



education and sports development

Lefapha la Thuto le Tlhabololo ya Metshameko
Department van Onderwys en Sport Ontwikkeling
Department of Education and Sports Development

GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES

**NATIONAL CURRICULUM STATEMENT
(CAPS)**

GRADE 12

**HISTORY P1
MEMORANDUM
MID-YEAR EXAM 2019**

MARKS: 100

This memorandum consists 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	<ul style="list-style-type: none"> • Extract evidence from sources • Selection and organization of relevant information from sources • Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> • Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> • 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 	30% (15)

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 questions have been addressed.
- In the memorandum, 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 (✓) 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 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 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 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.

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.
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

1 ✓

- 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 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	



MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION 	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 used 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.
CONTENT 							
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
- 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



SECTION A: SOURCE-BASED QUESTION**QUESTION 1: WHY DID FOREIGN COUNTRIES DECIDE TO GET INVOLVED IN THE WAR IN ANGOLA AFTER 1975?**

1.1.

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

- 'MPLA'
- 'FNLA'
- 'UNITA' (any 2 x 1) (2)

1.1.2 *[Explanation of historical concepts in Source 1 A – L 1]*

- War fought by the liberation movements to free themselves from colonial occupation
- War fought against colonialism or colonial oppressors
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Interpretation of evidence in Source 1 A – L 2]*

- USA and USSR wanted to enforce/spread their economic policies in Angola after its independence
- USA wanted to expand their own sphere of influence in independent Africa
- Angola was of strategic importance
- Any other relevant response (any 2 x 2) (4)

1.1.4 *[Interpretation of evidence in Source 1 A – L 2]*

- USA secretly supported the FNLA financially
- Soviet Union supported the MPLA with major arms shipments
- Any other relevant response (2 x 2) (4)

1.2

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

- 'The given situation on the ground of our movement and the country'
- 'The exploratory trip by the official Cuban delegation' (any 1 x 2) (2)

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

- 'To establish a military school for cadres'
- 'To create a company of security staff'
- 'A ship to transport war material from Dar es Salaam'
- 'Weapons'
- 'Means of transportation' (any 2 x 1) (2)



- 1.2.3 *[Interpretation of information from Source 1 B – L 2]*
 • Communism/Socialism (1 x 2) (2)

- 1.2.4 *[Evaluate the usefulness of evidence in Source 1 B – L 3]*

The source is useful because:

- It gives first hand information
- It was a letter from the leader of the MPLA (Neto) to Cuba (Castro)
- The letter requesting military assistance was delivered on 26 January 1976, less than two weeks after the MPLA had agreed to the power sharing deal at Alvor
- The information in the letter can be corroborated by other sources
- The information is relevant to research Cuba's involvement in the Angolan Civil War
- The information sheds light on the specific requests for military assistance from Castro
- Any other relevant response (any 2 x 2) (4)

1.3.

- 1.3.1 *[Extraction of evidence from Source 1 C – L 1]*
 • 'A battalion of regular troops'
 • 'Anti-tank weapons' (2 x 1) (2)

- 1.3.2 *[Extraction of evidence from Source 1 C – L 1]*
 • 'To help the Angolan patriots resist the South African invasion'
 (1 x 2) (2)

- 1.3.3 *[Interpretation of evidence in Source 1 C – L 2]*
 • Castro argued that Cuba alone bore responsibility for their involvement in Angola, they did not follow Soviet Union orders
 • Castro argued that the Soviet Union had worked with the Cubans to support the MPLA in Angola, but the relationship between the Soviet Union and Cuba based on equal relations were 'extraordinary respectful'
 • Only the Cuban Communist Party could make the decision to send troops to support the MPLA in Angola
 • Any other relevant response (any 2 x 2) (4)

- 1.3.4 *[Interpretation of evidence in Source 1 C – L 2]*
 • The USA (Ford and Kissinger) had spread the lie that Cuba was only involved in Angola because of Soviet Union orders
 • They did not want to accept that Cuba had acted on its own
 • Any other relevant response (2 x 2) (4)



1.4

1.4.1 *[Interpretation of evidence from Frames 1 and 2 of Source 1 D – L 2]*

- The fear of a 'domino situation'/Kissinger feared that if Angola became a communist state then other countries in the region would follow
- Any other relevant response (1 x 2) (2)

1.4.2 *[Interpretation of evidence from Source 1 D – L 2]*

- He accepted the suggestion (as shown by his smile)
- He understood that the USA should get involved in Angola to prevent the spread of communism/'domino situation', as they have done in Vietnam
- Any other relevant response (any 1 x 2) (2)

1.5 *[Comparison of evidence from Sources 1 C and 1 D – L 3]*

- In Source 1 C Castro sent a battalion of regular troops and anti-tank weapons to help the Angolan patriots while in Source 1 D Kissinger feared a 'domino situation' in Angola
- In Source 1 C Castro helped the MPLA to resist the invasion of the South African racists while Source 1 D suggests that Kissinger feared that if Angola became a communist state then other countries in the region would follow
- In Source 1 C Castro sent troops to help liberate Angola while in Source 1 D Kissinger understood that the USA should get involved in Angola to prevent the spread of communism/'domino situation'
- Any other relevant response (any 2 x 2) (4)

1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L 3]*

- USA supported the FNLA financially to prevent the spread of Communism (Source 1 A)
- The Soviet Union supported the MPLA with weapons to avoid the spread of Capitalism (Source 1 A)
- Cuba set up training camps in Angola to assist the MPLA (Source 1 A)
- South Africa provided weapons and set up training camps to assist UNITA and FNLA to prevent MPLA victory (Source 1 A)
- Neto asked Cuba for specific assistance (Source 1 B)
- Castro offered support to the MPLA to ensure Angolan independence and Liberation (Source 1 C)
- Fear of the 'domino situation' (Source 1 D)
- Cuba also sent civilians/doctors/teachers/engineers to help build Angola after independence (Own knowledge)
- 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 no or little understanding of why foreign countries decided to get involved in Angola after 1975. • Uses evidence partially to report on topic or cannot write a paragraph. 	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 why foreign countries decided to get involved in Angola after 1975. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of why foreign countries decided to get involved in Angola after 1975. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]



SECTION B: ESSAY QUESTION**QUESTION 2: CASE STUDY – CHINA**

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. They need to state whether Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution successfully transformed Communist China between 1958 and 1969. Arguments must be backed up with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a stance and state whether Mao Zedong's policies of the Great Leap Forward and the Cultural Revolution were successful in transforming Communist China between 1958 and 1969.

ELABORATION

In disagreeing with the statement, candidates could include the following points in their answer:

- Mao's rise to power, the First Five Year Plan and the Hundred Flowers Campaign (background)
- Mao Zedong launched the policies of the Great Leap Forward and the Cultural Revolution in an attempt to entrench communism

The Great Leap Forward:

- Mao Zedong's Second Five Year Plan that started in 1958
- It aimed to industrialise China to overtake capitalist countries; improve agricultural production to equal western countries
- End privatisation
- Forced amalgamation of farmers into 'people's communes'
- Propaganda used to promote production
- Owing to bad planning; poor support to peasants; corrupt local officials; high taxation on farm products; backyard industries produced inferior goods; industries collapsed
- It depended on peasants rather than on machinery to industrialise China
- It encouraged peasants to set up backyard industries (industrialisation on the countryside)
- It resulted in famine which led to the starvation of millions of people
- The economy collapsed
- The Great Leap Forward failed within 3 years, also referred to as the 'Three Bitter Years'
- Mao Zedong was forced to allow a return to some form of capitalism



- This resulted in the Great Leap Forward being a failure

The Cultural Revolution:

- Mao eventually admitted that mistakes had been made and resigned as President of China but kept his job as Chairman of the Chinese Communist Party
 - The **intentions of China's Communist Party** (practical policies to improve economy; authoritarian form of government; empower landless peasant farmers; land reform process; nationalisation of heavy industries)
 - **Classless society** (focused on improving conditions of peasants and workers; educated all Chinese to work together for a better China)
 - In 1962 he handed over responsibility for the economy to President Liu Shaoqi and CCP General Secretary Deng Xiaoping and withdrew from the political scene
 - He launched the Cultural Revolution in 1966 to regain the power he lost after the failure of the Great Leap Forward
 - He set up the **Red Guards** who: studied and spread ideas in the Little Red Book; educated peasants on principles of Communism; taught reading and writing; set up the purges (opponents of Communism & moderates were eliminated and millions of opponents of Communists were killed); destroyed anti-communist art and books
 - The Role of the Red Guards (Campaign to attack the '**Four Olds**': changing of old ideas, traditional culture, customs and habits)
 - Huge demonstrations were held in Tiananmen Square; Beijing and posters and pictures of Mao were put up everywhere
 - The **Little Red Book** (contained Mao's philosophies about Communism; all citizens expected to memorise principles of Communism; a source of Communist propaganda in China)
 - **Elimination of officials:** Deng Xiaoping and Liu Shaoqi were removed from office; got rid of professionals (engineers, scientists, educators, etc.)
 - Closure of schools, colleges and universities (for being critical, liberal and elitist)
 - Industry suffered and production stopped by 1968
 - Any other relevant response
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion.

[50]

In agreeing with the statement, candidates should substantiate their line of argument with relevant evidence.

TOTAL: 100

