education

MPUMALANGA PROVINCE

REPUBLIC OF SOUTH AFRICA

FURTHER EDUCATION AND TRAINING



GRADE 10



HISTORY

SEPTEMBER 2024

MARKING GUIDELINES

These marking guidelines consist of 10 pages.

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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 organization of relevant information from sources. • Define historical concepts/terms	**30%** **(20 marks)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20 marks)**
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	**30%** **(10 marks)**

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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2. ESSAY QUESTIONS

2.1 **essay questions require candidates to:**

- Be able to structure their argument logically and coherently. They need to select, organise and connect the relevant information so that they can present a reasonable sequence of facts or an effective argument to answer the question posed. An essay must have 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.

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- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 **Global assessment of essays**

The essays will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the 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'' to achieve a high mark. This approach discourages learners from preparing model answers and reproduces them without taking into account the specific requirements of the question. Holistic essay marking credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalize language inadequacies as the emphasis is on the following:

- The construction of an argument
- The appropriate selection of factual evidence to support such argument and
- The learner's interpretation of the question

2.4 **Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the essays ticks need to be awarded for a relevant introduction(indicated by a bullet in the marking guideline/memorandum) and a relevant conclusion(indicated by a bullet in the marking guideline/memorandum) e.g. 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 contextualized ^
- Wrong statement ----------
- Irrelevant statement
- Repetition R
- Analysis A√
- Interpretation I√

2.5 **The matrix**

2.5.1 Use of matrix in the marking of Essays

In the marking of essays, the essays the given criteria shown in the matrix should be used. In assessing the essays note should be taken of both the content and presentation at the point of intersection of the content and presentation based on the seven competency levels, and 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 determine 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.**

	LEVEL 4	
	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

	LEVEL 4	26-27
	LEVEL 3	

MARKING MATRIX FOR ESSAY: 50

	LEVEL 7	LEVEL6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Presentation → **content** ↓	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 sustained and defended the argument throughout. An Independent conclusion is drawn from evidence to support the line of argument	Very well-planned and structured essay. Developed a relevant line of argument. Evidence is used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well-planned and structured essay. Attempts to develop a clear argument. Conclusions drawn from the evidence to support the line of argument.	Planned and constructed An argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions are not supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to conclude.	Little or no attempt to structure the essay.
Level 7 The question has been fully answered. Content selection fully relevant to the line of argument	47-50	43-46					
Level 6 The question has been answered. Content selection relevant to the line of argument	43-46	40-42	38-39				
Level 5 The question was answered to a great extent. Content adequately covered and relevant.	38-39	36-37	34-35	30-33	28-29		
Level 4 The question is recognizable in the answer. Some omissions or irrelevant content selection			30-33	28-29	26-27		
Level 3 Content selection does to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26-27	24-25	20-23	
Level 2 The question was inadequately addressed. sparse content					20-23	18-19	14-17
Level 1 Question inadequately addressed or not at all. Inadequate or irrelevant content						14-17	0-13

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SECTION A: SOURCE-BASED QUESTION

QUESTION 1: WHAT WAS THE REACTION OF THE BOERS TO THE BRITISH OCCUPATION OF THE CAPE?

1.1

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

- 'To control the important sea route to the East' (1 x 2) (2)

1.1.2 *[Definition of a historical concept from Source 1A - L1]*

- 'A country that is ruled by another country
- Any other relevant response (1 x 2) (2)

1.1.3 *[Interpretation of information from Source 1A - L2]*

- Britain wanted to prevent the Cape from French invasion because the Dutch who were ruling the Cape at that time were not strong to defend it.
- Britain and France were in completion to expand their empires during that time
- Any other relevant response (2 x 2) (4)

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

- English replaced Dutch as the language of administration;
- The British pound sterling replaced the Dutch rix-dollar;
- Newspaper publishing began in Cape Town in 1824. (3 x 1) (3)

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

- The British wanted to develop a British culture in Cape
- They wanted to end the local culture
- They wanted to show that Cape was now under British
- Any other relevant response (2 x 2) (4)

1.2

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

- 'meant that everyone had to speak English, which was a foreign language to the trekkers.' (1 x 2) (2)

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

- 'unless they were reclaiming their cattle. (1 x 2) (2)

1.2.3 *[Interpretation of information from Source 1B - L2]*

- A country that is ruled by another country
- Any other relevant response (2 x 2) (4)

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

- 'To maintain their way of life.' (1 x 2) (2)

1.2.5 *[Extraction of evidence from source 1B – L1]*

- 1836 (1 x 1) (1)

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1.3

1.3.1 *[Extraction of evidence from Source 1C - L1]*
- '…a promised land where they would be 'free and independent people' in a 'free and independent state'. (1 x 2) (2)

1.3.2 *[Extraction of evidence from Source 1C - L1]*
- '…rupturing the lives of hundreds of thousands of indigenous people.' (1 x 2) (2)

1.3.3 *[Definition of a historical concept from Source 1C – L2]*
- An organised movement of the Boers from the Cape to the interior of the country in order to be independent from British rule.
- Any other relevant response (1 x 2) (2)

1.3.4 *[Interpretation of information from source 1C – L1]*
- The statement means that many Boers migrated from the Cape to the interior during the Great Trek
- It means that interior was experiencing an increased population of the Boers.
- Any other relevant response (1 x 2) (2)

1.3.5 [*Extraction of evidence from Source 1C - L1]*
- thousands migrated into the interior (1 x 2) (2)

1.4

1.4.1 *[Interpretation of evidence from Source 1C – L2]*
- The source shows the Boers in ox-wagons leaving the Cape
- The source shows that ox – wagon was the mode of transport that was used by the Boers during the Great Trek
- Any other relevant response (1 x 2) (2)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- This was the only available mode of transport for the Boers at that time
- There were no roads to travel on, oxen were able to travel on rough land
- Any other relevant response (1 x 2) (2)

1.5 *[Comparison of evidence in Source 1C and Source 1D - L3]*
- Source 1C states that the Boers left the Cape colony during the Great Trek to seek independence from British rule, and Source 1D shows Boers leaving the Cape during the Great Trek.
- Source 1C indicates that the Boers used ox – wagon as their mode of transport, and in Source 1D the Boers are seen travelling on ox – wagon during the Great Trek.

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

1.6 *[Interpretation, evaluation and synthesis of evidence from relevant Sources - L3]*
Candidates could include the following aspects in their response:

- The Boers were not happy with the changes made by the British in the Cape (Source 1B)
- The short of labour and emancipation of slaves in 1834 caused a lot of anger and the desire among the Boers to move into the interior (Source 1B)
- Boers decided to leave the Cape and went to the interior (Source 1B and 1D)
- Piet Retief, a leader of the Boers wrote a letter to the British informing them that they were leaving Cape (Own Knowledge)
- Groups of Boers moved inland to maintain their way of life (Source 1B)
- Boers left the Cape using ox wagons and oxen (Source 1C and 1D)
- Tensionerupted between the Boers and the British and led to the start of the Boer War in 1899 (own knowledge)
- Piet Retief's party left the Eastern Cape in 1836 (Source 1B)
- The Boers believed that they needed to leave the Cape for their own independence instead of staying to be ruled by the British (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding in explaining the reaction of the Boers to the British occupation of the Cape.** • 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**. shows some understanding in explaining the reaction of the Boers to the British occupation of the Cape.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence that focuses on the topic e.g. **demonstrates a thorough understanding in explaining the reaction of the Boers to the British occupation of the Cape.** Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)
(50)

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SECTION B: ESSAY QUESTION

QUESTION 2: THE SOUTH AFRICAN WAR (1899-1902)

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

SYNOPSIS

Candidates should critically discuss the events that took place during the South African War between the British and the Boers from 1899 to 1902.

MAIN ASPECTS

Learners should include the following aspects in their response:

Introduction: Candidates should critically discuss the events that took place during the South African War between the British and the Boers from 1899 to 1902. Candidates should take a line of argument and indicate how they will support it

ELABORATION

- **South African War 1899 to 1902**
- Reasons for the war
- Boers and British in South Africa wanted to control the gold mines in Transvaal
- The gold mines in Transvaal were under the Boer Republic ruled by Paul Kruger
- In 1886 British tried to overthrow the Boer government but failed.
- The Boers were not happy about this
- This started the war.
- **Phase one of the war**
- Boers started to attack the British in Natal and Northern Cape
- 3000 British soldiers were killed.
- Boers took over three towns, Ladysmith, Kimberley, and Mafikeng
- Britain sent more soldiers from Britain to assist South African British soldiers
- 4000 Boers were arrested and made prisoners of war
- **Phase two of the war**
- Boers started a guerrilla war, they used hit and run method
- They moved in different groups and attacked railways, bridges, and trains
- Many British soldiers were killed
- **Scorched earth strategy used by British soldiers**
- British soldiers started to use a scorched earth strategy
- They burned Boer farms, houses, and livestock
- More than 3,000 farms and houses were burnt
- Thousands of cattle and sheep were killed/Boers were forced to surrender
- **Role of women in the war**
- Women assisted their men during the war
- They prepared food and arranged weapons for their men
- They took care of farms and families during the war
- Many women were arrested and put in concentration camps
- Many women and children died in the camps
- **Role of blacks in the war**

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- Blacks were also involved in the war/They assisted both Boers and British
- They cook food and carry things for soldiers
- **End of the war**
- The war ended in 1902/An agreement led to the Union of South Africa
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

GRAND TOTAL: 100



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