



KWA-NGOZA SECONDARY SCHOOL

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KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)

CIBANE TRIBAL AUTHORITY (16)

GRADE 8

SOCIAL SCIENCES - HISTORY

MARKING GUIDELINES

FINAL EXAMINATION

OCTOBER/NOVEMBER 2024

MODERATOR: MRS N.F DLAMINI

EXAMINER: MR T KHUZWAYO

APPROVED BY: MRS N.F DLAMINI

SIGNATURE:

DATE:

MARKS: 75

SCHOOL STAMP

N.B. These marking guidelines consist of 14 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	- Extract evidence from sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	30% (22)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	50% (38)
LEVEL 3	- Interpret and evaluate evidence from sources - Engage with sources to determine its usefulness, reliability, bias and limitations - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	20% (15)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

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- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____
 _____ • _____ • _____
 Level 2 ✓✓✓✓

COMMENT

Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS**2.1 The essay questions require candidates to:**

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)

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- The construction of an argument (planned, structured and has an independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example in an essay where there are five (5) main points there could be about seven (7) ticks.

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

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

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement
- Irrelevant statement

|

|

|

- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A ✓

I ✓

LOA ⇕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

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MARKING MATRIX FOR ESSAY: TOTAL: 20/30

	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 and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of 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 a line of 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.	18-20 Or 27-30	16-17 Or 24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	16-17 Or 24-26	15 Or 23	14 Or 21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		14 Or 21-22	13 Or 20	12 Or 18-19			
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			12 Or 18-19	11 Or 17	10 Or 15-16		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				10 Or 15-16	9 Or 14	8 Or 12-13	
LEVEL 2 Question inadequately addressed. Sparse content.					8 Or 12-13	7 Or 11	5-6 Or 9-10
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						5-6 Or 9-10	0-4 Or 0-8

***Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–2
- Question inadequately addressed and vague; little attempt to structure the essay = 4–8

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW WAS THE ASHANTI KINGDOM COLONISED AND WHAT WERE THE RESULTS OF THIS COLONISATION?**

1.1.

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

- **Britain**
- **Belgium**
- **Germany**

(3 X 1) (3)

1.1.2 *[Explanation of concept from Source 1A – L2]*

- **An act of one stronger country taking over another country economically, socially and politically.**
- **An act of taking over a country and introducing your politics, culture and economy.**
- **Any other relevant response**

(1 X 2) (2)

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

- **To continue capitalism**
- **To continue racism**
- **To exploit Africa's minerals**
- **Slavery**
- **Rivalry**
- **Any other relevant response**

(2 X 2) (4)

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

- **The missionaries gave them all the information they needed to know about Africa.**
- **They had medical technology.**
- **Africans were divided, they liked fighting amongst themselves.**
- **Europeans had better weapons.**
- **Any other relevant response**

(2 X 2) (4)

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1.2.

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

- **“Colonisation brought new ideas to Africa. New schools, churches, courts, roads, banks and hospitals were built”**
- **“New clothes, food and cultures were introduced. Christianity and new medical technologies were brought to Africa”**

(2 X 1) (2)

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

- **It explains what happened after Africa was colonised.**
- **It shows how Africans were oppressed after colonisation.**
- **Any other relevant response**

(2 X 2) (4)

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

- **African minerals were taken away.**
- **African chiefs were removed.**
- **African culture was destroyed.**
- **African religion was changed.**
- **Any other relevant response**

(1 X 2) (2)

1.2.4. *[Extraction of evidence from Source 1B – L1]*

- **‘New borders were drawn without consultation with Africans’**

(1 X 2) (2)

1.3.

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

- **‘The Ashanti revolted’.**
- **The Anlo state attacked Britain twice but they were defeated. Other states like the Dune also attacked Britain in the Gold Coast’**
- **‘The Ashanti went to Britain to ask to remain independent’**

(1 X 2) (2)

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

- **They signed treaties with the Ashanti.**
- **They took over Ashanti because they thought that France would do so by force.**
- **Any other relevant response**

(1 X 2) (2)

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1.4.

1.4.1. [Interpretation of evidence from Source 1D – L2]

- **Asantewa was the Queen Mother of Ejisu in the Ashanti Empire.**
- **She was the ruler.**
- **She led the Ashanti war also known as the War of the Golden Stool, against the British Empire.**
- **Golden Stool is an emblem of the Ashanti kingdom, cultural system, and power.**
- **Any other relevant response**

(1 X 2) (2)

1.5.

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

- At Berlin conference, countries agreed to stop fighting and divide Africa amongst themselves. (Source 1A)
- The British took over the forts and influenced local nations. (own knowledge)
- Britain promised protection in exchange for land and resources.
- Colonisation brought new ideas to Africa. New schools, churches, courts, roads, banks and hospitals were built. New clothes, food and cultures were introduced. Christianity and new medical technologies were brought to Africa. (Source 1B)
- They used the African Company of Merchants to take over some land. (own knowledge)
- The positive results for the Ashanti; communication was improved. New crops like cocoa were introduced. Slavery was abolished.
- They used the Bond of 1844 treaty to control locals. (own knowledge)
- The negative results for the Ashanti; their culture and traditional leadership were destroyed. The powers of local chiefs were taken. (own knowledge)
- Any other relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding... • 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 of how the... • Uses evidence in a basic manner to write a paragraph.	MARKS 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of how the.. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 – 8

(8)

[35]

QUESTION 2: WHAT TYPES OF EXPERIENCES DID PEOPLE HAVE DURING WORLD WAR I?

2.1.

2.1.1. *[Extraction of evidence from Source 2A – L1]*

(1 X 1) (1)

- **Britain**

2.1.2. *[Interpretation of evidence from Source 2A – L2]*

- **Many people were not available for recruitment.**
- **The scope of the war became so huge that the British government felt their manpower had to be increased.**
- **Any other relevant response**

(2 X 2) (4)

2.2.

2.2.1. *[Interpretation of evidence from Source 2B – L2]*

- **War endangers individual freedom. War divides the nation.**
- **War creates a military mind that destroys society. War is wrong.**
- **Those who hate war will be forced to kill.**
- **Any other relevant response**

(2 X 2) (4)

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2.2.2. [Explanation of concept from Source 2B – L2]

- **Recruiting Britons into the army, compulsory recruitment of Britons citizens by the army personnel. When British decided to do military conscription.**
- **Any other relevant response**

(1 X 2) (2)

2.3.

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

- **“it is sweet and right”**
- **‘Dulce Et Decorum Est’**

(1 X 1) (1)

2.3.2. [Interpretation of evidence from Source 2C – L2]

- **To explain the experiences of the soldiers during the war.**
- **To show that war is not right nor good.**
- **To show that the excitement at the start after recruitment was not always good.**
- **Any other relevant response**

(2 X 2) (4)

2.4.

2.4.1. [Interpretation of evidence from Source 2D – L2]

- **This is a recruitment poster urging the Britons to join war.**
- **They used propaganda to recruit soldiers.**
- **Any other relevant response**

(2 X 2) (4)

[20]

SECTION B: ESSAY QUESTIONS

Your essay should be about ½ OR TWO pages long.

QUESTION 3: EUROPEAN COLONISATION OF AFRICA IN THE LATE 19TH CENTURY

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement that the Pre-colonial Africa was a well-developed civilisation with its own diverse political, economic, social, educational, agricultural and religious systems. Candidates need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance and indicate whether they agree or disagree with the assertion that the Pre-colonial Africa was a well-developed civilisation with its own diverse political, economic, social, educational, agricultural and religious systems. They should indicate how they intend supporting their line of argument.

ELABORATION

- Africa before European colonisation
- Social and political organisation
- Trade and education
- Technology and agriculture
- Culture and religion
- Map of Africa 1800
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[20]

QUESTION 4: WOMEN IN BRITAIN DURING WORLD WAR I

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

SYNOPSIS

Candidates need to critically discuss how Emily Pankhurst fought for women's rights long before the start of World War I.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should critically discuss how Emily Pankhurst fought for women's rights long before the start of World War I. They should also provide an outline of how they will support their line of argument.

ELABORATION

- How did the role of women change in World War I;
- Unsung heroes
- Trade unionism
- Suffragettes
- Emily Pankhurst and women's rights
- Emily Pankhurst's role in the campaign for the vote for women in Britain
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[20]

QUESTION 5: THE DEFEAT OF GERMANY AND THE TREATY OF VERSAILLES

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

[20]

SYNOPSIS

Candidates need to explain to what extent the Treaty of Versailles officially ended World War I. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance by explaining to what extent the Treaty of Versailles officially ended World War I. They should also provide an outline of how they will support their line of argument.

ELABORATION

- The defeat of Germany;
- Germans proposed the armistice
- Harsher demands
- The treaty of Versailles;
- Germans had to immediately disarm completely
- Accept full guilt for causing the War (the War Guilt Clause)
- Any other relevant response

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

GRAND TOTAL: 75