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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 11

HISTORY P1

JUNE 2024

MARKING GUIDELINES

MARKS: 100

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These marking guidelines consist of 11 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 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 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.

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.

_____ + _____ + _____

_____ + _____ + _____

√√√√

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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 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 score the overall product as a whole, without scoring the component 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' in order to achieve a level 7 (high mark). This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions 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 (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 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/taking a stance. Each paragraph should include a point that sustain the major point (the line of argument/stance) 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 candidate 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:** Candidate should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional 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 1√
- 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.

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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7 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 and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 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.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1* 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	28–29		
LEVEL 4 Question 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: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930s AND 1940s?

1.1

1.1.1 [*Definition of historical concept in your own words from Source 1A* – L1]
- Unequal access to resources, opportunities, benefits, etc. in a society
- Condition in a society were access to resources, opportunities, benefits, etc. is based on race, class, power, gender, religion, ethnicity, etc.
- Any other response (Any 1 x 2) (2)

1.1.2 [*Interpretation of information from Source 1A – L2*]
- Animals that can adapt to their environment have a better chance for survival
- Animals that can adapt to their environment have a better chance for reproduction at the expense of others
- Any other relevant response (Any 2 x 2) (4)

1.1.3 [*Extraction of evidence from Source 1A – L1*]
- To justify imperialism
- To justify racism
- To justify eugenics
- To justify social inequality
- Any other relevant response (4 x 1) (4)

1.1.4 [*Interpretation of evidence from Source 1A – L2*]
- It was research done on animals and not on humans
- There is no scientific proof that one race is superior to the other
- Humans are not in a competition amongst each other
- Any other relevant response (Any 1 x 2) (2)

1.2

1.2.1 [*Extraction of evidence from Source 1B – L1*]
- Thousands of people were forcibly sterilised (1 x 2) (2)

1.2.2 [*Definition of historical concept from Source 1B – L2*]
- The belief that the human race can be improved through selective breeding
- Any other relevant response (Any 1 x 2) (2)

1.2.3 [*Extraction of evidence in Source 1B – L1*]
People with:
- Congenital mental deficiency
- Schizophrenia
- Epilepsy
- Hereditary deafness and blindness
- Any severe hereditary deformity
- Alcoholics (Any 4 x 1) (4)

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1.2.4 [*Interpretation of evidence from Source 1B – L2*]
- No freedom of choice
- No freedom of live
- No freedom to determine your own future
- No freedom to reproduce
- Any other relevant response (Any 2 x 2) (4)

1.3

1.3.1 [*Extraction of evidence from Source 1C – L1*]
- They were forced to sign sterilisation authorisation forms (1 x 2) (2)

1.3.2 [*Interpretation of evidence from Source 1C – L2*]
- Babies were separated from their parents and handed over
- Babies denied the opportunity to bond with their mother/parents
- Babies right to a normal life was taken away
- Babies right to life was taken away because of deaths emanating from medical experiments
- Any other relevant response (Any 2 x 2) (4)

1.3.3 [*Interpretation of evidence from Source 1C – L2*]
- She was afraid that they might kill the other twin
- She did not want them to continue their research on her child
- She was afraid that she might never see her child again
- It was her legitimate right to raise her child
- Any other relevant response (Any 1 x 2) (2)

1.4

1.4.1 [*Interpretation of evidence from Source 1D – L2*]
- To indicate to the world that the Eugenics practices were accepted by non-Arians
- To mislead the public
- To show that the improvement of the human race through eugenics was successful
- Any other relevant response (Any 1 x 2) (2)

1.4.2 [*Determining the limitations of Source 1D – L3*]
- Bias towards the German medical practitioners
- It does not depict the pain and anger that the couple endured
- It was a propaganda photoshoot – meaning they were forced to pose for the picture
- It puts eugenics in a positive light
- Any other relevant response (Any 2 x 2) (4)

1.5 [*Comparison of information from Source 1C and 1D – L3*]
- In Source 1D the couple looks very happy about the eugenics program whilst in Source 1C states that the couple was forced to sterilise
- Source 1C states that they were forced to give up their children whilst source 1D shown that they are the custodians of their children

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- Source 1C mentions that one of the twins died as a result of the eugenics experiment whilst Source 1D shows the couple pushing both their children in a pram
- Any other relevant response (Any 2 x 2) (4)

1.6 [*Interpretation, analysis and synthesis from relevant sources – L3*]
Candidates may include the following aspects in their responses:

- Social Darwinism theories applied to the human race (Source 1A)
- 'Survival of the fittest' – the idea that certain people become powerful in society because they are innately better (Source 1A)
- Law for the Prevention of Hereditarily Diseased Offspring – hundreds of thousands of people were forcibly sterilised. (Source 1B)
- Sterilisation to prevent the spread of hereditary diseases. (Source 1B)
- Led to a life without the possibility of having children. (Source 1B)
- Many were heavily traumatised and suffered their entire lives (Source 1B)
- All non-Arians were subjected to sterilisations (Source 1B)
- Gabriel and Theresia Reinhard were forced to give up their children (Source 1C)
- The twins were experimented on and one died (Source 1C)
- Theresia grabbed the remaining twin and fled (Source 1C)
- Gabriel and Theresia Reinhard were forced to take propaganda photos to rally support for eugenics program (Source 1D)

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LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner **e.g.**, **shows no or little understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic **e.g.**, **showing an understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic **e.g., demonstrates a thorough understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–8**

(8)
[50]

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SECTION B: ESSAY QUESTION

QUESTION 2: IDEAS OF RACE.

[Synthesize information to construct an original argument using evidence from own knowledge to support the argument]

SYNOPSIS
Candidates should discuss to what extent the Nazi policies were influenced by the Eugenics movements and Social Darwinism in Germany between 1933 and 1945.

MAIN ASPECTS
Candidate should include the following aspects in their response
• Introduction: Candidates should take line of argument and show how they will support it.
• Any other relevant introduction.

ELABORATION
- Immediately after assuming power in 1933, the Nazis made the expulsion of Jews from German society one of the top priority.
- A systematic programme of Jews persecution was launched. A propaganda and terror campaign was launched to stigmatise the German Jews, to isolate them from the rest of the German population and force them to emigrate.
- The Nazis appealed to the traditional anti-Jewish attitudes in Germany to gain approval for the regime's campaign.
- Anti-Semitism became the rallying point of the German Revolution.
- Success of the campaign was proclaimed in the press and radio and displayed on the wall newspapers in every town.
- Beginning with a call to boycott Jewish shops and business, measure after measure was introduced to expel Jews from civil service, the professions and from on sector after another, pushing the Jews to the very margins of society.
- In 1941 the Nazi leadership conceived a plan to eliminate Jews and other groups like Jehovas witness, male homosexual, mentally and psychically challenged, etc.
- It was decided to construct killing in Polland. All Jews under German control in Europe were to be transported to these death camps were they were to be gassed to death.
- This was to be called the Final Solution.
- Any other relevant response.

Conclusion: Candidates should tie up their argument with relevant conclusion. **[50]**

TOTAL: 100

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COGNITIVE LEVELS GRID

HISTORY PAPER 1																					
	SKILLS										COGNITIVE LEVELS				CHALLENGES					
QUESTION NUMBER	EXTRACTION OF EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATION OF HISTORICAL CONCEPTS	EXPLANATION OF INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSIS OF EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE
1	TICK INDICATE APPLICATION OF SKILLS										MARKS							LEVEL 1	LEVEL 2	LEVEL 3
1.1.1			√		√						**2**				√			X		
1.1.2					√							**4**				√			X	
1.1.3	√										**4**				√			X		
1.1.4					√							**2**				√			X	
1.2.1	√										**2**				√			X		
1.2.2			√									**2**				√			X	
1.2.3	√										**4**				√			X		
1.2.4					√							**4**				√			X	
1.3.1	√										**2**				√			X		
1.3.2					√							**4**				√			X	
1.3.3					√							**2**				√			X	
1.4.1					√							**2**				√			X	
1.4.2								√					**4**				√			X
1.5									√				**4**			√				X
1.6							√						**4**			√				X
ACTUAL PERCENTAGE (%)																		28%	40%	32%
REQUIRED PERCENTAGE (%)																		30%	50%	20%

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