



education and sports development

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GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES

GRADE 10

**NATIONAL
SENIOR CERTIFICATE**

HISTORY

MEMORANDUM

MID YEAR 2018

MARKS: 100

This memorandum consists of 14 pages.



NW/JUNE/HIST/ EMIS/6*****

1. SOURCE-BASED QUESTIONS

1.1 The following levels of questions 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	20
LEVEL 2	Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources	20
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	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.

1.3 Assessment procedures for Source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2x2) which translate to TWO reasons and is given TWO marks each (✓ ✓ ✓ ✓); (1x2) which translate to ONE reason and is given TWO marks (✓✓)

Paragraph question

- Read the paragraph and then place a bullet within the paragraph at the relevant point/answer. Then indicate the level you have allocated at the end of the paragraph e.g. Level 3=5
- Count all the ticks for the source-based question then write the mark on the right hand bottom 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, 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 have a contextualized introduction, a coherent and balanced body of evidence and a relevant 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.
- 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-based questions, learners should be credited for any other relevant responses

2.3 Global assessment of the essay

- The essay will be assessed holistically (globally). This approach requires the educator 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 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 construction of argument; The appropriate selection of factual evidence to support such argument; The learner's interpretation of the question.

2.4 Assessment procedures of an 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 (indicated by a bullet in marking guideline/memorandum) each of the main points/aspects that are properly contextualized (also indicated by bullets in marking

guideline/memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/memorandum), e.g. in an answer where there are 5 main points, there will be 7 ticks.

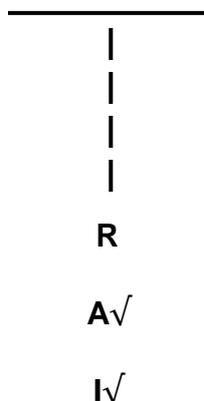
2.4.3 The following additional symbols can also be used:



- Introduction, main aspects and conclusion not properly contextualized.



- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



2.5. The matrix

2.5.1 Use of analytical matrix in the assessment of essays

In the marking of essays, the criteria shown in the matrix should be used. In assessing the essay, both the content and presentation should be considered. At the point of intersection of the content and the presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of an essay 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 the extended writing will relate to the level (on the matrix) of presentation.

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 30–33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY 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.	Well planned and structured essay. 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. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion. Evidence used to support the conclusion drawn from the evidence to support the line of argument.	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. 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 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 recognizable 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 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
 Answer 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

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: HOW DID ASKIA MUHAMMAD RULE THE SONGHAI KINGDOM BETWEEN 1493 AND 1528?

1.1

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

- Sunni Ali (Sunni Baru) (1 x 1) (1)

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

- To ridicule the daughters of the fallen Sunni's (1 x 2) (2)

1.1.3 *[Definition of a concept from Source 1A – L1]*

- A line of hereditary rulers of a kingdom/empire/country
- Rulers who are from the same family
- Any other relevant response (1 x 2) (2)

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

(a) Sunni Ali: A warrior (1 x 2) (2)

(b) Askia Muhammad: A statesman (1 x 2) (2)

1.1.5 *[Extraction of information from Source 1A – L1]*

- He divided Songhai into provinces (each under a governor)
- He organized a standing army and a fleet of war canoes under the commander of a general and an admiral
- He created positions of director of finance, justice, interior, protocol, agriculture, water and forest and of "tribes of white race" (3 x 1) (3)

1.1.6 *[Extraction of information from Source 1A – L1]*

- Moors
- Tauregs (2 x 1) (2)

1.1.7 *[Explaining the usefulness from Source 1A – L3]*

- The source explains hoe Askia Muhammad came into power (he wrested power from Snni Baru)
- The source explains why Muhammad assumed the title Askia
- The source explains how Askia Muhhamad set up an efficient administration of the regions conquered by Sunni Ali
- Any other relevant response (Any 1 x 2) (2)



1.2

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

- He allied himself with scholars from Timbuktu
- He ushered a golden age in the city of Muslim scholarship (2 x 1) (2)

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

- He took the daughters of his vassal chiefs as his wives
- He married his own daughters and nieces to his subject chiefs, his dignitaries, governors and judges (2 x 1) (2)

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

- Children of Songhai were encouraged to attend Muslim universities in places like Europe and Asia
- Scholars from around the world were invited to study in Timbuktu (2 x 2) (4)

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

- Anyone who threatened his power was put to death without any question
- He came harshly on non believers
- Any other relevant response (2 x 2) (4)

1.3

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

- Songhai accumulated its wealth with the salt and gold
- Sunni Ali contributed in making the kingdom strong (Sunni Baru failed)
- Sunni Baru was defeated by Askia the Great (Muhammad)
- Askia the Great supported education
- Any other relevant response (2 x 2) (4)

1.3.2 *[Extraction of evidence from Source 1C – L1]*

- Salt
- Gold (2 x 1) (2)

1.4 *[Comparison of evidence from Sources 1B and 1C – L3]*

- Both sources shows that Askia Muhammad took power from Sunni dynasty by force
- In both sources, Askia Muhammad is shown as supporting education
- Any other relevant response (1 x 2) (2)

1.5

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

- As soldiers
- As royal advisors



- To work on village farms (Any 2 x 1) (2)

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

- They were trusted not to overthrow their rulers
- They were trusted not to provide unbiased advise
- They held no personal stake on the outcome of decisions
- Any other relevant response (2 x 2) (4)

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

Learners could include the following aspects in their response

- Askia Muhammad wrested power from the Sunni dynasty (Battle of Anfao) (1A))
- He assumed the title of Askia (1A)
- He was a statesman (1A)
- He set up an efficient administration (1A)
- He divided Songhai into provinces: wach under a viceroy/governor (1A and 1B)
- Kings were often weakHe had an army and fleet of war canoes (1A and 1B)
- He created positions of directors of finance, justice, interior, etc (1A)
- His relatives were part of government (1A and 1B)
- He respected education (1B and 1C)
- He was cruel (anyone threatening his power was put to death (1B)
- He preferred to use slaves as soldiers, advisors and in village farms (1D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of how Askia Muhammad ruled the Songhai kingdom between 1493 and 1591. • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how Askia Muhammad ruled the Songhai kingdom between 1493 and 1591. • Uses evidence in a basic manner 	Marks: 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of how Askia Muhammad ruled the Songhai kingdom between 1493 and 1591. Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 6-8

(8)

[50]



QUESTION 2: HOW DID SOCIAL INEQUALITY CONTRIBUTE TO THE FRENCH REVOLUTION?

2.1

2.1.1 *[Explanation of a historical concept from Source 2A – L1]*

- A fundamental change in government in a short space of time
- A rapid overthrow of government, usually by ordinary citizens
- Any other relevant response (1 x 2) (2)

2.1.2 *[Extraction of information from Source 2A – L1]*

- They had to gain power within the government
- They had to improve the tax system
- They had to create a fair system of production
- They had to improve the whole economic system of government (4 x 1) (4)

2.1.3 *[Extraction of evidence from Source 2A – L1]*

- Middle class
- Peasants
- City workers (3 x 1) (3)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*

- They were forced to pay tax
- Any other relevant response (1 x 2) (2)

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

- The differences that the three groups had (1 x 2) (2)

2.1.6 *[Explanation of usefulness from Source 1A – L3]*

- The source gives information on what the middle class need to do to gain equality
- The source mentions the classes that belonged to the Third Estate
- The source mentions one of the major cause of the French Revolution
- Any other relevant response (Any 1 x 2) (2)

2.2

2.2.1 *[Interpretation of evidence from source 2B- L2]*

- The clergy and the nobility crushed the peasants (had power over them)
- The First and Second Estates depended on the taxes of the peasants (Third Estates)
- The peasants carried the burden of taxes in France (Any 2 x 2) (4)

2.2.2 *[Extraction evidence from source 2B- L1]*

- Taille
- Impost



- Corvees (3 X 1) (3)
- 2.2.3 *[Extraction of evidence from source 2B- L1]*
- To fight for the king (1 x 2) (2)
- 2.3 *[Comparison of evidence from Source 2A and 2B – L3]*
- The two sources shows the peasants were the ones paying tax in France
 - Any other relevant response (1 x 2) (2)
- 2.4
- 2.4.1 *[Interpretation of evidence from Sources 2C – L2]*
- Peasants were suffering in France
 - Peasants were paying much tax to the Lords
 - Taxes were crushing the peasants
 - Nobody cared about the peasants
 - Any other relevant response (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2C – L2]*
- Taxes were heavy for them
 - They were paying much tax
 - Any other relevant response (Any 1 x 2) (2)
- 2.4.3 *[Interpretation of evidence from Source 2C – L2]*
- It was because of hard labour
 - It was because of poverty
 - Any other relevant response (Any 1 x 2) (2)
- 2.5
- 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- Merchants
 - Manufactures
 - Bankers
 - Doctors
 - Lawyers
 - Intellectuals (Any 3 x 1) (3)
- 2.5.2 *[Extraction of evidence from Source 2D- L1]*
- Status or privilege (1 x 1) (1)
- 2.5.3 *[Extraction of information from Source 2D – L1]*
- They had wealth without status
 - They were upwardly mobile, but blocked by the aristocracy (Any 1 x 2) (2)
- 2.5.4 *[Extraction of information from Source 2D – L1]*
- They tried to become land owners themselves (1 x 2) (2)

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

Learners could include the following points in their response:

- The French Revolution was a war of social classes (2A)
- The middle class believed they were not equal to other classes (2A and 2B)
- They fought for equality (2A)
- Peasants were forced to pay large taxes (2A, 2B and 2C)
- Peasants were always under the crushing weight of the First and Second Estates (2B and 2C)
- The clergy fought for the king (2C)
- The Bourgeoisie fought for status and privilege (they only had wealth) (2D)
- They were always frustrated by the aristocracy (2D)
- Any other relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding of how social inequality contributed to the French Revolution • Uses evidence partially to report on topic or cannot report on topic 	Marks:0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how social inequality contributed to the French Revolution • Uses evidence in a basic manner 	Marks:3 - 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of how social inequality contributed to the French Revolution • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks:6 - 8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 3: EUROPEAN EXPANSION AND CONQUEST IN THE 15TH AND 18TH CENTURIES: THE SPANISH CONQUEST IN THE AMERICAS**

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

SYNOPSIS

In writing this essay candidates should discuss the reasons why the Spanish were able to defeat the Aztecs in the 15th and 18th centuries.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should show how they will approach the question.

ELABORATION

- Superior weapons
- Use of horses
- Help from local allies
- Religion
- Diseases: small pox
- Lack of preparation by the Aztecs
- Attitude towards war
- Weak leader
- Any other relevant response

Conclusion: Candidates to tie up their discussion with any relevant conclusion.

(50)

QUESTION 4: THE FRENCH REVOLUTION

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

SYNOPSIS

In writing this essay candidates, should discuss how Napoleon modernised (brought reforms in) France after the French Revolution.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should show how they will approach the question

ELABORATION

- Background: Rise of Napoleon Bonaparte
- Kind of leadership: Ruled like a dictator, but believed in equality of opportunity

Napoleon changes

Government

- Strong centralised government
- He dominated as an emperor
- Any other relevant response

Religion

- He believed that religion promoted national unity and prevented class war
- The Concordat of 1801: Recognised Catholicism in France-not state religion
- Jews, Protestants and Catholics could practice freely in France
- Church under state control
- Any other relevant response

Law

NB: One cause of the Revolution was conflicting codes of laws

He instituted the CODE NAPOLEON, which incorporated the following:

- Equality before the law
- Freedom of religion
- Abolition of serfdom



The Code has some less liberal sides: trade unions not allowed, women being inferior to men and children had no rights

Education

- Favoured state system of public education
- Curriculum to be managed by the state-not church
- Any other relevant response

Economy

- Aided industries through tariffs and loans
- Established Bank of France
- Provided bread at low prices
- Did not restore ancient feudal rights
- Any other relevant response

Conclusion: Candidates to tie up their discussion with any relevant conclusion.

(50)

