



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 10

HISTORY

NOVEMBER 2006

This memorandum consists of 20 pages.

1. SOURCE-BASED QUESTIONS

MARKING SOURCE-BASED QUESTIONS	
	<ul style="list-style-type: none">• In marking all source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
	<ul style="list-style-type: none">• In the allocation of marks emphasis should be placed on addressing the requirements of the question.
	<ul style="list-style-type: none">• In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L 1)	<ul style="list-style-type: none">• Extract evidence from sources• Organise information logically• Explanation of concepts
LEVEL 2 (L 2)	<ul style="list-style-type: none">• Judge the usefulness of source/s• Deduction of evidence (power relations) from sources
LEVEL 3 (L 3)	<ul style="list-style-type: none">• Complex interpretations often involving more than one source (explain differences, similarities and compare and contrast sources)• Synthesise statistical and graphical data into a coherent written form

2. EXTENDED WRITING

- 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 GUIDELINES
- IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE

Global assessment of essays

The essays 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 through 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. It will also discourage learners to prepare "model" answers and reproduce them without taking into account the specific requirements of the question. Holistic essay marking credits learners' opinions. 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; and
- the learner's interpretation of the question.

Assessment procedures of an essay

1. Keep the synopsis in mind when assessing the essay.
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 is properly contextualised (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.

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

1✓

4. The first reading of an essay will also be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL 3	

5. The second reading of an essay will relate to the level (on the matrix) of presentation.

C	LEVEL 3	
P	LEVEL 1	

6. Allocate an overall symbol and mark with the use of the matrix.

C	LEVEL 3	B+
P	LEVEL 1	39

The matrix

The criteria according to which the essay will be assessed are organised within a matrix and the matrix will be used to allocate a symbol to an essay. Both the content and presentation axes are divided into eight competency levels. Each with criteria that will be used to assess an essay. (See below)

Grade 10 extended writing matrix

	LEVEL 7 Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	LEVEL 6 Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	LEVEL 5 Writing structured. Constructed an argument Evidence used to support argument	LEVEL 4 Clear attempt to construct an argument Evidence used to a large extent to support the argument	LEVEL 3 Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive/ with little some attempt to develop an argument.	LEVEL 1 Answer not at all well structured.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	18-20	16-17					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	16-17	15	14				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		14	13	12			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			12	11	10		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				10	9	8	
LEVEL 2 Sparse content. Question inadequately addressed					8	7	6
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						6	0-4

QUESTION 1: SLAVERY**WHY WAS THERE LINK BETWEEN THE ATLANTIC SLAVE TRADE, ECONOMIC WEALTH AND RACISM?**1.1.1 *[Extraction of evidence from 1A – L1 – LO1; AS3]*

- The abduction of slaves from Africa (mother country) to America (host country) and the dispatching of goods (sugar/cotton) to the Britain (colonial authority) (2) (1 x 2)

1.2.1 *[Engage with evidence in Source 1B – L2 – LO1; AS4]*

- The adverts shows that slaves were treated as sub-human beings with no respect and dignity
- It undermined their human rights because they advertised the sale of people (2) (1 x 2)

1.2.2 *[Interpretation of evidence in Source 1B – L3 – LO3; AS3]*

- No
- It shows disrespect for fellow human beings
- Slaves were treated as inanimate objects (2) (1 x 2)

1.2.3 *[Interpretation of evidence from Source 1B – L3 – LO3; AS3]*

- Given colonial names to make them sound 'better' or 'appealing'
- By renaming slaves they lost their sense of identity and being (2) (1 x 2)

1.2.4 *[Definition of concept using Sources 1A and B – L1 - LO2; AS1]*

- Racism is the imposition of one's racist value system on another (e.g. whites on blacks or vice versa) (2) (1 x 2)

1.3.1 *[Interpretation of evidence from Source 1C – L3 – LO3; AS3]*

- It highlights the manner in which the slave auction was undertaken
- During the auction the slaves felt insecure and apprehensive (4) (2 x 2)

1.3.2 *[Identification of evidence from Source 1C – L2 – LO2; AS2]*

- Slave buyers were enthusiastic
- Rushed to the auction to obtain the 'best' slaves at reasonable prices (2) (any 1 x 2)

1.4.1 *[Interpretation of evidence from Source 1D – L3 – LO3; AS1/3]*

- They were young (prime)
- They offered specific skills and expertise (2 x 1) (2)

1.4.2 *[Interpretation of evidence from Source 1D – L3 – LO3; AS1/3]*

- Were physically unfit
- Had physical disabilities
- Too young (boy) (2 x
- 1) (2)

1.4.3 *[Extraction of evidence from Source 1D – L1 – LO1; AS3]*

- To perform household tasks
- Young and versatile (2 x
- 1) (2)

1.5.1 *[Judging evidence in Source 1E – L2 – LO1; AS4]*

- Do not want to acknowledge it existed
- Slavery was insignificant and did not result in human
- rights abuses (any 1 x
- 2) (2)

1.5.2 *[Interpretation of evidence in Source 1E – L3 – LO3; AS3]*

- Slavery responsible for the success of most western economies
- Slavery has contributed to the destruction of African countries, their people and economies
- Remnants of slavery are still unconsciously practised (any 1 x
- 2) (2)

1.5.3 *[Analysis of evidence in Source 1E – L3 – LO3; AS3]*

- Portrays Africans as lazy and incompetent
- Implies that Africans were enslaved because they were not industrious
- Poverty in Africa is due to Africans being incompetent (any 2 x
- 2) (4)

1.6 EXTENDED WRITING

1.6.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L3 – LO3; AS2&4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should demonstrate how the Atlantic slave trade, economic wealth and racism were all linked. Relevant examples should be used to highlight their arguments

MAIN ASPECTS

- Introduction: Candidates should focus on reasons for slavery by European countries.

ELABORATION

- Reasons for the Atlantic slave trade
 - Impact of the slave trade on Africa and on the European countries
 - Economic impact of the Atlantic slave trade for both Africa, America's and Britain
 - Treatment of slaves
 - Violation of human rights
 - Impact of human rights abuses on slaves
 - Racial prejudice between slave owner (power and authority) and slaves (no dignity, respect and self worth)
 - Link slavery, accumulation of wealth and racism
 - Any other relevant point
-
- Conclusion: Candidates should tie up their argument by focusing on the impact of the slave trade on Africa and the host and colonial country's.

(20)

Use the matrix on page 5 in this document to assess this essay

1.6.2 *[Interpretation, analysis and synthesis of evidence from all sources-
L3 – LO3; AS2&4]*

The candidate should include the following points in their response.

- Reasons for slavery
 - Slavery based on the accumulation of wealth
 - Methods used during slavery
 - Impact of slavery of host and mother country's
 - Slavery enriched the west and entrenched poverty in Africa
 - Any other relevant point
- (20)

Use the following holistic rubric to allocate a mark.

LEVEL 3	<ul style="list-style-type: none"> • The information selected from the sources is relevant • Information is coherent and is presented in a logical and structured manner • Discussion is well planned and constructed • Discussion is based on the evidence from all the sources provided • Conclusion is well structured based on the evidence from the sources 	Marks: 14 – 20
LEVEL 2	<ul style="list-style-type: none"> • Some of the evidence from the sources is used • Discussion contains some structure • Discussion has some evidence of coherency and logical flow • Evidence extracted relates to some extent to the question. • Can draw a conclusion from the sources given. 	Marks: 7 – 13
LEVEL 1	<ul style="list-style-type: none"> • Has not been able to select and use the information from the sources • Discussion lacks a clear plan and lacks coherency • Uses information in a very basic or elementary manner to construct an argument • Lacks a conclusion 	Marks: 0 – 6

(20)
[50]

QUESTION 2: THE QUEST FOR LIBERTY**WHAT WERE THE FACTORS RESPONSIBLE FOR THE AMERICAN WAR OF INDEPENDENCE?**

2.1. *[Extraction of evidence from Source 2A – L1 – LO1; AS3]*

- Refused to pay taxes
- Wanted an elected government to impose taxes on them
- Resisted because they could not afford to pay taxes on everyday items

(any 1 x 2)

(2)

2.2.1 *[Comparing evidence in Sources 2B and 2C – L3 – LO2; AS3]*

- Both Sources gives information on the causes of the Boston Massacre
- Both Sources refer to results of the massacre

(2 x 2) (4)

2.2.2 *[Comparing evidence in Sources 2B and 2C – L3 – LO2; AS3]*

- Source 2B supports the colonists and disliked Britain
- Source 2C sympathetic to the British troops and described the colonists using harsh words

(2 x 2)

(4)

2.3.1 *[Engage with evidence from Source 2B – L1 – LO1; AS3]*

- Show resentment to British rule
- Use of indigenous dress as a form of protest and show non-conformity to British rule

(any 1 x 2)

(2)

2.3.2 *[Engage with evidence from Source 2B – L2 – LO1; AS4]*

- They imposed restrictive legislation such as Coercive Acts (Intolerable Acts)

(1 x 2)

(2)

2.3.3 *[Analysis of evidence from Source 2B – L2 – LO3; AS3]*

- They got widespread support from the other 13 colonies
- This helped with their fight for independence

(2 x 2) (4)

2.4.1 *[Evaluation of evidence from Source 2E – L3 – LO3; AS2/3]*

- It attacked the British empire for its colonial mentality
- It wanted the separation of the American colonies from British rule

(2 x 2)

(4)

2.4.2 *[Extract & organise evidence from Source 2E – L1 – LO1; AS3]*

- It called for the creation of a free and independent States of America

(1 x 2)

(2)

2.5 *[Analysis & synthesis of evidence from Source 2F – L3 – LO3; AS2, 3/4]*

- Yes.
 - They wanted economic and commercial freedom
 - They wanted 'freedom for all men'
- (3 x 2) (6)

2.6 EXTENDED WRITING

2.6.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L3 – LO3; AS2&4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the how various economic factors and revolutionary ideas were responsible for the American War of Independence.

MAIN ASPECTS

- Introduction: Candidates should focus on reasons for the American War of Independence

ELABORATION

- Focus on the various **economic factors** such as:
 - Taxes (stamp) paid to cover British costs and maintain the British troops
 - Objected to BEIC tea monopoly and tea tax
 - Intolerable Acts – closure of harbour – loss of income
 - Stamp Act – extra money to paid for documents (financial drain)
- Focus on factors related to **new ideas** such as:
 - Human rights and dignity
 - Desire for freedom and independence from Britain
 - Rejected the idea of absentee rule and absolute monarchy
 - Demanded representation in parliament
 - Any other relevant point
- Conclusion: Candidates should tie up their argument by focusing on the impact of the American War of Independence.

(20)

Use the matrix on page 5 in this document to assess this essay

2.6.2 *[Interpretation, analysis and synthesis of evidence from all sources- L3 – LO3; AS2&4]*

The candidate may state that economic factors were responsible for the American War of Independence, the following points maybe included in their response.

- Britain's economic policy on the American colonies
- Imposition of several unaffordable tariffs and taxes
- People were not able to afford these taxes
- Responded by resisting Britain's sphere of influence
- Any other relevant point

OR

The candidate may state that new revolutionary ideas were responsible for the American War of Independence, the following points maybe included in their response.

- Focus on new revolutionary ideas
- Change in strategy in dealing with British colonial rule
- Elaborate of the Boston Tea Party as one method of resistance
- Impact of the Boston Tea Party on the 13 American colonies
- Reaction of Britain to the new revolutionary ideas
- Any other relevant point

(20)

Use the following holistic rubric to allocate a mark.

LEVEL 3	<ul style="list-style-type: none"> • The information selected from the sources is relevant • Information is coherent and is presented in a logical and structured manner • Discussion is well planned and constructed • Discussion is based on the evidence from all the sources provided • Conclusion is well structured based on the evidence from the sources 	Marks: 14 – 20
LEVEL 2	<ul style="list-style-type: none"> • Some of the evidence from the sources is used • Discussion contains some structure • Discussion has evidence of some evidence of coherency and logical flow • Evidence extracted relates to some extent to the question. • Can draw a conclusion from the sources given. 	Marks: 7 – 13
LEVEL 1	<ul style="list-style-type: none"> • Has not been able to select and use the information from the sources • Discussion lacks a clear plan and lacks coherency • Uses information in a very basic or elementary manner to construct an argument • Lacks a conclusion 	Marks: 0 – 6

(20)
[50]

QUESTION 3: THE INDUSTRIAL REVOLUTION**DID THE INDUSTRIAL REVOLUTION BENEFIT BRITAIN SOCIALLY AND ECONOMICALLY?**3.1.1 *[Definition of concept – L1 - LO2; AS1]*

- Change that took place in Britain whereby machinery replaced manual labour
- Change in industry in Britain (2) (any 1 x 2)

3.1.2 *[Interpretation of evidence – L3 – LO3; AS1]*

- Demand for goods from other countries
- Being the mother country exported her goods to her colonies – colonies provided market for her goods
- Countries had the capital to purchase goods from Britain (2) (any 1 x 2)

3.1.3 *[Extraction and organisation of evidence – L1 – LO1; AS3]*

- Strong power
- Had the ships to transport goods
- Suitable climate
- Sufficient capital
- Colonial power
- Labour
- Political stability
- Any other relevant response (2) (any 1 x 2)

3.1.4 *[Interpretation of evidence – L2 – LO3; AS2/3]*

- Power driven machinery
- Mass production of goods
- Inventions and innovations
- Urbanisation
- Development of towns
- New methods of communication and trade
- Development of capitalism
- New world economic system
- Social changes (2) (any 1 x 2)

3.2.1 *[Deduction of evidence – L3 – LO3; AS2]*

- Growth in the population (2) (1 x 2)

3.2.2 *[Extract relevant information from source – L1 – LO1; AS1]*

- New industries developed
- Employment
- Urbanisation
- Any other relevant response

(2)

(any 1 x 2)

3.2.3 *[Extract relevant information from source – L1 – LO1; AS1]*

- Mines were too small – only children could haul the coal

(2)

(1 x 2)

3.2.4 *[Use evidence to reach a conclusion – L2 – LO3; AS2/3]*

- Rockfalls
- Collapse of walls and roofs
- Being trapped in the mines
- Poor ventilation
- Death
- Any other relevant response

(3)

(any 3 x 1)

3.2.5 *[Judge usefulness of evidence - L2 – LO1; AS4]*

Useful

- Depicts the growth of population in Britain
- Influence of the Industrial Revolution in Britain
- Depicts the dangers on the mines
- Depicts conditions under which the children work
- Depicts the abuse of child labour

(4)

(any 2 x 2)

3.3.1 *[Extraction of evidence – L1 – LO1; AS3]*

- Small
- Poorly maintained by the landlords
- Rat infested
- Any other relevant response

(2)

(any 2 x 1)

3.3.2 *[Interpretation of evidence – L2 – LO3; AS3]*

- The landlord was not concerned about his/her tenants
- Intransigence/stubbornness of the tenants

(2 x 2) (4)

3.3.3 *[Evaluating reliability of evidence – L2 – LO1; AS4]*

Reliable

- Depicts the poor conditions under which tenants live
- Depicts the intransigence/stubbornness character of landlords

OR

Unreliable

- Biased account

(1 x 3) (3)

3.4 EXTENDED WRITING

3.4.1 *[Interpretation, Analysis and Synthesis – L3 – LO3; AS2/4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates could either agree or disagree with the question. In agreeing with the question, candidates must explain whether the Industrial Revolution was significant for Britain. Candidates who disagree with the question must explain why the Industrial Revolution was not significant for Britain.

MAIN ASPECTS

line Introduction : Candidates should take a line of argument and substantiate their of argument.

ELABORATION

- Development of capitalism
- Impact of new inventions
- Social changes and its impact
- Economic changes and its impact
- New forms of power
- Development of infrastructure, transport and communication
- Conclusion: Candidates should tie up their argument with a relevant conclusion, explaining whether the Industrial Revolution was significant for Britain.

Use the matrix on page 5 in this document to assess this essay

3.4.2 *[Interpretation, Analysis and Synthesis – L3 – LO3; AS2/4]*

The candidate should include the following points in their response.

- Development of industry and agriculture
- Mass production of goods
- Urbanisation
- New methods of communication
- Development of capitalism
- New world economic system
- Growth in population
- Employment

Use the following holistic rubric to allocate a mark.

LEVEL 3	<ul style="list-style-type: none">• The information selected from the sources is relevant• Information is coherent and is presented in a logical and structured manner• Discussion is well planned and constructed• Discussion is based on the evidence from all the sources provided• Conclusion is well structured based on the evidence from the sources	Marks: 14 – 20
LEVEL 2	<ul style="list-style-type: none">• Some of the evidence from the sources is used• Discussion contains some structure• Discussion has evidence of some evidence of coherency and logical flow• Evidence extracted relates to some extent to the question.• Can draw a conclusion from the sources given.	Marks: 7 – 13
LEVEL 1	<ul style="list-style-type: none">• Has not been able to select and use the information from the sources• Discussion lacks a clear plan and lacks coherency• Uses information in a very basic or elementary manner to construct an argument• Lacks a conclusion	Marks: 0 – 6

(20)

[50]

QUESTION 4: TRANSFORMATIONS BETWEEN 1750 AND 1850

HOW DID SHAKA TRANSFORM SOUTHERN AFRICA IN THE EARLY 1800s?

4.1.1 [Extraction of evidence – L1 – LO1; AS3]

- Shaka situated his kingdom between the Pongola and Tugela rivers, this was a tactical move when launching attacks on neighbouring tribes
 - It insulated him from his attackers
- (2)

(2 x 1)

4.1.2 [Extraction of evidence – L1 – LO1; AS3]

- Ndebele
- Ngwane
- Hlubi
- Ndwandwe

(any 2 x 1) (2)

4.1.3 [Explanation of evidence – L2 – LO2; AS2]

- Left large tracts of land vacant
- Destroyed and dislocated indigenous tribes
- Led to the destruction of homesteads and traditional family life

(any 2 x 2) (4)

4.1.4 [Interpretation of evidence – L2 – LO2; AS3]

- Led to the war
 - Destruction of indigenous family life
 - Dispossession and occupation of tribal land
- (4)

(any 2 x 2)

4.2.1 [Evaluation of evidence – L3 – LO3; AS2&3]

- Fynn's view seems unreliable and biased
 - Gives only one side of the story
 - A historian needs to get both sides of the story which is based on evidence to make an informed decision and report objectively
 - Any other relevant
- (4)

(any 2 x 2)

4.2.2 [Interpretation of evidence – L2 – LO1; AS4]

- They had superior weapons (guns and short fighting spears)
 - Determined and brave impi's (soldiers)
 - Better organised fighting style
- (2)

(any 1 x 2)

4.2.3 [Interpretation of evidence – L3 – LO2; AS3]

- Intelligent leader
 - Strategic and highly organised leader
 - Ruthless and manipulative
 - Fearless and brutal
- (4)

(any 2 x 2)

4.3.1 [Extraction of evidence – L1 – LO3; AS3]

- Was innovative, strategic and fearless
- Responsible for the creation the Zulu nation

(any 1 x 2) (2)

4.3.2 [Evaluation of evidence – L2 – LO2; AS3]

- Colossus and Shaka were both great leaders
 - They played a significant role in establishing great kingdoms (2 x 2)
- (4)

4.3.3 *[Evaluation and analysis of evidence – L3 – LO3; AS2&3]*

- Oral tradition has often been the only source of evidence that was used by traditional African societies to pass on information from one generation to another
 - Written sources on Shaka were often unreliable, bias and suspect
 - To ensure sources containing differing viewpoints are used to study the history of Shaka (2 x 2)
- (4)

4.4.1 *[Comparison of evidence – L3 – LO3; AS2&3]*

- Source 4B gives a bias and unreliable view of Shaka (portrays him as a villain and war monger)
 - Source 4C gives a more balanced perspective of Shaka (gives both views to Shaka) (2 x 2)
- (4)

4.4.2 *[Evaluation of evidence – L2 – LO1; AS2; LO3; AS2&3]*

- Source 4B – it gives a balanced view of Shaka
Candidates may disagree – a relevant point of view should be credited (2 x 2)
- (4)

4.5 EXTENDED WRITING

4.5.1 *[Analysis, Synthesis and the ability to construct a coherent argument based on evidence – L3 – LO3; AS2&4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the role played by Shaka in transforming Southern Africa in the 1880s. Discussion should focus on Shaka's leadership role and military skills and how he managed to unite the Zulus into a mighty kingdom.

MAIN ASPECTS

- Introduction: Candidates should focus on Shaka's early years and the role he played.

ELABORATION

- Shaka's coming to power
- Leadership and military skills

- Military strategist (training of soldiers in the use of weapons and fighting techniques)
 - Consolidation of power by defeating neighbouring tribes
 - Created and established the powerful Zulu kingdom
 - Impact of Shaka's rule
 - Contribution of Shaka to the Mfecane
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion, showing how Shaka was able to unite the Zulus into a powerful kingdom in the early 1800s.
- (20)

Use the matrix on page 5 in this document to assess this essay

4.5.2 *[Interpretation, Analysis and Synthesis – L3 – LO3; AS2&4]*

If a candidate states YES, the following points should be included in their response.

- Shaka was excellent soldier
- Was a military strategist and ardent task master
- Developed new and innovative fighting strategies such as the short fight spear and the 'bull horn' formation
- Military genius ensured his consolidation of power
- Increased the influence of Zulus by defeating weaker tribes and co-opting them
- Increased his sphere of influence – occupied more land
- Proved indestructible for about 12 years – the influence of his military genius is still felt today.
- Any other relevant point

Some candidates may state NO, the following points may be included in their response.

- Shaka was a ruthless and brutal leader
 - The circumstances that prevailed during the early 1800s allowed him to rise to power
 - Shaka's brutality ensured his success as leader
 - Many surrounding tribes feared his methods and hence dispersed
 - Any other relevant point
- (20)

Use the following holistic rubric to allocate a mark.

LEVEL 3	<ul style="list-style-type: none">• The information selected from the sources is relevant• Information is coherent and is presented in a logical and structured manner• Discussion is well planned and constructed• Discussion is based on the evidence from all the sources provided• Conclusion is well structured based on the evidence from the sources	Marks: 14 – 20
LEVEL 2	<ul style="list-style-type: none">• Some of the evidence from the sources is used• Discussion contains some structure• Discussion has evidence of some evidence of coherency and logical flow• Evidence extracted relates to some extent to the question.• Can draw a conclusion from the sources given.	Marks: 7 – 13
LEVEL 1	<ul style="list-style-type: none">• Has not been able to select and use the information from the sources• Discussion lacks a clear plan and lacks coherency• Uses information in a very basic or elementary manner to construct an argument• Lacks a conclusion	Marks: 0 – 6

(20)
[50]