2)(2)

1.1.3 *[Definition of a Historical term from source 1A-L1]*

- The system of trade and industry by which the wealth of a country or a region is made or used.
- The system of production, distribution and exchange of goods and services within a society or country.
- Any other relevant response. (any 1x2) (2)

1.1.4 [Interpretation of evidence from source 1A-L2]

- Insufficient regulation and oversight allowed banks and financial institutions to engage in reckless lending practices
- The banks kept interest rates low, making it easy for people to borrow money.
- Industries produces more goods than people could afford to buy, leading to a mismatch between supply and demands
- A rise in consumer credit as Americans bought cars, radios ,and other goods on installment
- Any relevant response (any 2x2) (4)

1.2

1.2.1 *[Extraction of evidence from source 1B-L1]*

- Automobiles
- Radios
- Refrigerators (Any 3x1) (3)

1.2.2 *[Interpretation of information from source 1B-L2]*

- Refers to the practice of purchasing stocks using borrowed money, with the expectation of selling the stocks at a higher price to repay the loan and pocket the profit.
- Any other relevant response. (1x2) (2)

1.2.3 *[Interpretation of evidence from source 1B-L2]*

- Banks was dismissive and inadequate.
- The banks paid a little attention to the letters sent
- The banks largely ignored the Feds' warning and continue to engage on reckless lending.
- Any other relevant response. (any 2x2) (4)

1.3

1.3.1 *[Extraction of evidence from the source 1C-L1]*

- Groceries
- drugs
- shoes
- clothes (4x1)(4)

1.3.2 *[Interpretation of evidence from source 1C-L2]*

- The laws helped establish a more stable financial system reducing the risk of bank failures and economic instability
- National banks were able to address the banking crisis and restore confidence in the banking system.
- Stabilized the financial system
- Reformed the banking system by introducing important changes to the banking system
- Any other relevant response (any 2x2) (4)

1.3.3 *[Interpretation of evidence from source 1C-L2]*

- It made it easy for people to buy goods and services they couldn't afford
- People were able to purchase more than they could afford
- People bought things that they didn't need
- Encouraged overconsumption which increase debt burden
- Any other relevant response (any 2x2) (4)

1.3.4 [Extraction of evidence from source 1C-L1]

- "You furnish the girl, we'll furnish the home"
- "Enjoy while you pay" (any1x2) (2)

1.3.5 [*Explanation of a historical concept FROM Source 1C-L2*]

- Experts or people who studied the relationship between American Society's resources and its production during the 1920s in USA.
- Any other relevant response (1x2) (2)

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1.4

1.4.1 [Interpretation of evidence from source 1D-L2]

- Even when Americans had taken precautions, the economic crisis was so severe that they still lost their savings due to the widespread bank failures.
- The American savings were lost due to a bank failure and economic crisis
- Americans savings couldn't protect them against unexpected banks failure.

(1x2)(2)

1.4.2 [Interpretation of evidence from the source 1D-L2]

- The man was a victim of bank failure, which meant he lost his savings
- It is important to save for the future as to prepare for unexpected events
- Any other relevant response (1x2)(2)

1.4.3 [Determining the usefulness of information from source 1D-L3]

- It is a cartoon drawn by John T. McCutcheon, titled 'A wise economists ask a question"
- It outlines the financial hardship resulting from bank failures during the Great Depression
- It was published by The Chicago Tribune in 1931 which was the period of Great Depression
- Any other relevant response (1x2) (2)

1.*5 [comparison of evidence and ascertaining the similarities between Sources 1B and 1D-L3]*

- Source 1B refers to the ways banks contribute to the health of the economy by managing their cash reserves and source 1D the man did saved some money for the future
- Source 1Btells us how the bank failures contributed to the great depression and source 1D shows a man as a victim of the bank
- Source 1B indicates people lost their savings in the banks and source 1D confirms by showing a penniless man sitting on a bench
- Any other relevant response (1x2) (2)

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1.6 *[Interpretation, analysis and synthesis of evidence from all sources]*

- The demand for new products which led to profits for businesses (Source 1A)
- Mass production of goods, like automobiles high wages led to overspending in buying goods instead of saving(Source 1A)
- Americans were highly indebted(Source 1A)
- Over confidence, the economic boom, easy credit and easy profit(Source 1B)
- Banks ignoring the signs and paying little attention to the Feds' warning letters(Source 1B)
- Banks providing money at low interest rates(Source 1C)
- Installment plan ,people buying goods on an extended period with a little deposit
- Consumerism – live now and pay latter and un equal distribution of wealth(Source 1C)
- Americans facing financial hardship –losing their savings in the banks(Source 1D)
- Any other relevant response

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Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner e.g**., shows no or little understanding of how the banking system contributed to the Wall Street Crash in the USA in 1929.** • Uses evidence partially to report on topic or cannot report on topic.	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 banking system contributed to the Wall street Crash in the USA in 1929.** • Uses evidence in a very basic manner	MARKS 3 - 4
LEVEL 3	• Uses relevant evidence e.g., **demonstrates a thorough knowledge of how the banking system contributed to the Wall Street Crash in the USA in 1929.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	MARKS 5 - 6

(6)

SECTION B: ESSAY QUESTIONS

QUESTION 2: CAPITALISM IN THE USA, 1900–1940: THE NEW DEAL

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

SYNOPSIS

The candidates should be able to indicate whether they agree or disagree with the statement. In agreeing candidates need to explain how Roosevelt New Deal has managed to improve the lives of the ordinary Americans after the Great depression in the USA in 1930s.If the candidates disagree with the statement, they need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Introduction: In the introduction the candidate should take a stance by indicating whether they agree or disagree with the statement. They should indicate how they intend to support their line of argument.

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
- Roosevelt introduced the New Deal
- The aims of the New Deal - 3 Rs (Relief, Reform and Recovery)

Relief measures: To address poverty

- Federal Emergency Relief Administration (FERA) –relief for the destitute
- Soup kitchens were established
- Temporal housing supplied to those who had been forced to live on the streets
- Public Works Administration (PWA) employed many men in public works
- The Federal Housing Administration (FHA) assisted with mortgage payments
- FDR Roosevelt declared a public holiday to all banks that were not on sound footing

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
- National Labour Act (Wagner Act) of 1935-legalised collective bargaining
- Evaluation of the New Deal
- Criticism of the New Deal
- Any other relevant Response

Conclusion: Candidates should tie up the argument with an appropriate conclusion.

(50)
[100]