education

MPUMALANGA PROVINCE

REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTICATE

GRADE 11

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HISTORY P1

FEBRUARY 2026

MARKING GUIDELINES

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MARKS: 50

These marking guidelines consist of 12 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% (15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**50% (25)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectivespresented 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

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

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.

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 argument (planned, structured and has 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 first 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 all 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 additional symbols can also be used:

- 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.

(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 Guidelines

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	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. 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 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. Conclusion 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 not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	Little or no attempt to structure the essay.
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 the line of argument.	**43–46**	**40–42**	**38–39**				
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 is recognisable in answer. Some omissions or irrelevant content selection.			**30–33**	**28–29**	**26–27**		
LEVEL 3 Content selection does relate 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 Question 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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*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection 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

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SECTION A: SOURCE-BASED QUESTION

QUESTION 1: HOW DID LENIN'S ECONOMIC POLICY OF WAR COMMUNISM AND NEW ECONOMIC POLICY (NEP) AFFECT THE RUSSIAN ECONOMY IN THE 1920s?

1.1

1.1.1 [*Extraction of Information from Source 1A-L1*]
- '…Russian economy had been maimed/ damaged…' (1 x 1) (1)

1.1.2 [*Extraction of information from Source 1A-L1*]
- '…adopt a planned economy called War Communism'
- '…introduced a socialist economy
- 'The State took control of the land and industries' (3 x 1) (3)

1.1.3 [*Definition of terms from Source 1A-L1*]

(a)War Communism
- Lenin's economic policy where all means of production were in the hands of the State
- Economic policy introduced by Lenin in 1919 where private ownership was abolished
- Any other relevant response (any 1 x 2) (2)

(b) Civil War
- It is a war between the people of the same country
- It is a squabble between the people of the same country
- Any other relevant response (any 1 x 2) (2)

1.1.4 *[[Interpretation of information from Source 1A-L2]*
- Lenin wanted to control the food supply in order to feed the Red Russian soldiers during the civil war
- It was a way of implementing communism because Lenin believed in communism and wanted Russia to practice communism
- The Communists promised to replace capitalism with communism after the revolution, so Lenin was beginning to fulfil that promise
- Any other relevant response (any 2 x 2) (4)

1.1.5 *[Interpretation of information from Source 1A-L2]*
- It was an economic strategy to boost the Russian economy
- Lenin wanted to avoid the selling of products for profit
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 [*Interpretation of information from Source 1B-L2*]
- The nationalised industries began to produce less than what it had during the Tsarist rule
- The farmers produced less food and other farmers even destroyed their production
- There was also draught which added to food shortage
- Any other relevant response (any 2 x 2) (4)

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1.2.2 *[Extraction of evidence from Source 1B-L1]*
- '…oppressive Bolshevik demands among the peasant population'
- '…shortages of goods due to the failing industrial side of the economy' (2 x 1) (2)

1.2.3 *[Interpretation of information from Source 1B-L2]*
- It had some elements of capitalism/ individual profit/ private ownership
- They believed that NEP policy was in conflict with communist ideology
- Any other relevant response (2 x 2) (4)

1.2.4 *[Interpretation of information from Source 1B-L2]*
- They promoted personal profit/ private ownership
- Peasant farmers were allowed to keep and sell their extra harvest as they wished
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 *[Extraction of evidence from Source 1C-L1]*
- 'Farmers were allowed to sell their additional products on the open market…'
- '…foreign trade and investment were encouraged' (2 x 1) (2)

1.3.2 *[Extraction of evidence from Source 1C- L1]*
- '…to devise a single economic plan for the USSR…'
- '…to develop the methods and order for implementing it'
- '…to co-ordinate planning programmes and proposals for various institutions…'
- '…devise state measures for developing the knowledge…'
- '…organizing research necessary for implementing a state economy'
- '…to develop and train the necessary personnel to achieve its goals'(any 2x1) (2)

1.3.3 [*Evaluation of usefulness of information from Source 1C- L3]*
Candidates should indicate whether the source is useful or not useful and support with relevant evidence.

USEFUL
- The source states the reason for the introduction of the NEP
- The source indicates that the land remained the state's property
- Agriculture increased, foreign trade and investment were encouraged and the introduction of the Gosplan to regulate the economy
- Any other relevant response

OR

NOT USEFUL
- Candidate must support answer with relevant response (any 2 x 2) (4)

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1.4

1.4.1 *[Interpretation of information from Source 1D-L2]*

- Russian people were now allowed to sell their fruits and vegetables on the open market
- Individual profit and private ownership were encouraged
- People came in numbers to buy in an open market
- Any other relevant response (any 1 x 2) (2)

1.4.2 *[Interpretation of evidence from Source 1D-L1]*

- '…Russian people selling their products in an open market' (1 x 2) (2)

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

- Russian economy was damaged by War Communism (Source 1A)
- The taking of private property from the capitalists, such as, farmland, factories, mills, railroads, banks and other properties without compensation (Source 1A)
- The nationalised industries weakened (Source 1B)
- Peasants became angry for being forced to turn over large portions of their crops to the State (Source 1B)
- Shortages of goods due to the failing industrial sideof the economy (Source 1B)
- War Communism was unpopular among peasant farmers and many resisted it (Source 1B)
- Peasants started to produce less, destroyed their production or hid production and this led to economic decline and famine (Source 1B)
- The economy collapsed and there was poverty and malnutrition among the people of Russia (own knowledge)
- Lenin was forced to change War Communism with NEP (Source1B)
- NEP saved Russian economy (own knowledge)
- Peasants were allowed to sell for profit in an open market and this improved the economy (Source 1C and 1D)
- Tax was collected and this improved State revenue (Source 1C)
- There was now foreign trade done by many companies (Source 1C)
- New group of rich people called Nepmenn emerged and owned bussineses (Own Knowledge)
- Russia's economy improved until it reacded the levels of Britain, France, Britain and USA (own knowledge)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how did Lenin's economic policy of War Communism and New Economic Policy (NEP) affect the Russian economy in the 1920s.** • 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 of how did Lenin's economic policy of War Communism and New Economic Policy (NEP) affect the Russian economy in the 1920s.** • 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 of how did Lenin' s economic policy of War Communism and New Economic Policy (NEP) affect the Russian economy in the 1920s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)
(50)

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SECTION B: ESSAY QUESTION

QUESTION 2: COMMUNISM IN RUSSIA 1900-1940: STALIN FIVE YEAR PLANS (1st and 2nd)

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

SYNOPSIS

Candidates should explain how Stalin Five Year Plans able to develop Russia from an agricultural state to an industrial super power in the 1930s and 1940s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- INTRODUCTION: Candidates need to refer to Stalin Five-year plans; 1st and 2nd Five-year plans.

ELABORATION

Candidates should include the following points in the answers

- **Background information on the death of Lenin and Stalin's taking over**
- Lenin died in 1924
- Power struggle stated between Stalin and Trotsky
- Stalin took over as aleader of Russia
- Stalin believed in Communism; he wanted Russia to be a Communist state
- He enden NEW Economic Policy
- He introduced Five-year plans
- He presented himself as a great leader who was responsible for the Revolution
- He made people to warship him
- **Collectivisation of farming**
- Stalin wanted the State to control agriculture
- All land was taken by the State
- Land of the Kulaks was collectivised
- The state plans, the production and distribution of food
- Farms were divided into State farms and collective farms
- Moder farming methods and machineries were introduced to improve farming
- **Resistance from peasants**
- Resistance to Collectivisation by Kulaks
- They wanted to go back to NEP
- They did not want to give up their land and properties
- They hid their food, kill their stock and burn properties
- **How did Stalin deal with those who resisted Collectivisation**
- Stalin arrested them, semt them to labour camps or kill them
- Others were heavily taxed
- Other lost their properties
- Others were deported to remote areas

- **Impact of Collectivisation to farmers and Russian economy**
- There was shortage of food
- Famine killed millions
- But later production increased
- **Industrialisation of industries**
- Heavy industries like coal mining, iron, steel and electricity were expanded drastically
- Hundreds of new industries were started
- New roads and thousands of new schools were built
- Thousands of workforces were employed
- Literacy was increased among Russians
- **Results of First Five Year Plans**
- Industrial production increased
- Litteracy especially adult literacy was improved
- Many industries were increased
- More thn 90 percent of farms were collectivised
- **However**
- Stalin focused on heavy industries
- There was shortage of consumer goods
- Many people were not happy
- There was also the Political purge by stalin
- Stalin arrested and killed those who opposed him especially those in high positions
- **Stalin second Five-year plan**
- The Second Five Year plan focused on improving the First Five Year plan
- Consumer goods were improved
- More heavy industries were produced
- More arms and army ships were built
- Russia became a super power
- The planned Third Five Year Plan was disturbed by World War Two
- Any other relevant response.

- Conclusion: Candidates should tie up their argument with a relevant conlusion.

[50]

GRAND TOTAL: 50