



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 11

HISTORY P1

EXEMPLAR 2007

MEMORANDUM

This memorandum consists of 18 pages.

1. SOURCE-BASED QUESTIONS

MARKING SOURCE-BASED QUESTIONS	
•	In marking all 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 addressing the requirements of the question.
•	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 relevant information and data from the sources • Organise information logically • Explain historical concepts
LEVEL 2 (L 2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised • Analyse the information and data gathered from a variety of sources • Evaluate the sources of information provided to assess the appropriateness of the sources for the task • Use historical concepts to structure information about a period or issue
LEVEL 3 (L 3)	<ul style="list-style-type: none"> • Analyse the socio-economic and political power relations operating in societies • Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did • Handle and draw conclusions from quantitative data

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 11 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.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						9-10	0-8

QUESTION 1: WHAT CHALLENGES DID LENIN ENCOUNTER IN THE ESTABLISHMENT OF A COMMUNIST STATE?**1.1.1** *[Definition of concept using Sources 1A and 1B – L1 - LO2; AS1]*

A policy introduced by Lenin which had the following characteristics:

- Private ownership was prohibited
- Government took control of the economy
- Industries, mines, banks and the railways were nationalized
- People were employed according to the needs of industry and the economy
- Any other relevant response

(any 2 x 2)

(4)

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

- Was a compromise between capitalism and communism
- In order to encourage food production, peasants were allowed to sell their crops in the markets only if they produced their quota
- Productivity increased
- Poverty reduced
- Any other relevant response

(any 2 x 2)

(4)

1.2 *[Interpretation of evidence in Source 1B – L3 – LO3; AS3]*War Communism

- Government took control of the economy.
- Private trading was banned
- Profit making was decreed to be exploitation.
- Factories with more than ten workers were taken over by the government and strict discipline was imposed in them.
- Strikes were illegal, etc

(2 x 2)

(4)

New Economic Policy

- The ending of requisitions from the peasants.
- Private enterprise was allowed in trade and small-scale industry.
- Compulsory labour ceased
- The labour armies were disbanded
- Bonuses were introduced for extra work.
- The Currency was put back on a sound footing and a regular system of taxation was introduced.
- Large-scale industry (coal, iron, steel, oil, electricity, railways) was to remain in the hands of the State.

(2 x 2)

(4)

1.3 *[Interpretation of evidence in Sources 1A and 1C – L3 – LO3; AS3]*

- The surplus crops they grew were taken by the government to feed the factory workers and the army. The peasants resented this.
- Peasants refused to hand over the food, or failed to plant crops that they knew would be taken.
- Many people did not receive enough rations to live on.

- The situation in the factories was just as chaotic with managers fleeing abroad and workers refusing to work for starvation wages.
 - By 1921, famine had broken out.
 - Industrial production was down to one seventh of the 1913 level.
 - It is estimated that 3.5 million people died from typhoid alone.
 - With the economy in ruins; inflation out of control; and the country in the grip of famine; the peasants called for the overthrow of Communism.
 - Any other relevant response (any 2 x 2)
- (4)

1.4 *[Interpretation of evidence from Sources 1A, 1B, and 1C– L3 – LO1; AS2]*

- The result of this War Communism was chaos
 - Peasants resented the policy
 - the revolt of the sailors of the Baltic Fleet at the Kronstadt naval base
 - Any other relevant response (3 x 1)
- (3)

1.5.1 *[Interpretation of evidence from Source 1E– L3 – LO1; AS3]*

- They saw the NEP as a return to capitalism
 - They did not like the idea that 'making a profit' was the main driving force for smaller industries.
 - They disliked the fact that the bosses of factories or kulaks (rich peasants) could hire men to work for them
 - 'Nepmen' made high profits by buying food and goods cheaply and selling them more dearly (any 3 x 1)
- (3)

1.5.2 *[Interpretation of evidence from Source 1E– L3 – LO1; AS3]*

- They made the goods appear in the shops in quantities that had not been seen for years.
 - Nepmen also set up restaurants and made enormous amounts of money from dealing in property and gambling.
 - The majority realised that these measures were needed to revive industry and get more food produced (3 x 1)
- (3)

1.6 *[Interpretation of evidence from Source 1E– L3 – LO1; AS2]*

- The Kronstadt rising forced the people of Russia to take stock of War Communism
 - The ideals for which they fought had now being taken away
 - Any other relevant response (2 x 2)
- (4)

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

- These sailors had played vital roles in both the November Revolution and the Civil War
- They demanded new elections for the Soviets,
- freedom of speech for other left-wing parties, freedom for trade unions,
- the release of left-wing political prisoners,

- the end of food requisitions and barrier searches,
 - the right of peasants to hold land, and freedom of production for craftsmen
 - Any other relevant response (any 3 x 2)
- (6)

1.8 *[Interpretation of evidence - L2 – LO3; AS2]*

Candidates need to choose either War Communism or the NEP and substantiate the response

- War Communism - temporary measure to restore the economy of Russia; The Red Army was supplied with weapons and food which it needed to fight the war
 - NEP - War Communism failed; restored the conditions in Russia
 - Any other relevant response
- (6)

1.9 EXTENDED WRITING

1.9.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L3 – LO3; AS2,3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should evaluate the policies of War Communism and the NEP. In evaluating these policies the candidates must give examples of the successes and failures of each policy.

MAIN ASPECTS

- Introduction: Candidates should focus on reasons for the introduction of each policy.

ELABORATION

- War Communism - economic chaos after First World War; Need to bring the economy under state control; government took control of the economy. Private trading was banned and profit making was decreed to be exploitation. Factories with more than ten workers were taken over by the government and strict discipline was imposed in them. Strikes were illegal, etc
- Failures of the War Communism
- NEP - The ending of requisitions from the peasants. Private enterprise was allowed in trade and small-scale industry. Compulsory labour ceased; the labour armies were disbanded and bonuses were introduced for extra work. The Currency was put back on a sound footing and a regular system of taxation was introduced. Large-scale industry (coal, iron, steel, oil, electricity, railways) was to remain in the hands of the State.

- Successes and failures of the NEP
- Conclusion: Candidates should tie up their essay. (30)

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

1.9.2 *[Interpretation, analysis and synthesis of evidence from all sources-
L3 – LO3; AS2,3 &4]*

The candidate should include the following points in their response.

	WAR COMMUNISM	NEP
Peasant	Rejected because private ownership prohibited	Accepted – Rich peasants - because allowed to sell their produce; incentives offered
Member of the Communist Party	Accepted – supported the principles of the party	Rejected - compromise; divided the party
Industrial worker	Accepted because policies favoured the working class (non-exploitation) Rejected – some workers felt that were exploited by the state	Accepted because they were given wage incentives Rejected – exploitation of workers

- Candidates who support their argument with relevant examples/reasons should be given credit.

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

(30)
[75]

QUESTION 2: WHAT IMPACT DID THE GREAT DEPRESSION OF 1929 HAVE ON THE UNITED STATES OF AMERICA?**2.1.1** *[Definition of concept – L1 - LO2; AS1]*

- Government left people alone to get on with their own affairs
- Non-interference by the government
- Freedom of initiative and enterprise
- Any other relevant response

(any 2 x 2)

(4)

2.1.2 *[Definition of concept – L1 - LO2; AS1]*

Period when the Americans:

- Enjoyed prosperity
- Poverty would cease
- There would be 'a chicken in every pot and two cars in every garage'
- Any other relevant response

(any 2 x 2)

(4)

2.1.3 *[Interpretation of evidence – L3 – LO1; AS3]*

- To win the support of the people
- To restore the confidence in the American people
- Any other relevant response

(any 1 x 2)

(2)

2.1.4 *[Analyse evidence – L3 – LO1; AS3]*

- The government left people alone to get on with their own affairs
- Laissez-faire attitude of the government
- Rugged individualism
- Any other relevant response

(3 x 1)

(3)

2.1.5 *[Interpretation of evidence – L3 – LO3; AS3]*

- Land of opportunity
- Resources and industry
- Freedom of initiative and enterprise
- Self-government
- Freedom of the individual
- Policy of non-interference

(any 4 x 1)

(4)

2.1.6 *[Interpretation of evidence – L3 – LO2; AS2]*

- Confidence in the government
- Allegiance to the government
- Any other relevant response

2 x

2) (4)

2.1.7 (a) *[Evaluation of evidence from Source 2A – L3 – LO3; AS2/3]*

- Supported - non-interference
- freedom of initiative and enterprise (2 x
2) (4)

(b) *[Evaluation of evidence from Source 2A – L3 – LO3; AS2/3]*

- Prosperity
- Non-interference of government
- Equal opportunity and freedom to the individuals (2 x
2) (4)

2.2.1 *[Analysis of evidence from Sources 2A and 2B – L3 – LO1; AS3]*

- People were poor
- People experienced bankruptcy
- Any other relevant response (1 x
3) (3)

2.2.2 *[Evaluation of evidence from Sources 2A and 2B – L3 – LO1; AS4]*

- Confused - Source 2A - speaks about prosperity whereas Source 2B reflects poverty
- Lost confidence in the government (any
1 x 2) (2)

2.2.3 *[Interpretation of evidence – L3 – LO3; AS1&2]*

- Cannot be supported - reflects the reality of the situation in the USA in the 1930s - poverty as against prosperity (1 x 3)
(3)

2.3.1 *[Comparison of evidence from sources – L2 – LO1; AS2]*

Within a space of one year - 1928-1929

- The USA drifted into bankruptcy
- The socio-economic situation of people changed (2 x 2)
(4)

2.3.2 *[Comparison of evidence from sources – L2 – LO1; AS2]*

- Laissez-faire attitude of the government
- Non-interference of the government
- Lack of a proper leader
- No vision
- Lack of monitoring mechanism
(4)

2.4 EXTENDED WRITING

2.4.1 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L3 – LO3; AS2,3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should discuss the causes and effects of the Great Depression of 1929 on the USA.

MAIN ASPECTS

- Introduction: Candidates should focus on why the Great Depression of 1929 started in the USA.

ELABORATION

- Causes - Panic sales on stock market caused shares to become most valueless thus making millions bankrupt; policy of isolation - trade suffered; high import tariffs were imposed; the policy of free enterprise; use of credit buying system of hire purchase; farmers unable to repay their loans
- Effects - Disappointment; discontentment; despair; millions were unemployed; money was devalued; prices of consumer goods rose drastically; banks closed; bankruptcy; industries, factories and companies began to fold up; poverty occurred on a wide scale; socio-economic problems such as crime and juvenile delinquency became rife
- Any other relevant point
- Conclusion: Candidates should tie up their argument by showing the impact of the Great Depression of 1929 on the USA.

(30)

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

2.4.2 *[Interpretation, analysis and synthesis of evidence from all sources- L3 – LO3; AS2,3 &4]*

The candidate should include the following points in their response..

- The government left people alone to get on with their own affairs - 'rugged individualism'
- The land of opportunity
- Principles of self government, liberty, equal opportunity and freedom to the individual
- Hoover promised that he would continue this policy of non-interference
- Convinced that prosperity would increase
- There would be 'a chicken in every pot and two cars in every garage'
- Any other relevant point

(30)

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: 21 – 30
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: 10 – 20
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 – 9

(30)

[50]

QUESTION 3: WHAT INFLUENCE DID AFRICAN AND AFRIKANER NATIONALISMS HAVE ON SOUTH AFRICAN POLITICS IN THE 1930s?**3.1.1** *[Extraction of evidence – L3 – LO1; AS2]*

- The struggle that was fought by great African leaders for freedom has now been realised.
- Coka pays tribute to these leaders and claims that Africans have reached their destiny of freedom, liberty and opportunity (any 1 x 3) (3)

3.1.2 *[Extraction and organisation of evidence – L1 – 31; AS3]*

- These leaders suffered and died for the struggle to ensure the realisation of freedom
- They contributed to the freedom of Africa ensuring that the principles of liberty, equality, opportunity and justice were finally realised (2 x 3) (3)

3.1.3 *[Evaluation of evidence – L2 – LO1; AS4]*

- No - it gives limited information on the reasons for the rise of African nationalism.
- Other sources of information are needed to make a comprehensive study of the period (any 1 x 2) (2)

3.1.4 *[Interpretation of evidence – L3 – LO3; AS3]*

- A gender activist would be unhappy and perturbed about Coka's comments because he only focuses on the role men played in the struggle for freedom.
- The women who sacrificed their lives for the struggle are not acknowledged by Coka
- He is not gender sensitive because he gives a one side view of the struggle (2 x 2) (4)

3.2.1 *[Interpretation of information from source – L2 – LO3; AS1]*

Candidates may say **Yes - justified**

- Africa was colonised and stripped of her wealth therefore the desire to reclaim Africa
- Africans wanted to restore their dignity and strove for independence and autonomy
- They wanted to rule themselves and take control of their future and shape their own destiny

Candidates may say **No – Not justified**

- Africa needs the expertise and skills from other nations of the world and therefore cannot survive and functions on its own
- Africa cannot survive as an island it needs inter - regional/continental co-operation to sustain its economic growth (any 2 x 2) (2)

3.2.2 *[Comparison of evidence from sources – L2 – LO2; AS2]*

- Source 3B outlines the reasons for the rise of African nationalism while Source 3A states how various African leaders suffered and died against oppressive regimes to ensure that Africans could attain their freedom (2 x 2) (4)

3.2.3 *[Interpretation of evidence to reach a conclusion – L2 – LO3; AS2/3]*

- All three countries fought against colonial rule
 - These countries united behind their national leaders and fought for their freedom and independence (2 x 2)
- (4)

3.3 *[Definition of concept – L1 - LO2; AS1]*

- Africans desired unity and wanted to be ruled by Africans
- End to colonial rule and assert African dominance
- To be ruled by Africans and attain their freedom (economic, political and social) (2 x 2)

(4)

3.4.1 *[Extraction of evidence – L1 – LO1; AS2]*

- Supported the rise of Afrikaner nationalism
- Gave rise to a new found patriotism among the Afrikaners (any 1 x 2) (2)

3.4.2 *[Interpretation of evidence - L2 – LO1; AS3]*

- Ox - wagons symbolised the trek of the Afrikaners from the Cape into the hinterland of South Africa
 - Ox - wagon symbolised the hardship endured by the Afrikaners during the trek
 - Ox - wagons also served as an important mode of transport, accommodation and was an integral part of the Afrikaners life (any 2 x 2)
- (4)

3.4.3 *[Interpretation of evidence – L1 – LO1; AS3]*

- It depicts the Battle of Blood River
- The defeat of the Zulu army by the Afrikaners in the battle
- The centenary celebration of the battle
- Any other relevant response (any 2 x 2) (4)

3.5. *[Comparing evidence in Sources 4A and 4B – L2 – LO2; AS3]*

- Yes - Both Africans and Afrikaners had the desire to be united under one nationhood
- Ruled by people who have the same language, religious, value and cultural systems
- Wanted to celebrate their 'nationhood and freedom'
- Any other relevant point (2 x 2) (4)

3.6 EXTENDED WRITING

3.6.1 *[Interpretation, Analysis, Evaluation and Synthesis – L3 – LO3; AS2, 3 & 4]*

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should outline the various reasons as to why black South Africans had to ensure that they assert themselves and reclaim what was theirs (nationhood, identity, land etc).

MAIN ASPECTS

Introduction: Candidates should indicate why it was important for Africans to reclaim their identity.

ELABORATION

- The process of colonialism and imperialism
 - The impact of colonialism on African communities
 - Challenges facing Africans under colonial rule
 - Growth of nationalism and the desire for independence/freedom
 - Impact of the ANC and ANCYL on Africans
 - Quest for freedom, equality, justice
 - The influence of the concept 'Africa for Africans'
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion, demonstrating the significance of the re-awakening African nationalism among black South Africans

(30)

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

3.6.2 *[Interpretation, Analysis and Synthesis – L3 – LO3; AS2, 3 & 4]*

The candidate should include the following points in their response.

- African nationalism - was spearheaded by the ANC in the 1930s
- Led by African nationalist Anton Lembede
- Influenced by the ideas of Washington, Garvey and others
- Role and influence of the ANC Youth League
- Afrikaner nationalism - reached a new height in the 1930s
- Centenary celebration of the trek
- Build up to the festivities of 1938
- Consolidation of Afrikaner nationalism in the from the economy, language and culture
- Desired independence from the British empire
- Any other relevant point

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: 21 – 30
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: 10 – 20
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 – 9

(30)

[75]