LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI WEST DISTRICT

NATIONAL SENIOR CERTIFICATE

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GRADE 10

HISTORY

STANDARDISED TEST 1

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MARKING GUIDELINES

This question paper consists of 04 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% (14)
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	50% (26)
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

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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. $\frac{32}{50}$
- 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.

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.

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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 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**	

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW THE POWERFUL MUGHAL EMPIRE WEAKENED AND FELL UNDER THE BRITISH CONTROL DURING THE 18TH CENTURY



1.1.

1.1.1. [*Explanation of a historical concept from Source 1A – L1].*

- Rule as a monarch; hold royal office
- The period of rule of a monarch
- Any other relevant answer (1 x 2) (2)

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

- Sultan Shah Jahan (1 x 1) (1)

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

- Governance
- Public office (2 x 1) (2)

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

- Lapse in power
- Vulnerability in their rule (2× 1) (2)

1.1.5. [*Interpretation information from Source 1A L2]*

- Mughal Empire was losing power
- Breakaway of regions under the Mughal Empire
- Any other relevant answer (1× 2) (2)

1.1.6. [*Interpretation information from Source 1A L2]*

- The Mughal Empire was weakened
- The Mughal Empire was defeated by the British
- The British influence and forces had taken over the Indian territory.
- Any other relevant response (1 × 2) (2)

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1.2.

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

- British East India Company (BEIC) (1 x 1) (1)

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

- Bombay
- Calcutta
- Madras (3 x 1) (3)



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

- Cotton
- Indigo
- Dye
- Spices
- Tea
- Sugar
- Opium (Any FIVE) (5 x 1) (5)

1.2.4. [*Interpretation information from Source 1B L2].*

- The British imposed their British rule on India
- British colononised India - India became a colony of Britain
- Britain adopted British laws and policies in India
- Any other relevant answer (1 x 2) (2)

1.2.5. [*Interpretation information from Source 1B L2].*

- Britain wanted control of trade in India
- Strategy to divide and conquer India
- Britain needed Indian soldiers to destabilise the affairs of India
- Any other relevant answers (1 x 2) (2)

1.2.6. [*Interpretation information from Source 1B L2].*

- Control of India by Britain was formalised after the sepoy uprising
- Exploitation in India was increased
- Power and authority was transferred to British Colonial Rule

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- The Sepoy was a major revolt against the rule of British East India Company
- Any other relevant answer (2 x 2) (4)

1.3.

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

- ''The foremost reason for the fall of the Mughal Empire was the inefficiency of the later rulers.'' (1 x 2) (2)

1.3.2. [*Interpretation information from Source 1C L2].*

- The fall of the empire was due to bankruptcy
- The priority of the leaders was luxury and wealth
- The Empire invested in successive spending and buildings that cost a fortune
- The effect of their bankruptcy weakened the position of the Empire
- A weak economy resulted in a weak military
- Any other relevant answer (2 x 2) (4)

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

- due to the relaxation of the rulers, the mansabdars began to possess wealth for themselves instead of using it for the maintenance and improvement of the army (1 x 2) (2)

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

- There were structural weaknesses enabling effectiveness and control
- Losing of some regions resulted in losing more regions
- Lack of resources to gain control in regions previously controlled.
- Any other relevant answer (1 x 2)(2)

1.4.

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

- The excessive building and investments of the Taj Mahal contributed to the economic challenges of the Mughal Empire.
- The Mughal Empire was extravagant and luxurious in their architectural choices.
- Any other relevant answer (1 x 2) (2)

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1.4.2. [Evaluate the usefulness of evidence from Source 1D- L3]

- The source is useful as it depicts the Taj Mahal as a symbol of the excessive spending and investment in the building and or architecture of the Mughal Empire in the 16th - 18th century.

(1 x 2) (2)

1.5. *[Comparison of Sources 1C and 1D to see how they complement each other L3]*

- Both sources discuss the economic challenges of the Mughal Empire.
- Source 1C talks about the causes of the fall of the Mughal Empire.
- Source 1D depicts the Taj Mahal as a symbol of excessive spending and investment in architecture as a cause for the fall of the Mughal Empire.
- Any other relevant answer (1 x 2) (2)

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

- Aurangzeb's death marked the Mughal Empire with a period of abrupt and inconsistent lapses of Mughal control (1A)
- It became evident that the Mughals were unable to retain their power and compete with strong internal forces, as well as the now ever growing European imperial and colonial influence and power (1A)
- The greatest threat of the British Empire was the presence of European traders in India (BEIC) (1B)
- Following the sepoy uprising, the British Crown assumed direct control over India under the Government of India Act 1858 (1B)
- The inefficiency of the later leaders led to the fall of the Mughal Empire (1C)
- The long wars and luxurious expenses had a toll on the kingdoms treasury (1C)
- The bankruptcy went on for 50 years (1C)
- Unproductive military force contributed to the fall of the Mughal Empire (1C)
- The growing power of the provinces (1C)
- Taj Mahal as a symbol of excessive spending and investment in the buildings and or architecture of the Mughal Empire in the 16th - 18th century (1D) (6)

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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 powerful Mughal Empire weakened and fell under the British control during the 18th century.** 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 powerful Mughal Empire weakened and fell under the British control during the 18th century.** • Uses evidence in a very basic manner.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough of how the powerful Mughal Empire weakened and fell under the British control during the 18th century.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

(6)

TOTAL [50]

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QUESTION 2: WHAT WAS THE IMPACT OF THE PORTUGUESE CONTROL OF THE INDIAN OCEAN TRADE?

2.1

2.1.1 *[Definition of a historical concept from Source 2A-L1]*

- The action of buying or selling goods or services.
- The exchange of items for enrichment.
- *Any other relevant response.* (1x2) (2)

2.1.2 *Extraction of evidence from source 2A-L1]*

- The Portugal. (1x1) (1)

2.1.3 *[Extraction of information from source 2A-L1]*

- Technology.
- Geography (2x1) (2)

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2.1.4 *[Interpretation of information from source 2A-L2]*

- Portugal is located on the Atlantic seacoast.
- The Portuguese were used to sailing in waters as Portugal was found on the coastline.
- Any relevant response. (1x2) (2)

2.1.5 *[Extraction of evidence from source 2A-L1]*

- Civilization in East Africa.
- Civilization in Western India. (2x1) (2)

2.1.6*[Extraction of evidence from source 2A-L1]*

- Major political realignments were taking place in the Islamic world.
- Shah Ismail in Persia was busy consolidating the Safavid Empire.
- The Mamlukes in Egypt were a spent force.
- The Lodhis in India were a distant echo of the powerful Sultanate under the Khiljis. (Any 3x1) (3)

2.1.7*[Interpretation of information from source 2A-L2]*

. Mamuluks could not defend themselves.
. Mamuluks were previously defeated in wars.
. Any relevant response. (2x2) (4)

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2.2

2.2.1 *[Explanation of historical concept from Source 2B-L2]*

- Long journeys undertaken by explorers by sea for purposes of trading in the East of Africa.
- Any other relevant response. (1x2) (2)

2.2.2 *[Extraction of evidence from source 2B-L1]*

- Twenty-five (25) ships (1x1) (1)

2.2.3 *[Interpretation of information from source 2B-L2]*

- He encountered a vessel carrying 700 returning hajjis from Mecca to India. (1x2) (2)

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2.2.4. *[Extraction of evidence from source 2B-L1]*

- Disregarded pleas for mercy.
- De Gama burnt the ship with all its occupants, women and children.
- He cut off the hands, nose and ears of the ambassador.
- Had the three young men nailed to the cross.
- One Khwaja Muhammed from Egypt was captured, beaten, his mouth stuffed with pig refuse and set afire (Any 3x1) (3)

2.2.5 *[Interpretation of information from Source 2B-L2]*

- He was a merciless person.
- His mission was to enrich himself or country without regard for any loss of life. (2x2) (4)

2.2.6 *[Interpretation of information from Source 2B-L2]*

- Because he had no other mission than to exploit the east.
- Because he wanted to enrich his country and himself.
- Because he wanted his country to be a dominant force in the East
- Because he wanted the natives to fear him.
- Any relevant response. (2x2) (4)

2.3.

2.3.1 *[Extraction of information from source 2C-L1]*

- They met the King armed to the teeth. They feared him.
- They did understand the authority of the King.
- Any relevant response. (1x2) (2)

2.3.2. *[Ascertain the usefulness of the evidence in source 2C-L3]*

- It is a painting (cartoon) that re-lives the encounter between the Portuguese and the Natives
- It sheds light on how the painter (cartoonist) interpreted the encounter
- It indicates how religion was spread to Natives.
- Any relevant response. (any 1x2) (2)

2.4.

2.4.1. *[Extraction of information from source 2D-L1]*

- Black People (1x2) (2)

2.4.2 *[Extraction of information from source 2D-L1]*

- Cape of Good Hope
- Cabo de Boa Esperanca (1x2) (2)

2.4.3. *[Interpretation of information from source 2D-L2]*

- . They took fresh water without asking the chiefs permission.

(1x2) (2)

2.4.3 *[Interpretation of information from the source 2D-L2]*

- It was based on mistrust.
- Any other relevant response. (1x2) (2)

2.5 *[Comparison of evidence and ascertaining how source 2C differs with source 2D-L3]*

- In source 2C the Portuguese meets with the king whereas source 2D is about the Portuguese first encounter with the Khoikhoi in the Cape.
- Any other relevant response. (1x2) (2)

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2.6. *[Interpretation, analysis, and synthesis of evidence from all sources –L3]*

Candidates could include the following aspects in their response.

- The Portuguese, a European power became engaged in the control of the Indian Ocean Trade.
- They were the first European country to reach India. (source 2A).
- The geography of Portugal helped in this undertaking (source 2A).
- Portuguese under de Gama circumnavigated the Cape of Good Hope. (source 2A)
- Major political realignment that took place in the Islamic world favored the Portuguese voyages. (source 2A).
- De Gama committed horrible acts (sources 2B).
- The Portuguese brought Catholic religion through their missionaries. (source 2C).
- Communication between Khoi and Portuguese impossible because of language differences (source 2D)
- The Khoi didn't welcome the Portuguese (source 2D)
- Any other relevant response.

Use the following rubric to allocate a mark.

Level 1	• Uses evidence in an elementary manner e.g. **shows little or no understanding of the impact on the Portuguese control of the Indian ocean Trade.** • Uses evidence partially to report or cannot report on topic at all.	**0-2** Marks
Level 2	• Evidence is mostly relevant and related to a great extent to the topic e.g. **shows some understanding on the impact of the Portuguese control of the Indian Ocean Trade**. • Uses evidence in a very basic manner to write a paragraph.	**3-4 Marks**
Level 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding on the impact of the Portuguese control of the Indian Ocean Trade.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**5-6 Marks**

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SECTION B: ESSAY QUESTIONS

QUESTION 3: THE WORLD AROUND 1600 (1526-18580: THE MUGHAL EMPIRE

[Plan and construct an argument based on evidence using analytical and interpretative skills L3]

SYNOPSIS

Candidate will critically discuss how the Mughal Empire of India became on of the most prosperous and powerful empires of its time.



MAIN ASPECTS

Candidates should include the following aspects in their response:

• Introduction: Candidates should explain their line of argument, support it with evidence from the introduction and show how they intend to answer the question.

ELABORATION

MAIN ASPECTS

Some of the points to be included are the following

- **Government and society** i.e how the Moghul empire was established
- The march of Prince Barbur with his army from his small kingdom in Afghanistan to Delhi in India
- The battle of Panipat and occupation of important town of Delhi and Agra
- Barber's love for architecture and music and the important role played by women
- Ownership of land by women and how they conducted business transactions
- Education provided to women and their role as they painted, played music and
  wrote poetry
- **Trade in the Indian Ocean and Islamic world**- Mughal India was well situated
  for trade as it had ports in the Indian Ocean and easy access to the Islamic trade routes noth of the country
- Emperor had developed highways linking villages and towns to the ports.
- Moghuls had access to Islamic trade routes and the Great silk road
- **Astronomy and technology**-Scientists far in advance of their counterparts with regard to mathematics and astronomy
- Mughal emperors encouraged arts and learning and many beautiful buildings were built e.g Taj Mahal an impressive building that symbolizes the

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architectural
achievements of the Mughal empire

- The Emperor encouraged the study of astronomy and collaboration between Muslim astronomers and Indian mathematician which produced significant scientific discoveries.
- Any other relevant response

CONCLUSION

Candidates should tie up their line of argument with a relevant conclusion based on elaborated line of argument.



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QUESTION: 4 EUROPEAN EXPANSION AND CONQUEST IN THE 15TH AND 18TH:

SYNOPSIS

In writing essay, candidates should discuss the reasons for the spread of Portuguese influence the conquest of African territories between the 15th and 18th centuries

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction**: Candidates should show how they will approach the question

. ELABORATION

- European Renaissance brought greater awareness of and interest in Africa made
- The influence of the Islamic Moors on the knowledge about Afrikan civilization and trade
- Moslem control of the Middle East challenged European trade with the East via the Suez Canal
- The support the royal family and the rich classes gave to the overseas exploration
- The desire to challenge the spread of Islam and to spread Christianity
- Innovation in the sea voyages especially ship-building and the use of the compass and The use of guns against spears and arrows
- The role of explores like Bartholomew Dias and Vasco da Gama and the sea route to the east around the Cape of Good Hope
- Disruption of the ancient trade routes (Trans-Saharan and African-Indian Ocean trade)
- The defeat of the Almoravids (Morocco) and the Songhai empire during the 16th century The defeat of the Swahili city states and the African empires (Monomotapa Kongo and Gaza Kingdoms)
- Political divisions and instability of the African kingdoms
- Slave trade
- Portuguese colonial settlers' and mulattos 'treatment of the indigenous Africans
- Diseases e.g. smallpox
- Any other relevant response
- Conclusion: Candidates to tie up their discussion with any relevant conclusion. **(50)**

TOTAL [100]

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