

FURTHER EDUCATION & TRAINING PHASE (FET)

HISTORY

SBA EXEMPLAR BOOKLET

GRADES 10-11

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

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Introduction

The project provides exemplar tasks that are aimed at:

- Reflecting the depth of History curriculum content appropriate for Grades 10 and 11;
- Reflecting the desired cognitive demands appropriate for Grades 10 and 11;
- Containing questions and sub-questions that reflect appropriate degrees of challenge: easy, medium and difficult; and
- Focusing on the content of the Curriculum and Assessment Policy Statement (CAPS).

GRADE 10
SOURCE-BASED

EXEMPLAR 1

QUESTION 1: WHAT WAS THE IMPACT OF THE 1913 NATIVE LAND ACT ON BLACK SOUTH AFRICANS?

Study sources 1A, 1B, 1C and 1D to answer the questions that follow.

1.1.1. What 'first major test' did the SANNC face after it was established in 1912? (2 x 1) (2)

1.1.2. What impact, do you think, did the 1913 Native Land Act have on black South Africans? (2 x 2) (4)

1.1.3. Name TWO areas that tenant farmers were forced to move to, as a result of the 1913 Native Land Act. (2 x 1) (2)

1.1.4.How, according to Sol Plaatjie, did 1913 Native Land Act, make black South Africans inferior? (1 x 1) (1)

1.2. Study source 1B

1.2.1. Explain the term tenant in the context of the Native Land Act. (1x2) (2)

1.2.2. What duties did Maria's children perform on the farm where she was contracted? (2 x 1) (2)

1.2.3. What, according to the source, did the landlord propose to Maria? Give TWO answers. (2 x 1) (2)

1.2.4. Why did the landlord set Maria's thatched cottage on fire? (1 x 2) (2)

1.2.5. Explain how the human rights of Maria were violated. (2 x 2) (4)

1.2.6. Use sources 1A and 1B. In what ways does source 1B support source 1A with regard to the impact of the 1913 Land Act on black South Africans? (2 x 2) (4)

1.3. Use source 1C

1.3.1. Why, according to the source, did the landlord change his mind regarding the implementation of the 1913 Natives Land Act? (2 x 1) (2)

1.3.2. Quote evidence from the source that suggests that Mr V's wife was ready to oppose the 1913 Natives Land Act. (1 x 2) (2)

1.3.3. Using the information from the source and your own knowledge, explain why the 1913 Native Land Act was regarded as unjust. (2 x 2) (4)

1.3.4. What evidence from the source suggests that the crowd was happy with Mr V's speech? (2 x 1) (2)

1.4. Refer to source 1D

1.4.1. What messages, do you think, are conveyed by this photograph regarding the SANNC as an organisation? (2 x 2) (4)

1.4.2. Identify any THREE of the leaders who formed the delegation to voice the disapproval of the Native Land Act. (3 x 1) (3)

1.5. Using information in the relevant sources and your own knowledge, write a paragraph of about eight lines (about 80 words), explaining the impact of the 1913 Native Land Act on Black South Africans. (8)

[50]

SECTION B: ESSAY QUESTIONS

Answer only one essay question from this section. Your essay should be 2-3 pages long.

QUESTION 2A: THE 1913 NATIVE LAND ACT

Critically discuss the social and economic effects of the 1913 Native Land Act on the lives of black people. **[50]**

OR

QUESTION 2B: THE SOUTH AFRICAN WAR

"The South African War (1899- 1902) had negative consequences for both the Afrikaner nation and English South Africans."

Do you agree with this statement? Critically discuss the impact of the South African War and its results on people of South Africa from 1899-1913. **[50]**

ADDENDUM

QUESTION 1: WHAT WAS THE IMPACT OF THE 1913 NATIVES LAND ACT ON BLACK SOUTH AFRICANS?

SOURCE 1A

This source, by a historian, comments on the impact of 1913 Natives Land Act on Black South Africans.

The first major test for the new organisation (The South African Native National Congress, established in 1912) soon presented itself. Building on earlier ideas of segregation … the Union government embarked on a policy of territorial segregation, laying aside land for the exclusive use of whites and blacks (the latter being restricted to less than ten per cent of the country) – through the Natives Land Act (1913).

Thousands of families of tenant farmers were forced off white-owned land, either into the 'scheduled areas' or into towns. In the famous words of Solomon Plaatje, one of the founders of the ANC: 'Awaking on Friday morning, 20 June 1913, the South African native found himself, not actually a slave, but a pariah (social outcast) in the land of his birth.'

[From: Nelson Mandela and the rise of the ANC by J Schadeberg]

SOURCE 1B

This source, extracted from an interview undertaken by Sol Plaatje after the 1913 Natives Land Act was passed, explains the impact that the implementation of the 1913 Natives Land Act had on Africans in general and specifically on Maria (a squatter in a white-owned farm).

Among the squatters on the same farm as Kgabale was a widow named Maria. Her husband in his lifetime had lived as a tenant on the farm, ploughing in shares until his death. After his death Maria kept on the contract and made a fair living. Her son and daughter aged fourteen and sixteen respectively, took turns at herding cattle and assisting the mother in other ways.

… for Maria, being a widow, and her son being but a youth, it was hoped that the landlord would propose reasonable terms for her; but instead his proposal was that she should dispose of her stock and indenture her children to him. Maria found it difficult to comply with her landlord's demand. … the landlord then is said to have set fire to Maria's thatched cottage, … and Maria, with her bedclothes on her head, and on the heads of her son and daughter, and carrying her three-year-old boy tied to her back, walked off from the farm, driving her cows before her. In parting from … their late home, for one blank and unknown, the children were weeping bitterly.

[From: Native Life in South Africa by ST Plaatje]

SOURCE 1C

This source is an extract from a farmer, Mr V, whose real name was not revealed because he would have faced prosecution from the authorities. It indicates how he informed his workers about the decision he took to reverse the implementation of the 1913 Natives Land Act on his farm.

Mr V, the farmer, mounted a handy wagon … and commenced to address the crowd of blacks who gathered around the wagon …

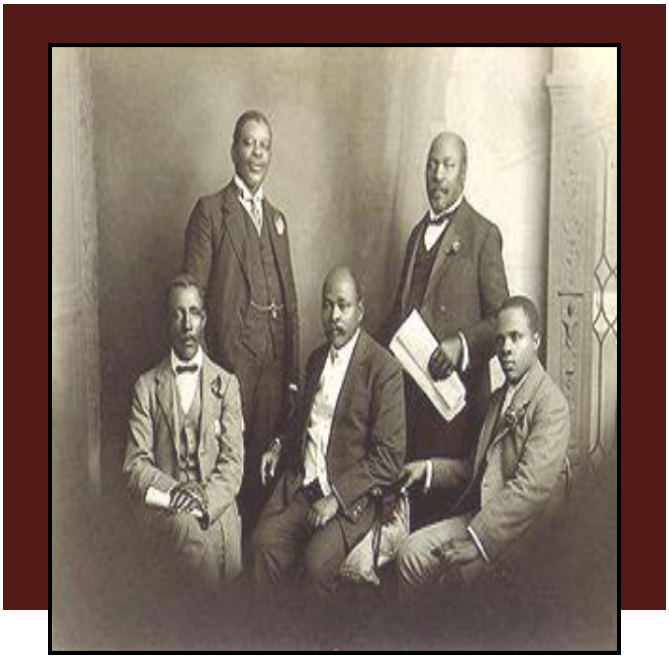
'Attention! Listen,' he said. 'You will remember that I was here last month and explained to you the new law. Well, I understand that the explanation created the greatest amount of unrest among the natives in the huts on my farm. Personally, I am very sorry that it ever came to that, but let me tell you that your Nooi, my wife, says it is not right that the terms under which we have lived in the past should be disturbed. I agree with her that it is unjust, and that the good Lord, who has always blessed us, will turn His face from us if people are unsettled and sent away from the farm in a discontented move.' (Loud and continued applause …)

'The Nooi, … says we must not obey the law: she even says, if it comes to physical ejectment, or if they take me to prison, she is prepared to go to Pretoria in person and interview General Botha.
' (More cheers, during which the natives dispersed to cart away their mealies amidst general satisfaction.)

[From: Native Life in South Africa by ST Plaatje]

SOURCE 1D

This photograph shows the delegation that was sent to Britain in 1914 by the South African Native National Congress (SANNC). The intention of the delegation was to voice its disapproval of the 1913 Natives Land Act. Seated from left to right are: Thomas Mtobi Mapikela, John Langalibalele Dube (first president), Solomon Tshekisho Plaatje (first secretary-general). Standing from left to right are: Walter Benson Rubusana and Saul Msane.



[From: Turning Points in History, Book 4, Industrialisation, Rural Change and Nationalism by F du Toit]

MARKING GUIDELINES

QUESTION 1: WHAT WAS THE IMPACT OF THE 1913 NATIVES' LAND ACT ON BLACK SOUTH AFRICANS?

1.1.

1.1.1. [Extract evidence from source 1A – L1]

- the Union government embarked on a policy of territorial segregation,
- laying aside land for the exclusive use of whites and blacks (the latter being restricted to less than ten per cent of the country) – through the Natives Land Act (1913). (2 x 1) (2)

1.1.2. [Interpretation of source 1A – L2]

- Blacks were limited to less than 10% of the land of South Africa (reserves)
- Thousands of families of tenant farmers were forced off white-owned land
- Left homeless
- Forced out of their homes
- Reduced to foreigners in their land
- Any other relevant answer.

(2 x 2) (4)

1.1.3. [Extract evidence from source 1A – L1]

- 'Scheduled areas'
- Towns. (2 x 1) (2)

1.1.4. [Extract evidence from source 1A – L1]

- It turned them into pariahs (social outcasts) in their land of birth (1x 1) (1)

1.2.

1.2.1. [Explanation of historical term from source 1B – L1]

- Someone who lives on/ occupies property or land rented from the landlord
- A worker on a white-owned farm in exchange for labour
- Any other relevant response (1x2) (2)

1.2.2. [Extract evidence from source 1B – L1]

- Herding cattle and
- Assisting the mother in other ways. (2 x 1) (2)

1.2.3. [Extract evidence from source 1B – L1]

- She should dispose of her stock
- She should indenture her children to him (2 x 1)(2)

1.2.4 [Analyse evidence from source 1B – L2]

- She refused to dispose her stock and to indenture her children to him.
- Any other relevant response (1 x 2) (2)

1.2.5. [Interpretation of information from source 1B – L2]

- She was chased out of her home (cottage)
- She was forced to dispose of her livestock
- She was forced to indenture her children to her landlord/ denied a right to raise her children
- She was forced out of her place of comfort (the farm) to an unknown open field
- Any other relevant response (2 x 2) (4)

1.2.6 [Comparison of evidence from source 1A and 1B – L3]

- Source 1B provides evidence of Maria being forced off the land and source 1A mentions that people were forcibly removed from white-owned land
- Source 1B states that Maria left for an unknown area and source 1A states that families were forced into 'scheduled areas' or towns
- Source 1B refers to Maria's thatched cottage set on fire by the landlord and source 1A refers to black people being reduced to social outcasts
- Any other relevant response (2 x 2) (4)

1.3.

1.3.1. [Extract evidence from source 1C – L1]

- The unrest among natives after an explanation about the new law.
- His wife / Mrs V said it was unjust (1 x 1) (1)

1.3.2. [Extract evidence from source 1C – L1]

- She says it is not right that the terms under which we have lived in the past should be disturbed
- The Nooi, …says we must not obey the law
- She was prepared to go to Pretoria in person and interview General Botha.

(1 x 2) (2)

1.3.3. [Interpretation of evidence from source 1C – L2]

- Because it forced the natives to be unsettled in a cruel / discontented way
- It took land away from the blacks who were in the majority and gave it to the minority whites.
- Any other relevant response (2 x 2) (4)

1.3.4. [Extraction of evidence from source 1C – L1]

- Loud and continued applause...
- More cheers, during which the natives dispersed to cart away their mealies amidst general satisfaction. (2 x 1) (2)

1.4.

1.4.1. [Interpretation of source 1D – L2]

- The SANNC (ANC) had formal and organised leadership
- Two members of the delegation are carrying petitions/documents to be presented
- Any other response (2x2) (4)

1.4.2. [Extraction of information from source 1D – L1]

- Solomon Thekisho Plaatjie
- Thomas Mtobi Mapikela
- John Langalibalele Dube
- Walter Benson Rubusana
- Saul Msane (Any 3 x 1) (3)

1.5. [Interpret and evaluate evidence from all the sources – L3]

Candidates should include the following in their response:

- Families were forced off white-owned land (source 1A)
- They had to move to 'scheduled areas' or into towns (source 1A)
- They became not slaves but social outcasts (source 1C)
- Farmers wanted to indenture black children (source 1C)
- Houses were burnt down (source 1C)
- Black people were no longer allowed to farm for themselves on white-owned farms. (source 1A, 1B and 1C)
- Political consciousness (delegation to London) (source 1D)
- Any other response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the impact of the 1913 Native Land Act on Black South Africans.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of the impact of the 1913 Native Land Act on Black South Africans** • Uses evidence in a very basic manner to write a paragraph	**MARKS: 3–5**
LEVEL 3	• Uses relevant evidence e.g. **that demonstrates a thorough understanding of the impact of the 1913 Native Land Act on Black South Africans.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS: 6 – 8**

(8)

SECTION B: ESSAY QUESTION
QUESTION 2A

[Plan and construct an original argument based on evidence using analytical and interpretative skills – L3]

SYNOPSIS
Candidates are expected to critically discuss the social and economic effects of the 1913 Native Land Act on black South Africans.

MAIN ASPECTS
Introduction: Candidates should take a line of argument and indicate how they will support it.

Elaboration

- The Land Act put a stop to sharecropping.
- Led to homelessness and dispossession
- Sharecroppers had to work as labourers on white-owned farms / or move to the areas set aside in the Land Act as native reserves
- Conditions in natives reserves were very poor, with soil erosion, malnutrition and diseases increasing.
- Most of the land that was allocated for reserves was not suitable for farming/ Africans could no longer survive on subsistence farming
- They would have to seek for work outside the reserves in order to support their family.
- Because of the desperate situation it caused, this Act meant that Africans were at the mercy of mining companies and white landowners and could be paid as little as possible.
- It led to further exploitation of black South Africans at the hands of the white minority government.
- As a result many people had to leave the reserves to find work as labourers on white-owned farms/ in mines/ in towns
- In the end they were forced to sell their stock in order to survive
- The only way they could make a living was by selling their own labour
- Any other response
- Conclusion: Candidates to tie up their argument with relevant conclusion.

(50)

QUESTION 2B

Synopsis:

Candidates are expected to indicate that the South African War had a negative impact on both the Afrikaners (Boers) and the English people. Candidates can indicate that in the long run the impact was far worse for black people.

Introduction:

The learner must respond directly to the question and provide factual explanation for their point of view.

MAIN ASPECTS

Introduction: Candidates should take a line of argument and indicate how they will support it.

Elaboration:

- Brutal British war strategies: Scorched earth and concentration camps.
- Loss of land and property
- Loss of life
- End of sharecropping
- Movement into reserves
- Search for jobs in mining
- Near extinction of Afrikaner nation ignited an aggressive nationalism.
- Power is slowly handed back to the Afrikaners: self-government
- National convention: Afrikaners take decision for the future of South Africa.
- Cape black franchise not extended to other provinces
- Union of South Africa under Afrikaner government
- Reconciliation policy
- Native Land Act 1913 disempowers the black population on a massive scale.
- Any other relevant response

Conclusion:
Learners must tie up their argument by reaffirming their opinion.

Exemplar 2

QUESTION 1: HOW DID SLAVERY AS PRACTISED BY THE PORTUGUESE AFFECT THE AFRICAN SOCIETIES?

Use sources 1A, IB, 1C and ID to answer the questions that follow.

1.1 Use source IA

1.1.1 Give the name of an African kingdom that came into contact with the Portuguese in the 1480s (1 x 1) (1)

1.1.2 How, according to the source, did the Kongo Kingdom become powerful? (3 x 1) (3)

1.1.3 Explain the term missionaries in your own words (1 x 2) (2)

1.1.4 Using the information in the source and your knowledge, explain why Portugal did not conquer the Kongo Kingdom? (2 x 2) (4)

1.1.5 Quote TWO pieces of evidence from the source that suggests that Portugal practised slavery in the Kongo Kingdom. (2 x 1) (2)

1.2 Study source 1B

1.2.1 What messages does this cartoon convey regarding the treatment of slaves? (2 x 2) (4)

1.2.2 Explain why the slaves were chained together. (1 x 2) (2)

1.3 Consult source1C

1.3.1 Explain the concept slave trade in your own words. (1x2) (2)

1.3.2 Name THREE groups of people who were affected by slavery in African societies. (3 x 1) (3)

1.3.3 What, according to the source, caused the deaths of the slaves? (3 x 1) (3)

1.3.4 What do the words 'shifted to labour in hostile conditions' tell you about the treatment of slaves? (2 x 2) (4)

1.4 Refer to sources 1B and 1C. Explain how the two sources support each other regarding the treatment of slaves. (2 x 2) (4)

1.5 Refer to source 1D

1.5.1 Name TWO kings from Kongo who resisted against slavery in the source. (2 x 1) (2)

1.5.2 How did the rulers of Kongo oppose the transatlantic slave trade? (1x2) (2)

1.5.3 Using information from the sources and your own knowledge, comment on why the African monarchies failed to stop the slave trade. (2 x 2) (4)

1.6 Using information from relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the effects of the Portuguese slavery on the African societies. (8)

[50]

ADDENDUM

QUESTION 1:
HOW DID THE PORTUGUESE SLAVERY AFFECT THE AFRICAN SOCIETIES?
SOURCE 1A

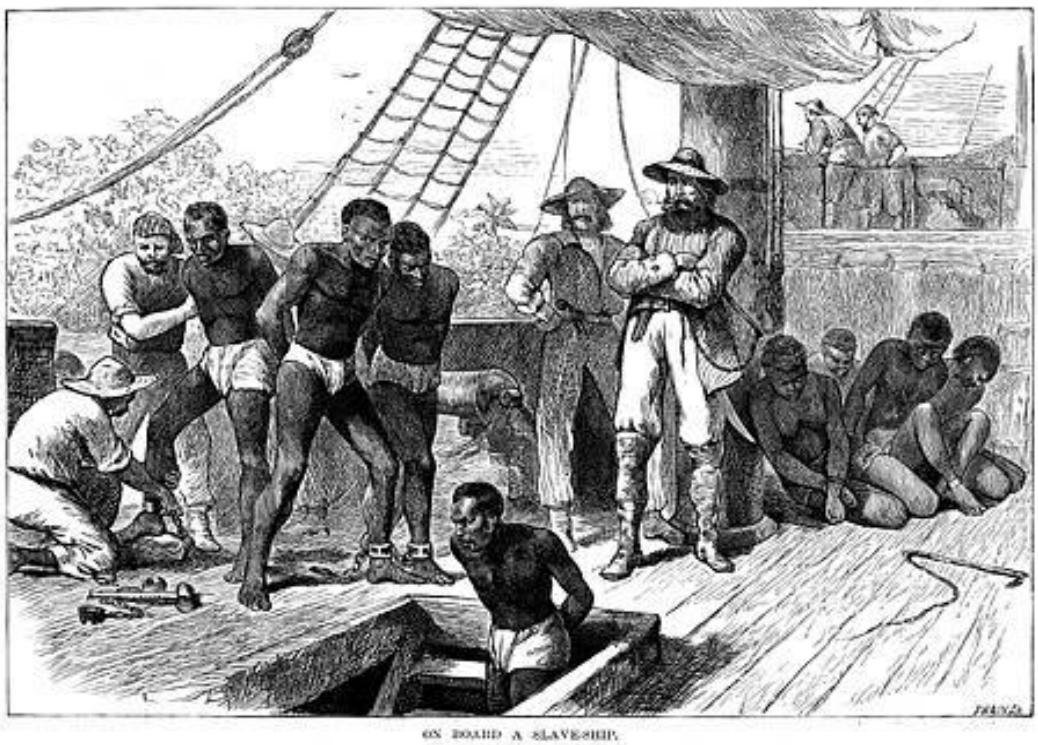
This source describes how the Portuguese conquest affected the Kongolese society in the 15th century.

During the 1480s the Portuguese came into contact with the kingdom of Kongo situated south of the Congo River in what is today Northern Angola. The Kongo became powerful through war, capturing and enslaving the people they defeated. The Portuguese did not conquer this region but rather chose to become allies with the Kongo king. The king was eager to make use of Portuguese teachers and craftsmen to train his people. He also allowed Catholic missionaries to work among his people. The Portuguese traded guns for slaves captured by the Kongo in wars against rival kingdoms in the interior.
Other than a small amount of copper and raffia cloth the area did not provide any profitable trade in gold or silver, which was disappointing for the Portuguese. The trafficking in slaves made for this disappointment.

[From www.sahistorg.org.za/topic/impact Accessed on 10/05/2016]

SOURCE 1B

The visual source shows how the slaves in Africa were captured and sent overseas by the Portuguese.



ON BOARD A SLAVESHIP.

[From https:// www.google.co.za/ imgres?imgurl=http%3A%. Accessed on 13/05/2016]

SOURCE 1C

The source focuses on some of the devastating effects of slavery on African societies.

Aside from the incalculable [countless] personal tragedies (misfortunes) that engulfed [overcame] those caught up in the slave trade, the effects on African societies of a trade in people that by the nineteenth century had spread to draw captives from all but the most isolated regions, have proved remarkably hard to assess.
Huge numbers of young men, women and children were lost to the continent altogether, while as many more were forcibly shifted to labour in hostile conditions. Moreover, to the many millions exported we have to add the millions more who died in the course of slave raids, in the arduous (hard) marches to the coast or across the desert, or from disease in the crowded pens of the merchants (dealers) on the coast. Famines caused by wars and raids, and the consequent loss of able-bodied labour must have claimed numerous further victims.

[From: Slaves and Slavery by D Clarkea]

SOURCE 1D

The source below outlines the resistance by some African societies to slavery.

In African societies, there are many examples of opposition to the transatlantic slave trade. One of the earliest documented is the correspondence of the Kongo ruler Nzinga Mbemba (also known as Afonso I, c. 1446–1543) who wrote to the king of Portugal, João III, in 1526 to demand an end to the illegal depopulation of his kingdom.

The Kongolese king's successor Garcia II made similar unsuccessful protests.
Other African rulers took a stand. For instance, in the early 17th century Nzinga Mbandi (c. 1583–1663), queen of Ndongo (modern-day Angola), fought against the Portuguese – part of a century-long campaign of resistance waged by the kingdom against the slave trade. Anti-slavery motives can also be found in the activities of the Christian leader Dona Beatriz Kimpa Vita (1684–1706) in Kongo .

[From http:www. Understandingslavery.com Accessed 20/05/2016]

MARKING GUIDELINES

QUESTION 1:

HOW DID THE PORTUGUESE SLAVERY AFFECT THE AFRICAN SOCIETIES?

1.1
11.1. [Extraction of evidence from source 1A – L1]
- Kongo Kingdom (1 x 2) (2)

1.1.2 [Extraction of evidence from source 1A – L1]
- War
- Capturing
- Enslaving (3 x 1) (3)

1.1.3 Definition of a historical concept [source 1A –- L1]
- People who came to Africa, mainly from European countries, allegedly to spread religion and western civilisation amongst Africans.
- Any other relevant response (1 x 2) (2)

1.1.4 [Interpretation of evidence from source 1A – L2]
- They wanted to convert the Kongolese to Christianity
- They wanted to establish good relations so that they could trade in slavery and guns
- Any other relevant response (2 x 2) (4)

1.1.5 [Extraction of evidence from source 1A – L1]
- The trafficking in slaves made for this disappointment.
- The Portuguese traded guns for slaves (1 x 2) (2)

1.2

1.2.1 [Interpretation of evidence from source 1B – L2]
- Individual rights of slaves were violated
- Slaves were treated as commodities
- They were tied together
- They were whipped
- Any other relevant response (2 x 2) (4)

1.2.2 [Interpretation of evidence from source 1B – L2]
- To stop them from running away
- To be forced to the lower deck of the ship where they were packed like sardines
- The owners wanted to dehumanise them
- Any other relevant response (1 x 2) (2)

1.3

1.3.1 [Explanation of concept from source 1C – L1]
- The buying and selling of human beings
- Any other relevant response (1x2) (2)

1.3.2 [Extraction of evidence from source 1C – L1]
- Young men
- Women
- Children (3 x 1) (3)

1.3.3 [Extraction of evidence from source 1C – L1]
- Arduous marches to the coast or across the desert
- Disease in the crowded pens of the merchants on the coast
- Famines caused by wars and raids (3 x 1) (3)

1.3.4 [Interpretation of evidence from source 1C – L2]
- Slaves were subjected to hard labour in countries where they were sold
- They experienced harsh weather conditions in foreign countries
- They were whipped
- Endured long working hours
- Any other relevant response (2 x 2) (4)

1.4 *[Comparison of sources 1B and 1C – L3]*

- Source 1B shows conditions of dehumanising slaves and source 1C refers to the tragedies that engulfed those caught up in the slave trade
- Source 1B shows captured Africans and source 1C refers to captives drawn from all over African regions
- Source 1B shows captured slaves in a ship and source 1C refers to huge numbers of young men, women and children who were lost to the continent
- Any other relevant response (2 x 2) (4)

1.5

1.5.1 [Extraction of evidence from source 1D – L1]

- Nzinga Mbemba
- Garcia II
- Dona Beatriz Kimpa Vita

(Any 2 x 1) (2)

1.5.2 [Interpretation of evidence from source 1D – L2]

- They wrote letters to the Portuguese king
- They waged long campaigns of resistance against the Portuguese/fought against them
- Any other relevant response

(1x2) (2)

1.5.3 [Interpretation of evidence from source 1D – L2]

- Some benefited personally (financially and material)
- They did not match the power of Europeans (especially in guns)
- Some espoused European ways such as education and Christianity
- Any other relevant response (2 x 2) (4)

1.6 [Interpretation, evaluation and synthesis from relevant sources – L3]
Candidates could include the following points in their response.

- Promoted human trafficking (source 1A)
- Acculturation of captured Africans (new religion and Christianity, literacy) (source 1A)
- Escalation of violence due to guns (source 1A)
- Loss of able-bodied members of the communities (source 1B)
- Humiliation of the African people (source 1B)
- Loss of lives (source 1C)
- Africans, as slaves, experienced harsh conditions (source 1C)
- Destruction of the families - fathers, mothers and children separated (source 1C)
- Violation of human rights (sources 1A, 1B, 1C and 1D)
- Depopulation of African regions (source 1D)
- Any other relevant responses.

Use the following rubric to allocate marks

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the** effects of the Portuguese slavery on African societies • Uses evidence partially to report on topic or cannot report on topic	**Marks:** **0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of the** effects of the Portuguese slavery on African societies. • Uses evidence in a very basic manner	**Marks:** **3 – 5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of the** effects of the Portuguese slavery on African societies • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**Marks:** **6 – 8**

Exemplar 3

QUESTION 1: HOW DID THE MFECANE LEAD TO A PERIOD OF GREAT DISRUPTION AND POPULATION MOVEMENT IN SOUTHERN AFRICA IN THE 1800s?

1.1 Study source 1A

1.1.1 According to the information in the source, who was responsible for one of the worst periods of black-on-black violence in the history of the subcontinent? (1x1) (1)

1.1.1 Define the following concepts:
(a) Mfecane (1x2) (2)
(b) Indigenous people (1x2) (2)

1.1.2 According to the information in the source, who settled in the "undisputed" territory? (1x1) (1)

1.1.3 How, according to historians, did the Mfecane affect the African Chiefdoms? (4x1)(4)

1.1.4 What do you think was the impression the early historians created of Shaka? (2x2) (4)

1.2 Study source 1B

1.2.1 According to the information in the source, what caused the wars and migration during the Mfecane? (2x1) (2)

1.2.2 Besides slaves, what other item was traded by the British traders at Port Natal? (1x1) (1)

1.2.3 List TWO places mentioned in the source where slave trade was expandin (2x1) (2)

1.2.4 Comment on Cobbing's statement, "The idea of the Mfecane was a deliberate lie.." with regard to the real reasons for the origins of Mfecane. (2x2) (4)

1.3 Study source 1C

1.3.1 What message is conveyed by this painting? (1x 2) (2)

1.4 Refer to sources 1C and 1D. Explain how source 1D supports source 1C with regard to the effects of Mfecane on people. (2x2) (4)

1.5 Study source 1D

1.5.1 What evidence in the source suggests that the movement of villagers was sudden and forced? (4x1) (4)

1.5.2 Quote from the source, to indicate that the child sitting by a small house, had not been eating for some time. (1x1) (1)

1.5.3 Using the information in the source and your own knowledge, explain why you think the girl child was found alone by a small house ? (1x2) (2)

1.6 Study source 1E

1.6.1 Explain the contradictory (opposing) effects that the Mfecane had on the northern Nguni population of Natal (2x2)(4)

1.6.2 What leadership qualities enabled Shaka to create a centralised and united Zulu kingdom? (1x2) (2)

1.7 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Mfecane led to a period of great disruption and population movement in southern Africa in the 1800s. (8)

[50]

ADDENDUM

QUESTION 1: HOW DID THE MFECANE LEAD TO A PERIOD OF GREAT DISRUPTION AND POPULATION MOVEMENT IN SOUTHERN AFRICA IN THE 1800s?

SOURCE 1A

This extract, taken from Readers Digest Illustrated History of South Africa, explains the Mfecane and highlights what early historians believed about Shaka's responsibility.

For generations South African school children were taught how a tyrannical Zulu king named Shaka was responsible for one of the worst periods of black-on-black violence in the history of the subcontinent: the Mfecane (the 'crushing').

According to the majority of early historians, Shaka ordered his men to attack every rival – both big and small – after he had built the most powerful army in Africa. The effect was devastating: tens of thousands of people were killed, dozens of chiefdoms were destroyed or assimilated into new, predatory states and wide areas of the highveld were depopulated. This suited the Afrikaner view of history which claims that the Voortrekkers entered undisputed territory.

Even historians sympathetic to the struggle of southern Africa's indigenous black people tried to provide the Mfecane with legitimacy (credibility). It was, claimed by one prominent historian, a time of state-building in African societies.

By the 1990s, however, many prominent historians had come to the conclusion that the Mfecane did not, indeed in fact, exist. While they agreed that there was indeed disorder among African societies in Natal and on the highveld, they were adamant that Shaka could not be held solely responsible for this.

The least controversial of the reasons offered for the upheaval was the drought of the early 1800s, which sparked fierce competition for resources. The availability of guns from white traders also led to the rise of warlords, it was claimed. Another, far more controversial theory, was that the disorder which plagued the sub-continent was caused by converging imperialistic thrusts – from the British in the Cape, to acquire labour after the reorganisation of the colony's labour procurement (acquisition) system and from the Portuguese at Delagoa Bay to supply slaves for their plantations in Brazil.

SOURCE 1B

Below is an extract from Julian Cobbing's article in which he provides reasons for the Mfecane.

- The wars and migrants of this period were caused by the impact of expanding European colonial set tlement and trade in southern Africa.
- Expanding slave trading from the Cape Colony in the south and the Portuguese from Delagoa Bay had contributed to the widespread disruption. This had begun from the middle of the eighteenth century.
- The idea of the Mfecane was a deliberate lie put out by colonial slave trading interests to divert atten tion away from their activities and explain the violence that followed. He said the Mfecane had its roots in the anti-Shaka writings of British traders who had operated at Port Natal in the 1820s, dealing apparently in ivory but behind the scenes in slaves.

[From: Viva History Grade10]

SOURCE 1C

This is an early painting of the first migration of the Fengu, one of the groups affected by the Mfecane.



[From, https//en.m.wikipedia.org/wiki/mfecane. Accessed: 09/09/2015]

SOURCE 1D

Some Christian missionaries had moved into the area from the Cape. In this diary entry written in 1823, one of them, Reverend Hodgson, describes finding an abandoned village.

> We saw how people had left their homes quickly. Some of the houses were destroyed and others left in a half-ruined state. At a distance we saw three fat dogs. On approaching the centre of the village, we saw a little child sitting by a small house, peeping its worn-out face through the upper part of a small karos (animal skin used as clothing) with which she was covered. The child was a mere skeleton, unable to stand from weakness… It must have been at least 15 days without anyone to communicate with, and most likely without food …. The child is a girl of about 6 years of age, towards whom our hearts were moved with compassion …. I discovered the skulls and other bones of another child …. It looked as though it had recently been eaten up by the dogs or some wild animals, a fate which, but for our visit, the child we had taken in our care probably would have died in a day or two if we didn't take charge of the child

Taken from, Bottaro, J. et al. In Search of History (Grade 10) 2005.one of them, Reverend Hodgson, describes finding an abandoned village.

SOURCE 1E

This extract focuses on the results of the Mfecane one of them, Reverend Hodgson, describes finding an abandoned village.

> The Mfecane, as it became known, both united and divided the northern Nguni population of Natal. On the one hand, it was responsible for the drawing of clan after clan into the fledging Zulu state. On the other hand, it sent thousands who refused to accept subjugation into desperate flight to other regions of Southern Africa. Shaka's new kingdom was built on strict discipline which united hundreds of diverse communities behind the central authority of the king. Although he ruled like a 'despot' (having absolute, usually oppressive power), an inner circle of chiefs advised him on matters of national importance and acted as a check on possible abuse of power.
>
> Readers Digest Illustrated History of South Africa Cape Town.

MARKING GUIDELINES
SECTION A: SOURCE-BASED QUESTIONS
QUESTION 1
STUDY SOURCE 1A

1.1.1 *[Explanation of historical concepts from source 1A – L1)*

Mfecane:

- A period of dramatic movement and change in the early 1800s, characterised by widespread chaos, and warfare.
- Derived originally from a Zulu word meaning "crushing"
- Any other relevant response (1x2) (2)

Indigenous people:

- People inhabiting a region from the beginning
- Original inhabitants of a place
- Any other relevant answer. (1x2) (2)

1.1.2 *[Extraction of information from source 1A – L1)*
- Voortrekkers (1x1) (1)

1.1.3 *[Interpretation of evidence from source 1A – L2]*

- Many chiefdoms were destroyed and broken up
- Thousands of people were killed
- Chiefdoms were forced to join Shaka
- Large tracts of land were left vacant. (Any 2x2) (4)

1.1.4 *[Interpretation of evidence from source 1A – L2]*

- A negative image of Shaka
- Portrayed Shaka as a tyrant
- Responsible for the Mfecane and the destruction of surrounding tribal groups. Any relevant response. (2x2) (4)

1.2 Study source 1B

1.2.1 *[Extraction of information from source 1B – L1]*
- Expanding European colonial settlement
- Trade in Southern Africa (2x1) (2)

1.2.2 *[Extraction of information from source 1B – L1]*
- Ivory (1x1) (1)

1.2.3 *(Extraction of information from source 1B, L1)*
- Cape Colony
- Delagoa Bay (2 x 1) (2)

(2x1) (2)

1.2.4 *(Interpretation of information from source 1B, L1)*

- British traders were diverting attention from their slave-trading activities
- The British traders used Shaka as a scapegoat
- Any relevant response. (2x2) (4)

- Suffering of the refugees
- Any other relevant answer

1.3 Study source 1C

1.3.1 *[Interpreting the message conveyed by the painting in source 1C – L2]*

- Showing how people were displaced
- How people became refugees
- Suffering of the refugees
- Any other relevant answer (2x1) (2)

1.4 *[Comparison of evidence from sources 1C and 1D – L3]*

- Source 1D refers to people abandoning their villages and source 1C shows villagers migrating
- Source 1D refers to people carrying the little possessions they could and source 1C shows people carrying their possessions and livestock
- Any other relevant responses (2x2) (4)

1.5 Study source 1D

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

- Some houses were destroyed
- Others left in half-ruined state
- Abandoned little child
- Skulls/bones of another child (remains not buried) (4x1) (4)

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

- The child was a mere skeleton
- Unable to stand from weakness (Any 1x1) (1)

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

- Families left their homes abruptly
- Parents might have been killed during the invasion
- Any other relevant response (Any 1x2) (2)

1.6 Study source 1E

1.6.1 *[Interpretation of information from source 1E – L2]*

- It drew off clan after clan into the Zulu state
- Sent thousands who refused to accept subjugation to run away.
- Any other relevant response.

(2x2) (4)

1.6.2 *[Analysis of information from source 1E – L2]*

- He was a strict disciplinarian
- He was a powerful leader
- Consulted with inner circle of chiefs (Any 1x2) (2)

1.7 *[Interpretation, evaluation and synthesis from relevant sources – L3]*
Candidates could include the following points in their response.

- Mfecane associated with the wars that were happening (sources 1A, B, C and D).
- Many of the transformations in southern Africa at this time happened as a result of the Mfecane. (sources A, B, C and D)
- The growth of the Zulu kingdom under Shaka (source 1A)
- Trade, environmental factors and economic factors also played a role (source 1B)
- A period of constant war, competitions over trade and land (sources 1A, B, C and D)
- Thousands became refugees (sources A, C and D)

RUBRIC TO ASSESS THE PARAGRAPH

LEVEL		**MARK**
LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding in explaining why the Mfecane period led to disruptions and population movement in southern Africa in the 1880s.** • Use evidence partially or cannot write a paragraph	**0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding in explaining why the Mfecane led to disruptions and population displacements in southern Africa in the 1880s.** • Uses evidence in a basic manner to write a paragraph	**3-5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding in explaining why the Mfecane led to disruptions and population displacements in southern Africa in the 1880s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6-8**

Exemplar 4

QUESTION 1: **WHAT WERE THE CONDITIONS IN FRANCE THAT MADE THE REVOLUTION POSSIBLE BY 1789?**

Study sources 1A, 1B, 1C and 1D and answer the following questions.

1.1 Use source 1A

1.1.1 Use the source and your own knowledge to explain the following historical concepts:

(a) Revolution (1 x 2) (2)

(b) Absolute monarchy (1 x 2) (2)

1.1.2 Provide THREE examples from the source that prove that the king had absolute power in France. (3 x 1) (3)

1.1.3 Explain why the educated people in France were justified in questioning the system of the absolute monarchy? Support your answer with TWO reasons. (2 x 2) (4)

1.2 Study source 1B

1.2.1 Why, according to the written evidence, was France in so much debt in the 1780s? (4 x 1) (4)

1.2.2 Use the written evidence to identify people who were:

(a) paying taxes (1 x 1) (1)

(b) not paying taxes (1 x 1) (1)

1.2.3 Using evidence from the pie graph, identify TWO areas where the French government spent more money in 1789. (2 x 1) (2)

1.2.4 Refer to the written evidence and the pie chart. Comment on the ways in which the chart supports the written evidence regarding the French government's spending before the revolution. (2 x 2) (4)

1.3 Use source 1C

1.3.1 List the THREE taxes that the woman in the source had to pay. (3 x 1) (3)

1.3.2 Why did the woman referred to in the source appear much older than she actually was? (2 x 2) (4)

1.4 Refer to source 1D

1.4.1 What evidence in the cartoon suggests that peasants were not well treated in France in 1789? (2 x 2) (4)

1.4.2 With reference to the clues in the cartoon, what message do you think is conveyed about the class differences of the following?

(a) Clergy/nobles (1 x 2) (2)

(b) Peasants (1 x 2) (2)

1.5 Refer to sources 1C and 1D. How does source 1D support source 1C with regard to the treatment of peasants in France in 1789? (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining the conditions in France that made the revolution possible by 1789. (8)

[50]

ADDENDUM

QUESTION 1: WHAT WERE THE CONDITIONS IN FRANCE THAT MADE A REVOLUTION POSSIBLE BY 1789?

SOURCE 1A

This is an extract on the political system in France in the 1780s.

The French Revolution was a political revolution. It started because there were many things about the political system that people in France did not like.

In 1789 France was an absolute monarchy. This meant that a king had the right to appoint all government ministers, and make all decisions and laws. In theory, there was a form of parliament, the Estates General, which consisted of elected representatives. However, it could only meet if the king allowed it to, and no meetings had been held for 175 years. Therefore, the king had total power. Whatever he said would be the law. He could even put people in jail without a trial. The king in 1789 was Louis XVI, who had inherited his position from his grandfather. He was not a good leader. Many educated people in France began to question the system of absolute monarchy.

Adapted from In Search of History, Grade 10 Learners Book, page 66

SOURCE 1B

This source consists of a written extract and a pie graph on the economic situation in France in the 1780s.

Written evidence

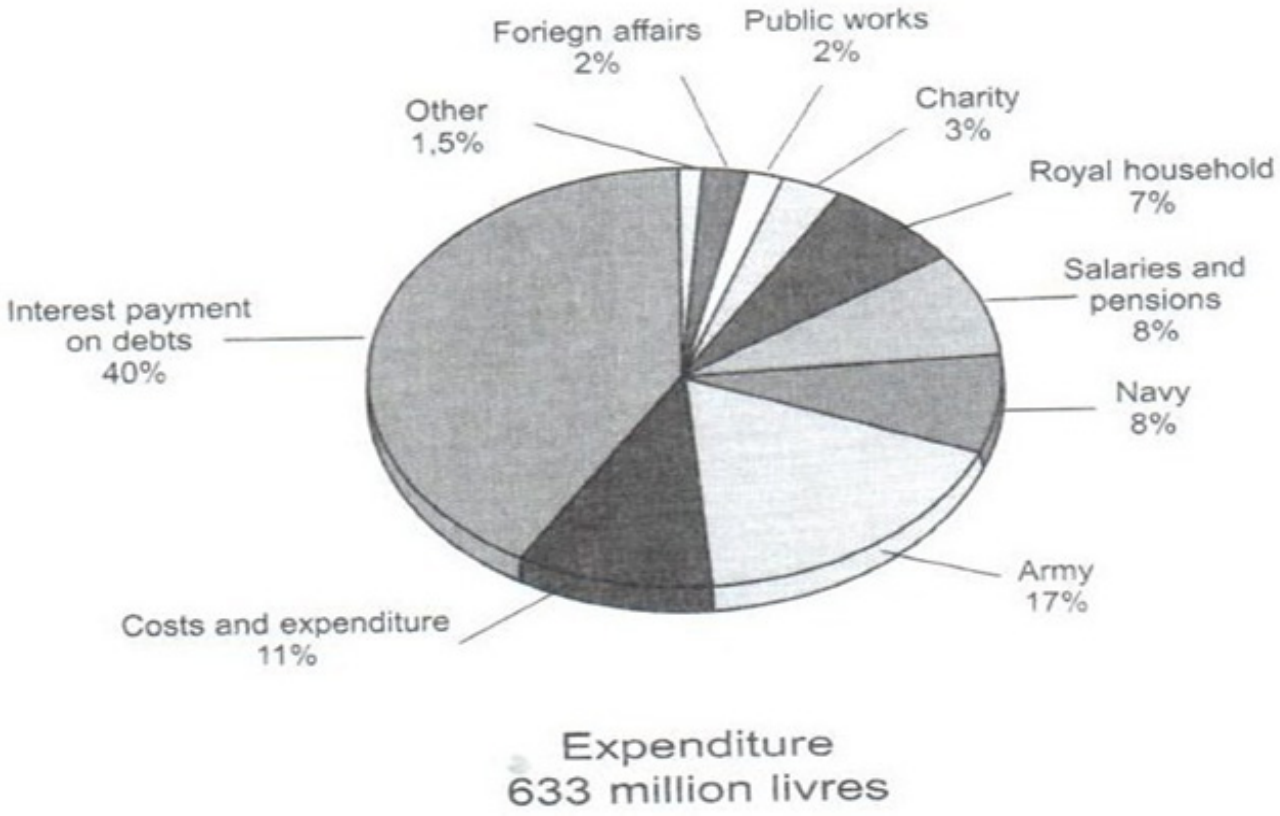
France's economy was in a bad state. The country was in debt, because France had been involved in a number of wars during the 18th Century; and the government had borrowed large sums of money to pay for food, weapons and wages for the army. By the 1780s, it had to borrow more money simply to pay the interest on these debts.

The lifestyle of the king, his family and the royal officials also cost a great deal. The government did not collect enough money in taxes to pay for all of this. Those with wealth – the nobles and the church ¬– did not have to pay taxes. All the taxes were paid by the middle-class and the peasants, many of whom were desperately poor.

Adapted from In Search of History, Grade 10 Learners Book, page 66

Pie Chart

This pie chart shows French government spending in 1786.



SOURCE 1C

This is an account by A Young, a British traveller in France, on how peasants were treated in France, from the book entitled Travels in France during the years 1787 to 1789.

Walking up a hill to help my horse, I was joined by a poor woman, who complained of the times and that it was a sad country. Demanding her reasons, she said her husband had but a morsel (small piece) of land, one cow and a poor little horse, yet they had a franchar (42 pounds) of wheat and three chickens to pay to one Lord, and four francher (a tax to the Lords) of oats, one chicken and a franc to pay to another, besides very heavy tailles (income tax) and other taxes.

This woman, at no great distance, might have been taken for sixty or seventy (years), her figure was so bent and her face so furrowed (wrinkled) and hardened by labour, but she was only twenty-eight (years).

Adapted from Internet source: http://www.flwhhistory.com/units/eme/16/FC104

SOURCE 1D

This cartoon from 1789 shows a peasant being crushed by the weight of the clergy and nobles. The words on the stone are: taille (land or income tax), impost (taxes in general) and corvees (forced labour)



MARKING GUIDELINES

QUESTION 1: WHAT WERE THE CONDITIONS IN FRANCE THAT MADE A REVOLUTION POSSIBLE BY 1789?

1.1

1.1.1 [*Explanation of concepts from source 1A – L1]*

(A)

- A forcible overthrow of government or social order in favour of a new system
- A violent change in an existing political system
- Any other relevant response (1 x 2) (2)

(B)

- A system where the king has all the powers in a country
- Rule of a king or queen who inherits position and has absolute power.
- Any other relevant response (1 x 2) (2)

1.1.2 *[Extraction of evidence from source 1A – L1]*

- The king had the right to appoint ministers, and make all decisions and laws
- Parliament could only meet when the king allowed it
- He could put people in jail without trial (3 x 1) (3)

1.1.3 *[Interpretation and evaluation of evidence from source 1A – L2]*

- It gave the king more powers
- The king had a right to appoint all government ministers and make all decisions and laws
- Any other relevant response (2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from source 1B – L1]*

- France had been involved in a number of wars during the 18th century
- The government had borrowed large sums of money to pay for food, weapons and wages for the army
- The lifestyle of the king, his family and the royal officials cost a great deal
- The government did not collect enough money in taxes (4 x 1) (4)

1.2.2 *[Extraction of evidence from source 1B – L1]*

(A) The middle-class and the peasants (1 x 1) (1)

(B) The nobles and the clergy (1 x 1) (1)

1.2.3 *[Interpretation of evidence from source 1B – L2]*

- Interest payment on debts
- Army (2 x 1) (2)

1.2.4 *[Comparison of evidence from the written evidence and the chart in source 1B –L2]*

- The chart shows more spending (40%) on the payment of interest on debts as emphasised in the written evidence
- The chart also shows more spending on the army (17%) as highlighted in the written evidence (2 x 2) (4)

1.3

1.3.1 *[Extraction of evidence from source 1C – L1]*

- (Franchars) A tax to the two Lords
- Tailles
- Other taxes (land or income, impost, corvee, tithes) (3 x 1) (3)

1.3.2 *[Interpretation of evidence from source 1C – L2]*

- She was affected by the hard labour she endured in France
- The environment (conditions) in which she found herself in France
- Any other relevant response (Any 2 x 2) (4)

1.4

1.4.1 *[Interpretation of evidence from source 1D – L2]*

- They were crushed by the clergy
- They were forced to pay taille (income tax)
- They were coerced into forced labour (corvees)
- Any other relevant response (Any 2 x 2) (4)

1.4.2 *[Interpretation and analysis of evidence from source 1D – L2]*

(a) Clergy/nobles
- superior/ not paying tax
- Well-dressed
- Any other relevant response (1 x 2) (2)

(b) Peasants
- Lower-class/suppressed/not well-treated (being squashed)
- Poorly dressed
- Any other relevant response (1 x 2) (2)

1.5 *[Comparison of evidence from the written evidence and the chart in sources 1C and 1D – L3]*

- Peasants were forced to pay taxes (taille) (contained in the cartoon and source 1C/ Both sources refer to payment of taxes by the peasants
- Peasants were expected to do forced labour (contained in the cartoon and source 1C)/ Both sources refer to peasants having been made to do forced labour
- Source 1C mentions unreasonable demands of landlords on peasants and source 1D depicts the landlords standing on top/exerting pressure on the peasants
- Any other relevant response (2 x 2) (4)

1.6 *[Interpretation, analysis and evaluation of information from relevant sources – L3]*

Candidates may use the following points to answer the question.

- France was an absolute monarch: king had more powers (source 1A)
- The king was not a good leader (source 1A)
- Criticism by educated people in France (source 1A)
- Bad economy: debt (source 1B)
- Lifestyle of the king and his family (source 1B)
- Taxes paid by the middle-class and peasants (sources 1B, 1C and 1D)
- Treatment of peasants (1D cartoon)
- Any other relevant response (8)

Use the rubric below to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding of the conditions in France that made revolution possible by 1789**. • Uses evidence partially to report on topic or cannot report	**MARKS 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding of the conditions in France that made revolution possible by 1789**. • Uses evidence in a very basic manner	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of the conditions in France that made revolution possible by 1789**. • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS 6-8**

TOTAL: [50]

L1	**18**
L2	**20**
L3	**12**

Criteria	Level 1 Not achieved	Level 2 Partially achieved	Level 3 Achieved	Level 4 Excellent achievement
Selection of information and data **(10)**	Selected information and data from the heritage sources are not relevant. 0 - 2	Selected information and data from the heritage sources are partially relevant. 3 - 4	Selected information and data from the heritage sources are relevant. 5 - 7	Selected information and data from the heritage sources are very relevant. 8 - 10
Information is coherent, logical and chronological **(10)**	Information is not coherent, logical and chronological. 0 - 2	Information is partially coherent, logical and chronological. 3 - 4	Information is well coherent, logical and chronological. 5 - 7	Information is excellent coherent, logical and chronological. 8 – 10
Planning and construction of discussion based on evidence **(10)**	Discussion is not planned, constructed and based on evidence from sources. 0 - 2	Discussion is partially planned, constructed and based on evidence from sources. 3 - 4	Discussion is well planned, constructed and based on evidence from sources. 5 - 7	Discussion is excellently planned, constructed and based on evidence from sources. 8 – 10
Reaching of a conclusion based on evidence **(10)**	A conclusion is not reached based on evidence. 0 - 2	A conclusion is partially reached based on evidence. 3 - 4	A good conclusion is reached based on evidence. 5 - 7	An excellent conclusion is reached based on evidence. 8 – 10
Explanation of the meaning of heritage and public representations **(5)**	The meaning of heritage and public representations is not explained. 0 - 1	The meaning of heritage and public representations is partially explained. 2	The meaning of heritage and public representations is well explained. 3	The meaning of heritage and public representations is excellently explained. 4 – 5

Explanation of the importance of conservation of heritage sites and public representations **(5)**	The importance of conservation of heritage sites and public representations is not explained. 0 - 1	The importance of conservation of heritage sites and public representations is partially explained. 2	The importance of conservation of heritage sites and public representations is well explained. 3	The importance of conservation of heritage sites and public representations is excellently explained. 4 - 5

TEACHER INSTRUCTION:

GESKIEDENIS/ HISTORY

GRAAD 10/ GRADE 10

OPSTEL VAN 'N ERFENISTAAK/ SETTING OF A HERITAGE ASSIGNMENT

Volg die stappe:

1. Klas en individuele besprekings oor toepaslike monumente, museums, tradisies, gemeenskappe of gekose erfenisvoorbeelde of mondeling geskiedenis as erfenis.
2. Formuleer 'n sleutelvraag
3. Doen navorsing in die skoolbiblioteek, plaaslike biblioteek of op die internet, indien beskikbaar, oor erfenis oor die spesifieke gekose onderwerp, of voorsien leerders met die bronne. Leerders moet 'n keuse maak uit die bronne wat toepaslik op hul onderwerp is.
4. Leerders moet aantekeninge gedurende die navorsing maak, en hulle moet inligting in hul eie woorde oorskryf. Onderwysers moet veral streng wees dat leerders nie eenvoudig net aflaai en inligting van die internet gebruik sonder om dit te verwerk nie. Hulle take moet 'n lys van verwysings insluit wat hulle geraadpleeg het.
5. Onderwysers moet 'n duidelike bewoorde taak vir die leerders voorsien. Die taak moet tydraamwerke vir elke fase en die assesseringskriteria wat vir assessering gebruik sal word bevat. Die datums binne die tydraamwerke sal 'n datum insluit vir wanneer beplanning voltooi moet wees; 'n datum wanneer rofwerk voltooi moet wees; 'n datum vir die finale produk. Onderwysers sal die werk vir elke fase kontroleer.
6. Die taak moet die ideologieë en debatte oor erfenis insluit verbind aan die spesifieke monument of gekose onderwerp. Die gekose onderwerp of voorbeeld word gebruik om die debatte te illustreer.

Follow these steps:

1. Class and individual discussions about appropriate monument, museum, tradition, community or chosen heritage example or oral history as heritage.
2. Formulate a key question
3. Do research in the school library, local library or on the internet, if available, about heritage on the particular topic chosen, or provide learners with the sources. Learners must make a selection from the sources that are appropriate for their topic.
4. Learners need to make notes during their research, and they must record information in their own words. Teachers must be particularly vigilant that learners do not simply download and use information from the internet without reworking it. Their assignments must include a list of references consulted.
5. Teachers must provide a clearly worded task for the learners. The task must include time frames for each stage of the assignment and the assessment criteria that will be used for assessment. The dates within the timeframes will include a date for planning to be completed; a date for rough work to be completed; date for final product. Teachers will check the work at each stage.
6. The assignment needs to include the ideologies and debates about heritage, linked to the particular monument/ heritage site or topic chosen. The chosen topic or example must be used to illustrate these debates.

(8)

AN EXTRACT FROM THE CAPS DOCUMENT PAGE 35

AN EXTRACT FROM THE CAPS DOCUMENT PAGE 35

FASE: VOO GRAAD 10
Erfenistaak (verpligtend)
Die fokus en bronne vir die taak is erfenisterreine, museums, monumente, mondeling geskiedenis, herdenkingsgebeure, familie en gemeenskapstradisies en rituele, plaaslike geskiedenis, skoolgeskiedenis en familiegeskiedenis. Die inhoudsdetail is nie gespesifiseer nie om voorsiening te maak om te kies om plaaslike, streeks- of nasionale voorbeelde van erfenis te bestudeer.
Wat is erfenis? Die woord 'erfenis' kan op verskillende wyses gebruik word. Een gebruik van die woord beklemtoon ons erfenis as mense en handel oor menslike oorsprong in Afrika. 'n Ander gebruik van die woord hou verband met die wyses waarop mense die verlede onthou deur erfenisterreine, museums, deur die oprigting van monumente en herdenkings (memorials) en in families en gemeenskappe (mondeling geskiedenis). Sommige stel voor dat erfenis is alles wat uit die verlede aan ons oorgedra is. Die inhoudsdetail is nie gespesifiseer nie om die keuse te voorsien om plaaslike, streeks- of nasionale voorbeelde van erfenis te bestudeer. Moontlike temas of onderwerpe vir take wat leerders moet oorweeg sluit in: • wat word bedoel met erfenis en publieke/ openbare voorstellings?; • denke (memory) en mondeling geskiedenis as erfenis;

- die belangrikheid van die bewaring van erfenisterreine, monumente en memorials (herdenkings);
- debatte oor erfeniskwessies en die wyses waarop die verlede verteenwoordig word, byvoorbeeld by erfenisterreine, in museums, monumente en herdenkings (memorials) en in families en gemeenskappe;
- die wyses waarop herdenkings (memorials) saamgestel word in verskillende kennissisteme, byvoorbeeld monumente, rituele terreine en grafterreine; en
- Afrika oorsprong van mensdom as wêrelderfenis.

Die taak moet 'n navorsingskomponent insluit om navorsingsvaardighede in Graad 10 te onderrig.

PHASE: FET GRADE 10
Heritage assignment (compulsory)
The focus and resources for the assignment are heritage sites, museums, monuments, oral histories, commemorative events, family and community traditions and rituals, local history, school history and family history. The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage.
What is heritage? The word 'heritage' can be used in different ways. One use of the word emphasises our heritage as human beings and concerns human origins in Africa. Another use of the word relates to the ways in which people remember the past, through heritage sites, museums, through the construction of monuments and memorials and in families and communities (oral history). Some suggest that heritage is everything that is handed down to us from the past. The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage. Possible themes for assignments, which learners should consider, include: • what is meant by heritage and public representations?; • memory and oral histories as heritage; • the importance of the conservation of heritage sites, monuments and memorials; • debates about heritage issues and the ways in which the past is represented, for example at heritage sites, in museums, monuments and memorials and in families and communities; • the ways in which memorials are constructed in different knowledge systems, for example monuments, ritual sites and grave sites; and • African origins of humankind as world heritage. The assignment should include a research component in order to teach research skills in Grade 10.

GRADE 11
SOURCE-BASED

Exemplar 1

QUESTION 1:
HOW DID THE EUGENICS MOVEMENT IMPACT ON PEOPLE IN THE USA AND NAZI GERMANY?

1.1. Refer to source 1A

1.1.1 Refer to the information in the source and your own knowledge to explain the historical term Social Darwinism (1x2) (2)

1.1.2 Using the information in the source and your own knowledge, explain how the theory of Social Darwinism supported eugenics (2x2) (4)

1.1.3 Using the information in the source and your own knowledge, explain how the governments in the United States of America and Nazi Germany used eugenics to abuse the human rights of some of their citizens. (2x2) (4)

1.2 Study source 1B

1.2.1. Explain the term eugenics in the context of the Eugenics Movement. (1x2)(2)

1.2.2. Identify TWO issues, mentioned in the source, which increased racial tensions in the USA towards the end of the 19th century. (2x1)(2)

1.2.3. Quote ONE example from the source of positive eugenics. (1x1)(1)

1.2.4. Mention ONE example from the source of negative eugenics. (1x1)(1)

1.2.5. Explain why you think eugenics contravened (went against) the constitution of the USA. (2x2)(4)

1.3 Study source 1C.

1.3.1 Identify TWO visual clues in the cartoon that suggest that the American government saw immigrants as a threat to the USA. (2x1)(2)

1.3.2 Using your own knowledge, name the law passed in the USA to restrict the number of immigrants to the USA. (1x1)(1)

1.3.3 Explain how an immigrant to the USA would have responded to this cartoon. (1x2)(2)

1.3.4 Comment on the usefulness of source 1B to a historian researching the racial policies of the USA in the 19th and 20th centuries. (2x2)(4)

1.4 How does the information in source 1B support the evidence in source 1A regarding the USA's support for the policy of eugenics? (2x2)(4)

1.5 Use source 1C.

1.5.1. What, according to Wagner, was the purpose of Nazi racial policies? (1x1)(1)

1.5.2. List THREE dangers to Germany's racial and biological survival as identified by Wagner. (3x1)(3)

1.5.3. Using the information in the source and your own knowledge, explain the policies used by the Nazi Party in the 1930s to limit the 'sick and unfit genes' and to prevent race mixing. (2x2)(4)

1.5.4. Which race was targeted in Dr Wagner's speech? (1x1) (1)

1.6. Using the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining the impact of the Eugenics Movement on the people in the USA and Nazi Germany.

(8)

ADDENDUM

QUESTION 1:
HOW DID THE EUGENICS MOVEMENT IMPACT ON PEOPLE IN THE USA AND NAZI GERMANY?

SOURCE 1A

This extract explains how Social Darwinism and eugenics were used by those who supported the building of empires.

[50]

When Darwin's theory was applied to humans, it was called Social Darwinism. Its supporters believed that the various human races were at different stages in the process of evolution. It seemed to offer a scientific explanation for the
differences between races. This study was called eugenics. Eugenics is the science of improvement of the human race by breeding of the best with the best…Some governments became actively involved in promoting biological engineering, encouraging "superior" people in society to have more children and preventing "inferior" people from having children.
Eugenics provided an explanation of how one man could inherently and necessarily be inferior to another by virtue of race alone.
…the first half of the 20th century was an age of empires …just when white (superior) power was at its most powerful
and widespread. Eugenics helped to ram (forced) it (empires) home: inferior races (blacks and others) were doomed to
extinction by natural selection, or could be actively exterminated in the interest of progress.

SOURCE 1B

This is an extract from an article by Edwin Black (2003), titled Eugenics and the Nazis – the California Connection. It comments on the origins and policies of Eugenics in the USA in the 1920s.

When Darwin's theory was applied to humans, it was called Social Darwinism. Its supporters believed that the various human races were at different stages in the process of evolution. It seemed to offer a scientific explanation for the differences between races. This study was called eugenics. Eugenics is the science of improvement of the human race by breeding of the best with the best…Some governments became actively involved in promoting biological engineering, encouraging "superior" people in society to have more children and preventing "inferior" people from having children.

Eugenics provided an explanation of how one man could inherently and necessarily be inferior to another by virtue of race alone.

…the first half of the 20th century was an age of empires …just when white (superior) power was at its most powerful and widespread. Eugenics helped to ram (forced) it (empires) home: inferior races (blacks and others) were doomed to extinction by natural selection, or could be actively exterminated in the interest of progress.

SOURCE 1C

This political cartoon titled 'The High Tide of Immigration – a National Menace' comments on the influx of immigrants to the USA towards the end of the 19th century.
Riff Raff is an insulting term used to describe members of the lower classes.



DANGER TO AMERICAN IDEAS AND INSTITUTIONS

RIFF RAFF IMMIGRATION

SOURCE 1D

This is an extract from a speech given by Dr Gerhard Wagner (Head of Nazi Organisation for Physicians) on Nazi racial policy at the 1936 Nuremburg Rally. It puts emphasis on the benefits of maintaining a racially pure and growing population.

> My fellow party members, you know the reasons for our National Socialist population and racial policies. We want to rescue a dying people from the edge of the abyss (dark hole) and lead it back to the paths that will lead, according to human reason, to a future in the coming millennium (period of thousand years). We must oppose the three great dangers of racial and biological decline that have repeatedly destroyed states, peoples, and cultures in the past if they did not succeed in resisting them in good time. We must therefore contend (deal) with these three issues: the decline in the birth rate, the increase in sick and unfit genes in our people, and the mixing of blood of our people with that of foreign and unrelated peoples, in particular with Jewish blood.

MARKING GUIDELINES

1.1.1. *[Explanation of concept in source 1A – L1]*

Social Darwinism is the belief that certain people are superior to others / Any other relevant response (1x2) (2)

1.1.2. *[Interpretation of evidence from source 1A – L2]*

- Social Darwinism implies that other races are inferior and eugenics discourages reproduction among the inferior races
- Any other relevant response (2x2) (4)

1.1.3. *[Interpretation of evidence from source 1A – L2]*

- Inferior races were forced to sterilise
- They were segregated
- Euthanasia was used to kill those with inferior genes
- Thousands of people were killed (genocide)
- Any other relevant response (2x2) (4)

2.1

2.1.1. *[Explanation of concepts ¬– L1]*

- The pseudo-science of improving the human race
- Any other relevant response (1x2) (2)

2.1.2. *[Extraction of evidence in source 1B – L1]*

- Large-scale immigration to the USA
- The chaos of the post-Reconstruction era (2x1) (2)

2.1.3. *[Extraction of evidence in source 1B – L1]*

- If talented people married only other talented people they would have higher quality offspring (1x1) (1)

2.1.4. *[Extraction of evidence in source 1B – L1]*

- Sterilisation of over 9 000 Americans (1x1) (1)

2.1.5. *[Interpretation of evidence in source 1B – L2]*

- The USA is a democratic country which prides itself on human rights and freedom
- Eugenics, on the other hand, stripped people of their freedom to choose and

sometimes compromised the right to life Any other relevant response (2x2) (4)

3.2

3.2.1 *[Extraction of evidence in source 1C – L1]*

- The sheer number of immigrants washing up on US shores with the waves – almost like fish
- The fact that Uncle Sam is trying escape from this 'tide' of foreigners
- On the rock it states 'Danger to American Ideas and Institutions.'
- It also refers to immigration as a 'national menace'

Any other relevant response (2x1) (1)

3.2.2. *[Extraction of evidence in source 1C – L1]*
Immigration Restriction Act (1x1) (1)

3.2.3. *[Interpretation of evidence in source 1C – L2] Negatively*

- Immigrants are referred to as 'riff raff' – derogatory
- Immigrants would feel they were not welcome in the USA
- They would feel offended and undermined

Any other relevant response (1x2) (2)

3.2.4. *[Determining the usefulness of source 1C – L3] It is useful:*

- Visual representation of the influx of immigrants to the USA
- Indicates the reluctance of the USA to accept immigrants
- Indicates that immigrants were seen as inferior
- Indicates that large numbers of people emigrated to the USA

Any other relevant response

NOT USEFUL:

- Source only presents the view of the government
- The source is bias in favour of the government (Uncle Sam)
- The source does not represent the views of immigrants already in USA and other minorities

Any other relevant response. (2x2) (4)

3.3. *[Comparison of evidence in sources 1B and 1C – L3]*

- Both sources indicate the aversion the USA had for immigrants
- Both sources support the ideas of eugenics and the prevention of racial mixing
- Both indicate that immigrants were seen as inferior human beings

Any other relevant comparison (2x2) (4)

3.4.1. *[Extraction of evidence in source 1D – L1]*

To rescue a dying people from the edge of the abyss (1x2) (2)

3.4.2. *[Extraction of evidence in source 1D – L1]*

- The decline of the birth rate
- The increase in sick and unfit genes in our people
- The mixing of blood with that of foreign and unrelated peoples (3x1) (3)

3.4.3. *[Interpretation of evidence in source 1D – L1]*

- Euthanasia – killing mentally and physically disabled people by lethal injection
- Laws passed to prohibit marriages between Jewish and other Germans
- Extermination programme of the Jews – the Final Solution
- Any other relevant response. (2x2) (4)

3.4.4. *[Extraction of evidence in source 1D – L1]* Jews (1x1) (1)

3.5. [Interpretation and analysis of evidence in sources 1A, 1B, 1C and 1D – L3]
Destructive/dehumanising effect

In the USA, people's freedom was taken away from them

- Limited as to who they could marry, or if they could have children
- People were prevented from entering the USA by laws limiting immigration
- People were made to feel inferior and unworthy
- In Germany, it was even more sinister
- Plans to use euthanasia
- Extermination of Jews of Europe
- Any other relevant response

Level 1	Uses evidence in a very elementary manner e.g. **shows no or little understanding of the impact of the eugenics movement on the people of the USA and Nazi Germany.** Uses evidence partially or cannot write a paragraph.	0-2
Level 2	Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of the impact of the eugenics movement on the people of the USA and Nazi Germany.** Uses evidence in a basic manner to write a paragraph.	3-5
Level 3	Uses relevant evidence e.g. **demonstrates a thorough understanding of impact of the eugenics movement on the people of the USA and Nazi Germany.** Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	6-8

(8)

Exemplar 2

QUESTION 1: TO WHAT EXTENT WAS THE NEW DEAL SUCCESSFUL IN RESTORING THE ECONOMY OF THE USA?

Study sources 1A, 1B, 1C and 1D to answer the following questions.

1.1 Study source 1A.

1.1.1 Quote evidence from the source which suggests that Keynes did not support socialism. (1 x 2) (2)

1.1.2 Define the following concepts in your own words:
(a) Capitalism
(b) Laissez-faire (2 x 2) (4)

1.1.3 What reasons did Keynes put forward for government intervention in the economy of the USA? (2 x 2) (4)

1.1.4 Explain how the manufacturing sector would accelerate economic growth. (2 x 2) (4)

1.1.5 Using the information from the source and your own knowledge, explain why you think it was necessary for the government to intervene in the US economy. (2 x 2) (4)

1.2 Refer to source 1B.

1.2.1 Using the information in the source, explain how the following agencies provided relief for the unemployed:
a) CCC
b) AAA (2 x 1) (2)

1.2.2 Comment on the purposes of the NRA. (2 x 2) (4)

1.2.3 How, do you think, the NRA protected the workers? (2 x 2) (4)

1.3 Consult source 1C.
1.3.1 According to the source, what were the achievements of the New Deal? (4 x 1) (4)
1.3.2 Explain how the New Deal restored hope amongst women and men in the USA. (2 x 2)(4)

1.4 Study source 1D.

1.4.1 Explain the messages that the cartoonist wishes to convey. (2 x 2) (4)
1.4.2 In what way will a historian studying the impact of the New Deal find the source useful? (2x2) (4)

1.5 Refer to sources 1C and 1D. Explain how the two sources differ with regard to the impact of the New Deal. (2 X 2) (4)

1.6 Using the relevant sources and your own knowledge, write a paragraph of EIGHT lines (about 80 words) explaining the extent to which the New Deal was successful in restoring the economy of the USA.

(8)

ADDENDUM
QUESTION 1: TO WHAT EXTENT WAS THE NEW DEAL SUCCESSFUL IN RESTORING THE ECONOMY OF THE USA?

SOURCE 1A
This extract explains why Roosevelt wanted to intervene in the economy of the USA.

Roosevelt adopted the economic ideas of John Maynard Keynes, a British economist. Keynes argued that laissez-faire economics could not be used to address a crisis in capitalism, as capitalism would no longer work if it was left to itself. He said that the government had to take the initiative and take over the running of the economy to a large extent. If the government employed tens of thousands of workers this would give them the money to buy goods and this could stimulate demand. As demand increased, factories could increase production or reopen and new factories could be established.

From Viva History Grade 11, 2012 by K Angier et al.

SOURCE 1B

The following extract focuses on the series of legislation passed by President Roosevelt to implement the New Deal.

During the One Hundred Days, Congress enacted 15 major pieces of legislation establishing New Deal agencies and programs. Among these was the Federal Deposit Insurance Corporation (FDIC), which was established to protect depositors from losing their savings in the event of bank failure. Another program was the Civilian Conservation Corps (CCC), which put thousands of men to work on projects in national forests, parks, and, public lands. The Agricultural Adjustment Administration (MA; was created to ease the desperate plight of the farmer during the Depression by establishing a program of production limits and federal subsidies. To address the problems of industry and workers, Congress passed the National Industrial Recovery Act (NIRA) in June 1933. The NIRA established codes of fair practice for individual industries in order to promote industrial growth. It also created the National Recovery Administration (NRA). The NRA was perhaps one of the most sweeping and controversial of the early New Deal programs. Its purposes were twofold: first, to stabilize business with codes of "fair" competitive practice and, second, to generate more purchasing power by providing jobs, defining labor standards, and raising wages. The NRA. also reflected trade union hopes for protection of basic hour and wage standards and liberal hopes for comprehensive planning.

From http:www. Archives gov/ education

SOURCE 1C

This is an excerpt which focuses on the achievements that the New Deal had on the USA's economy.

'What did the New Deal achieve? … it had notable positive achievements to its credit. The transformation of the Tennessee Valley under the Tennessee Valley Authority [TVA] from much poverty to a growing measure of prosperity was one. The PWA [Public Works Administration] built on a considerable scale - schools and sewage plants, hospitals, railway stations, bridges, etc. ...The WPA [Works Progress Administration] also gave work to writers, painters, sculptors, and actors. But far more significant was the simple fact that the New Deal restored hope to millions of men and women, by providing them with jobs or saving their homes.'

From Focus history Grade 11, 2012 by Y Seleti et al.

SOURCE 1D

This cartoon shows the negative impact of the New Deal on the USA



From In search of History Grade 11, 2012 by J Bottaro et al.

MARKING GUIDELINES

QUESTION 1: TO WHAT EXTENT WAS THE NEW DEAL SUCCESSFUL IN RESTORING THE ECONOMY OF THE USA?

1.1

1.1.1 *[Extraction of evidence from source 1A – L1]*

- The government had to take the initiative and take over the running of the economy to a large extent (1x 2) (2)

1.1.2 *[Definition of a historical concept L1]*

(a)

- Capitalism is an ideology or set of ideas that advocates the free market system economy.

Any other relevant response

(b) A policy that opposes the interference of a government in economic affairs

Any other relevant answer (2 x 2) (4)

1.1.3. [Interpretation of evidence from source 1A – L2]

- Crises of capitalism could not be solved by the business/ private sector
- Government involvement in the economy would benefit the majority of people
- Any other relevant answer. (2 x 2) (4)

1.1.4. *[Interpretation of evidence from source 1A – L2]*

- Factories would employ more people
- Production of goods would stimulate demand
- Any other relevant response (2x 2) (4)

1.1.5 *[Interpretation of evidence from source 1A – L2]*

- Markets had collapsed
- Massive unemployment
- Any other relevant response (2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from source 1B – L1]*

- CCC created job opportunities

- AAA established a program of production and subsidies to assist farmers. (2 x 1) (2)

1.2.2 *[Interpretation of evidence from source 1B – L2]*

NRA had two purposes:

- It aimed at stabilising business by introducing codes of fair practice for individual practises
- It also aimed at generating more purchasing power by providing jobs, defining labour standards and raising wages. (2 x 2) (4)

1.2.3 *[Interpretation of evidence from source 1B – L2]*

- Workers would have more buying power for goods and services
- The extra income would enable workers to invest in banks and other financial institutions and thus grow the economy
- Any other relevant answer. (2 x 2) (4)

1.3.1 *[Extraction of evidence from source 1C – L1]*

- The transformation of the Tennessee Valley Authority (TVA)
- Infrastructural development through public works projects
- Schools, bridges, hospitals, railways, etc. were built
- Created job opportunities
- Any other relevant answer (4 x 1) (4)

1.3.2 *[Interpretation of evidence from source 1B – L2]*

- The New Deal provided jobs without favouritism
- The New Deal enabled workers to earn salaries to pay for their homes
- Any other relevant response (2 x 2) (4)

1.4

1.4.1 *[Interpretation of evidence from source 1B – L2]*

- The government spent taxpayers' money on projects that did not help in boosting the economy
- Too many projects wasted taxpayers' money
- Any other relevant answer (2 x 2) (4)

1.4.2 *[Ascertaining the usefulness of a source L3]*

- Illustrates how the tax payers' money was spent
- The source can be corroborated by other sources
- Gives insight into the criticisms of the New Deal
- Shows that US citizens had to shoulder financial responsibility
- Any other relevant answer (2 x 2) (4)

1.5 [Comparison of evidence from sources 1C and 1D – L3]

- Source 1C refers to the successes of the New Deal while source1D depicts the New Deal as a costly policy
- Source 1C says the New Deal restored people's hope by creating jobs while source 1D shows that it was a burden on the taxpayers
- Any other relevant response

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

Successful

- Created job opportunities
- Improved infrastructure
- Resulted in economic growth
- Eradicated inequality
- Eradicated poverty
- Any other relevant answer

Not successful

- Slow economic growth
- Money wasted on projects
- Too many conflicting and confusing projects
- Taxpayers' money used for non-profit projects
- Job losses
- Any other relevant answer

Use the following rubric to allocate marks:

Level 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of**- the extent to which the New Deal was successful in restoring the economy of the USA • Uses evidence partially to report on topic or cannot report on topic	**Marks: 0-2**
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of** the extent to which the New Deal was successful in restoring the economy of the USA • Uses evidence in a very basic manner	**Marks:3-5**
Level 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of** the extent to which the New Deal was successful in restoring the economy of the USA • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**Marks:6-8**

(8)
[50]

L1	**10**
L2	**24**
L3	**16**

Exemplar 3

QUESTION 2: TO WHAT EXTENT DID PRESIDENT FRANKLIN DELANO ROOSEVELT'S NEW DEAL POLICY SAVE THE USA FROM THE GREAT DEPRESSION OF 1929?

Study sources 2A, 2B, 2C and 2D and then answer the following questions.

2.1. Refer to source 2A.

2.1.1. Using the source and your own knowledge, define the concept New Deal in your own words. (1x2) (2)

2.1.2. What impact did the Great Depression have on the American people? (1x2) (2)

2.1.3. Using the information in source and your own knowledge, explain the importance of Roosevelt's 'hundred days' in office. (1x2) (2)

2.1.4. What, according to the information in the source, was the significance of the 'Brain Trust'? (1x1) (1)

2.1.5. Using the information in the source and your own knowledge, explain how the Banking Act of 1933 assisted the economy of the USA. (2x2) (4)

2.1.6. Quote evidence from the source which suggests that President Roosevelt was successful in restoring confidence on the American people. (3x1) (3)

2.2 Consult source 2B.

2.2.1. Why, according to the source, was there a banking crisis in the USA? (2x1) (2)

2.2.2. How, according to evidence from the source, did Roosevelt's 'fireside chat' reach out to ordinary Americans? (1×2) (2)

2.2.3. Mention TWO measures Roosevelt introduced to save the USA economy. (2x 1) (2)

2.2.4. Using the information in the source and your own knowledge, explain the extent to which the 'fireside chat' influenced the Americans to support Roosevelt. (2x2) (4)

2.3. Read source 2C.

2.3.1. What, according to the information in the source, prompted Roosevelt to launch the Second New Deal? (2×1) (2)

2.3.2. Mention TWO projects that were run by Works Progress Administration. (2×1) (2)

2.3.3. Explain in your own words how the Social Security Act of 1935 was going to assist unemployed Americans. (2×1) (2)

2.3.4. Why, according to the information in the source, did Roosevelt call his opponents 'forces of selfishness and lust for power'? (1×2) (2)

2.3.5. What do you think Roosevelt implied by 'the forces of organised money are unanimous in their hate for me, and I welcome their hatred'? (2x2) (4)

2.4. Use source 2D.

2.4.1. What institution is represented by the two figures in the cartoon? 1x2) (2)

2.5. Compare sources 2C and 2D. Explain how the sources complement each other regarding opposition to Roosevelt's New Deal in the 1930s. (2x2) (4)

2.6. Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the extent to which Roosevelt's New Deal saved the USA from the Great Depression of 1929. (8)

QUESTION 2: TO WHAT EXTENT DID PRESIDENT FRANKLIN DELANO ROOSEVELT'S NEW DEAL POLICY SAVE THE USA FROM THE GREAT DEPRESSION OF 1929?

SOURCE 2A

This source explains why President F.D. Roosevelt implemented his New Deal.

On March 4, 1933, when FDR took the oath of office to become the 32nd President of the United States, America was a country in the midst of the worst economic crisis in its history. .... FDR's response to this unprecedented (exceptional) crisis was to initiate the "New Deal", a series of economic measures designed to alleviate (lessen) the worst effects of the depression, reinvigorate (revive) the economy, and restore the confidence of the American people in their banks and other key institutions.

The New Deal was orchestrated (planned) by a core group of FDR advisors brought in from academia and industry known as the "Brains Trust", who, in their first "hundred days" in office, helped FDR enact (pass) fifteen major laws.

One of the most significant of these was the Banking Act of 1933, which finally brought an end to the panic that gripped the nation's banking system. The success of the Banking Act depended in a large measure on the willingness of the American people to once again place their faith – and money – in their local banks.

To ensure this, FDR turned to the radio, and in the first of his many "fireside chats", convinced the American people the crisis was over and that their deposits – backed by the newly established Federal Deposit Insurance Corporation (FDIC) – were safe.

[From: http//rooseveltinstitute.or/policy and – idearoose. Accessed on 27.01.2015.]

SOURCE 2B

The source is an extract from Roosevelt's first 'fireside chat' on the banking crisis that occurred on 12 March 1933.

..... We had a bad banking situation. Some of our bankers had shown themselves either incompetent or dishonest in their handling of the people's funds. They had used the money entrusted to them in speculations and unwise loans. This was of course not true in the vast majority of our banks but it was true in enough of them to shock the people for a time into a sense of insecurity and to put them into a frame of mind where they did not differentiate, but seemed to assume that the acts of a comparative few had tainted them all. It was the Government's job to straighten out this situation and do it as quickly as possible... and the job is being performed.

I do not promise you that every bank will be reopened or that individuals losses will not be suffered, but there will be no losses that possibly could be avoided; and there would have been more and greater losses had we continued to drift. I can even promise you salvation for some at least of the sorely pressed banks. We shall be engaged not merely in reopening sound banks but in the creation of sound banks through reorganization. It has been wonderful to me to catch the note of confidence from all over the country. I can never be sufficiently grateful to the people for the loyal support they have given me in their acceptance of the judgement that has dictated our course, even though all of our processes may not have seemed clear to them.

After all there is an element in the readjustment of our financial system more important than currency, more important than gold, and that is the confidence of the people. Confidence and courage are the essentials of success in carrying out our plan. You people must have faith; you must not be stampeded by rumors or guesses. Let us unite in banishing fear. We have provided the machinery to restore our financial system; it is up to you to support and make it work. It is your problem no less than it is mine. Together we cannot fail

[From: www.presidency.ucsb.edu/fireside. Accessed on12.08.2014.]

The source below outlines the challenges faced by President F.D. Roosevelt's New Deal between 1935 and 1937.

Despite the efforts of President Roosevelt and his cabinet, however, the Great Depression continued, the nation's economy continued to wheeze (gasp); unemployment persisted; and people grew angrier and more desperate.

So, in the spring of 1935, Roosevelt launched a second, more aggressive series of federal programs, sometimes called the Second New Deal. In April, he created the Works Progress Administration (WPA) to provide jobs for unemployed people. WPA projects weren't allowed to compete with private industry, so they focused on building things like post offices, bridges, schools, highways and parks. The WPA also gave work to artists, writers, theatre directors and musicians.

In July 1935, the National Labor Relations Act, also known as the Wagner Act, created the National Labor Relations Board to supervise union elections and prevent businesses from treating their workers unfairly. In August, FDR signed the Social Security Act of 1935, which guaranteed pensions to millions of Americans, set up a system of unemployment insurance and stipulated that the federal government would help care for dependent children and the disabled.

In 1936....FDR told a roaring crowd at Madison Square Garden that "The forces of 'organized money' are unanimous in their hate for me – and I welcome their hatred."
He went on: "I should like to have it said of my first Administration that in it the forces of selfishness and of lust for power met their match, [and] I should like to have it said of my second Administration that in it these forces have met their master."

[From: National Museum of American Jewish History, Philadelphia. Accessed on 24.12.2013.]

SOURCE 2D

The following cartoon titled 'Boo – Hoo....' depicts the effects of President Roosevelt's New Deal on the USA.



[From:http/www.google.co.za/immgres] Accessed on 23 December 2013]

MARKING GUIDELINES

QUESTION 2: TO WHAT EXTENT DID PRESIDENT FRANKLIN DELANO ROOSEVELT'S NEW DEAL POLICY SAVE THE USA FROM THE GREAT DEPRESSION OF 1929?

2.1.1. *[Explaining historical concept from source 2A – L1]*

- A series of economic measures introduced by Roosevelt to alleviate the effects of the Great Depression
- Any other relevant response (1×2) (2)

2.1.2. *[Interpretation of information from source 2A – L2]*

- People lost confidence in the banking system and other government institutions
- People became desperate as they lost their possessions
- Most people lost their jobs
- Any other relevant answer (1×2) (2)

2.1.3. *[Interpretation of information from source 2A – L2]*

- Enabled him to pass laws aimed at addressing the Great Depression
- Enabled him to regain confidence of the people
- Any other relevant answer (1×2) (2)

2.1.4. *[Extraction of evidence from source 2A – L1]*

- Roosevelt's advisors composed of the academics and industrialists Any (1×1) (1)

2.1.5. *[Interpretation of information from source 2A – L2]*

- It ended the fear that bankers had of the banking institutions
- It restored confidence of the people in the economy of the country
- Any other relevant sources (2×2) (4)

2.1.6. *[Extraction of evidence from source 2A – L1]*

- FDR turned to the radio which was affordable to everyone
- In his many fireside chats he convinced the American people that the crisis was over
- Established Federal Deposit Insurance Corporation (3×1) (3)

2.2.1. *[Extraction of evidence from source 2B – L1]*

- Some bankers were incompetent or dishonest in their handling of people'sfunds
- Banks used money entrusted to them in speculations and unwise loans (2X1) (2)
- Any other relevant response (1×2) (2)

2.2.2. *[Interpretation of information from source 2B – L2]*

- His speech is presented directly to the people as he used the words
- "I promise you"
- He talked to them by saying: "You people must have faith"
- He stated: "Together we cannot fail"
- He noted the confidence he received from all over the country
- Any other relevant response (1×2) (2)

2.2.3. *[Extraction of evidence from source 2C – L1]*

- Salvation of some sorely pressed banks
- Create sound banks through reorganisation (2×1) (2)

2.2.4. *[Interpretation of information from source 2B – L2*]

- He was grateful of their loyal support
- People accepted the judgement of the government
- Roosevelt managed to calm down the Americans
- He brought unity to the Americans
- American confidence in the government was restored
- Any other relevant response (2×2) (4)

2.3.1. *[Extraction of evidence from source 2C – L1]*

- Economy that was not improving
- Unemployment that remained high
- Anger and desperation of the people (2×1) (2)

2.3.2. *[Extraction of evidence from source 2C – L1]*

- Provided jobs to the unemployed
- Built offices, bridges, schools, highways and parks
- Gave work to artists, writers, theatre directors and musicians (2×1) (2)

2.3.3. *[Extraction of evidence from source 2C – L1]*
- Set up a system of unemployment insurance
- Brought help for dependent children and the disabled (2×1) (2)

2.3.4. *[Interpretation of information from source 2C – L2]*

- Big businesses blamed the New Deal for its socialist elements and they wanted monopoly over all projects
- Big businesses had a tendency to control the government like in the roaring years
- Any other relevant response (1×2) (2)

2.3.5. [Interpretation of information from source 2C – L2]
- He was referring to the big businesses/people that did not support him
- It was a way of showing commitment in dealing with his opponent
- He was ruthless in dealing with those who were benefiting during thedepression
- Any other relevant response (2×2) (4)

2.4.1. *[Interpretation of information from source 2D – L2]*

- American big businessmen and industrialists
- Any other relevant response (1×2) (2)

2.5. *[Comparison and analysis of evidence from sources 2C and 2D – L3]*

- In source 2C Roosevelt refers to 'the forces of organised money who hate him while in source 2D big businesses are represented lamenting the destruction of the country by the new Deal
- Source 2C refers to people who were profiting from the Great Depression era troubles of ordinary Americans while source 2D reflects high profits that big businesses gained in steel and other commodities during the Depression
- Any other relevant response (2×2) (4)

2. 6. *[Interpretation and evaluation of information from relevant sources – L3]*

Candidates may use the following points to answer the question:

- Roosevelt came up with his recovery, relief and reform programme named the New Deal (source 2B)
- The Congress passed legislation related to the problems faced by the country (source 2B)
- Drop those that were not bringing good results and replaced them
- Faced opposition accusing him of creating a socialist state, did not back down to his opponents (source 2C)
- Criticised for ruining the country by big business people and the industrialists (source 2D)
- Provided solutions to different challenges, workers, children, the disabled and the aged
- Any other relevant response (8)

Use the following rubric to allocate marks:

Level 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of** the extent to which FD Roosevelt's New Deal saved the United States of America from the Great Depression. • Uses evidence partially to report on topic or cannot report on topic	**Marks: 0-2**
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of** the extent to which FD Roosevelt's New Deal saved the United States of America from the Great Depression. • Uses evidence in a very basic manner	**Marks:3-5**
Level3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of** the extent to which FD Roosevelt's New Deal saved the United States of America from the Great Depression. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**Marks:6-8**

[50]

L1	**18**
L2	**22**
L3	**12**

SECTION B: ESSAY QUESTIONS

QUESTION 3: COMMUNISM IN RUSSIA 1900-1940

Stalin was ruthless in his mission to implement communism in Russia through his Five-Year Plans from 1928 to 1939.

Critically discuss this statement by making reference to the Five-Year Plans. Use relevant evidence to support your line of argument. [50]

QUESTION 4: CAPITALISM AND THE USA 1900 TO 1940

The boom years which occurred in the 1920s led Americans to believe that they had conquered poverty. However, it was naïve (simple) to think so.

In the light of the above statement, explain to what extent the Great Depression of 1929 affected the lives of the Americans.

[50]

QUESTION 3

[Synthesise information to construct an original argument using evidence from own knowledge to support the argument]

SYNOPSIS

Candidate should discuss atrocities committed by Stalin when implementing his economic policy.

MAIN ASPECTS

Candidate should include the following aspects in their response

- **Introduction: Candidate should take line of argument and show how they will support it.**
- **Any other relevant introduction.**

ELABORATION

- Stalin killed a large number of people during his reign, particularly his opponents.
- Russian people lived in misery and hardship.
- His main objectives were collectivisation and industrialisation.
- His first targets were the kulaks who emerged during the NEP.
- Amalgamation of numerous small farms in large collective farms, i.e. kolkhoz and sovkhoz.
- Kulaks resisted collectivisation by burning their crops and killing their livestock.
- Stalin reacted violently by arresting kulaks and executing them.
- Some of the kulaks were sent to concentration camps in Siberia.
- Economy was heavily affected by collectivisation.
- Hunger and starvation became rife in Russia.
- Millions of people died of malnutrition and famine.
- Despite these challenges Stalin was able to generate enough capital to embark on his idea of industrialisation.
- His main targets in this were the nepmen.
- Heavy industries were established along Aural mountains.
- Privately owned industries were nationalised.
- By 1940 Stalin already killed millions of people including his friends.
- Any other relevant response.

- **Conclusion: Candidates should tie up their argument with a relevant conclusion. (50)**
  Use the matrix to assess essay question.

QUESTION 4

[Synthesise information to construct an original argument using evidence from own knowledge to support the argument]

SYNOPSIS

Candidate should indicate evidence which proves the impact of the Great Depression on the lives of Americans.

MAIN ASPECTS

Introduction: Candidates should indicate how the American style of living affected the economy.

ELABORATION

- Americans had a false belief that they defeated hunger
- Wall Street crash brought shockwave to the people of the USA
- Farmers lost profit due to overproduction
- Mass production due to technology
- Drop of goods prices made farmers lose profit
- Unemployment went high as farmers left farms
- Over-speculation on the New York Stock market
- Unsound business practice had negative impact on economy
- High standard of living encouraged people to fall into traps of debt
- Trade problems made business people lose profit
- Theft, crime
- Loss of life savings and investments
- Soup kitchens
- Homelessness/Hoovervilles
- Suicide
- Coming to power of Roosevelt
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion. **(50)**
  Use the matrix to assess this essay question.

Exemplar 4

SECTION A: SOURCE-BASED QUESTIONS
QUESTION 1: HOW DID AFRICANS AND AFRIKANERS EXPRESS THEIR NATIONALISMS IN SOUTH AFRICA?

Use sources 1A, 1B, 1C and 1D to answer the questions that follow:

1.1 Refer to source 1A.

1.1.1 Explain the historical term nationalism in your own words. (1x2)(2)
1.1.2 Write down THREE positive features of nationalism. (3x1)(3)
1.1.3 Identify the TWO negative features of nationalism mentioned in the source. (2x1) (2)
1.1.4 Explain how Afrikaner nationalism divided South Africa. (1x2) (2)
1.1.5 Do you think African nationalism in South Africa was a positive or negative form of nationalism? Explain your answer. (2x2)(4)

1.2 Study source 1B.

1.2.1 When was the Freedom Charter adopted? (1x1) (1)
1.2.2 Do you think the ANC adopted a positive or negative form of nationalism? Explain your answer. (2x2) (4)
1.2.3 Which FOUR fundamental democratic principles were incorporated in the Freedom Charter? (4x1) (4)
1.3. Refer to sources 1A and 1B. Explain how the two sources differ regarding nationalism in South Africa. (2x2) (4)

1.4 Refer to source 1C.
1.4.1 When did the actual Great Trek take place? (1x1) (1)
1.4.2 Use your own knowledge to explain why the Great Trek assumed pride and place in Afrikaner history. (1x2) (2)
1.4.3 Which economic depression reduced many Afrikaners to poor whites? (1x1) (1)
1.4.4 What was the fundamental reason for Afrikaners celebrating the Great Trek in 1938? (1x2) (2)

1.4.5 How did the 1938 centenary celebrations of the Great Trek stimulate Afrikaner nationalism? (1x2) (2)
1.5 Use source 1D.

1.5.1 What messages, do you think, are conveyed by this cartoon? (2x2) (4)
1.5.2 Do you think this is an accurate depiction of the political situation in South Africa at the time? Explain your answer. (2x2) (4)

1.6 Using the information from relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) to explain how the Africans and Afrikaners expressed their nationalisms in South Africa.

(8)

SECTION B: ESSAY QUESTION

QUESTION 2: APARTHEID SOUTH AFRICA
The election victory of the National Party in 1948 forced the liberation movement to adopt a more militant approach in their resistance to apartheid between 1948 and 1960.
Critically discuss this statement with reference to the various forms of resistance to apartheid by the liberation movment.

[50]

QUESTION 1: HOW DID AFRICANS AND AFRIKANERS EXPRESS THEIR NATIONALISMS IN SOUTH AFRICA?

SOURCE 1A.

The following extract defines the different forms of nationalisms in South Africa.

Nationalism still plays a vital role in history. Nationalism can unite diverse groups in a country and give people a sense of belonging.
Positive nationalism binds people living in the same country together. People feel pride in their country, culture and heritage. Good citizenship and social justice are important features of positive nationalism. People stand together in times of hardship such as economic recessions and natural disasters.
Negative nationalism leads to competition between countries that often results in war. Negative nationalism is often associated with racism and division in a country.
Nationalism in South Africa has played a key role in both uniting and dividing the country. Afrikaner nationalism was initially positive and aimed to unite and uplift the Afrikaansspeaking people. The National Party however, adopted negative nationalism by excluding other South Africans from opportunities based on colour. African nationalism in South Africa stressed a pride in being black and attempted to unite the diverse black ethnic and cultural groups.

[From: New Generation History Grade 11.]

SOURCE 1B.

The excerpt below highlights the Freedom Charter's definition of nationalism.
In 1955 the ANC explained which form of nationalism it supported in the Freedom Charter, which rejected race as a means of defining African nationalism. It called for a democratic government for all South Africans regardless of race. It defined the South African nation as all who lived in it, white and black. This non-racial nationalism is known as Charterism. The Freedom Charter further stated that South Africa would never be prosperous or free until all people live in brotherhood, enjoying equal rights and opportunities and that only a democratic state, based on the will of all the people, can secure to all their birth right without distinction of colour, race, sex or belief.

[From: New Generation History Grade 11.]

SOURCE 1C.

This is an analysis of the importance of the Eeufees (Centenary Celebrations) in Afrikaner nationalism during the 1930's.
Of particular importance in moulding Afrikaner identity during the 1930s were the centenary celebrations of the Great Trek in 1938. The Great Trek has assumed pride and place in Afrikaner history and was commemorated by nine ox wagons making their way from Cape Town to the north. This symbolic trek paralleled the economic trek that Afrikaners had to make from an economic depression which reduced large numbers to the ranks of poor whites.
At the heart of the 1938 celebrations lay the perception that Afrikaners were strangers in their own land, victims of British-rooted capitalism and an alien political culture and that the solution lay in political, economic and cultural action. Indeed, as fractured as the Afrikaners were, the 1938 celebrations served as a powerful binding agent.

[Grade 11 From: In Search of History.]

SOURCE 1D.

This cartoon appeared in an Afrikaans newspaper in 1945. It shows Malan, leader of the National Party, pointing to the Swart Gevaar. (Black Threat)



SECTION A: SOURCE-BASED QUESTIONS

QUESTION1: HOW DID AFRICANS AND AFRIKANERS EXPRESS THEIR NATIONALISMS IN SOUTH AFRICA?

Source 1A.

1.1.1 *[Explanation of historical term from source 1A – L2]*

- A desire of people who share common values to be united and to be ruled by one of their own.
- Any other relevant explanation. (1x2) (2)

1.1.2 *[Extraction of information from source 1A – L1]*

- Unites people living in the same country.
- People are proud of their country, culture and heritage.
- People stand together during difficult times.
- Promotes good citizenship and social justice. Any (3x1) (3)

1.1.3 *[Extraction of information from source 1A – L1]*

- Promotes competition between countries and war.
- Promotes racism and division in a country. (2x1) (2)

1.1.4 *[Interpretation of information from source 1A – L2]*

- National Party implemented apartheid which excluded other South Africans from opportunities based on colour, which divided South Africa. (1x2) (2)

1.1.5 *[Interpretation of information from source1A – L2]*

Positive because:
- Promoted pride in being black (African)
- Promoted unity amongst diverse African ethnic and cultural groups Negative because:
- African nationalism initially only included blacks
- Excluded other race groups (not multiracial)
- Any other relevant response (2x2) (4)

Source 1B.

1.2.1 *[Extraction of information from source 1B – L1]*
- 1955 (1x1) (1)

1.2.2 *[Interpretation of information from source1B – L2]*
Positive because:
- ANC called for a democratic South Africa inclusive of its entire people

- South African nation was defined as all who live in it, white and black
- Non-racial nationalism Any(2x2) (4)

1.2.3 *[Extraction of information from source 1B – L1]*

- Government inclusive of all South Africans.
- Equal rights and opportunities for all.
- Brotherhood of all South Africans.
- Democratic SA based on the will of the people. (4x1) (4)

1.3 *[Comparison of evidence from sources 1A and 1B – L3]*

- Source 1A refers to nationalism based on race while source 1B refers to non-racial nationalism
- Source 1A makes reference to African Nationalism that focuses exclusively on black pride while in source 1B reference is made to an inclusive South African Nationalism

1.4 Source 1C.

1.4.1 *[Extraction of information from source 1C – L2]*
- 1838 (1x1) (1)

1.4.2 [Interpretation of information from source1C – L2]
- The Great Trek freed Afrikaners from British oppression.
- The Great Trek enabled Afrikaners to express their own nationalism by establishing their own independent states.
- Any other relevant response. (Any 1x2) (2)

1.4.3 *[Interpretation of information from source 1C – L2]*
- Great Depression of 1929. (1x1) (1)

1.4.4 *[Interpretation of information from source 1C – L2]*

- Moulding (strengthening) Afrikaner identity.
- Celebrate economic emancipation from the Great Depression.
- Political, economic and cultural action to stimulate Afrikaner nationalism.
- Any other relevant response. (Any 1x2) (2)

1.4.5 *[Extraction of information from source 1C – L1]*
- It united Afrikaners. (1x2) (2)

1.5 Source 1D.

1.5.1 *[Interpretation of information from source 1D – L2]*

- The National Party viewed the blacks as dangerous (a threat)
- The National Party used this perceived threat to justify the introduction of apartheid
- Also to win the support of the white people
- Any other relevant response. (2x2) (4)

1.5.2 *[Analysis of information from source 1D – L3]*

Accurate because:

- Blacks outnumbered whites in South Africa.
- Blacks wanted political rights and participation in decision-making processes.
- Any other relevant response.

Not accurate because:

- This is only the viewpoint of an Afrikaans newspaper.
- Blacks posed no danger to whites but only wanted equal rights.
- The National Party controlled South Africa
- Any other relevant response. (2x2) (4)

1.6 [Constructing a paragraph using own knowledge – L3]

- Nationalism in South Africa has played a key role in uniting and dividing the country (source 1A)
- Initially Afrikaners adopted a divisive and racially exclusive form of nationalism (source 1A)
- Afrikaners attempted to unite only Afrikaners (source 1A)
- African nationalism initially stressed black pride (source 1A)
- African nationalism attempted to unite the diverse black ethnic groups
- The adoption of the Freedom Charter signified a shift in nationalism (source 1B)
- Non-racialism
- Unity between black and white
- A democratic state and nationalism (source 1B)
- Afrikaner nationalism and the Great Trek (source 1C)
- The influence of the economic factors (e.g. Depression) on Afrikaner nationalism (source 1C)
- The National Party and Afrikaner nationalism and the perceived 'Swart gevaar' (sources 1A and 1D)
- The liberation movements and African nationalism
- Any other relevant points. **(8)**

Use the following rubric to allocate a mark.

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no little understanding on how the Africans and Afrikaners expressed their nationalisms in South Africa.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding on how the Africans and Afrikaners expressed their nationalisms in South Africa.** • Uses evidence in a very- basic manner to write a paragraph	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding on how the Africans and Afrikaners expressed their nationalisms in South Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6-8**

(8)
[50]

L1	**14**
L2	**24**
L3	**12**

SECTION B

QUESTION 2:

The election victory of the National Party in 1948 forced the liberation movement to adopt a more militant approach in their resistance to apartheid between 1948 and 1960.
Critically discuss this statement with reference to the various forms of resistance to apartheid by the liberation movement.
Synopsis:
Candidates should critically discuss the various forms of resistance to apartheid by the liberation movement between 1948 and 1960.

Main aspects:

Introduction:

Candidates should critically discuss the question and indicate how the liberation movement adopted a more militant approach in their resistance to apartheid between 1948 and 1960

Elaboration:

- The adoption of the policy of apartheid.
- The ANC Programme of Action.
- The Defiance Campaign 1952.
- The Congress Alliance.
- The Freedom Charter of 1955.
- The Women's March of 1956.
- The Treason Trials that ultimately led to the detention of the political activists.
- The formation of the PAC in 1959.
- The Sharpeville Massacre of 1960 that led to the killing and injuring of some of the protesters.
- Reaction to the killing of people in Sharpeville.
- Liberation movement going underground (ANC and PAC).
- Any other relevant points.

Conclusion:
Candidates need to tie up their argument with a relevant conclusion. **[50]**

TOTAL [100]

RESEARCH ASSIGNMENT

Exemplar 1

Learners are to choose ONE topic from the following.
Topic 1 The implementation of the policy of Apartheid and the effects on the ordinary South Africans
Research topic: What were the effects of the policy of Apartheid on the lives of the ordinary South Africans since its implementation in 1948?

The focus of the research project should be on the following, among others:

- The rationale behind the implementation of the policy of Apartheid
- Focus on ANY FOUR of the following Apartheid laws to highlight implications on ordinary South Africans
  Prohibition of Mixed Marriages Act, 1950
  Immorality Amendment Act, 1950
  Population Registration Act, 1950
  Group Areas Act, 1950
  Bantu Authorities Act, 1951
  Abolition of Passes and Coordination of Documents Act, 1952
  Bantu Education Act, 1953
  Reservation of Separate Amenities Act, 1953
  Topic 2 Resistance to the policy of Apartheid – Focus on resistance on pass laws (Sharpeville Massacre, 21 March 1960)

Research topic: How did Black South Africans respond to the Apartheid law that legislated for the carrying of passbooks by the Black South Africans through the anti-pass campaign of the Pan Africanist Congress of Azania on 21 March 1960 in Sharpeville, Langa and Nyanga?

The focus of the research project should be on the following, among others:

- The formation of the Pan Africanist Congress of Azania (PAC)
- The causes of the anti-pass campaign organised by the PAC (what were the reasons)
- The course of the anti-pass campaign organised by the PAC (what happened during the protests in Sharpeville, Langa and Nyanga)
- The results of the anti-pass campaign organised by the PAC (Sharpeville Massacre)

Topic 3: Resistance to the policy of Apartheid – Focus on Bantu Education Act, 1953 (SOWETO uprisings, 16 June 1976)

Research topic: How did the students of South Africa respond to the policy of Apartheid with regard to the expectation that Afrikaans and English be used on a 50/50 basis as mediums of instruction?
The focus of the research project should be on the following, among others:

- The insistence of the government on the implementation of the policy that insisted that English and Afrikaans be used on a 50/50 basis as mediums of instruction
- The general causes of the events of 16 June 1976 by the students of Soweto and across the country
- What happened on 16 June and subsequent days with regard to the events organised by the students against the policy of Apartheid?
- What resulted from the event of 16 June 1976 – the response of the liberation movements, the South African government and the international community?

Instructions

(i) Candidates should show ability to use oral and written sources.
(ii) Planning should include evidence of the process of accessing information through oral interviews: identification of oral sources, developing open-ended oral questions, planning for interviews with oral sources, notes taken during interviews.
(iii) Your findings should be presented in a form of an essay of about 3-4 pages (not including the cover page, index and bibliography).
(iv) The structure of your submission/essay should be modelled on the attached rubric (see criteria 1 to 7).

RUBRIC TO ASSESS A RESEARCH/HERITAGE ASSIGNMENT-Grade 10-11

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Criterion 1 **Planning (5)**	**4-5** Shows **thorough/ excellent** understanding of planning (clear research schedule provided)	**3 – 4** Shows **adequate** understanding of planning	**2 – 3** Shows **some** evidence of planning	**0 – 1** Shows **little or no** evidence of planning
Criterion 2 **Identify and access a variety of sources of information (5)** Focus should be on oral and written sources	**4-5** Shows **thorough/ excellent** understanding of identifying and accessing sources of information	**3 - 5** Shows **adequate** understanding of identifying and accessing sources of information	**5 – 9** Shows **some** understanding of identifying and accessing sources of information	**0 – 4** Shows **little or no** understanding of identifying and accessing sources of information
Criterion 3 **Knowledge and understanding of the period (5)**	**4-5** Shows **thorough/ excellent** knowledge and understanding of the period	**3 – 4** Shows **adequate** knowledge and understanding of the period	**2 – 3** Shows **some** knowledge and understanding of the period	**0 – 1** Shows **little or no** knowledge and understanding of the period
Criterion 4 **Historical enquiry, interpretation and communication (Essay) (15)**	**12-15** Shows **thorough/ excellent** understanding of how to write a coherent argument from the evidence collected	**9 – 12** Shows **adequate** understanding of how to write a coherent argument from the evidence collected	**6 – 9** Shows **some** understanding of how to write a coherent argument from the evidence collected	**3 – 5** Shows **little or no** understanding of how to write a coherent argument from the evidence collected
Criterion 5 **Presentation (10)**	**8 – 10** Shows **thorough/ excellent** evidence on how to present researched information in a structured manner (e.g. cover page, table of contents, research topic, etc.)	**6 – 8** Shows **adequate** evidence on how to present researched information in a structured manner (e.g. cover page, table of contents, research topic, etc.)	**4 – 6** Shows **some** evidence on how to present researched information in a structured manner (e.g. cover page, table of contents, research topic, etc.)	**2 – 4** Shows **little or no** evidence on how to present researched information in a structured manner (e.g. cover page, table of contents, research topic, etc.
Criterion 6 **Evaluation and reflection (5)**	**4-5** Shows **thorough/ excellent** understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	**3 - 4** Shows **adequate** understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	**2 – 3** Shows **some** evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	**0 – 1** Shows **little or no** evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
Criterion 7 **Acknowledgement of sources (5)**	**4 – 5** Shows **thorough/ excellent** understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	**3 - 4** Shows **adequate** understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	**2 – 3** Shows **some** evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	**0 – 1** Shows **little or no** evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

TOTAL MARK = / 50

Exemplar 2
RESEARCH TOPIC

To what extent did the New Deal strengthen or weaken the USA capitalism? [100 reduced to 20]

RESEARCH GUIDELINES

- Timeframe: Learners have two or three weeks to complete this task. They should have enough time to gather sources and contextualise them to the topic chosen.
- Format: The presentation should be in the form of an essay with an introduction, body and conclusion.
- Length of the task: About 3 - 4 pages (not including the cover page, index, or bibliography)
- Illustrations: Learners are allowed to use illustrations to emphasise points made for the topic. They may not use illustrations (pictures, cartoons, etc.)
- Learners are allowed to visit heritage sites which are linked to the topic they have chosen.
- References/ Bibliography: All books, articles used as references should be acknowledged. This must be correctly set out e.g.
- Kaun, A.M. (2000) Education as a Tool for peace in War Torn societies; the case of Rwanda and the African Great Lakes (University of Colorado & School for International Training, Geneva)
- Ramphele, M. (2008) Laying Ghosts to Rest: Dilemmas of transformation in South Africa, Cape Town, Tafelberg. http://www/sit-edu-geneva.ch/A.%20Kaun education as a tool for peace in.htm Accessed 11 Feb 2012.

Learners are advised to refrain from plagiarism as it will lead to heavy penalty. All referrals (quotations from all sources) should be acknowledged in the research bibliography.

RUBRIC RESEARCH ASSIGNMENT – TOTAL MARKS: 50
Use the rubric on page 40.

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Criterion 1 **Planning (5)**	**4-5** Shows **thorough/ excellent** understanding of planning (clear research schedule provided)	**3 – 4** Shows **adequate** understanding of planning	**2 – 3** Shows **some** evidence of planning	**0 – 1** Shows **little or no** evidence of planning
Criterion 2 **Identify and access a variety of sources of information (5)** Focus should be on oral and written sources	**4-5** Shows **thorough/ excellent** understanding of identifying and accessing sources of information	**3 - 5** Shows **adequate** understanding of identifying and accessing sources of information	**5 – 9** Shows **some** understanding of identifying and accessing sources of information	**0 – 4** Shows **little or no** understanding of identifying and accessing sources of information
Criterion 3 **Knowledge and understanding of the period (5)**	**4-5** Shows **thorough/ excellent** knowledge and understanding of the period	**3 – 4** Shows **adequate** knowledge and understanding of the period	**2 – 3** Shows **some** knowledge and understanding of the period	**0 – 1** Shows **little or no** knowledge and understanding of the period
Criterion 4 **Historical enquiry , interpretation & communication (Essay) (15)**	**12-15** Shows **thorough/ excellent** understanding of how to write a coherent argument from the evidence collected	**9 – 12** Shows **adequate** understanding of how to write a coherent argument from the evidence collected	**6 – 9** Shows **some** understanding of how to write a coherent argument from the evidence collected	**3 – 5** Shows **little or no** understanding of how to write a coherent argument from the evidence collected
Criterion 5 **Presentation (10)**	**8 – 10** Shows **thorough/ excellent** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	**6 – 8** Shows **adequate** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	**4 – 6** Shows **some** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	**2 – 4** Shows **little or no** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)
Criterion 6 **Evaluation & reflection (5)**	**4-5** Shows **thorough/ excellent** understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	**3 - 4** Shows **adequate** understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	**2 – 3** Shows **some** evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	**0 – 1** Shows **little or no** evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
Criterion 7 **Acknowledgement of sources (5)**	**4 – 5** Shows **thorough/ excellent** understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	**3 - 4** Shows **adequate** understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	**2 – 3** Shows **some** evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	**0 – 1** Shows **little or no** evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

Exemplar 3

HISTORY
RESEARCH ASSIGNMENT
GRADE 11
MARKS 50

KEY QUESTION:

"Many historians would have us believe that Nazi Policy is largely responsible for the genocide committed against the Jews during the 1930s and early 1940s"

Critically analyse the validity of the statement.

INSTRUCTIONS FOR LEARNERS

1. The given question was formulated that will require you to analyse, assess and evaluate.
2. Research your topic, using a variety of resources and not relying solely on the internet and your textbook. These sources should be relevant, appropriate for your task. You need to make sure that they include different views of the topic, and do not all have the same bias.
3. Select relevant information to answer the question. Make rough notes to use when you write your essay.

WRITING YOUR ESSAY:

4. Your essay should start with an introduction, which clearly indicates how you intend to answer the question.
5. The body of your essay should be divided into paragraphs in a way that presents your argument in a logical, chronological and coherent way.
6. Your conclusion should be based on the evidence that you have presented and the argument that you have developed in the essay.

PRESENTATION:

7. Use the essay format.
8. Length should be 3-4 pages (excluding cover page, index and bibliography).
9. The sources and all quotations should be acknowledged, either in a footnote or at the end of the essay.
10. Use the attached rubric to be used as marking guideline to assess your research assignment as a guideline for the presentation of your assignment.

GESKIEDENIS
NAVORSINGSTAAK
GRAAD 11
PUNTE 50

SLEUTELVRAAG:

"Talle historici will ons laat verstaan dat Nazi Beleid grootliks verantwoordelik was vir die volksmoord op die Jode tydens die 1930s en vroeë 1940s."

Analiseer krities die geldigheid van hierdie stelling.

VOORSKRIFTE AAN KANDIDATE

1 Die gegewe vraag is geformuleer sodat jy moet analiseer, assesseer en evalueer.
2 Doen navorsing oor jou onderwerp en gebruik 'n verskeidenheid bronne. Moenie uitsluitlik staatmaak op die internet nie. Hierdie bronne moet relevant en toepaslik wees vir jou taak. Jy moet seker maak dat verskillende sienswyses van die onderwerp insluit en nie almal dieselfde vooroordeel aan die dag lê nie.
3 Kies relevante inligting om die vraag te beantwoord. Maak nuwe aantekeninge om te gebruik wanneer jy jou opstel skryf.

SKRYF JOU NAVORSINGSOPSTEL:

4 Beplan die struktuur van jou opstel. Die opstel moet met 'n inleiding begin wat aandui hoe jy beplan om die vraag te beantwoord.
5 Die liggaam van die opstel moet in paragrawe verdeel word op 'n manier wat jou argument op 'n logiese, chronologiese en samehangende manier aanbied.
6 Jou gevolgtrekking moet gegrond wees op die bewyse wat jy aangebied het en die argument wat jy in die opstel ontwikkel het.

AANBIEDING:

7 Gebruik die opstelformaat.
8 Opstellengte (3-4 bladsye)
9. Jy moet die aangehegte rubriek wat gebruik sal word om jou opstel te assesseer, as riglyn vir die aanbieding van jou opstel gebruik.
10 Jy moet 'n bibliografie insluit wat alfabeties gerangskik is en wat enige internetbronne, met behoorlike verwysing, moet insluit. (Sien bladsy 119 in jou handboek hoe die bibliografie aangebied moet word)

Layout for Research Assignment/Uitleg van Navorsingstaak

1. Cover Page

2. Introduction – (catchy and to the point)
- Explain the approach that you will follow in your assignment
- Explain the line of argument that you would follow.

Inleiding (boeiend en kernagtig)

- Verduidelik die benadering wat in jou taak gevolg sal word.
- Verduidelik die argument wat gevolg sal word in die taak.

3. **Background**

- Explain the historical context of the question.
- Give enough information to help the reader understand why the key question you are answering is relevant and significant.

Agtergrond

- Verduidelik die historiese konteks van die vraag.
- Gee genoegsame agtergrondinligting om die leser te help verstaan waarom die vraag wat jy beantwoord belangrik en betekenisvol is.

4. **Body of essay (3-4 pages)**

- Here you present and substantiate your argument.
- Select evidence from sources which could be used to substantiate (support) your answer to the key question.
- Use quotations selectively. If you do quote directly from the source: a book, an oral interview, an internet article, it should be put inside inverted commas and fully referenced.

Liggaam van die opstel (3-4 bladsye)

- In hierdie gedeelte moet jy jou argument aanbied en motiveer.
- Kies bewyse uit jou bronne wat gebruik kan word om jou antwoord op die sleutelvraag te staaf (ondersteun).
- Wees selektief met die gebruik van aanhalings. As jy direk uit enige Bron: 'n boek, 'n mondelingse onderhoud, 'n artikel op die internet aanhaal, moet dit in aanhalingstekens geskryf word en volledige verwysings moet aangedui word.

5. **Conclusion (links with the introduction)**

- In this paragraph you should sum up your argument that was sustained and developed in the body of your essay.

Slot (skakel met die inleiding)

- In hierdie paragraaf moet jy jou argument opsom wat in die liggaam van die opstel volgehou en ontwikkel is.

6. Reflection

- In this section you should discuss what you have learnt from this assignment.
- Explain what insights, skills and knowledge you have acquired while undertaking this research assign ment, identify challenges you faced during the research process and how you overcame them.

Besinning

- In hierdie afdeling moet jy bespreek wat jy uit hierdie taak geleer het.
- Verduidelik watter insigte, vaardighede en kennis jy opgedoen het in die uitvoering van die taak, identifi seer enige uitdagings waarvoor jy tydens die taak te staan gekom het en hoe jy dit oorkom het.

7. Bibliography

- List all the sources that you used during the preparation of your research assignment.

Bibliografie

- Lys al die bronne wat jy gebruik het in die voorbereiding van die navorsingstaak.

Synopsis:

Learners must show how the implementation of Nazi Race Legislation contributed towards genocide. Learners should show understanding of key concepts such as genocide, the Nuremburg Laws, Anti- Semitism, Ideas of the Arian Race, Gas Chambers, Death Camps, Concentration Camps, Sterilisation, and Deeds against Humanity

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Criterion 1 **Planning (5)**	5	4	3 – 2	0 – 1
	Shows thorough/ excellent understanding of planning (clear research schedule provided)	Shows adequate understanding of planning	Shows Some evidence of planning	Shows little or no evidence of planning
Criterion 2 **Identify and access a variety of sources of information (10)**	8 – 10	5 – 7	3 – 4	0 – 2
	Shows thorough/ excellent understanding of identifying and accessing sources of information	Shows adequate understanding of identifying and accessing sources of information	Shows some understanding of identifying and accessing sources of information	Shows little or no understanding of identifying and accessing sources of information
Criterion 3 **Knowledge and understanding of the period (5)**	5	4	3 – 2	0 – 1
	Shows thorough/ excellent knowledge and understanding of the period	Shows adequate knowledge and understanding of the period	Shows Some knowledge and understanding of the period	Shows little or no knowledge and understanding of the period
Criterion 4 **Historical enquiry , interpretation & communication (Essay) (15)**	12 – 15	7 – 11	3 – 6	0 – 2
	Shows thorough/ excellent understanding of how to write a coherent argument from the evidence collected	Shows adequate understanding of how to write a coherent argument from the evidence collected	Shows some understanding of how to write a coherent argument from the evidence collected	Shows little or no understanding of how to write a coherent argument from the evidence collected
Criterion 5 **Presentation (5)**	5	4	3 – 2	0 – 1
	Shows thorough/ excellent evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows adequate evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows some evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows little or no evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)
Criterion 6 **Evaluation & reflection (5)**	5	4	3 – 2	0 – 1
	Shows thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Little or no evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
Criterion 7 **Acknowledgement of sources (5)**	5	4	3 – 2	0 – 1
	Shows thorough/ excellent understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows adequate understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows Some evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Little or no evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

Exemplar 4

NAAM VAN SKOOL/ NAME OF SCHOOL
GESKIEDENIS/ HISTORY
GRAAD/ GRADE: 11
NAVORSINGSOPDRAG/ RESEARCH ASSIGNMENT
TOTAAL/ TOTAL: 50

SLEUTELVRAAG/ KEY QUESTION:

Neem ‘n onderwerp uit die Graad 11 Geskiedenis kennisfokus:

ONDERWERP: Suez-krisis, 1956 en Sesdaagse Oorlog, 1967

SLEUTELVRAAG: Die Suez oorlog van 1956 en die Ses Daagse Oorlog van 1967 was ‘n stryd tussen Israel en sy Arabiese bure wat bygedra het tot Arabiese nasionalisme en die invloed van die koloniale magte. Stem jy saam?

Take a topic from the Grade 11 History knowledge focus:

TOPIC: Suez crisis, 1956 and Six-day War, 1967

KEY QUESTION: The Suez war of 1956 and the Six-day War of 1967 were struggles between Israel and its Arabic neighbours that contributed to Arabic nationalism and the influence of the colonial powers. Do you agree?

INSTRUKSIES/ INSTRUCTIONS

1. Doen navorsing oor bogenoemde onderwerp/ Do research on the above topic.
2. Die navorsingsopdrag moet 5 geskrewe bladsye beslaan/ The research assignment must cover 5 written pages.
3. Die navorsingsopdrag moet uit die volgende bestaan./ The research assignment must consist of the following:

3.1 ‘n Voorblad/A cover page
3.2 ‘n Inhoudsopgawe/ An Index
3.3 ‘n Inleiding/ An Introduction
3.4 Hoofgedagtes/ Main ideas
3.5 Slot/ Conclusion
3.6 Bibliografie: Van, Voorletters van skrywer; Titel van boek/ bron; Uitgewer; Jaartal / Bibliography: Surname, Initials of author; Title of book/ source; Publisher; Year.

4. Skryf leesbaar./ Write legibly.
5. Moniteringsdatums/ Dates of monitoring

5.1 Bespreking van navorsingsopdrag/ Discussion of research assignment: 13 Februarie/February
5.2 Voorlegging van bronne / Submission of sources: 20 Februarie/ February.
5.3 Voorlegging van navorsingsraamwerk/ Submission of research assignment framework: 27 Februarie
5.4 Inhandiging van finale navorsingsopdrag/ Submission of final research assignment: 6 Maart/ March

NASIENRIGLYNE

ONDERWERP: Suez-krisis, 1956 en Sesdaagse Oorlog, 1967

SLEUTELVRAAG: Die Suez oorlog van 1956 en die Ses Daagse Oorlog van 1967 was ‘n stryd tussen Israel en sy Arabiese bure wat bygedra het tot Arabiese nasionalisme en die invloed van die koloniale magte. Stem jy saam?

SINOPSIS: Die kandidaat moet in sy/ haar navorsingstaak na die volgende verwys: die Suez oorlog van 1956 en die Sesdaagse Oorlog van 1967.

- Inleiding: Voorsien ‘n relevante inleiding

HOOFASPEKTE:

- Suez Oorlog van 1956
  - Stryd tussen Arabiese nasionalisme en koloniale magte
  - Die ontwikkeling van nasionalistiese beweging binne Egipte
  - Die leierskap van president Nasser in Egipte
  - Nasionalisering van die Suezkanaal
  - Gevolge van Suez krisis

- Sesdaagse Oorlog van 1967
  - Agtergrond – ideologiese verdeling binne die Arabiese wêreld
  - Bevrydingsbewegings en hul onderskeie rolle:

    * Al-Fatah
    * Palestynse Bevrydingsorganisasie
    * Popular Front of the Liberation of Palestine
    * Democratic Front for the Liberation of Palestine

  - Uitbreek van Sesdaagse Oorlog in 1967
  - Gevolge van die Sesdaagse Oorlog, 1967

- Slot: Voorsien ‘n relevante slot

- Bibliografie: Sluit ‘n volledige bibliografie in

USE THE RUBRIC ON PAGE 50.

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
Criterion 1	**4-5**	**3 – 4**	**2 – 3**	**0 – 1**
Planning (5)	Shows **thorough/ excellent** understanding of planning (clear research schedule provided)	Shows **adequate** understanding of planning	Shows **some** evidence of planning	Shows **little or no** evidence of planning
Criterion 2	**4-5**	**3 - 5**	**5 – 9**	**0 – 4**
Identify and access a variety of sources of information (5) Focus should be on oral and written sources	Shows **thorough/ excellent** understanding of identifying and accessing sources of information	Shows **adequate** understanding of identifying and accessing sources of information	Shows **some** understanding of identifying and accessing sources of information	Shows **little or no** understanding of identifying and accessing sources of information
Criterion 3	**4-5**	**3 – 4**	**2 – 3**	**0 – 1**
Knowledge and understanding of the period (5)	Shows **thorough/ excellent** knowledge and understanding of the period	Shows **adequate** knowledge and understanding of the period	Shows **some** knowledge and understanding of the period	Shows **little or no** knowledge and understanding of the period
Criterion 4	**12-15**	**9 – 12**	**6 – 9**	**3 – 5**
Historical enquiry , interpretation & communication (Essay) (15)	Shows **thorough/ excellent** understanding of how to write a coherent argument from the evidence collected	Shows **adequate** understanding of how to write a coherent argument from the evidence collected	Shows **some** understanding of how to write a coherent argument from the evidence collected	Shows **little or no** understanding of how to write a coherent argument from the evidence collected
Criterion 5	**8 – 10**	**6 – 8**	**4 – 6**	**2 – 4**
Presentation (10)	Shows **thorough/ excellent** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows **adequate** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows **some** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows **little or no** evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)
Criterion 6	**4-5**	**3 - 4**	**2 – 3**	**0 – 1**
Evaluation & reflection (5)	Shows **thorough/ excellent** understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows **adequate** understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows **some** evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows **little or no** evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
Criterion 7	**4 – 5**	**3 - 4**	**2 – 3**	**0 – 1**
Acknowledgement of sources (5)	Shows **thorough/ excellent** understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows **adequate** understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows **some** evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows **little or no** evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

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. 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.	Well-planned and structured essay. 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.	Well-planned and structured essay. Developed a clear 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.	Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion.	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 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

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