



Access fun Grade 8–12 quizzes, matric past papers, K53 learner mock tests, and NBT prep!

All in one easy-to-use app.

DOWNLOAD GO STUDY NOW



Tap on the buttons above to download the app

 www.gostudy.club



**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2020

**HISTORY P2
MARKING GUIDELINE
(EXEMPLAR)**

MARKS: 100

This marking guideline consists of 15 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

| COGNITIVE LEVELS | HISTORICAL SKILLS | WEIGHTING OF QUESTIONS |
|------------------|--|------------------------|
| LEVEL 1 | <ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. | 30% (15) |
| LEVEL 2 | <ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. | 50% (25) |
| LEVEL 3 | <ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, reliability, bias and limitations. Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. | 20% (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.
- 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- 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 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 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.
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

32
50

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 learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

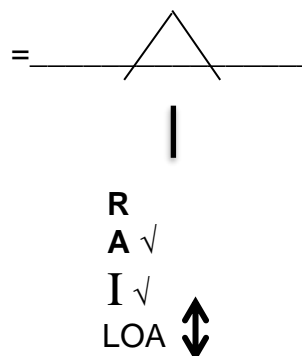
2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay

| | |
|----------|--|
| P | Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction. |
| E | Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument) |
| E | Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument. |
| L | Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently. |

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation
- Line of argument



2. The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

| | | |
|---|---------|--|
| C | LEVEL 4 | |
| | | |



- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

| | | |
|---|---------|--|
| C | LEVEL 4 | |
| P | LEVEL 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: 50

| PRESENTATION  CONTENT  | LEVEL 7 Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument. | LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument. | LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.. | LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion. | LEVEL 1 Little or no attempt to structure the essay. |
|---|--|--|--|--|---|---|--|
| | | | | | | | |
| LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument. | 47–50 | 43–46 | | | | | |
| LEVEL 6 Question has been answered. Content selection relevant to a line of argument. | 43–46 | 40–42 | 38–39 | | | | |
| LEVEL 5 Question answered to a great extent. Content adequately covered and relevant. | 38–39 | 36–37 | 34–35 | 30–33 | 28–29 | | |
| LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection. | | | 30–33 | 28–29 | 26–27 | | |
| LEVEL 3 Content selection does not always relate. Omissions in coverage. | | | | 26–27 | 24–25 | 20–23 | |
| LEVEL 2 Sparse content. Question inadequately addressed | | | | | 20–23 | 18–19 | 14–17 |
| LEVEL 1 Question not answered. Inadequate content. Significant irrelevance | | | | | | 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
- Content selection 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 WAS AFRIKANER NATIONALISM PROMOTED IN SOUTH AFRICA DURING THE 1930s TO 1940s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Resentment over the unequal distribution of status
 - Unequal distribution of wealth
 - Political control
 - Fear of cultural absorption (Any 2 x 1) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- Black South Africans (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- The Afrikaner gained partial independence
 - The Afrikaners asserted their separate identity
 - Afrikaners established themselves as a *volk*
 - Afrikaans became the official language of the Afrikaners
 - Different Afrikaner organisations were formed to promote the political, economic and social rights of Afrikaners
 - It united the Afrikaners
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
- Trek to cities
 - Boer's defeat at the hand of the British (2 x 1) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- To promote Afrikaner political, cultural and economic interest (1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Only Afrikaans-speaking white people could belong to the organisation
 - Nobody really knew who the members of the Afrikaner Broederbond were
 - Any other relevant response (2 x 2) (4)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Members of the Afrikaner Broederbond became members of the National Party
 - The Afrikaner Broederbond became the 'thinktank' of the National Party
 - Afrikaner Broederbond members began to hold key positions in the National Party
 - They wanted to ensure that political power remain in the hands of the Afrikaner
 - Any other relevant response (Any 2 x 2) (4)

- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- It was limited to men
 - Being divorced
 - Irregular church attendance (Any 2 x 1) (2)
- 1.3 1.3.1 *[Definition of historical concepts from Source 1C – L1]*
- Uniting people of a particular language group
 - Any other relevant response (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- They lost their independence to Britain
 - The suffering of their women and children in the concentration camps during the South African War
 - Any other relevant response (2 x 2) (4)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- Nasionale Pers
 - Afrikaner-Broederbond
 - Sanlam
 - AVBOB
 - The Voortrekkers
 - FAK
 - Helpmekaar
 - KWV
 - Volkskas (Any 2 x 1) (2)
- 1.3.4 *[Interpretation of evidence from Source 1C – L2]*
- Laws were implemented to reserve certain jobs for whites
 - Laws were implemented to segregate the different population groups in South Africa
 - Black South Africans were to have no political rights in the 'white' areas
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from the Source 1D – L2]*
- To vote for the National Party and ensure that the political power remains in the hands of the white minority
 - To preserve South Africa for whites only
 - To ensure and protect a racially pure race for the future
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- Capitalist
 - Communist
 - Imperialist
 - Jews (Any 2 x 1) (2)

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

- Both sources show that the National Party wanted to ensure that the Afrikaners would be dominant in every sphere in South African society
- Source 1C shows that the National Party had an anti-imperialist attitude and Source 1D shows the National Party encourages no fusion with the imperialists
- Source 1C refers to Malan's aim to protect South Africa against outside influences of capitalism and communism and Source 1D shows the NP's determination to protect South Africa from foreign elements

Any other relevant response

(Any 2 x 2) (4)

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

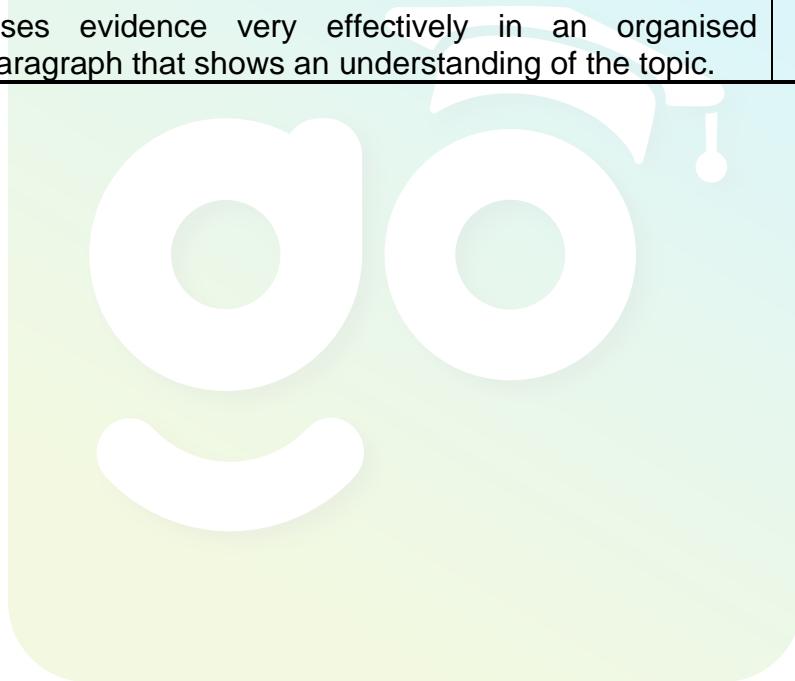
Candidates should include some of the following aspects in their answer:

- The trek to the cities and Boer defeat by Britain shaped Afrikaner Nationalism (Source 1A)
- Afrikaner Nationalists launched a cultural, economic and political struggle (Source 1A)
- Afrikaner-Broederbond served the social, economic and political interest of the Afrikaner (Source 1B)
- Formed different organisations to promote Afrikaner Nationalism (Source 1B and Source 1C)
- Afrikaner-Broederbond ensured that the 'right' person is appointed in top positions (Source 1B)
- Purified NP laid the foundation for Afrikaner Nationalism (own knowledge)
- NP promoted the interest of the Afrikaner (Source 1C)
- NP united the Afrikaner (own knowledge)
- Afrikaner Nationalism revived with centenary celebrations (Source 1C)
- NP strove to create a pure white race (own knowledge)
- 'Volksmoeder' used to encourage Afrikaners to vote for the NP (Source 1D)
- Afrikaners will be protected by NP (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

| | | |
|----------------|---|-------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. show no or little understanding of how Afrikaner Nationalism was promoted in South Africa during the 1930s to 1940s. • Uses evidence partially to report on topic or cannot write a paragraph. | Marks: 0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how Afrikaner Nationalism was promoted in South Africa during the 1930s to 1940s. • Uses evidence in a very basic manner to write a paragraph. | Marks: 3–4 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how Afrikaner Nationalism was promoted in South Africa during the 1930s to 1940s • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | Marks: 5–6 |

(6)
[50]



QUESTION 2: HOW DID THE PROHIBITION OF MIXED MARRIAGES ACT (NO. 55 OF 1949) AFFECT THE LIVES OF SOUTH AFRICANS?

- 2.1 2.1.1 *[Definition of historical concepts from Source 2A – L1]*
- The political, economic and social segregation of races based on their skin colour
 - Separate development of different racial groups
 - Any other relevant response (Any 1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Racial segregation
 - White minority rule
 - Oppression of their rights, movements and freedom (3 x 1) (3)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Blacks had no political rights
 - Black people were oppressed
 - Blacks were regarded as second class citizens
 - South Africa was riddled with resistance against the apartheid regime
 - Apartheid led to a lot of violence and bloodshed
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Group Areas Act (1 x 2) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- To maintain white superiority
 - Fear for growing urban population
 - Worried they would lose their jobs, culture and language
 - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- White people could not marry people of other races (1 x 2) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- To protect the 'purity' of the white race
 - To prevent the 'infiltration' into the white race
 - To prevent people from blurring the line between the white society and everyone else in South Africa
 - Any other relevant response (Any 2 x 2) (4)

- 2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Fined
 - Jailed
 - Social censure (3 x 1) (3)
- 2.3. 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Indian (1 x 1) (1)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- JUSTIFIED**
- The parents looked beyond the colour line
 - They only cared about the happiness of their daughter
 - Any other relevant response
- NOT JUSTIFIED**
- He was not married to their daughter Sherrin yet
 - He was breaking the laws of the country
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- Sunshine
 - Biltong
 - Pap and wors (3 x 1) (3)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- Loving couple prepared to face the risks
 - A couple that defied the Prohibition of Marriages Act, Immorality Act and Group Areas Act
 - Any other relevant response (2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- Had to be reclassified
 - Their children classified as coloured
 - Not allowed in white amenities
 - Their son not allowed to play rugby
 - Any other relevant response (Any 2 x 2) (4)
- 2.5 *[Comparison of Source 2B and Source 2C – L3]*
- Source 2B indicates that intimate and romantic relations did develop between white and non-whites and Source 2C shows that an interracial couple got married
 - Source 2B indicates that interracial relations come with serious risks and Source 2C indicates that Mr Whiteley experienced harassment and imprisonment
 - Any other relevant response (2 x 2) (4)

2.6 *[Interpretation, comprehension and synthesis of evidence from sources – L3]*

Candidates could include some of the following:

- Prohibition of Mixed Marriages Act enforced the government policy of separate development (own knowledge)
 - It banned marriages between European and non-Europeans (Source 2B)
 - People were reclassified if they married a person of another race (Source 2B)
 - Interracial couples experienced harassment, imprisonment and fines (Source 2B and Source 2C)
 - Interracial couples had to keep their relationship a secret (own knowledge)
 - Mr Whiteley and Sherrin had to flee to Botswana to get married (Source 2C)
 - Lack of amenities for mixed couples (Source 2C)
 - Mr Whiteley's son not allowed to be part of the school rugby team (Source 2C)
- Any other relevant response.

Use the following rubric to allocate marks.

| | | |
|---------|--|------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how the Prohibition of Mixed Marriages Act affected the lives of South Africans. • Uses evidence partially to report on the topic or cannot write a paragraph. | Marks: 0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how the Prohibition of Mixed Marriages Act affected the lives of South Africans. • Uses evidence in a very basic manner to write a paragraph. | Marks: 3–4 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence, e. g. demonstrates a thorough understanding of how the Prohibition of Mixed Marriages Act affected the lives of South Africans. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | Marks: 5–6 |

(6)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 3: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM**

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

SYNOPSIS

Candidate should explain to what extent African Nationalism was strengthened in South Africa from 1902 to 1953.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate how African Nationalism was strengthened in South Africa.

ELABORATION

- Started as a form of resistance to colonialism/segregation
- Formation of the APO in 1902 by Dr Abdurahman
- Protested against the exclusion of blacks from the right to vote
- Delegation to London in 1905 to achieve non-racial franchise, end discrimination and the right to vote for blacks – Britain ignored the request
- Formation of the SANNC in 1912 to oppose discrimination and to win political rights
- SANNC wanted to unite everyone who were oppressed by whites
- SANNC sent a delegation to London in 1914 to appeal against the Native Land Act but were not successful
- In 1923 the SANNC changed its name to the ANC
- Formation of ICU in 1919 addressing the grievances of the black dock workers – fought against government policies
- ICU had mass support – ANC had the support of the elite
- Formation of the SACP addressing black workers grievances
- Spread of education led to growing awareness of the ideas of freedom and democracy
- The influence of the Second World War – many blacks involved fought for freedom and democracy
- Young members of the ANC became more militant and formed the ANC Youth League
- Youth League accused the ANC of representing the elite and not the masses
- 1953 saw the ANC Freedom charter call for a democratic South Africa regardless of race
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 4: APARTHEID SOUTH AFRICA –1940s to 1960s

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

SYNOPSIS

Candidates should take a stance on whether Black South Africans violently rebelled against their discrimination and oppression in the 1950's.

MAIN ASPECTS

Introduction: Candidates must take a stance to indicate whether they agree or disagree with the statement.

ELABORATION

- ANC's Program of Action
- ANC became more militant
- Used boycotts, civil disobedience and uprisings as means of resistance
- May Day stay-away
- Defiance Campaign
- 1952 – break laws on purpose – enter whites only facilities
- Burn passes in public
- Refused to pay fines and wanted jails to become overfull
- Hoped that the apartheid system would crumble
- Some killed and arrested
- Congress Alliance
- Conference held of all racial groups to draw up a constitution
- Freedom Charter
- Met at Kliptown on 25 and 26 of June 1955
- Set a document that represents the aspirations of all South Africans
- Became the blue print for the new constitution of South Africans
- Women's March to Pretoria (9 August 1956)
- Women forced to carry passes
- 20 000 woman of all races marched to the Union Building
- Leaders of the march – Lilian Ngoyi, Rahima Moosa, Sophie Williams and Helen Joseph
- Prime Minister, J.G. Strijdom refused to see the women
- When they left, they sang *Nkosi Sikeleli Africa*
- High treason
- Defiance against apartheid led to the arrest of members of the Congress Alliance
- Arrested for attempt to overthrow the government
- In 1956 the state arrested 156 activists
- Hearings took place in the 'Drill Hall' for two years
- Aim of government was to intimidate people and lead to weakening of resistance
- By 1961 all accused were set free
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

TOTAL: 100