



KWA-NGOZA SECONDARY SCHOOL

INANDA

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KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)

CIBANE TRIBAL AUTHORITY (16)

GRADE 9

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 15 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	- 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 DID THE PASS LAWS AFFECT THE LIVES OF BLACK SOUTH AFRICANS IN THE 1950s?****1.1.****1.1.1** *[Definition of historical concepts from Source 1A – L1]*

- **The political, economic and social segregation of races based on their skin colour**
 - **Any other relevant response**
- (1 x 2) (2)

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

- **Abolition of Passes and Consolidation of Documents Act**
- (1 x 1) (1)

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

- **Unemployed for long periods.**
 - **Judged redundant to the needs of the white population**
 - **Ill-health**
 - **Old age**
- (2 x 1) (2)

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

- **They could not become permanent residents in the urban areas.**
 - **After their contracts expired, they had to return to the homeland.**
 - **No African could leave the rural areas without a permit from the local authorities.**
 - **Had to find work within seventy-two hours in the urban area**
 - **Any other relevant response**
- (2 x 2) (4)

1.2.**1.2.1.** *[Extraction of evidence from Source 1B – L1]*

- **Pass**
 - **Tax receipt**
- (2 x 1) (2)

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

- **The policeman was Rude.**
- **In control.**
- **Harsh.**
- **Superior**
- **Any other relevant response** (2 x 1) (2)

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

- **Did not see his father as a hero anymore.**
- **Shameful toward his father.**
- **Resentment towards his father for allowing the younger policeman to address him impolitely.**
- **Any other relevant response** (2 x 2) (4)

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

- **Calm.**
- **Gentleness.**
- **Hardness** (2 x 1) (2)

1.2.5. *[Evaluate the usefulness of the evidence from Source 1B – L3]*

This source is useful because:

- **Eyewitness account on how the pass laws were implemented.**
- **It reveals how black people were degraded in front of their children**
- **The source reveals the superiority of the policeman and demanded passes.**
- **Houses of black people could be raided at any time of day or night.**
- **Black South Africans had no say on the intrusion of their privacy.**
- **Any other relevant response** (1 x 2) (2)

1.3.

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

- **It reveals the pass laws being implemented.**
- **Black South Africans could be stopped anywhere to produce their passes to the police.**
- **Any other relevant response** (2 x 2) (4)

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1.4.

1.4.1. *[Extraction of evidence from Source 1D – L1]*

- **‘It was a deliberate instrument of humiliation for the black people’.**
- **‘A hallmark for slavery’**
- **‘A weapon used by the authority to keep blacks in an inferior position’**
- **Any 1**

(1 x 1) (1)

1.4.2. *[Extraction of evidence from Source 1D – L1]*

- **“how deep rooted the repulsion for the pass system among blacks is”**

(1 x 1) (1)

1.5. *[Interpretation, comprehension and synthesis of evidence from sources – L3]***Learners could include some of the following in their response:**

- **Not all black South African had the right to become permanent residence of South Africa (Source 1A)**
- **Restricted blacks right to move to another town (Source 1A)**
- **Right to stay in a particular town could be revoked (Source 1A)**
- **Pass raids were held anytime (Source 1B)**
- **The pass raid diminished Modisane’s image of his father (Source 1B)**
- **Hero image of his father crumbled by the raid (Source 1B)**
- **Pass raid destroyed his father (Source 1B)**
- **Black South Africans could be stopped anywhere, anytime by police officers to produce their passes (Source 1C)**
- **Black South Africans could be jailed, fined or send to work for free on farms failing to produce their passes (own knowledge)**
- **It caused pain and suffering for Black South Africans (Source 1D)**
- **Pass Laws humiliated black South Africans (Source 1D)**
- **Kept blacks in an inferior position (Source 1D)**
- **It prevented husbands and wives to live together and separated children from their parents (Source 3D)**
- **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 how the Pass Laws affected the lives of black South Africans in the 1950s • 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 how did the Pass Laws affect the lives of black South Africans in the 1950s • 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 did the Pass Laws affect the lives of black South Africans in the 1950s • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6 – 8

[35]

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QUESTION 2: HOW DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS INFLUENCE SOUTH AFRICAN STUDENTS IN THE 1970s?**2.1.****2.1.1.** *[Extraction of evidence from Source 2A - L1]*

- 'African National Congress (ANC)'
 - 'Pan Africanist Congress (PAC)'
 - 'South African Communist Party (SACP)'
 - 'NUSAS'
- (3 x 1) (3)

2.1.2. *[Extraction of evidence from Source 2A - L1]*

- 'This was a result of a political vacuum that was created by the banning and imprisonment of leaders'
 - 'Increasing frustration and marginalisation that black students experienced by mostly white student leadership'
- (1 x 2) (2)

2.1.3. *[Definition of a historical concept in Source 2A - L1]*

- A philosophy that promoted self-confidence/ assertiveness and pride among black South Africans.
 - A philosophy which encouraged black South Africans to be independent from other races.
 - A philosophy that encouraged equality, justice, pride and unity.
 - Any other relevant response
- (1 x 2) (2)

2.2.**2.2.1.** *[Extraction of evidence from Source 2B – L1]*

- 'For a fiery (powerful) speech he deliver
- (1 x 1) (1)

2.2.2. *[Interpretation of evidence from Source 2B - L2]*

- Tiro shared his knowledge about BC with Mashinini.
- Tiro encouraged Mashinini not to be subjected to inferiority/not to be treated as a second-class citizen.
- Tiro shared his vision of 'one Azania' with Mashinini.
- Tiro inspired Mashinini with his ideas and 'political thinking'/influenced him to believe that BC would bring about freedom from oppression.

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- **Mashinini became devoted to the philosophy of BC.**
 - **Any other relevant response**
- (2 x 2) (4)

2.3.

2.3.1. *[Interpretation of evidence from Source 2C - L2]*

- **Sam Nzima was a photo-journalist and reported (registered what happened) on the event as it unfolded.**
 - **To expose the atrocities and brutality of the apartheid regime.**
 - **A journalist ought to be impartial and report on events without emotion.**
 - **Sam Nzima may have been shocked/afraid.**
 - **Any other relevant response**
- (1 x 2) (2)

2.4.

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

- **To expose police brutality.**
 - **To expose how the apartheid regime responded to mass protest action.**
 - **To highlight the unity that students of Soweto demonstrated against the imposition of Afrikaans as a medium of instruction.**
 - **To show how the police responded to unarmed children that were fighting for a just cause.**
 - **The event was of national importance/newsworthy.**
 - **To sympathise/empathise with the struggle of black South African students.**
 - **Any other relevant response**
- (2 x 1) (2)

2.5. *[Comparison of evidence in Sources 2C and 2D – L3]*

- **Source 2C gives a written story of how Sam Nzima saw Mbuyisa Makhubu carrying Hector Pieterse and his sister, Antoinette running together with them and Source 2D shows the photograph of what really happened on 16 June 1976 to Hector Pieterse.**
- **Source 2C states that Sam Nzima took a number of photographs of what happened on 16 June 1976 as well as the 'famous one' and in Source 2D we see the evidence of the famous photographs of Hector Pieterse and the crowd that were taken.**
- **In Source 2C Sam Nzima asked the driver to rush the film to**

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the press to be published and in Source 2D we see the photograph that was published as headlines in The World newspaper on 16 June 1976.

- **Any other relevant response**

(2 x 2) (4)

[20]

SECTION B: ESSAY QUESTIONS

Your essay should be about ½ OR TWO/THREE pages long.

QUESTION 3: 1960: SHARPEVILLE MASSACRE AND LANGA MARCH

[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 Resistance to the pass laws and the introduction of the state of emergency were the main causes of the Sharpeville massacre. Candidates need to substantiate their line of argument with relevant historical evidence. [20]

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 Resistance to the pass laws and the introduction of the state of emergency were the main causes of the Sharpeville massacre. They should indicate how they intend supporting their line of argument.

ELABORATION

- The formation of the PAC in 1959
- The Sharpeville Massacre and Langa March
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

QUESTION 4: 1976: SOWETO UPRISING I

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

[20]

SYNOPSIS

Candidates need to critically discuss how the Soweto Uprisings were caused by the government's introduction of Afrikaans as the medium of instruction in black schools

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should critically discuss how the Soweto Uprisings were caused by the government's introduction of Afrikaans as the medium of instruction in black schools. They should also provide an outline of how they will support their line of argument.

ELABORATION

- **The Soweto Uprising:**
 - What were the causes of the Soweto Uprising?
 - Leaders behind the Soweto Uprising
 - What happened during the uprising
 - How did the uprising spread to other parts of the country
 - The short-term results of the Soweto Uprising
 - The long-term results of the Soweto Uprising
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

QUESTION 5: 1990: RERLEASE OF NELSON MANDELA AND THE UNBANNING OF LIBERATION MOVEMENTS

[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 period leading up to South Africa's first democratic elections in 1994 was tense. On the one hand, there were negotiations between most political groups about how to move from white minority rule and apartheid to democracy and equal rights for all. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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Introduction: Candidates should take a stance by explaining to what extent the period leading up to South Africa's first democratic elections in 1994 was tense. On the one hand, there were negotiations between most political groups about how to move from white minority rule and apartheid to democracy and equal rights for all. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Unbanning of political movements and the release of Nelson Mandela
- Negotiations and violence 1990-1994
- The democratic elections in 1994
- Any other relevant response

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

GRAND TOTAL: 75