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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 11

HISTORY P2

JUNE 2024

MARKING GUIDELINES

MARKS: 100

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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.

_____ + _____ + _____

_____ + _____ + _____

√√√√

Level 2

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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

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 AFRICAN NATIONALISM CHANGE IN SOUTH AFRICA IN THE PERIOD 1912-1948?

1.1

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

• A nation
• The collective of a specific nation (Any 1x1) (1)

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

• The desire to unite all people of African descent.
• Any other relevant response (Any 1x2) (2)

1.1.3 [*Extraction of evidence form Source 1A – L1*]

• Rather than seeing themselves as Zulu, Xhosa, Sotho nationalists viewed themselves as South Africans (1x1) (1)

1.1.4 [*Interpretation of evidence form Source 1A - L2*]

• Africans hoped that they would be given the right to self-determination

• Any other relevant response (Any 1x2) (2)

1.1.5 [*Interpretation of evidence form Source 1A - L2*]

• African nationalism was a move to fight for an inclusive multiracial

democracy. Afrikaner nationalism promoted racial exclusivity.

• Any other relevant response (Any 1x2) (2)

1.1.6 [*Extraction of evidence from Source 1A - L1*]

• ANC/African National Congress (1x1) (1)

1.2

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

• Dissatisfaction with SA Act of 1910

• Treatment of blacks after the SA war

• Laws controlling and restricting black movement and labour (3x1) (3)

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

• The war was fought over the question of independence of the latter two provinces from British control (1x2) (2)

1.2.3 [*Interpretation of evidence form Source 1B - L2*]

• Blacks were completely excluded from any political participation/representation

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• The Natives Land Act passed by the Union government that took almost all land from Africans

• Any other relevant response (Any 2X2) (4)

1.2.4 [*Interpretation of evidence form Source 1B - L2*]

• Sent delegations to appeal for intervention from the British government

• Wrote letters to British authorities

• Any other relevant response (Any 1x2) (2)

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

• Pixley ka Isaka Seme

• Solomon Plaatjie (2X1) (2)

1.3

1.3.1 [*Interpretation of evidence form Source 1C - L2*]

• The general secretary of the SANNC to deliver a speech on the 'Black man's burden in South Africa' in New York

• The general secretary of the SANNC to deliver a speech on the 'Black woman's burden in South Africa' in New York

• The SANNC canvassing international support to end the oppression of black people in South Africa

• Any other relevant response (Any 1x2) (2)

1.3.2 [*Interpretation of evidence form Source 1C - L2*]

• It's a poster advertising an event by the general secretary of the SANNC, Sol Plaatjie

• It shows some of the initiatives of the SANNC in fighting for freedom in South Africa

• It shows how the SANNC informed the US community about the plight or struggles of black South Africans

• Any other relevant response (Any 2x2) (4)

1.4

1.4.1 [*Extraction of evidence from source 1D - L1*]

• Changed from careful organisation to a mass movement (1x2) (2)

1.4.2 [*Explanation of a historical concept from Source 1D – L2]*

• Deliberate prejudice, discrimination or hatred Blacks, Coloureds and Indians in South Africa because of their colour or race
• Any other relevant response (Any 1x2) (2)

1.4.3 [*Interpretation of evidence form Source 1D - L2*]

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• Increasingly harsh racism /discrimination form the ruling party

• Together they could challenge a common enemy

• Any other relevant response (Any 2X2) (4)

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

• They decided to get directly involved in the struggle for independence

• They wanted to involve the masses in the struggle against oppression

• They adopted a more militant approach- defiance, boycotts

• Any other relevant response (Any 1x2) (2)

1.5 [*Comparison of evidence from sources 1B and 1D- L3*]

• In Source 1B the leadership of the ANC comprised older and more conservative elites whilst Source 1D depicts a younger militant leadership

• Source 1B states that the leaders were using ineffective, indirect methods such as delegations to fight against oppression whilst Source 1D mentions that the leaders were prepared to use more radical methods to fight oppression

• Any other relevant response (Any 2x2) (4)

1.6 [*Interpretation, analysis, and synthesis of evidence from relevant sources – L3*]

Candidates may include the following aspects in their responses:

• African nationalism began as a movement to unite black South Africans (Source 1A)

• It attempted to transform the identity of Africans; to view themselves as South Africans (Source 1A)
• The ideal for South Africa among members of the African nationalist movement was a multiracial, democratic society (Source 1A)

• They united to fight for self-determination (Source 1B)

• As a result of the formation of the Union Africans began to be excluded from political participation (Source 1A)

• In 1909, a group of Black delegates from the four provinces met in Waaihoek, Bloemfontein to propose a means to object to the draft South Africa Act, and Union Constitution (Source 1B)

• They formed the SANNC in order to oppose the new government (Source 1B)

•This movement was led by a more conservative and older generation who used to delegations (Source 1B)

•Persuade the British government to intervene by engaging the oppressive Union government (Source 1B)

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• Sol Plaatjie, General Secretary of the ANC addressed people in New York on Black people's burden in South Africa (Source 1C)

• When the Youth League was formed in 1944, a younger more militant leadership (Source 1D)

• Demanded radical approach to fight for liberation-defiance, boycotts (Source 1D)

• Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how African nationalism changed in the period 1912-1948 in South Africa.** • Uses evidence partially or cannot write a paragraph	**MARKS 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. **shows some understanding of how African nationalism changed in the period 1912-1948 in South Africa.** • Uses evidence in a basic manner to write a paragraph	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how African nationalism changed in the period 1912-1948 in South Africa.** • 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: NATIONALISM – AFRIKANER NATIONALISM

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

SYNOPSIS

Candidates should discuss the various factors that contributed to the rise of Afrikaner Nationalism.

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

- The Afrikaner were forced to leave the Cape colony when it was taken over by the British in the 19th Century
- They experienced a lot of suffering during and after the South African War (1899-1901)
- This suffering forged a sense of nationalism
- • Many Afrikaners lost their land and were forced to move to cities as unskilled workers
- General JBM Hertzog formed the national Party in 1914
- The National Party promoted Afrikaner rights and nationalism
- The Broderbond was formed by young Afrikaner professionals in 1918
- The Afrikaner felt that they were a chosen people and were racially superior which was common to the Nazi Germany
- Afrikaners wanted to protect the interests of Afrikaners and the NP was set out to exclusively represent the needs of the Afrikaners in all spheres.
- The Afrikaners wanted to ensure the publication of Afrikaners be undertaken in Afrikaans
- The church also played a role in the Afrikaner society
- Afrikaners also wanted to be involved in business and investment
- As a result, wealthy Afrikaners financiers established Afrikaners assurance and saving companies, such as Santam and Sanlam.
- 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 2																					
	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	√										1				√			X		
1.1.2			√								2				√			X		
1.1.3	√										1				√			X		
1.1.4					√							2				√			X	
1.1.5		√										2				√			X	
1.1.6	√										1				√			X		
1.2.1	√										3				√			X		
1.2.2					√						2				√			X		
1.2.3					√							4				√			X	
1.2.4					√							2				√			X	
1.2.5	√										2				√			X		
1.3.1					√							2				√			X	
1.3.2								√					4				√			X
1.4.1	√										2				√			X		
1.4 2			√									2				√			X	
1.4.3					√							4				√			X	
1.4.4					√							2				√			X	
1.5									√				4			√				X
1.6							√						4			√				X
ACTUAL PERCENTAGE (%)																		28%	40%	32%
REQUIRED PERCENTAGE (%)																		30%	50%	20%

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