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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 10

HISTORY

JUNE 2024

MARKING GUIDELINE

MARKS: 100

This marking guideline consists of 15 pages.

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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 the sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	40%
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40%
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 source and draw independent conclusions	20%

1.2 The information below indicates how source-based questions are assessed:

- In the marking of the 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 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 the 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 student has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to write a paragraph.

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- 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 right hand bottom margin e.g. **35/50**

- Ensure that all the total mark is transferred accurately to the front/back cover of the script.

2 ESSAY QUESTIONS

2.1 The essay questions require learners to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organize 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 centre.
- Learners 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 questions, learners should be credited for any other relevant answer.

2.3 Global assessment of the essay

- Keep the synopsis in mind when assessing the essay.

- 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 guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines).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 Assessment procedure of the essay

P	**Point:** The learner introduces the essay by taking a line of argument/making a point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The learners 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 learners 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:** Learners should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.1 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised **Λ**
- Wrong statement
- Irrelevant statement

  ———
  |
  |
  |
  |
- Repetition **R**
- Analysis A√
- Interpretation I√
- Line of Argument LOA ↕

2.5 The matrix

2.5.1 Use 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.

1. The first reading of extended writing 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	

2. The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	Level 4	
P	Level 3	

3. Allocate an overall mark with the use of the matrix.

C	Level 4	} 26-27
P	Level 3	

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MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
→ **PRESENTATION** ↓ **CONTENT**	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.	Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	Planned and constructed an argument. Evidence used to support 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 an argument.	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 a 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**			
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**

* 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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE BIASED SOCIAL ORDER AND THE TROUBLED ECONOMY LEAD TO THE REVOLUTION IN 1789?

1.1

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

- The clergy
- The nobility
- The common people (3 x 1) (3)

1.1.2 *[Definition of a historical term from Source 1A – L1]*

- Special rights that were reserved for the nobles and the clergy in France.
- Preferential treatment or rights that were enjoyed only by the first two estates and they excluded the common people.
- Any other relevant response (1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- The privileges in France could only be earned through birth right and nobody could earn them.
- Because people could not buy or work for the privileges, it was impossible to change from one social level or estate to another.
- Merit did not allow people of lower classes to move to the upper estates because they did not have they could only belong to the social structure they were born in.
- Any other relevant answer. (2 x 2) (4)

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

- They proposed that talent supersede birth as the main determinant of social standing. (1 x 2) (2)

1.2

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

- Charles-Alexandre de Calonne (1 x 1) (1)

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

- Prelates
- Great noblemen
- And a few representatives of the bourgeoisie (3 x 1) (3)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- Privileged classes paid little to no tax
- France had been involved in wars including American war of independence and had to borrow a lot of money for that effort.

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- Only the lower and poorer classes paid taxes in France.
- Any other relevant answer. (2 x 2) (4)

1.2.4 *[Extraction of evidence from Source 1B – L1]*
- Increasing the taxation of the privileged classes. (1 x 1) (1)

1.2.5 *[Interpretation of evidence from Source 1B– L2]*
- The notables did not want to pay taxes
- Any other relevant answer. (1 x 2) (2)

1.3 *[Comparison of information in Sources 1A and 1B – L3]*
- Source 1A says social tensions were the central issue of the revolution and Source 1B says that the refusal by assembly of notables to accept fiscal reforms by increasing the taxes of the privileged classes led to the revolution taking place.
- Any other relevant answer. (1 x 2) (2)

1.4

1.4.1 *[Definition of a historical term – L2]*
- The forceful change of government under Louis XVI as monarch to become a republic
- Any other relevant answer. (1 x 2) (2)

1.4.2 *[Extraction of evidence from Source 1C – L1]*
- Accepted their fate without much reaction. (1 x 1) (1)

1.4.3 *[interpretation of evidence from Source 1C – L2]*
- There was a new way of thinking about mankind and the environment.
- Common people of France had heard how common people in places like Britain and the USA had started to get rights.
- The French people were tired of the traditional life under feudalism and wanted change.
- Any other relevant answer (2 x 2) (4)

1.4.4 *[Extraction of evidence from Source 1C – L1]*
- Diderot
- Voltaire
- Montesquieu
- Rousseau (4 x 1) (4)

1.4.5 *[Extraction of evidence from Source 1C – L1]*
- Through reason (1 x 1) (1)

1.4.6 *[interpretation of evidence from Source 1C – L2]*

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- The philosophers acted to free the French commoners by fighting through the slogan which wanted freedom, equality of the people and the right to belong to any group (fraternity) an individual wanted to belong to.
- Any other relevant answer (1 x 2) (2)

1.5

1.5.1 *[Extraction of evidence from Source 1D – L1]*

- The Clergy
- The Nobles (2 x 1) (2)

1.5.2 *[Interpretation of evidence from Source 1D – L2]*

- The 3rd estate or the peasants were the worst ill-treated people in France
- The king, nobles and the clergy enjoyed the privileges at the expense of the peasants.
- The king, the nobles and the clergy lived in luxury through bondage of the 3rd estate. (1 x 2) (2)

1.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Learners could include the following aspects in their response:

- France was divided into three traditional divisions (Clergy, nobility and the common people)
- Specific individuals enjoyed privileges, and these privileges were inherited.
- This practice impeded social mobility.
- Writers of enlightenment were against these feudal practices
- Social tensions exploded when the king called for the Estate General which was dominated by the two dominant estates. (Source 1A)
- Calonne called for the assembly of notables giving impetus to the revolution
- In all attempts, the rich refused to pay taxes leaving it to the 3rd estate. (Source 1B)
- The French never fought the ancient regime until the coming of the age of enlightenment
- There was a new way of thinking dominated by the philosophers who wanted reason to be the ultimate part of decision making.
- They adopted a rallying cry: Liberty, equality and Fraternity which became a rallying cry of the revolution. (Source 1C)

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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 the biased social order and the troubled economy in France led to the revolution in 1789.** • Uses evidence partially or cannot write a paragraph	**MARKS 0 – 2**
Level 2	• Evidence is mostly relevant and relates to a great extent on the topic e.g. **shows some understanding of how the biased social order and the troubled economy in France led to the revolution in 1789.** • Uses evidence in a very basic manner to write a paragraph	**MARKS 3 – 5**
Level 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how the biased social order and the troubled economy in France led to the revolution in 1789.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 - 8**

[8]
[50]

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QUESTION 2: WHAT HELPED MOSHOESHOE TO BIULD THE BASOTHO NATION OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Moshesh
- Moshweshwe
- Mshweshwe (1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Successful raid
- He had sheared the beards of his victims (2 x 1) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Moshoeshoe succeeded his father (1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Moshoeshoe united various groups of people fleeing the Difaqane wars to form Basotho nation.
- He offered people refuge and would also give them mafisa cattle to help them restore their lives and they became loyal to him.
- He offered them protection and many came to join his group for safety.
- Any other relevant answer (2 x 2) (4)

2.1.5 *[Interpretation of evidence from Source 2B– L2]*
- Moshoeshoe was very good in his defence strategy and was able to defeat or overcome his enemies.
- He used Thaba Bosiu very well to escape his enemies and succeeded in warding off their attacks.
- Any other relevant answer (2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*
- European land invasions
- Labour needs
- Trade (3 x 1) (3)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- He led his people to the nearly impregnable strong hold of Thaba Bosiu
- He eventually united the various small groups to form the Sotho nation.

(2 x 2) (4)

2.2.3 *[Definition of historical concept – L1]*
- A period of wars in Southern Africa that brought with it increased migrations.
- Any other relevant answer (1 x 2) (2)

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2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- Moshoeshoe was also attacking other groups and took their cattle by force.
- He had adopted western style of fighting by using guns and horses to his advantage.
- The Basotho did not become a strong nation by running and hiding from their enemies, but they would attack other groups also
- Any other relevant answer (2 x 2) (4)

2.2.5 *[Extraction of evidence from Source 2B – L1]*
- Mounted cavalry (1 x 2) (2)

2.3 *[Comparison of evidence in Sources 2A and 2B to determine the similarities – L3]*
- In both sources he built his nation at Thaba Bosiu where he gave them refuge.
- In source 2A Moshoeshoe united various groups refugees and in Source 2B he united various small groups to form the Sotho nation
- Any other relevant answer (1 x 2) (2)

2.4

2.4.1 *[Extraction of evidence from Source 2C – L1]*
- He decided to seek out Shaka Zulu (1 x 2) (2)

2.4.2 *[Extraction of evidence from Source 2C – L1]*
- Bamokoteli presented with a tribute of lion and leopard skins, elephant tasks and great plumes of feathers.
- Moshoeshoe wanted to be of service when he was needed. (2 x 1) (2)

2.4.3 *[Interpretation of evidence from Source 2C – L2]*

Agree to a greater extent
- Moshoeshoe was wise because he was able to prevent wars with Shaka by giving him tributes
- He was wise because there will be peace between AmaZulu and Basotho
- Any other relevant answer (1 x 2) (2)

2.5

2.5.1 *[Interpretation of evidence from Source 2D – L1]*
- To show who Moshoeshoe and his council were
- To show that Moshoeshoe had adopted western ideas and clothing
- To show that Moshoeshoe depended on his council for decisions.
- Any other relevant answer (2 x 2) (4)

2.5.2 *[Extraction of evidence from Source 2A – L1]*
- They had adopted western style of clothing and knowledge.
- They were willing to modernise.
- Any other relevant answer. (1 x 2) (2)

2.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

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Learners could include the following aspects in their response:

- Moshoeshoe became the leader of the Bamokoteli through succeeding his father Mokhachane.
- He built his stronghold at Thaba Bosio.
- There he united various groups of refugees who had fled the difaqane attacks to form Basotho nation.
- He was good in protecting his own because he successfully defended them from the likes of Shaka and Mzilikazi (Source 2A).
- Many people were attracted to Moshoeshoe due to the protection that he offered his people.
- He strengthened his nation by raiding groups such as the Tembu and Xhosa.
- He also defeated the Kora and the Griqua showing he was a great warrior.
- He protected his people from Shaka by making peace with him and paying tributes to him and promising to be of service to him (Source 2C).
- Moshoeshoe is believed to have adapted to the western ideas like using guns, horses and clothing (Sources 2B and 2C).

Level 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the Difaqane wars.** • Uses evidence partially or cannot write a paragraph	**MARKS 0 – 2**
Level 2	• Evidence is mostly relevant and relates to a great extent on the topic e.g. **shows some understanding of what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the difaqane wars** • Uses evidence in a very basic manner to write a paragraph	**MARKS 3 – 5**
Level 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the Difaqane wars** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 3: THE FRENCH REVOLUTION

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

SYNOPSIS

Learners need to explain to what extent they agree with the statement that the calling of the Estates General and the events that followed, led to the execution of Louis XVI and were significant to enough to cause a revolution. They should support their line of argument with relevant historical evidence.

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MAIN ASPECTS

Learners should include the following aspects in their response:

Introduction: Learners need to explain to what extent do they agree with the statement that the calling of the Estates General and the events that followed, led to the execution of Louis XVI and were significant to enough to cause a revolution. They should support their line of argument with relevant historical evidence.

ELABORATION

- Causes of the revolution (Background)
  - ➢ Feudalism which gave privileges to the nobles and disadvantaged the peasants.
  - ➢ Absolute Monarchy that gave unlimited powers to the king and ordinary people voiceless.
  - ➢ Economy which was bankrupt and was a burden to the third estate because they were the ones paying most of the taxes in France.
- Calling of the Estates General
  - ➢ Callone proposes taxes on the rich landowners but it is rejected
  - ➢ Parliament of Paris rejects land tax on the rich
  - ➢ The calling of the Estates general after 175 years
  - ➢ Voting blocs (voting by estates) in the Estates General questioned by the Third Estate
  - ➢ The king doubles the representation of the Third Estate
- Tennis Court Oath
  - ➢ 4 May 1789 Estates General met in the palace of Versailles
  - ➢ Third estate calls itself the National Assembly
  - ➢ 20 June 1789 the national Assembly is locked out of the palace but they gather at the indoor tennis court and take an oath to never disband until they had written a new constitution.
  - ➢ All estates join the National Assembly at the order of the king to write a new constitution. (1st phase of the revolution)
- The Storming of the Bastille
  - ➢ The King decided to enforce his power and amassed his army in Paris
  - ➢ 14 July 1789 the people storm the Bastille in order to get arms and ammunition
- Abolition of the feudal right and privileges
- Declaration of the Rights of Man
- Royal family moved to Paris
- The Escape of the royal family to Varennes
- Execution of the King and the queen
- The reign of terror
- Any other relevant answer

- Conclusion: leaners should tie their argument with relevant conclusion. **[50]**

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QUESTION 4: TRANSFORMATIONS IN SOUTERN AFRICA AFTER 1750S?

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

SYNOPSIS

Learners need to critically discuss the statement that the ability to evolve and organise into bigger groups due to environmental pressure and to trade with other groups led to the rise of the Batswana chiefdoms.

MAIN ASPECTS

Learners should include the following aspects in their response:

Introduction: Learners need to critically discuss the statement that the ability to evolve and organise into bigger groups due to environmental pressure and to trade with other groups led to the rise of the Batswana chiefdoms.

ELABORATION

- Political Changes
  - ➢ They lived in the eastern flank of South Africa in Highveld area
  - ➢ Groups like Barolong and the Batlhaping grew to become large and dominant
  - ➢ Chiefs made and broke alliances and that contributed to the fall of others and the rise of others.
  - ➢ Some became powerful through alliances with the Kora and the Griqua
- Increased conflict
  - ➢ Growth in population due to introduction of food sources like maize, space needed to accommodate more people.
  - ➢ Drought started to overtake Batswana and had to fight for the little resources
  - ➢ Cattle raids became widespread in the Batswana territories
  - ➢ Fought over the hunting grounds
- Trade and competition
  - ➢ They lived at the crossroads of trade routes
  - ➢ They traded with the Griqua and the Kora from the south giving them access to the Cape
  - ➢ Traded with indigenous people
  - ➢ They worked with iron and copper and also grew dagga
  - ➢ Traded with white colonialists and traders from the East coast.
- The influence of the Griqua and the Kora
  - ➢ Groups like the Batlhaping traded, intermarried and lived with or near the Griqua and the Kora
  - ➢ It gave them advantage over other groups in trade
  - ➢ They could access European goods that they could sell to other groups of people
  - ➢ They also had access to guns and ammunition that helped their defences
- Organisation into larger groups
- Any other relevant response
- Conclusion: leaners should tie their argument with relevant conclusion. **[50]**

TOTAL: 100

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