LIMPOPO
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DEPARTMENT OF
EDUCATION

MOPANI WEST DISTRICT

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NATIONAL SENIOR CERTIFICATE

GRADE 10

HISTORY

MARKING GUIDELINE

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MARKING GUIDELINE

This marking guideline consists of 11 pages.

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.

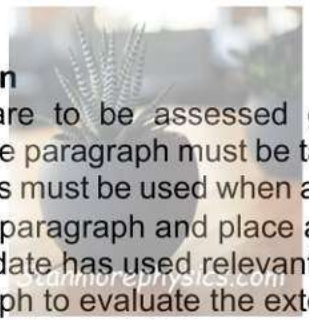
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1.3 Assessment procedures for source-based questions

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

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, 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 ↕

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.

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(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	

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(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							

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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**



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 SONGHAI EMPIRE FALL DURING THE MOROCCAN INVASION IN 1591?

Study sources 1A,1B,1C and 1D to answer the questions that follow.

1.1

1.1.1 [Extraction of evidence from source 1A – L1]
- area,
- wealth,
- and power. (3 x 1) (3)

1.1.2 [Definition of historical concept from source 1A – L1]
- A group of countries under a single of countries. 1 x 2) (2)

1.1.3 [Extraction of evidence from source 1A – L1]
- political chaos
- and several civil wars (2x1) (2)

1.1.4 [Extraction of evidence from source 1A – L1]
- 1590 (1x1) (1)

1.2 Consult Source 1B

1.2.1 [Extraction of evidence from source 1B – L1]
- The overthrow of Musa. (1x1) (1)

1.2.2 [*Interpretation of evidence from source 1B – L2]*
- seize and revive the Trans-Sahan trade in Salt, Gold and Slaves (2x2) (4)
- Political instability.

Any other response.

1.2.3 Reliable:
- Because the source was created during the time of event
- Because the feuding factions in the 1500s caused the Songhai empire to fall. (2x2) (4)

1.2.4.
- Judar Pasha was a Spaniard by birth but had been captured as an infant and educated at the Saadi court (1x2) (2)

1.3. Study source 1C.

1.3.1. [Interpretation of evidence from Source 1C- L2]
- It depicts Songhai being attacked by the Moroccan army in 1591.

Any other relevant response. (1 x 2) (2)

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

- It shows Songhai being attacked by the Moroccan army in 1591. (2x2) (4)
- It was created during the time of the event
- Any other relevant response.

1.4. Refer to Source 1D

1.4.1. Extraction of evidence from source 1D – L1]
- Arab
- Italian
- Jewish. (3x1) (3)

1.4.2. [Interpretation of evidence from source 1D – L2]
- Education was taken highly.
- There was a significant resurgence in the study and dissemination of Islamic knowledge and education in Timbuktu
- Any other response (2 x 2) (4)

1.4.3. Extraction of evidence from source 1D – L1]
- Camels
- Berber tribe members
- Islam,
- and the structure of the empire
- Any three (3 x 1) (3)

1.4.4. Extraction of evidence from source 1D – L1]
- Dikes (1x1) (1)

1.4.5. Extraction of evidence from source 1D – L1]
- Gold was readily available in west Africa.
- Gold was not as valuable as other commodities like Salt.
- Any other relevant response. (1 x 2) (2)

1.4.6.
- Goods could be off-loaded from Camels into either donkeys or boats at Timbuktu.
- Goods could either be taken from Djenne or Gao.
- Any other relevant response. (2 x 2) (4)

1.5.
- Both sources explain the fall of Songhai empire during the Moroccan invasion.
- Any other relevant responses. (1 x 2) (2)

1.6 [Interpretation, evaluation, and synthesis of evidence from relevant sources L3]

Candidates should include the following in their response:

- political chaos and several civil wars within the empire ensured the empire's continued decline (Source 1A)
- Sonni Bāru was overthrown by Muhammad Ture. (Source 1A)
- Al-Mansur sent an army conquer the Songhai and gain control of the trans-Saharan trade routes. (Source 1A)
- Musa was overthrown in 1531, the Songhai Empire went into decline. (Source 1B).
- The Moroccan invaded Songhai to seize and revive the trans-Saharan trade in salt, gold and slaves for their developing sugar industry. (Source 1B)
- Songhai forces were routed by a cattle stampede triggered by the Saadi's gunpowder weapons during the Battle of Tondibi 1591. (Source 1B)
- Judar proceeded to sack Gao, Timbuktu and Djenné, destroying the Songhai as a regional power. (Source 1B)

Any other response.

Conclusion: Candidates should sum up their argument with a relevant conclusion. (6)

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History/Grade 10 MW/Feb 2025

Marking Guidelines

SECTION B: ESSAY QUESTION

QUESTION 2: WORLD AROUND 1600: Songhay: An African empire in the 15th and 16th centuries (around 1340 to 1591).

[Plan and construct an argument based on evidence using analytical and interpretative skills L2]

Candidates should indicate whether they agree or disagree with the question statement. Candidates should indicate how Sonni Alli's brilliance assisted the Songhay empire economically or otherwise failed the Songhay empire.

MAIN ASPECTS:

Candidates should include the following aspects in their response:

- Introduction: candidates should explain their line of argument and show how they intend to answer the question.

ELABORATION

- Able to defeat Mali Empire because he had a swift and mobile cavalry force.
- He had the naval control of the Niger river.
- He was a great military leader with keen understanding of tactics on land and water.
- Sonni Alli expanded his empire by leading expeditions against other rival empires.
- He expanded the territory of Songhay from the Niger river west to Senegal and east to modern Niger (Agadez).
- Sonni Alli was responsible for converting Songhay from a small state to one of the largest empires ever known in west Africa.
- Sonni Alli developed an efficient administration for his empire.
- He formed a strong centralized government in Gao.
- He made all the laws and used government officials to carry out the laws.
- He divided his vast empire into provinces under the control of governors loyal to him.
- He always ensured that his laws are carried out.
- Although Muslim, he favored religious freedom.
- He allowed traditional African beliefs to exist side by side with Islam.
- He was not the most favored amongst the Muslim Clerics because of that choice.

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- He never allowed Muslim clerics or Ulama to run his empire or depend on Islamic law.

Any other relevant response.

- Conclusion: candidates should tie up their arguments with a relevant conclusion.

[50]

Grand total: 50

