



education and sports development

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

GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES

GRADE 10

**NATIONAL
SENIOR CERTIFICATE**

HISTORY

MEMORANDUM

MID YEAR 2017

MARKS: 100

This memorandum consists of 13 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 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:

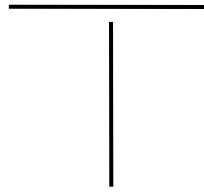


- introduction, main aspects and conclusion not properly contextualized.



- Wrong statement

- Irrelevant statement



- Repetition

R

- Analysis

A✓

- Interpretation

I✓

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.	Well planned and structured essay. Relevant line of argument.	Well planned and structured essay. Developed a clear argument.	Planned and constructed an argument.	Shows some evidence of a planned and constructed	Attempts to structure an answer. Largely	Little or no attempt to structure the essay.



↓	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.	Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of 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.	Evidence used to support argument. Conclusions reached based on evidence.	argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	descriptive, or some attempt at developing an argument. No attempt to draw a conclusion.	
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 DIFFERENT WERE MING CHINA AND THE EUROPEAN SOCIETIES GOVERNED BETWEEN THE 14TH AND 17TH CENTURIES?

1.1

1.1.1 [Explanation of a concept - L1]

- A ruler having more powers
- An autocratic ruler
- Any other relevant response (1 x 2) (2)

1.1.2 [Extraction of information from Source 1A – L1]

- They had to pass the imperial examinations based on the teaching of Confucian (1 x 2) (2)

1.1.3 [Extraction of information from Source 1A – L1]

- Women could not sit for the examination
- Women could not join the civil service (2 x 2) (4)

1.1.4 [Extraction of information from Source 1A – L1]

- He managed earthly affairs on behalf of the heavenly authority (1 x 2) (2)

1.2

1.2.1 [Extraction of information from Source 2B – L1]

- Ancestor worship
- Respect for ancient tradition
- Correct performance of rituals and ceremonies (3 x 1) (3)

1.2.2 [Extraction of information from Source 1B – L2]

- Saint
- Scholar
- Gentleman (3 x 1) (3)

1.2.3 [Extraction of information from Source 1B – L1]

- To create a unity of ideas and ideals in a culturally diverse country (1 x 2) (2)

1.3

1.3.1 [Explanation of concepts from Source 1C – L1]

- (a) A system in which people were given land and protection by a king or nobleman in return of working or fighting for him (1 x 2) (2)
- (b) The land given to the nobles by the royal family (1 x 2) (2)

1.3.2 [Extraction of information from Source 1C – L1]

- Swear allegiance to the royal family
- Go to war for the royal family when called (2 x 1) (2)



1.3.3 *[Extraction of information from Source 1C – L1]*

- Swear allegiance to the royal vessels
- Pay in the form of labour or produce (2 x 1) (2)

1.3.4 *[Ascertain usefulness of Source 1C – L3]*

- Give information the feudal system in Europe
- Show the hierarchy under the feudal system
- Any other relevant response (1 x 2) (2)

1.4 *[Comparison of information from Source 1C - L2]*

- Visual source shows the feudal system which is explained in the written source
- The visual source shows the peasants at the foot of the feudal pyramid, which is explained in the written source
- The king is shown at the top of the feudal pyramid: This confirm what is said in the written source
- Any other relevant source (2 x 2) (4)

1.5

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

- Kings claimed more powers over feudal landowners (1 x 2) (2)

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

- The king had to work with leading landowners in parliament (1 x 2) (2)

1.5.3 *[Interpretation of information from Source 1D – L2]*

- Development of the middle class
- Growing of towns
- Any other relevant comparison. (2 x 2) (4)

1.5.4 *[Interpretation of information from Source 1D – L2]*

- Development of the middle class with their skills
- Any other relevant response (1 x 2) (2)

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

Learners could include the following aspects in their response

Ming China

- Emperors wielded despotic power (1A)
- They even tortured officials (1A)
- Followed Confucian Code (1A and 1B)
- Men went for examinations to join civil service (1A and 1B)
- Any other relevant response

European societies

Early 15th century: Feudal system

- Kings were often weak (1C)
- Royal family owned land (1C)
- Feudal pyramid (1C)

Late 15th century

- Change in feudalism
- Kings claimed power over landowners
- Kings had absolute power
- Emergence of middle class
- Any other relevant response

NB: Learners to refer to both Ming China and the European societies in their 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 different were Ming China and the European societies governed between the 14th and 17th centuries • 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 different were Ming China and the European societies governed between the 14th and 17th centuries • 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 different were Ming China and the European societies governed between the 14th and 17th centuries • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 6-8

(8)
[50]

QUESTION 2: WHAT ROLE DID WOMEN PLAY DURING 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]

- Sans-culottes
- Peasants
- Bourgeoisie (3 x 1) (3)

2.1.3 [Extraction of information from Source 2A – L1]

- Women participation in uprisings before 1789
- March to Versailles (2 x 1) (2)

2.1.4 [Extraction of information from Source 2A – L1]

- To get the king to sign the Declaration of the Rights of the man (1 x 2) (2)

2.1.5 [Extraction of information from Source 1A-1]

- By promoting and propagating modern ideas (1 x 2) (2)

2.2

2.2.1 [Extraction of information from source 2B- L2]

- Fisher wives and stall-holders of the markets took part in the march
- Women of the Faubourg were part of the march
- Well dressed bourgeoisies were also part of the march (Any 2 x 2) (4)

2.2.2 [Extraction evidence from source 2B- L1]

- Scarcity of bread (1 X 1) (1)

2.2.3 [Extraction of information from source 2B- L1]

- Thousands of man from the National Guards joined (1 x 2) (2)

2.2.4 [Interpretation of information from Source 2B-L2]

- They did not trust him
- They did not trust the wealthy nobility controlling grain reserves (2 x 2) (4)

2.2.5 [Analysis of information from Source 2B-L3]

YES

- Women were the leading spirits during the revolts
- Women from different classes took part in the march



- Women secured the audience of the king
- They forced the king to return with grains
- Any other relevant response

OR

NO

- Men from the people's National Guards were part of the march
- Other classes (peasants, bourgeoisies, etc), were part of the revolts
- Any other relevant response (Any 2 x 2) (4)

2.3

2.3.1 [Interpretation of information from Sources 2C – L2]

- The king and his family were brought back to Paris
- The king also brought with him grains
- Any other relevant response (2 x 2) (4)

2.3.2 [Interpretation of information from Source 2C – L2]

- They were carrying weapons
- Any other relevant answer (1 x 2) (2)

2.4 [Comparison information from Source 2B and 2C – L2]

- Source 1C: Shows the king's family being brought back to Paris: This is said in Source 1B.
- Source 1C: The king brought grains: This is also said in Source 1B
- Any other relevant response (Any 1 x 2) (2)

2.5

2.5.1 [Extraction of information from Source 2D – L1]

- She in her family were evicted from the farm (1 x 2) (2)

2.5.2 [Interpretation of information from Source 2D- L2]

- Women were not allowed to get involved in politics
- Women were oppressed
- Any other relevant response (Any 1 x 2) (2)

2.5.3 [Extraction of information from Source 2D – L1]

- They were driven out of politics
- They were send back to their homes
- They were killed (Any 2 x 2) (4)

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

Learners could include the following points in their response:

- Women participated in a number of uprisings prior and after the revolution (2A)



- Marched to Versailles-To demand the declaration of the Rights of man (2A)
- Promoted and propagated modern ideas (2A)
- Demanded bread (2B)
- Women from all social classes marched (2B)
- They got the audience of the king (2B)
- Forced the king and his family to return to Paris-with grains (2B and 2C)
- Revolutionary Republic Women-demanded right to vote (2D)
- Women were suppressed (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 the role played by women during 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 the role played by women during 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 the role played by women during 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 to 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 take a stance and develop a coherent line of argument.

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)