



## **education**

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Noord-Wes Departement van Onderwys  
North West Department of Education  
**NORTH WEST PROVINCE**

### **PROVINCIAL ASSESSMENT**

**GRADE 10**

**HISTORY**

**NOVEMBER 2019**

**MARKING GUIDELINES**

**MARKS: 150**

**These marking guidelines consist of 13 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
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>30% (15)</b>

### 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.
- 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 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.

$\frac{32}{50}$

- 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 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  
I ✓

### 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.

## NCS – Grade 10 – Marking Guidelines

- (a) The first reading of the essay 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 the essay 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	

## NCS – Grade 10 – Marking Guidelines

## Use the following matrix to assess essays:

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>PRESENTATION</b>  <b>CONTENT</b> 	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.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>47-50</b>	<b>43-46</b>					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	<b>43-46</b>	<b>40-42</b>	<b>38-39</b>				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	<b>38-39</b>	<b>36-37</b>	<b>34-35</b>	<b>30-33</b>			
<b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection			<b>30-33</b>	<b>28-29</b>	<b>26-27</b>		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				<b>26-27</b>	<b>24-25</b>	<b>20-23</b>	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					<b>20-23</b>	<b>18-19</b>	<b>14-17</b>
<b>LEVEL 1*</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						<b>14-17</b>	<b>0-13</b>

## \* 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 QUESTIONS****QUESTION1: WHAT TRANSFORMATIONS TOOK PLACE IN SOUTHERN AFRICA AFTER 1750 WHICH LED TO THE EXPANSION OF SOUTHERN TSWANA CHIEFDOMS?**

## 1.1

- 1.1.1 [*Extraction of evidence from Source 1A – L1*]  
 • Southern Tswana (1 x 1) (1)
- 1.1.2 [*Extraction of evidence from Source 1A – L1*]  
 • Sorghum  
 • Millet  
 • Cattle (3 x 1) (3)
- 1.1.3 [*Explanation of a historical concept in Source 1A – L2*]  
 • A large area permanently inhabited by a certain group of people  
 • A place where people could perform their daily activities  
 • Any other relevant response (any 1 x 2) (2)
- 1.1.4 [*Extraction of evidence from Source 1A – L1*]  
 • Thatching homestead  
 • Fire for cooking  
 • Fire for making pottery  
 • Fire for iron melting (any 3 x 1) (3)

## 1.2

- 1.2.1 [*Extraction of evidence from Source 1A – L1*]  
 • Written records  
 • Archaeological records (1 x 2) (2)
- 1.2.2 [*Extraction of evidence from Source 1A – L1*]  
 • Muslim traders  
 • Portuguese traders  
 • Khoi traders (3 x 1) (3)
- 1.2.3 [*Evaluating the usefulness of evidence in Source 2B – L2*]  
**The Source is USEFUL because:**  
 • It provides information on how the history of the Tswana was discovered  
 • It provides the names of various tribes that traded with the Tswana  
 • It lists the trading items that were exchanged between the Tswana people and other tribes  
 • Any other relevant response (Any 2 x 2) (4)
- 1.2.4 [*Interpretation of evidence from Source 1B – L2*]  
 • Some chiefs became wealthy as a result of controlling the trading links  
 • People joined other chiefdoms for protection  
 • Good rains during this period made more grazing lands available  
 • Any other relevant response (Any 2 x 2) (4)

## 1.3

1.3.1 [*Interpretation of evidence in Source 1C – L2*]

## a) Females

- Doing house chores
- Cooking
- Fermenting beer
- Looking after the children
- Any other relevant response

(Any 1 x 2) (2)

## b) Males

- Attending meetings (kgotla)
- Cattle herders
- Farming
- Trading
- Any other relevant response

(Any 1 x 2) (2)

1.3.2 [*Interpretation of evidence in Source 1C – L2*]

- There were many houses built in Dithakong
- Dithakong was one of the big villages with high population
- The village grew so rapidly to accommodate many people
- Any other relevant response

(Any 2 x 2) (4)

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

- Stones
- Grass (thatch)

(2 x 1) (2)

## 1.4

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

- Angola
- Mozambique
- The Cape

(3 x 1) (3)

1.4.2 [*Extraction of information from Source 1D – L1*]

- Drought that reduced farming and grazing land
- Competition for scarce resources

(2 x 1) (2)

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

- Dithakong
- Molokwane

(1 x 1) (1)

1.5 [*Comparison of information in Sources 1C and 1D – L3*]

- Source 1D is supported by Source 1C as both sources explain/show how the settlement of Dithakong became a big settlement during the 1820s.
- Source 1D is supported by Source 1C as both sources reflect Dithakong as a place where many activities took place, e.g. trading
- 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:

In responding to this question, the learner is required to explain the Tswana peoples' leadership style, lifestyles, and their trading systems

- The Chiefs used an advisory council to run the village/town (own knowledge)
- Tswana people used stones to build their homesteads, instead of wood. Wood was used as a source of energy to make fire to sustain daily activities of the Tswana people (1A)
- The use of stones was environmentally sensible as it conserved wood (1A)
- Trade links existed with other tribes, like the Khoi in the Cape Colony, Portuguese in Angola and Mocambique and the Muslims (1B & 1D)
- Some Chiefs became very wealthy as a result of controlling these trade routes, and chiefdom started to grow larger as more people joined them (1B)
- Dithakong was one of the Tswana settlements which were very large and accommodated thousands of people (1C)
- Tswana settlements were large with the population of more than 20 000 people (own knowledge)
- Drought and competition for scarce resources led to chiefdoms building alliances with each other for protection. Dithakong and Molokwane are good examples of large Tswana settlements. (1D)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of the Tswana people's lifestyles and trading links.</b></li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	<b>MARKS 0-2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of the Tswana people's lifestyles and trading links.</b></li> <li>• Uses evidence in a very basic manner to write a Paragraph</li> </ul>	<b>MARKS 3-5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of the Tswana people's lifestyles and trading links.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6-8</b>

(8)  
[50]

**QUESTION 2: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?**

## 2.1

- 2.1.1 [*Definition of a historical Concept in Source 2A – L1*]
- The act at the heart of land dispossession from the black South African by white minority government.
  - The act that laid the foundation for Apartheid laws and poverty for the black South Africans
  - Any other relevant response (Any 1 x 2) (2)
- 2.1.2 [*Extraction of evidence from Source 2A – L1*]
- The pressure from the politically powerful white farmers (1 x 2) (2)
- 2.1.3 [*Extraction of evidence from Source 2A – L1*]
- The act set aside less than 7,5 of South African land as reserves Where black South Africans could buy the land
  - The act stated that black South Africans could no longer buy or rent, or be a sharecropper in the land outside the reserves (2 x 1) (2)
- 2.1.4 [*Interpretation of evidence in Source 2A- L2*]
- The act forced the black South Africans to live in overcrowded reserves
  - The act forced the black South Africans to sell their livestock cheaply to white farmers
  - Any other relevant response (2 x 2) (4)
- 2.1.5 [*Extraction of evidence from Source 2A – L1*]
- They were prevented from competing with whites and they became wage labourers or labour tenants (1 x 2) (2)
- 2.1.6 [*Interpretation of evidence in Source 2A- L2*]
- The 1913 Land Act was passed by the government in such a way that it prevented any possibility of a black South African becoming a commercial farmer
  - It prevented any possibility of black South African farmers competing with white farmers in expanding their agricultural activities
  - Any other relevant response (2 x 2) (4)
- 2.2
- 2.2.1 [*Extraction of evidence from Source 2B – L1*]
- The 1913 Land Act reflects socio economic injustice of Apartheid in South Africa (1 x 1) (1)
- 2.2.2 [*Extraction of evidence from Source 2B – L1*]
- Agree, there was sharing of crops and profit from agricultural activities between black and white South African farmers (1 x 2) (2)

- 2.2.3 [*Extraction of evidence from Source 2B – L1*]
- Black South Africans could no longer buy and lease land outside a scheduled area
  - Black South Africans were no longer allowed crops with whites and they lost their income
  - They were forced to become migrant labourers around mining areas in South Africa
- (1 x 3) (3)
- 2.2.4 [*Comparison of information in Sources 2A and 2B – L2*]
- Both sources show that black South Africans were restricted to 7.5% of the land in South Africa
  - Both sources show that black South African farmers could not buy or lease land outside a scheduled area
  - Both sources explain that the black South Africans were condemned to poverty by the 1913 land Act
  - Any other relevant response
- (Any 2 x 2) (4)
- 2.3
- 2.3.1 [*Extraction of evidence from Source 2C – L1*]
- They slept in the ox-wagon
  - They slept next to the public road
- (Any 1 x 2) (2)
- 2.3.2 [*Extraction of evidence from Source 2C – L1*]
- The family had to dig a grave under cover of the darkness of the night
- (1 x 1) (1)
- 2.3.3 [*Interpretation of evidence in Source 2C – L2*]
- Innocent child had to be secretly buried in another man's land
  - Criminals were given the right to be buried while an innocent was denied a dignified burial
  - Any other relevant response
- (2 x 2) (4)
- 2.3.4 [*Interpretation of evidence in Source 2C – L2*]
- The message is about the pain and the plight of the Kgobadi family
  - It is about how the Land Act of 1913 had made it difficult for Kgobadi family to bury their child
  - Any other relevant response
- (Any 2 x 2) (4)
- 2.4
- 2.4.1 [*Extraction of evidence from Source 2D – L1*]
- The Land Act of 1913
  - Forced Removals
- (Any 1 x 1) (1)
- 2.4.2 [*Evaluating the usefulness of evidence in Source 2D – L2*]
- The Source is Useful because:**
- It shows the dates in which the Land Act was introduced and when it was abolished
  - It shows the pains and hardships suffered by the Native families
  - It also shows how the current democratic government is handling the issue of the land
  - Any other relevant response
- (Any 2 x 2) (4)

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

**Learners could include the following points in their response:**

- The Native Land Act was introduced in 1913 by the Union government under the pretext of bringing uniformity on issues of land in all the provinces (own knowledge)
- Due to unhappiness in competing with black South African farmers, the white farmers called for the government to restrict black landownership in South Africa (2A)
- The Act set aside 7.5% of the land as reserves where black South Africans could reside and continue with their farming and other activities. (2A & B)
- Thousands of black South African farmers were evicted from their land and were forced to become farm labourers and tenants in the white owned farms (2A)
- Black children were also denied education in white owned farms (own knowledge)
- Although black people were in majority, they occupied only 7–8 percent of the land (2B)
- The Land Act brought misery and poverty among the Blacks, as some had to leave the farms that they worked on for many years(2C)
- A delegation of SANNC went to Britain to meet the Prime Minister over the issue of land, Sol Plaatjie also wrote many stories of people who suffered under the Land Act, but still the Union government was not willing to introduce reforms(2D)
- Any other relevant answer

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the Native Land Act impacted on the lives of Black South Africans.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0-2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how the Native Land Act impacted on the lives of Black South Africans.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS 3-5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the Native Land Act impacted on the lives of Black South Africans.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6-8</b>

(8)  
[50]

**SECTION B : ESSAY QUESTIONS****QUESTION 3 : COLONIAL EXPANSION AFTER 1750**

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

**SYNOPSIS**

In writing this essay, learners should take a stance and explain all the changes which were introduced by the British government at the Cape, and explain how the Boers responded to these changes.

**MAIN ASPECTS**

Learners could include the following aspects in their answer:

- Introduction: Learners should take a line of argument by either agreeing or disagreeing whether the British introduced a policy of Anglicization after taking the control of the Cape in 1803.

**ELABORATION**

Changes introduced by the British at the Cape

- Abolition of system of slavery
- Anglicisation of institutions; schools, churches . . .
- English becoming a dominant language
- Ordinance 50 of 1828- shortage of labour

Boers response to the changes

- Trekboers organised themselves and moved towards the North
- Rejected the British authority
- Believed that British authorities discriminated against them
- Went across the Orange river into Transorange region
- Mfecane made difficult times for the Boers, but they had advanced technology
- The Boers(Voortrekkers) separated ways and various leaders and settled in different areas in South Africa

Conclusion

- Any relevant conclusion is acceptable.

**[50]**

**QUESTION 4: THE SOUTH AFRICAN WAR OF 1899-1902**

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

**SYNOPSIS**

Learners are expected to critically discuss the reasons that led Britain to fight Boer Republics and subsequently the reasons that made the Boers to decide to end the war.

**MAIN ASPECTS**

Learners should include the following aspects in their answer:

- Introduction: Learners should a stance and explain whether the franchise rights were the main reasons that made Britain to launch a war against the Transvaal.

**ELABORATION**

British interest in South Africa

- Economic reasons
- Discovery of gold
- Political power struggle- Franchise Rights
- Role of Jameson –strained relations between the British and the Boers
- Coarse of the war- strategies implemented by both the two parties
- Treaty of Vereeniging
- Results of the war
- Any other relevant answer

**CONCLUSION**

Learners should tie up the discussion with a conclusion relevant to the essay.

**[50]**

**TOTAL : 150**