



education

Department: Education

GAUTENG PROVINCE

HISTORY

GRADE 11

SBA GUIDELINE

2021

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1. AN ASSESSMENT FRAME TO GUIDE HISTORY SBA IN GRADE 11

The following text is extracted from the Subject Assessment Guidelines developed at the National level and provides the framework from which SBA activities are developed.

History is a process of enquiry into past events leading to the writing of history. History trains learners to identify and extract relevant information from authentic historical sources, analyse and organise that information, understand various points of view and interpretations in history, synthesise information and present and defend an argument based on the information gained during the process of enquiry.

Learners will be guided to think independently without jumping to unsupported conclusions. Confidence in their own judgment will be nurtured and learners will have the ability to defend an adopted position. By its very nature, History teaches young people the critical skills and thought processes crucial to becoming responsible citizens in a democracy. Content plays an extremely important role in History and in the National Curriculum Statement it is the context for the Skills and Concepts.



2. GRADE 11 PROGRAMME OF ASSESSMENT FOR HISTORY

In Grade 11, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 11 mark. The other 75% is made up of end of the year set assessment tasks. The learner SBA portfolio is concerned with the 25% internal assessment of tasks.

3. NUMBER AND FORMS OF ASSESSMENT REQUIRED FOR THE PROGRAMME OF ASSESSMENT (SBA) FOR HISTORY GRADE 11

The Programme of Assessment for History comprises seven tasks which are internally assessed. The following table presents the annual assessment plan for Grade 11.

TABLE 1: THE GRADE 11 ANNUAL ASSESSMENT PLAN

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	
Source-based or Essay writing under controlled conditions. Test under controlled conditions	Heritage investigation (uncontrolled conditions.) Standardized examination	Source based or extended writing under controlled conditions. Test under controlled conditions	End-of year examination
25% of total year mark = 100 marks			75% of total year mark = 300 marks

From the table it is clear that the Programme of Assessment for History in Grade 11 comprises seven tasks which are internally assessed. Of the seven tasks, two are examinations and two are tests. The remaining three tasks comprise;

- A Research Investigation task – (Uncontrolled)
- Two source based and essay task (Controlled conditions)

The following table illustrates and enhances this understanding further.

TABLE 2: THE SEVEN ASSESSMENT TASKS

PROGRAMME OF ASSESSMENT				
REQUIREMENTS	TERM 1	TERM 2	TERM 3	TERM 4
Two (2) tests written under controlled conditions All tests must include source- based and essay writing questions, and out of 100)	1	1		
Research/ Oral investigation (Compulsory) 50 marks.		1		
Source based OR essay in controlled conditions. (50)	1		1	
Source-based OR essay tasks in controlled conditions. (50)			1	
END-OF YEAR EXAMINATION				1

The weightings of the assessment tasks for Grade 11 are as follows:

TABLE 3: THE WEIGHTINGS OF THE ASSESSMENT TASKS

ASSESSMENT ACTIVITY	REDUCED MARK
THREE standardized tests in controlled conditions reduced to...	
Research or oral investigation reduced to ...	
Source- based OR essay task	
Source-based OR essay task	
Total for assessment tasks undertaken during the year	100
End-of-year examination ; 2 papers 150 marks each	300

4. REPORTING AND RECORDING ON THE PROGRAMME OF ASSESSMENT (CASS)

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will be submitted as the internal continuous assessment mark.

NB! As per NPPPPR, we record in marks, but we report in percentages.

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timorously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents’ days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS
		%
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

5. MODERATION OF THE ASSESSMENT TASKS IN THE PROGRAMME OF ASSESSMENT

All schools should have an internal assessment moderation policy in place, which has guidelines for the internal moderation of all significant pieces of assessment. There should also be scheduled dates for the internal moderation of teacher portfolios and evidence of learner performance.

The teacher portfolio required for moderation for promotion requirements should include:

- Planning
- Assessment strategies
- Copies of tasks, tests and exams administered
- Assessment criteria and marking guidelines for the above
- Mark schedules
- Records of how the marks were arrived at
- Attendance records

The subject head and the School Management Team are responsible for drawing up the moderation plan and for ensuring that school-based moderation happens on a regular basis.

Moderation of the assessment tasks should take place at the three levels tabulated below.

LEVEL	MODERATION REQUIREMENTS
School	<p>The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes.</p> <p>Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task.</p> <p>Teacher portfolios and evidence of learner performance should be moderated by the head of the subject or her/his delegate before moderation at a cluster/district level.</p>
Cluster/ district/ region	<p>Teacher portfolios and a sample of evidence of learner performance must be moderated during the first three terms.</p>
Provincial/ national	<p>Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.</p>

HISTORY EXAMINATION GUIDELINES

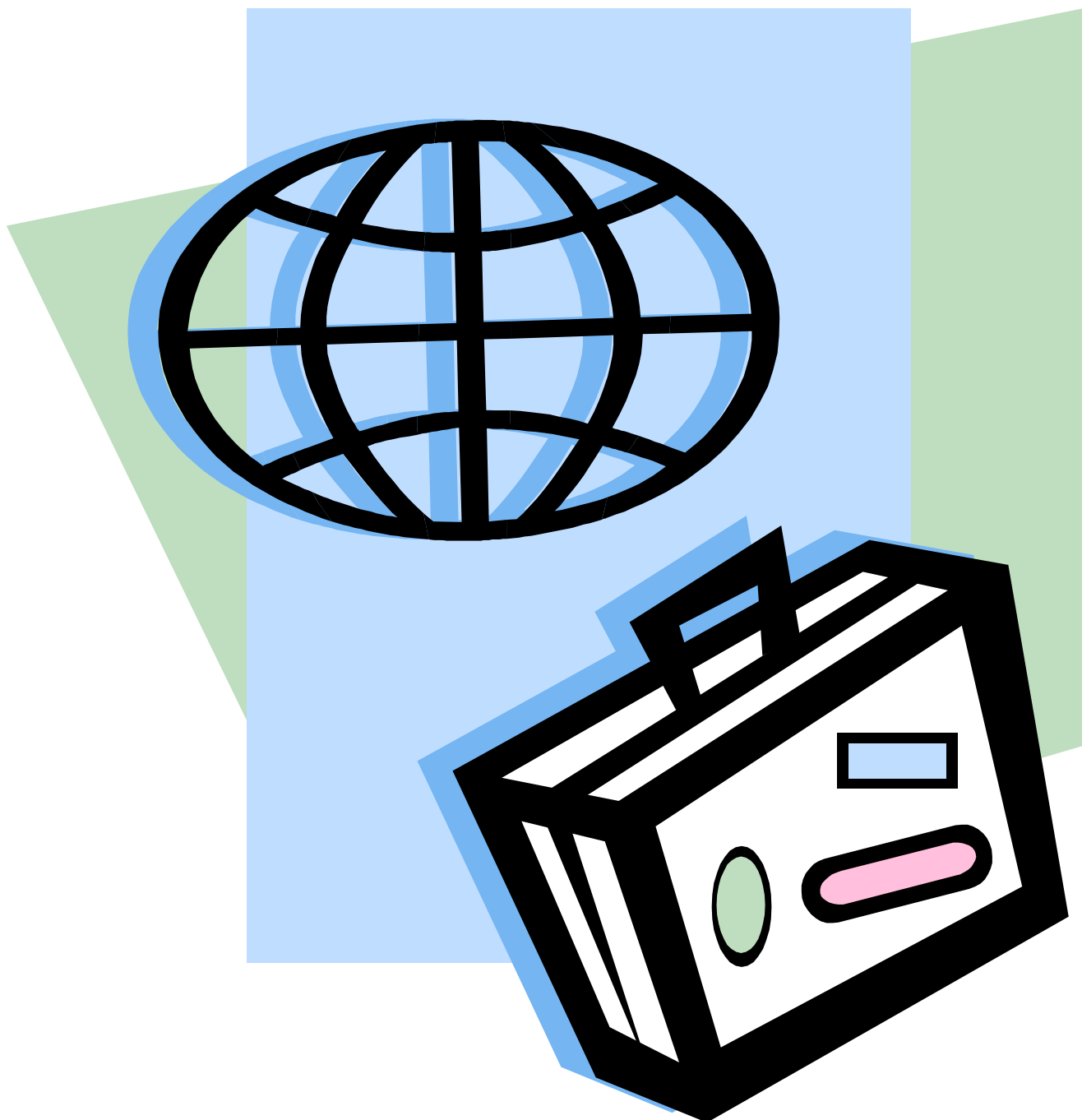
GRADE 11-2021

JUNE AND NOVEMBER GUIDELINES

EXAMINATIONABLE TOPICS SOURCE-BASED		EXAMINATIONABLE TOPICS ESSAYS	
PAPER 1 SECTION A: SOURCE- BASED QUESTIONS		PAPER 1 SECTION B: ESSAY QUESTIONS	
1	<p>Communism in Russia: 1900-1940</p> <p>Question focus:</p> <p>QUESTION 1</p> <ul style="list-style-type: none"> • Definition of Communism • The wrings of Karl Marx • Why was the New Economic policy introduced? 	4	<p>Communism in Russia: 1900-1940</p> <p>Question focus:</p> <ul style="list-style-type: none"> • Stalin’s Five (5) Year Plans
2	<p>QUESTION 2</p> <p>CAPITALISM IN THE USA 1900-1940</p> <p>QUESTION FOCUS:</p> <ul style="list-style-type: none"> • Effects of capitalism in the USA • The American Dream • The Capitalist boom of the 1920s • What were the causes of the 1929 Wall Street crash? • New Industries 	5.	<p>Capitalism in the USA 1900-1940</p> <p>Question focus:</p> <ul style="list-style-type: none"> • Roosevelt and the New Deal

	PAPER 2(ONE question per topic will be set)		PAPER 2 (ONE question per topic will be set)
	SECTION A: SOURCE- BASED QUESTIONS		SECTION B: ESSAY QUESTIONS
1	<p>Nationalism –South Africa</p> <p>Question focus:</p> <ul style="list-style-type: none"> • The rise of African nationalism • The South African National Natives Congress (SANNC, later the ANC) • The ANC Youth League • The freedom Charter • The Pan Africanist Congress (PAC) • The Role of Women 	4	<p>Nationalism –South Africa</p> <p>Question focus:</p> <ul style="list-style-type: none"> • The Rise of Afrikaner nationalism
3			
	<p>Apartheid South Africa 1940s to 1960s</p> <p>Question focus: From segregation to the creation of Apartheid State</p> <ul style="list-style-type: none"> • How did the National party use legislation to create an apartheid state? • Prohibition of mixed marriages Act (No 55 of 1949) • Group Areas Act (No.41 of 1950) • The Bantu Education Act (No 47. of 1953) 	6	<p>Apartheid South Africa 1940s to 1960s</p> <p>Question focus: Internal Resistance</p> <ul style="list-style-type: none"> • The Defiance Campaign • The freedom Charter • The women March to Pretoria; 1956 • Sharpeville Massacre ;1960 • Treason and the Rivonia Trial; 1963

SOURCE-BASED OR ESSAY: SBA TASK 1



**QUESTION 1: HOW DID LENIN'S ECONOMIC POLICIES SAVE
RUSSIA FROM TOTAL COLLAPSE IN THE PERIOD 1918- 1921?**

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

1.1 Refer to Source 1A.

1.1.1 Which policy did Lenin introduce in 1918 during the Civil War in Russia? (1x1) (1)

1.1.2 Explain the following concepts in your own words:

(a) *War Communism*

(b) *Civil War*

(2x2) (4)

1.1.3 Why, according to the information in the source, did the Bolsheviks adopt the policy of War Communism? (1x2) (2)



1.1.4 Quote TWO reasons from the source that contributed to the failure of War Communism. (2x1) (2)

1.1.5 Explain what you think the author suggests by referring to the soldiers at Kronstadt as the “reddest of the red”. (2x2) (4)

1.2 Study Source 1B.

1.2.1 Why, according to the source, did Lenin introduce the NEP in Soviet Russia? (1x2) (2)

1.2.2 In what way did War Communism differ from Lenin's New Economic Policy? (2x2) (4)

- 1.2.3 List THREE economic sectors that were privatised at the 10th Party Congress in March 1921. (3x1) (3)
- 1.2.4 What role did the NEPMEN play during the implementation of NEP? (2x2) (4)
- 1.3 Consult Source 1C.
- 1.3.1 Comment on why the production of grain:
(a) Declined to 56.6 million tons in 1921.
(b) Improved to 80 million in 1923. (2x2) (4)
- 1.3.2 In which year was the production of cattle at its highest? (1x1) (1)
- 1.4 Compare Source 1C and Source 1B. Explain how the evidence in Source 1C supports the information in Source 1B regarding how Lenin's NEP improved the Russian economy. (2x2) (4)
- 1.5 Study Source 1D.
- 1.5.1 What, according to the source, did the critics of Lenin label the NEP? (1x1) (1)
- 1.5.2 Why do you think Lenin's NEP was criticised by the supporters of Communism? (1x2) (2)
- 1.5.3 Comment on why a historian will find the information in this Source useful when studying Lenin's New Economic Policy. (2x2) (4)
- 1.6. Using the relevant sources and your own knowledge write a paragraph of about Eight lines (80 words) on how Lenin's Economic Policies saved the Russian economy from total collapse in the period 1918-1921?. (8)

[50]

OR

ESSAY TASK

QUESTION 2: COMMUNISM IN RUSSIA 1900–1940

Write an essay of about 2-3 pages on the following essay question.

To what extent were Stalin's Five-Year Plans successful in transforming agriculture and industry in the Soviet Union between 1928 and 1941.

Use relevant evidence to support your line of argument.

[50]



TOPIC: COMMUNISM IN RUSSIA 1900-1940

**QUESTION 1: HOW DID LENIN'S NEW ECONOMIC POLICY SAVE RUSSIA
FROM TOTAL COLLAPSE IN THE 1920s?**

SOURCE 1A

The source below describes the implementation and impact of Lenin's Policy of War Communism on the Russian economy.

War Communism or military communism was the economic and political system that existed in Soviet Russia during the Russian Civil War from 1918 to 1921. The ruling Bolsheviks administration adopted this policy with the goal of keeping towns and the Red Army stocked with food and weapons. War Communism began in 1918, enforced by the Supreme Economic Council, known as *Vesenkha*. War Communism included the following policies; nationalization of industries, State control of Foreign trade, obligatory labour duty, requisition of agricultural supply, rationing of food and private enterprise banned.

The Bolsheviks government implemented these measures in a time of civil war they were far less coherent and coordinated in practice. Large areas remained outside Bolsheviks control, and poor communications meant that even those regions loyal to the Bolsheviks government had to act on their own, lacking orders from Moscow.

The goals of the Bolsheviks in implementing War Communism are a matter of controversy. Lenin said that "the confiscation of surplus from the peasants was a matter in which we were saddled by the imperative conditions of the war", Sheldon Richman have argued that War Communism was actually an attempt to immediately eliminate private property.

War Communism led to hardships, peasants refused to co-operate in producing food. Workers migrated to the countryside where the chances of feeding themselves were higher decreasing the possibility of exchanging goods for food. A series of workers strikes broke, a turning point came with the Kronstadt rebellion in 1921. The rebellion startled Lenin, because the Bolsheviks regarded the Kronstadt sailors the "reddest of the red. A government claiming to represent the people now found itself on the verge of being overthrown by that same working class.

[From Wikipedia, the free encyclopedia. Accessed on 20 September 2019.]

SOURCE 1B

The source below outlines the reasons for the introduction of Lenin's New Economic Policy in 1921.

The economic policy of the government of the Soviet Union from 1921 to 1928 represented a temporary retreat from its previous policy of extreme centralization and doctrinaire socialism. The policy of War Communism, in effect since 1918 had by 1921 brought the national economy to the point of total breakdown. The Kronstadt Rebellion of March 1921 convinced the Communist Party and its leader Vladimir Lenin of the need to retreat from socialist policies in order to maintain the party's hold to power.

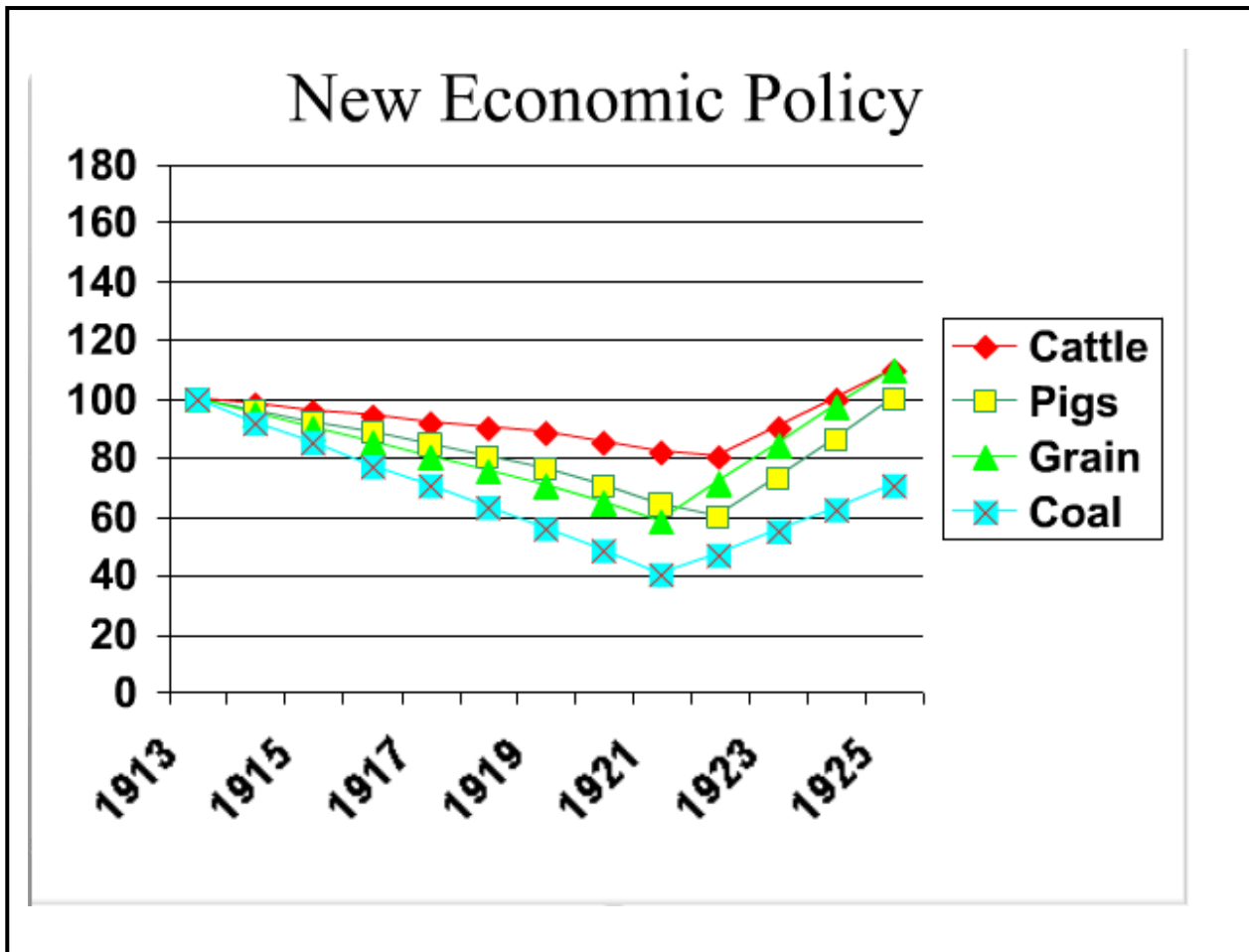
Accordingly, the 10th Party Congress in March 1921 introduced the measures of the New Economic Policy. These measures included the return of most agriculture, retail, trade and small-scale light industry to private ownership and management while the state retained control of heavy industry, transport, banking and foreign trade. Money was introduced into the economy in 1922. The peasantry were allowed to own and cultivate the land while paying taxes to the state. The NEP reintroduced a measure of stability to the economy and allowed the Soviet people to recover from years of war, and governmental mismanagement. The small businessmen and managers who flourished in this period became known as NEPMEN.

But the NEP was viewed by the Soviet government as merely a temporary expedient to allow the economy to recover while the Communist solidified their hold on power. By 1925 Nikolay Bhukarin had become the foremost supporter of the NEP, While Leon Trotsky was opposed to it and Joseph Stalin was non-committal. The NEP was dogged by the government's chronic inability to procure enough grain supplies from peasantry to feed its urban workforce.

[From Encyclopedia Britannica Article History. Accessed on the 3 September 2019.]

SOURCE 1C

This graph by Walter Durranty, a journalist in Russia during the NEP, highlights agriculture and industry improvements brought by the NEP in Russia between 1921 to 1928.



SOURCE 1D

This extract by Nikolai Bukharin a Soviet Political leader reflects on the criticism of Lenin's New Economic Policy.

To many, Lenin's "retreat" towards capitalism seemed a betrayal of the revolution-workers labelled the NEP the "New Exploitation of the Proletariat". The egalitarian spirit of the revolution remained strong, and many resented the inequalities that developed under the NEP. Party members despised the luxurious lifestyle of the Nepmen and bourgeois specialists. The Bolsheviks hated merchants, whom they considered "speculators", not producers, even more than they hated industrialists.

This anti capitalists mentality was consistent with Marxist doctrine: Marx taught that a person's outlook depended on his relation to the means of production; thus, if people engaged in capitalist pursuits, they will become capitalists in outlook. Party officials also feared the corrupting influence capitalism might have on the communists themselves. Poor working conditions intensified worker resentment of the Nepmen's success. Although real wages increased, unemployment remained high as the overpopulated countryside sent workers to cities. Rents were low, but housing was crowded and in disrepair.

Workers control of factories gave way to stricter management discipline. Furthermore, industrial workers were now supervised by three layers of management: union representatives, factory managers, and party secretaries, who pressured workers to increase productivity. Factory managers hire workers on a temporary basis, enabling them to fire at will. And turnover and absenteeism were high.

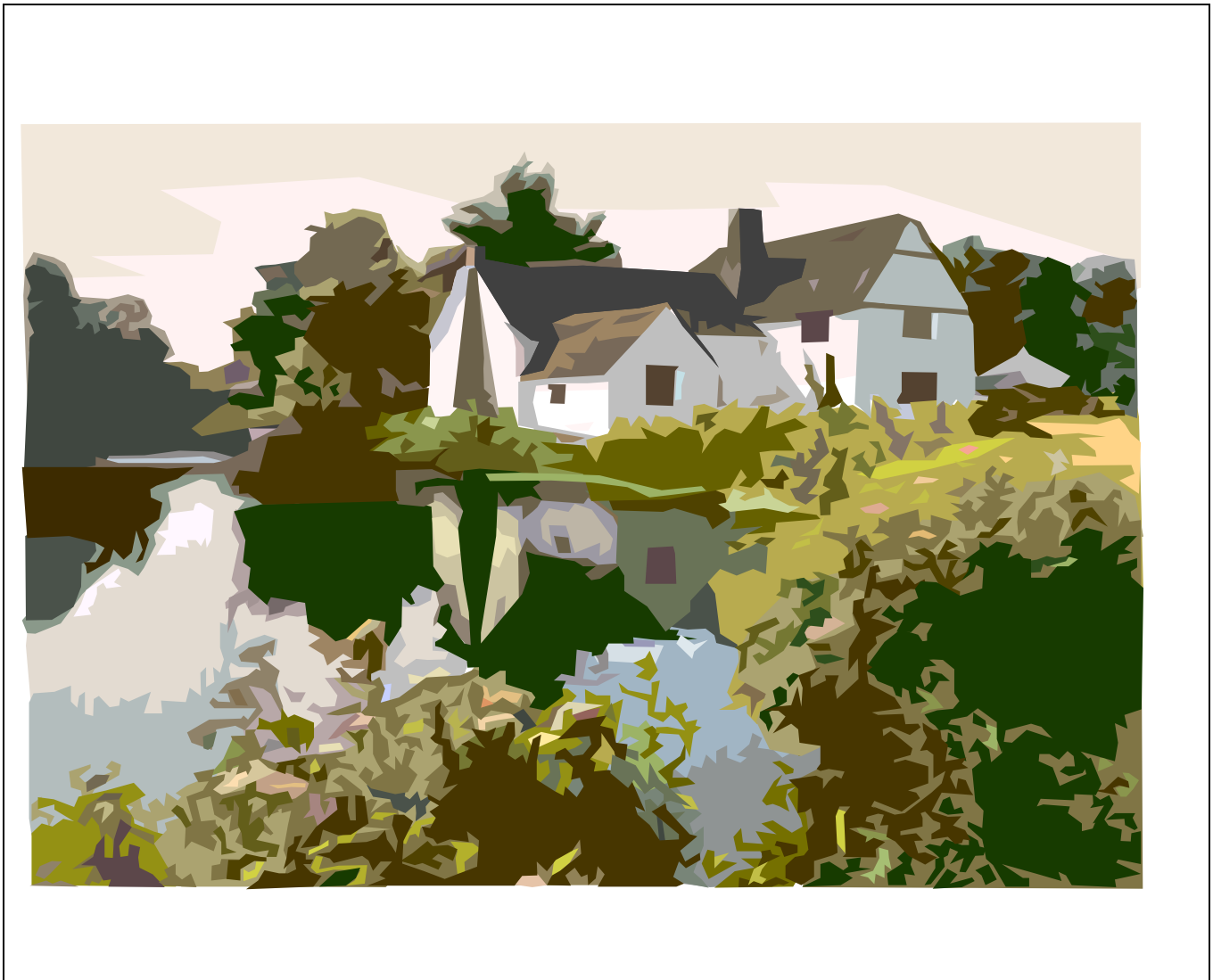
<https://www.independent.org> Accessed on the 20 September 2019

TASK 2

CONTROL TEST FROM SUBJECT ADVISOR

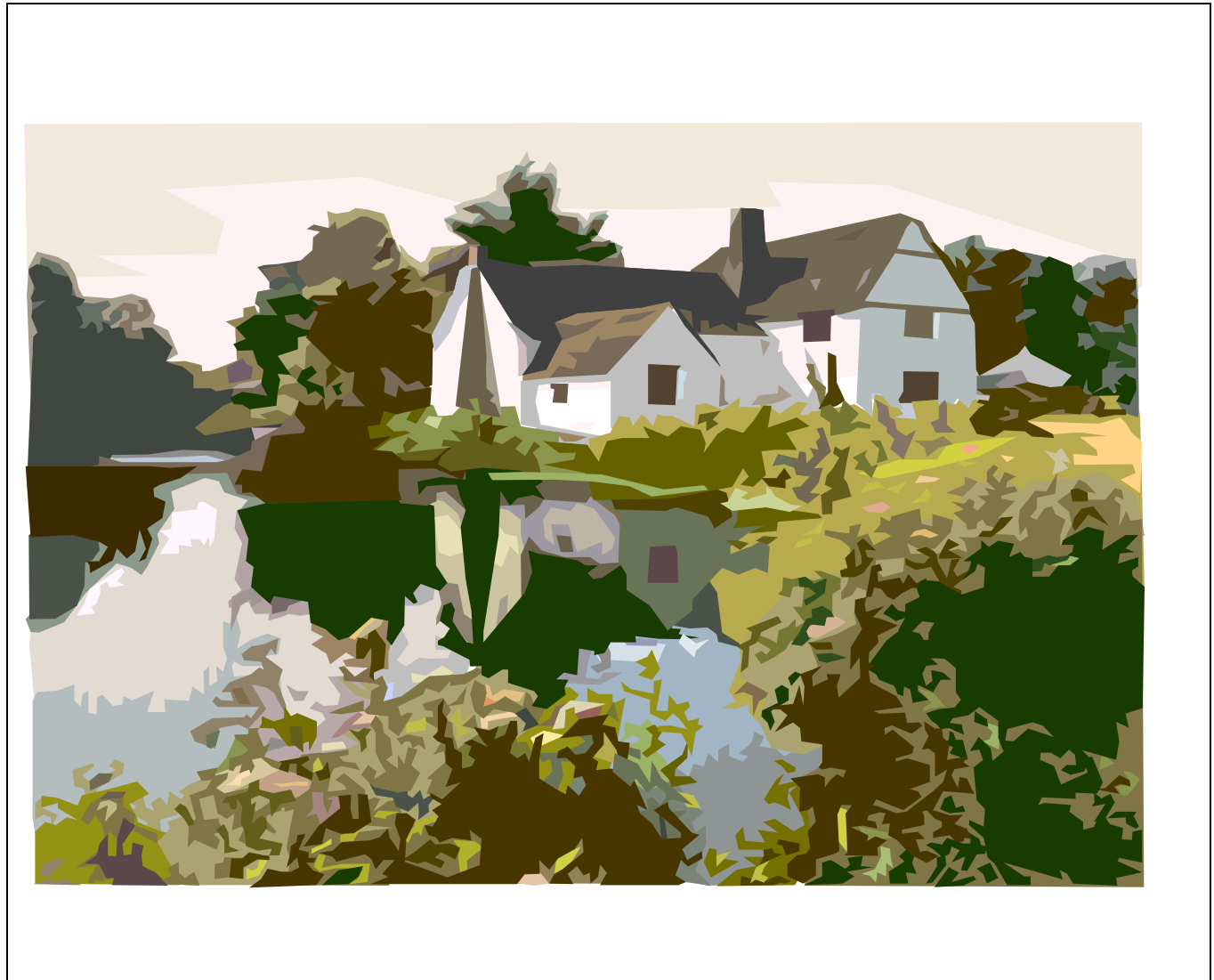
Term 2

SBA TASK 3
RESEARCH



(50 MARKS)

RESEARCH



**KEY QUESTION: WHAT WAS THE IMPACT OF PSEUDOSCIENTIFIC IDEAS OF
RACE ON THE JEWISH NATION BY THE NAZI GERMANY DURING
THE PERIOD 1933 TO 1946?**

RESEARCH GUIDELINES

- ❖ **Time Frame:** Learners have between two to three weeks to complete the Research. They should have enough time to gather sources and contextualize them to the topic chosen.
- ❖ **Format:** The presentation should be in the form of an essay with an Introduction, body and conclusion. No subtopics or headings.
- ❖ **Presentation:** Learners should not rewrite /copy directly from the books/ Sources unless they are Quoting.
- ❖ **Length of the task:** About 3-4 pages (Not including the cover page, the Index Bibliography and Illustrations).
- ❖ **Illustrations:** Learners are allowed to use the illustrations to emphasise points made for the topic. E.g. Relevant pictures, cartoons, etc.
- ❖ **References/ Bibliography:** All books, articles, used as references should be acknowledged. This must be correctly set out e.g.
 - Ellis. P (2012). Top Class history, Shuter and Shooter publishers
 - Seleti.Y. (2001). Looking in to the past, Maskew Miller Longman
- ❖ **Plagiarism:** Learners should refrain from plagiarism as it will lead to heavy penalty. All Referrals and quotations should be acknowledged in the Bibliography.

A TABLE SHOWING HOW TO STRUCTURE AND CARRY OUT RESEARCH

KEY QUESTION:

STRUCTURE OF A RESEARCH ASSIGNMENT	SUGGESTIONS ON HOW TO CARRY OUT RESEARCH
<p><u>Hint 1:</u></p> <p>Before you start your research</p>	<ul style="list-style-type: none"> ✓ Analyse the key question and make sure that you fully understand what is being asked. ✓ You need to take a stance or stand on the research question
<p>Cover Page</p>	<ul style="list-style-type: none"> ✓ Use the 'Cover Page for a Research Assignment' and 'Monitoring Log'. [Annexure A and Annexure B ✓ Write the table of contents to present your argument in a structured manner
<p>Introduction</p> <p>(Write approximately ½–1 page)</p>	<ul style="list-style-type: none"> ✓ Explain the approach that will be taken in your research assignment ✓ Indicate the line of argument that will be taken to answer the key question.
<p>Background</p> <p>(Write approximately 1–2 pages)</p>	<ul style="list-style-type: none"> ✓ Explain the historical context of the question. ✓ Give some background information about the question.
<p><u>Hint 2:</u></p> <p>During the research process</p>	<ul style="list-style-type: none"> ✓ Ensure that you have a plan so that your time is used effectively to meet deadlines. ✓ Refer to the list of resources that may be consulted. ✓ At all times keep the key question in mind. Keep asking yourself whether the information you are gathering is <u>relevant</u> to the question. ✓ Use the template to help structure your note-taking. [Annexure D]

<p>Body of Essay (Write approximately 2–3 pages)</p>	<ul style="list-style-type: none"> ✓ In this section you present and substantiate your argument. ✓ Select evidence from your readings which could be used to substantiate your line of argument in answering the key question.
<p>Conclusion (Write approximately ½–page)</p>	<ul style="list-style-type: none"> □ In this paragraph, you should sum up the argument that was sustained and developed in the body of your research assignment.
<p>Reflection (Write approximately ½–1 page)</p>	<ul style="list-style-type: none"> ✓ In this section, you should discuss what you have learnt from the research assignment. ✓ Explain what insights, skills and knowledge you have acquired while undertaking the research.
<p>Bibliography</p>	<ul style="list-style-type: none"> ✓ List ALL the resources that you used during the preparation of your research assignment. ✓ An example of how to correctly format a bibliography is included [Annexure E].
<p><u>Hint 3:</u> Before you submit your research assignment</p>	<ul style="list-style-type: none"> ✓ Check that you have complied with the following requirements: <ol style="list-style-type: none"> 1. Front Cover 2. Introduction 3. Background 4. Body of evidence 5. Conclusion o Reflection 6. Bibliography ✓ Proofread your work thoroughly to check for coherence, spelling and grammatical errors.

Assessment rubric

CRITERIA	LEARNER NAME:			
Criterion 1 Planning (10)	5	4	2-3	0 – 1
	Shows thorough/ excellent understanding of the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany	Shows adequate understanding of the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany	Shows some evidence of the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany	Shows little or no evidence of the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany
Criterion 2 Identify and access a variety of sources of information (20)	6-10	5	3-4	0 – 2
	Shows thorough/ excellent understanding of identifying and accessing sources of information regarding the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany	Shows adequate understanding of identifying and accessing sources of information regarding the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany	Shows some understanding of identifying and accessing sources of information regarding the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany	Shows little or no understanding of identifying and accessing sources of information regarding the Impact of Pseudoscientific ideas on Jewish nation by Nazi Germany
Criterion 3 Knowledge and understanding of the period (10)	5	4	3	0 – 2
	Shows thorough/ excellent knowledge and understanding of the impact of Pseudoscientific ideas on Jewish nation.	Shows adequate knowledge and understanding of the impact of Pseudoscientific ideas on Jewish nation.	Shows some knowledge and understanding of the impact of Pseudoscientific ideas on Jewish nation .	Shows little or no knowledge and understanding of the impact of Pseudoscientific ideas on Jewish nation .
Criterion 4 Historical enquiry, interpretation & communication (Essay) (30)	5	4	3	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 (10)	8 – 10	5 – 7	3 – 4	0 – 2
	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 (10)	8 – 10	5 – 7	3 – 4	0 – 2
	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	8 – 10	5 – 7	3 – 4	0 – 2

Acknowledgement of sources (10)	Shows excellent understanding acknowledging footnotes, references e.t. c	Shows adequate understanding of acknowledging sources	Shows some evidence of acknowledging sources (e.g. footnotes, references	Shows little or no evidence of acknowledging sources (e.g. footnotes, references,
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RESEARCH TOPIC

“The Holocaust is one of the biggest tragedies of the 20th century. It has plundered an entire nation, has taken millions of lives and has changed the history of mankind”

In the context of the above statement, evaluate the impact of pseudoscientific Ideas of race on the Jewish nation by the Nazi Germany during the period 1933 to 1946.



ANNEXURE A: COVER PAGE FOR A RESEARCH ASSIGNMENT:

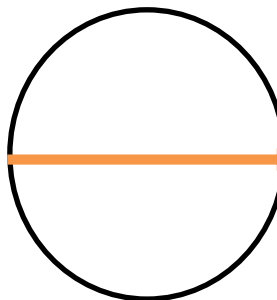
GRADE 11 RESEARCH ASSIGNMENT: HISTORY	
NAME OF SCHOOL	
NAME OF LEARNER	
SUBJECT	HISTORY
RESEARCH TOPIC	THE IPACT OF PSEUDOSCIENTIFIC IDEAS OF RACE ON THE JEWISH NATION DURING THE PERIOD 1933 TO 1946
DUE DATE	

STATEMENT OF AUTHENTICITY:

I hereby declare that ALL pieces of writing contained in this research assignment, are my own original work and that if I made use of any source, I have duly acknowledged it.

LEARNER'S SIGNATURE: _____

DATE: _____



RUBRIC FOR ORAL PRESENTATION

CRITERIA	Level1 (0 – 1)	Level 2 (2 – 3)	Level 3 (4 – 5)
1. Evidence to support line of argument			
2. Sequence of events, factual accuracy, structure			
3. Audibility, cohesion, pace, fluency and tone			
4. Body language, gesture, eye Contact			
5. Creativity, including use of audio visual aids			
6. Self-reflection: skills, knowledge and values learnt in the process			
TOTAL			/30
<p>LEARNER'S NAME: _____</p> <p>TEACHER'S COMMENT:-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>			

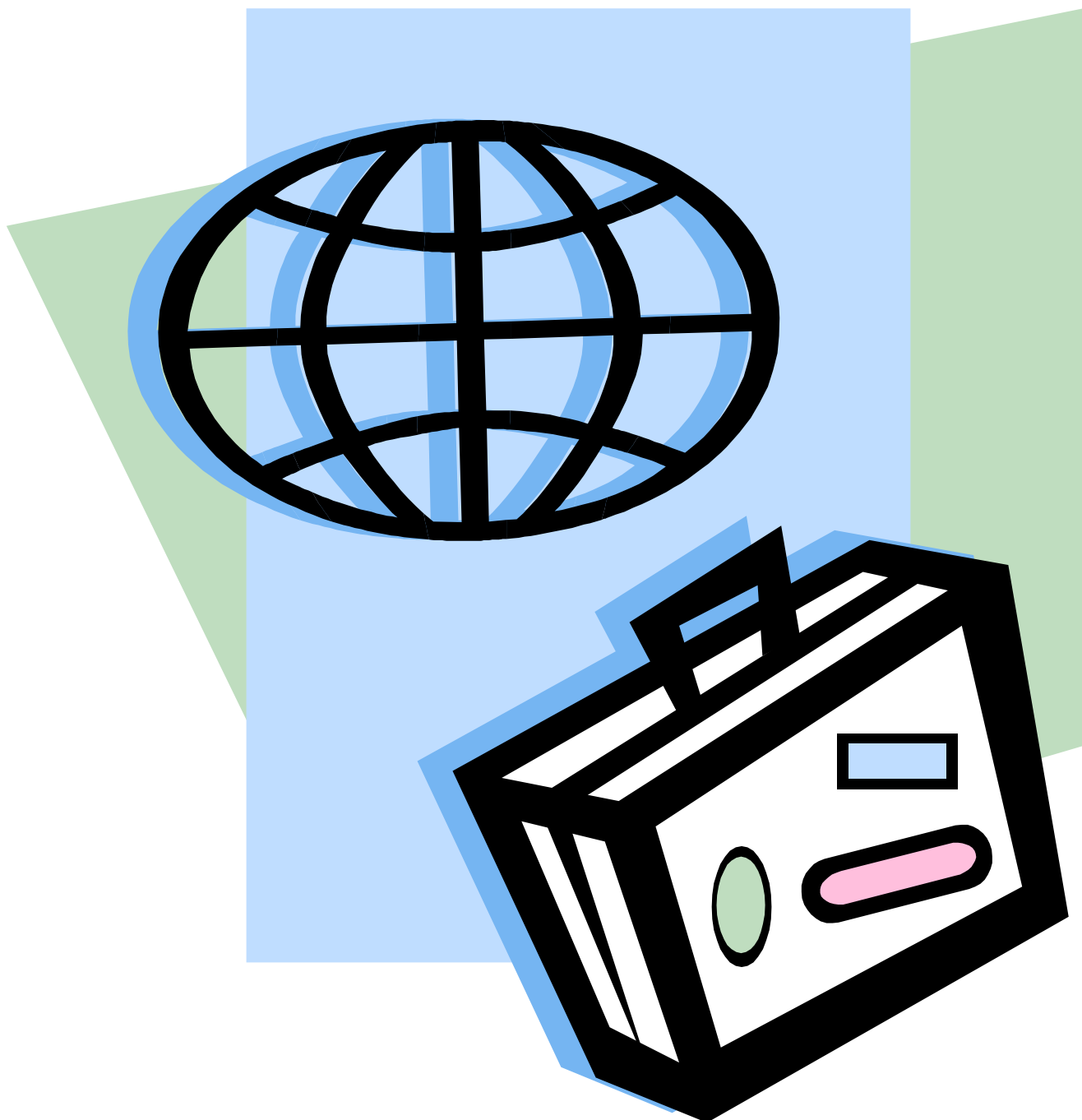
TASK 4

CONTROLLED TEST FROM SUBJECT ADVISOR



CONTROLLED TEST

JUNE 2021



SBA TASK 5: SOURCE BASED OR ESSAY



SOURCE-BASED OR ESSAY:

NATIONALISMS: SOUTH AFRICA

QUESTION 1: HOW DID AFRICAN NATIONALISM CHANGE IN SOUTH AFRICA IN THE PERIOD 1912 - 1948?

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

- | | | | |
|-----|-----------------|---|-----------|
| 1.1 | Study source 1A | | |
| | 1.1.1 | Define the following terms in your own words | |
| | | <i>a. Nationalism</i> | |
| | | <i>b. Pan - Africanism</i> | (2x2) (4) |
| | 1.1.2 | How, according to the source, did African nationalism transform the identity of Africans? | (1x1) (1) |
| | 1.1.3 | Using the source and your own knowledge explain how World War I spurred (encouraged) the rise of nationalism. | (1x2) (2) |
| | 1.1.4 | Identify the THREE ethnic groups mentioned in the source, that viewed themselves as South African. | (3x1) (3) |
| | 1.1.5 | In what way did African nationalism differ from Afrikaner nationalism. | (1x2) (2) |
| | 1.1.6 | Name the political organisation that aimed to unite all indigenous people of South Africa. | (1x1) (1) |
| 1.2 | Use source 1B | | |
| | 1.2.1 | What, according to the source, were the THREE reasons for the formation of the South African Native National Congress (SANNC) ? | (3x1) (3) |
| | 1.2.2 | Why do you think Africans did not welcome the formation of the Union? | (2x2) (4) |
| | 1.2.3 | How did African nationalist leaders express their opposition to the formation of the Union? | (1x2) (2) |

- 1.2.4 List TWO names of the leaders of the SANNC. (2x1) (2)
- 1.3 Study source 1C
- 1.3.1 What message is conveyed by the photograph? (1x2) (2)
- 1.3.2 Explain the usefulness of this photograph to a historian studying African nationalism. (2x2) (4)
- 1.4 Read source 1D
- 1.4.1 Quote evidence from the source which suggests that the ANC changed in the 1940s. (1x1) (1)
- 1.4.2 Comment on why organisations of Africans began to co-operate with each other in the 1940s. (2x2) (4)
- 1.4.3 Using the source and your own knowledge, explain how the tactics of the nationalists were changing in the late 1940s. (1x2) (2)
- 1.5 Compare sources 1B and 1D. In what way do the two sources differ regarding the leadership of the ANC? (2x2) (4)
- 1.6 Using the relevant sources and your own knowledge, write a paragraph of about EIGHT LINES (about 80 words) explaining how African nationalism changed in South Africa in the period 1912 - 1948. (8)

[50]

QUESTION 2: NATIONALISMS IN SOUTH AFRICA: AFRIKANER NATIONALISM

Your essay should be about THREE pages long.

Afrikaner-Nationalism developed against the background of sudden urbanisation, fast industrialisation and the increasing demands of black people in the city.

Critically Discuss the validity of this statement by referring to the rise of Afrikaner-Nationalism from 1924–1948.

[50]

ADDENDUM

QUESTION 1: HOW DID AFRICAN NATIONALISM CHANGE IN THE PERIOD 1912-1948?

SOURCE 1A

The source below provides a detailed explanation of different forms of South African nationalisms.

Nationalism refers to an ideology, a form of culture, or a social movement that focuses on the nation. It emphasises the collective of a specific nation. As an ideology, nationalism holds that 'the people' in the doctrine of popular sovereignty is the nation. Nationalism ultimately is based on supporting one's own nation. African nationalism is a political movement for the unification of Africa (Pan-Africanism) and for national self-determination. African nationalism attempted to transform the identity of Africans. Rather than seeing themselves as Zulu, Xhosa, Sotho, etc, nationalist leaders wanted Africans to view themselves as South Africans. After World War I nationalists fostered moves for self-determination.

As a general definition, African nationalism in South Africa can be seen, broadly, as all political actions and ideological elements to improve the status, the rights and position of Africans in the emerging society imposed by white intrusion and conquest. African nationalism, in South Africa, also embraces the concept of a Pan Africanism...

The ideal for South Africa among members of the African nationalist movement was a "multiracial, democratic society" i.e., the broadest and most inclusive kind of nationalism - with equality and equity... It sought to unite all the indigenous groups in the fight for freedom and against racism and discrimination which has evolved over time to the changing conditions into an inclusive South Africanism. Its most important strand evolved into the nationalism of the African National Congress which meant the building of a non-racist, non-sexist, democratic society. The tensions between this and narrow African exclusive nationalism, based on race, is an issue that is still being grappled with by different schools of thought. In South Africa, African nationalism and white Afrikaner nationalism was developed and evolved over time. It had to deal with the fact that it was faced with a heterogeneous (Different) and a racially divided society.

The initial thrust embodied in the formation of the ANC was to unite all the indigenous peoples to fight for their freedom.

[Adapted from <https://www.sahistory.org.za/article/african-nationalism>: Accessed on 21/August 2019]

SOURCE 1B

The source below explains the circumstances leading to the formation of the African National Congress.

The African National Congress (ANC) was formed in 1912 as a result of many grievances. This included black dissatisfaction with the South Africa Act of 1910 that established the Union of South Africa, their treatment after the South African War and numerous laws that controlled and restricted black movement and labour.

The end of the South African War (1899-1902) paved the way for the establishment of the Union of South Africa in 1910. The eight years between the end of the war in 1902 and the formation of the Union of South Africa in 1910 was marked by intense negotiations between the four, previously unconnected provinces. The war was fought over the question of independence of the latter two provinces from British control.

During the eight years of negotiations, it became apparent that delegates of the four provinces were determined to forge a settlement that excluded Africans from meaningful political participation in the envisaged (Imagined) unified South Africa. These galvanised different African political formations... that would challenge the exclusion of Black people. The African People's Organisation, largely a Cape political formation, the Orange River Colony Vigilance Association and the Transvaal Vigilance Association were all formed during this period.

In 1909, a group of Black delegates from the four provinces met in Waaihoek, Bloemfontein to propose a means to object to the draft South Africa Act, and Union Constitution. This was the South African Native Convention (SANC). A nine-man delegation was sent to England. The Convention is considered a precursor (A person who goes before and announces the coming of another) to the South African Native National Congress (SANNC)...

The SANC continued to be active in 1910 and in 1911, objecting to further discriminatory legislation. The need for a permanent body to represent Blacks on a national level was the reason for the transformation of the body into a more representative and dynamic organisation. Pixley ka Isaka Seme, a well-educated attorney, and author Solomon Plaatje, pioneered the formation of the South African Native National Congress (SANNC).

[Adapted from: <https://www.sahistory.org.za/topic/anc-origins-and-background>. Accessed on 22August 2019]

SOURCE 1C

The following source is a photograph depicting the leaders of the South African Native National Congress. From left to right, Dr W Rubusana, T Mapikela, Rev. John Dube, Saul Msane and Sol Plaatjie.



[From: <https://www.sahistory.org.za/article/founding-sanncc>. Accessed on 19 September 2019]

SOURCE 1D

The following source describes how the ANC changed its approach to fighting against the oppressive regime in the 1940s.

The ANC was boosted with new life and energy in the 1940s, which changed it from the careful organisation it was in the 1930s to the mass movement it was to become in the 1950s.

Increased attacks on the rights of black people and the rise of extreme Afrikaner nationalism created the need for a more militant response from the ANC. Harsher racism also brought greater co-operation between the organisations of Africans, Coloureds and Indians. In 1947, the ANC and the Indian Congresses signed a pact stating full support for one another's campaigns.

In 1944 the ANC Youth League was formed. The young leaders of the Youth League – among them Nelson Mandela, Walter Sisulu and Oliver Tambo – based their ideas on African nationalism. They believed Africans would be freed only by their own efforts. The Youth League aimed to involve the masses of people in militant struggles.

Many more people moved to the cities in the 1940s to work in new factories and industries. They began to form their own community organisations – such as the Squatter's Movement – and trade unions. The militant ideas of the Youth League quickly found support among the new population of the cities. The Youth League drew up a Programme of Action calling for strikes, boycotts and defiance. It was adopted by the ANC in 1949, the year after the National party came to power. The Programme of Action led to the Defiance Campaign of the 1950s.

[From: <https://anc1912.org.za/brief-history-anc>. Accessed on 22 August 2019]

TASK 6

CONTROL TEST FROM SUBJECT ADVISOR



TASK 6: CONTROLLED TEST



Marking guidelines

QUESTION1: HOW DID LENIN'S NEW ECONOMIC POLICY SAVE RUSSIA FROM TOTAL COLLAPSE IN THE 1920s?

1.

1.1.1. (*Extract relevant information from Source 1A-Level 1*)

- War Communism (1x1)(1)

1.1.2. (*Explain historical Concepts Source 1A-Level 1*)

War Communism

- Strict control of industry and food supply, to keep the Red Army supplied with food and weapons.
- State monopoly of trade and agriculture, to meet the needs of the state and the Red Army.
- Any other relevant response. (1x2)(2)

Civil War

- A war between two organized groups within the same nation/Country/State.
- A war between citizens of the same country.
- Any other relevant response. (1x2)(2)

1.1.3. (*Interpretation of evidence from Source 1A-Level 2*)

- To keep towns and the Red Army stocked with food and weapons. (1x2)(2)

1.1.4. (*Extract relevant evidence from Source 1A-Level 1*)

- Peasants refused to co-operate in producing food.
- Workers migrated to the countryside.
- Workers strikes broke. (2x1)(2)

1.1.5. (*Explanation of information form Source 1A-Level 2*)

- The soldiers (Red Army) were involved in the Civil War with the White Army in defense of Communism.
- Lenin did not expect supporters of Communism/Marxism to rise against a communist state.
- Many of the soldiers came from peasants background, who supported the Bolsheviks during the 1917 October Revolution
- Any other relevant response (2x2)(4)

1.2

1.2.1. (*Extraction of evidence from Source 1B-Level 1*)

- The policy of War Communism brought the national economy to the point of total breakdown. (1x2)(2)

1.2.2. (*Interpretation of information from Source 1B-Level 2*)

- Under War Communism the state had total control of agriculture, retail, and trade, with the introduction of NEP most agriculture, small scale industry were returned to private ownership.
- Workers were given food rations by the government, whereas NEP workers were paid in money and were given bonuses.
- War Communism led to total breakdown of the economy, the NEP recovered the economy from total collapse.
- Any other relevant response. (2x2) (4)

1.2.3. (*Extraction of information from Source 1B Level 1*)

- Heavy industry
- Transport
- Banking
- Foreign Trade (3x1)(3)

1.2.4. (*Explanation of information from Source 1B-Level 2*)

- The NEPMEN were a result of the economic success of NEP, they were traders who sold goods and revived the economy.
- They were prosperous small businessmen and managers who were allowed to employ not more than twenty workers.
- Any other relevant response (2X2) (4)

1.3.

1.3.1. (*Interpretation of evidence from Source 1C-Level 2*)

- Grain production fell by 1921 because during War Communism peasants fiercely resisted requisition of grain.
- Peasants produced less grain, by 1922 with NEP peasants' grain harvest yields increased. (2x2)(4)

1.3.2. (*Extraction of evidence from Source 1C-Level 1*)

- 1925 (1x1)(1)

1.4. (*Comparison and analysis of evidence from Sources 1B and 1C - L3*)

- Source 1B states that the agricultural sector grew under NEP, it is supported by the graph that shows increase in the production of cattle, pigs and grain.

- Source 1B explains how the Russian economy was stabilised and recovered by the implementation of NEP, it is supported by Source 1C which indicates the steady improvement of the Russian economy from 1922 to 1925.

(2x2)(4)

1.5.

1.5.1. (*Extraction of information from Source 1D- L2*)

- “New Exploitation of the Proletariat” (1x2)(2)

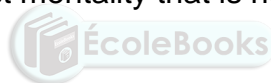
1.5.2. (*Extraction of information from Source 1D-L1*)

- Lenin’s NEP created a new class of the bourgeoisies that lived a life of luxury.
- NEP was viewed as anti-communist
- Any other relevant response. (1x2)(2)

1.5.3. (*Explaining the usefulness of source 1D- L2*)

The source is useful because:

- The source indicates that the NEP was also criticized by some within the party.
- The NEP reintroduced inequalities and divisions within the working class/ the rich and the poor.
- The Policy introduced Capitalist mentality that is not in line with Marxist principle.
- Any other relevant response.



(2x2)(4)

1.6. [*Interpretation, analysis and synthesis of evidence from the sources L-3*]

Candidates could include the following aspects in their response:

- Most Russians suffered great hardships because of the policy of War Communism. (Source 1A)
- In 1922 Lenin introduced NEP to save the Russian economy from total collapse.(Source 1B)
- The N.E.P relaxed socialist principles
- Private ownership allowed in the small and medium enterprises (Source 1B)
- Grain harvest yields increased from 37, 6 million in 1921 to 50, 3 million tons in 1922. (Source 1C)
- Peasants could sell any surplus grain in the market, they became wealthy and were known as the Kulaks. (own knowledge)
- Factory production doubled
- Lenin allowed small businesses the Nepmen to operate again, small shops made consumer goods and they could not employ more than twenty people (Source 1B)
- Electricity generation increased rapidly (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> Use evidence in an elementary manner e.g. shows little or no understanding of how Lenin’s economic policies saved the Russian economy from total collapse in the period 1918-1921. Use evidence partially or cannot write a paragraph 	Marks: 0-2
LEVEL 2	<ul style="list-style-type: none"> Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how Lenin saved the Russian economy from total collapse in the period 1918-1921. Uses evidence in a very basic manner to write a paragraph. 	Marks: 3-5
LEVEL 3	<ul style="list-style-type: none"> Uses relevant evidence e.g. demonstrates a thorough understanding on how Lenin saved the Russian economy from total collapse in the period 1918-1921. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6-8

(8)

[50]

SECTION B: ESSAY QUESTIONS



QUESTION 4: COMMUNISM IN RUSSIA 1900 – 1940

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

SYNOPSIS

Candidates must explain to what extent Stalin’s Five-Year Plans were successful in creating an agricultural and industrial transformation of the Soviet Union between 1928 and 1941.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain to what extent Stalin’s Five-Year Plan was successful in transforming agriculture and industry of the Soviet Union between 1928 and 1941 and indicate how they intent supporting their line of argument.

ELABORATION

Stalin believed that the way to ensure the survival of a socialist state was to utilize the resources and transform Russia into an Industrial and agricultural giant in the shortest possible time.

AGRICULTURE

- The policy of Collectivization was introduced; millions of small farms were joined together to form much bigger farms under state control.
- The Gosplan, state planning commission drew up the Five-Year Plans to modernize both agriculture and industry.

- Gosplan set targets for the farms.
- The Kulaks resisted Collectivization, policy to get rid of the Kulaks was adopted.
- Opposition to Collectivization led to decline in agricultural production.
- By 1934, 5 million had died of hunger and 3 million Kulaks had been deported to Siberia.
- Second Five Year Plan 1933-1937.
- The Kolkhoz, peasants shared the cost of providing seeds fertilizer and tractors.
- Peasants produced fruit, vegetables, meat, and milk on their plots.
- Stalin plan to modernize agriculture was successful.

INDUSTRY

- All privately owned industries were nationalized by the state.
 - Rapid industrial development and private ownership eliminated.
 - Heavy industry was introduced aimed at massive increases in production.
 - Development of new industrial town and Magnitogorsk.
 - Concessions made to industrialists to improve quality in the second Five year plan.
 - Incentive bonuses granted to farmers who increased production.
 - Foreign expertise for technical skills allowed.
 - Foreign investors welcomed to exploit natural resources.
 - Patriotism was enforced through propaganda and coercion
 - Hard work was introduced with punitive measures - violation of human rights.
 - Foreign artisans were allowed and education was improved to increase skills.
 - Production disregarded quality and limited consumer goods.
 - Infrastructure improved: roads, railways, canal, airports and bridges etc.
 - Evaluation of each plan was done to improve quality and literacy.
 - The third Five Year Plan 1938-1941 was interrupted by the outbreak of World War Two
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with relevant conclusion

[50]

Research Marking Guideline

QUESTION 1: WHAT WAS THE IMPACT OF PSEUDOSCIENTIFIC IDEAS OF RACE ON THE JEWISH NATION DURING THE PERIOD 1933 TO 1946?

SYNOPSIS

Learners should evaluate the impact of pseudoscientific ideas of race on the Jewish nation during the period 1933 to 1946

MAIN ASPECTS

- Introduction: Learners should take a line of argument. Provide a reason for their line of argument and state how they will support their line of argument with relevant evidence

ELABORATION (NB: Main points should be used as evidence to support a line of argument)

- Nazis ideas of race based on Social Darwinism and the Eugenics (background)
- Nazis believed in hierarchy of races i.e. Aryan German “Master of Race” was superior, laws to preserve “purity” of German nation
- Different groups targeted by the Nazis- The Jews being the main victims of racial policies (holocaust)
- Persecution of the Jews and the impact thereof
- Mass murder, the “Final solution”
 - Boycotts of Jewish shops
 - 1933; Jews dismissed from civil service, education, newspaper and entertainment
 - 1935: Nuremberg laws – Jews lost rights as citizens, Mixed marriages banned, property of emigrants forfeited, Jews banned from Universities etc.
- 1938: Kristallnacht- Thousands sent to concentration camps
- Jews in Eastern Europe isolated in ghettos
- Holocaust (Genocide)- the “Final solution”- 6 million jews gassed in death camps
- The Nuremberg Trials

Conclusion: Learners should reaffirm their line of argument, highlight some main points and sum up their findings briefly. [50]

Marking Guideline Task 5

MEMORANDUM

QUESTION 1: HOW DID AFRICAN NATIONALISM CHANGE IN SOUTH AFRICA IN THE PERIOD 1912-1948?

1.1.1 *Explanation of concepts -L1]*

- A. Nationalism- the spirit of belonging to a nation as a result of shared language, religion and culture
- B. Pan-Africanism - the desire to unite all people of African descent. (2x2) (4)

1.1.2 [*Interpretation of evidence form a source - L2]*

- Rather than seeing themselves as Zulu,Xhosa, Sotho nationalists viewed themselves as South Africans (1x2) (2)

1.1.3 [*Interpretation of evidence form a source - L2]*

- Africans hoped that they would be given the right to self-determination.
- Any other relevant response (1x2)(2)

1.1.4 [*Extraction of evidence from sources-L1]*

- Zulu,Xhosa, Sotho (3x1)(3)

1.1.5 [*Interpretation of evidence form a source - L2]*

- African nationalism was a move to fight for an inclusive multiracial democracy.Afrikaner nationalism promoted racial exclusivity.
- Any other relevant response (1x2)(2)

1.1.6 [*Extraction of evidence from sources-L1]*

- ANC/African National Congress (1x1) (1)

1.2.1 [*Extraction of evidence from sources-L1]*

- Dissatisfaction with SA Act of 1910
- Treatment of blacks after the SA war

- Laws controlling and restricting black movement and labour (3x1) (3)

1.2.2[*Interpretation of evidence form a source - L2*]

- Blacks were completely excluded from any political participation/representation
- The Natives Land Act passed by the Union government that took almost all land

from Africans

- Any other relevant response

1.2.3 [*Interpretation of evidence form a source - L2*]

- Sent delegations to appeal for intervention from the British government
- Wrote letters to British authorities (1x2) (2)

1.2.4[*Extraction of evidence from sources-L1*]

- Pixley ka Isaka Seme
- Solomon Plaatjie

1.3.1 [*Interpretation of evidence form a source - L2*]

- The early leadership of the SANNC were elitist, educated abroad
- Any other relevant response (1x2) (2)

1.3.2 [*Interpretation of evidence form a source - L2*]

- The source depicts the leaders of the SANNC
- The leaders are depicted as much older
- The source depicts leaders dressed in suits , showing that they were educated

elites

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

1.4.1[*Extraction of evidence from sources-L1*]

- Changed from careful organisation to a mass movement (1x2) (2)

1.4.2[*Interpretation of evidence form a source - L2*]

- increasingly harsh racism /discrimination form the ruling party
- Together they could challenge a common enemy
- Any other relevant response

1.4.3 [*Interpretation of evidence from sources-L1*]

- They decided to get directly involved in the struggle for independence

- They wanted to involve the masses in the struggle against oppression
- They adopted a more militant approach- defiance, boycotts
- Any other relevant response (1x2) (2)

1.5 [Comparison of evidence from sources 1B and 1D- L3]

- In source 1B the leadership of the ANC comprised older and more conservative elites whilst Source 1D depicts a younger militant leadership
- Source 1B states that the leaders were using ineffective, indirect methods such as delegations to fight against oppression whilst source 1D mentions that the leaders were prepared to use more radical methods to fight oppression
- Any other relevant response (2x2) (4)

1.6 [Interpretation, evaluation and synthesis of information from -L3]

- African nationalism began as a movement to unite black South Africans
- They united to fight for self-determination
- As a result of the formation of the Union Africans began to be excluded from political participation
- They formed the SANNC in order to oppose the new government
- This movement was led by a more conservative and older generation who used to
- Persuade the British government to intervene by engaging the oppressive Union government
- When the Youth League was formed in 1944, a younger more militant leadership
- Demanded radical approach to fight for liberation-defiance, boycotts
- Any other relevant response (8)

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how African nationalism changed in the period 1912-1948 in South Africa. • Uses evidence partially or cannot write a paragraph 	MARKS 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to the topic e.g. shows some understanding of how African nationalism changed in the period 1912-1948 in South Africa. • Uses evidence in a basic manner to write a paragraph 	MARKS 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how African nationalism changed in the period 1912-1948 in South Africa. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS 6-8

QUESTION 2: NATIONALISM IN SOUTH AFRICA: AFRIKANER-NATIONALISM

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

SYNOPSIS

Candidates should discuss the origin of Afrikaner nationalism by referring to social, economic and political events in the 1924–1948 period.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates must explain how Afrikaner-Nationalism developed against the background of urbanisation, industrialisation and demands of black people in the city.

ELABORATION

- The role of Hertzog's Pact government (sovereign independence from Britain and Afrikaans language issue)
- Balfour Declaration, constitutional issues such as the flag
- The role of the Afrikaner Broederbond (AB), the FAK, the media in the perpetuation of the Afrikaans language and culture
- The centenary of the Great Trek – upsurge of Afrikaner nationalism
- The formation and impact of the Ossewabrandwag, FVB and RDB
- The Carnegie report about 'poor whites'
- Education creates unity of Nation as a 'nation', religion determines 'pure and remain separate'
- The impact of World War II on Afrikaner Nationalism
- The 1948 election – run and legacy
- Any other relevant response

Conclusion: Candidate



HISTORY

SBA

LEARNER INDEX AND MARK SHEET

GRADE 11

SCHOOL : _____

NAME OF LEARNER: _____

GRADE 11 : _____

Activities	Marks	Internal Moderation	Cluster Moderation	District Moderation	Final Mark
Source – based/essay	50				10
Test	100				20
Research	50				20
Standardized test	150				20
Source-based /essay	50				10
Test	100				20
Total					100

DATE : _____ 

NAME OF EDUCATOR: _____

LEARNER DECLARATION

HISTORY

PORTFOLIO GRADE 11

SCHOOL _____

NAME OF LEARNER _____

EDUCATOR'S NAME _____

I hereby declare that all pieces of writing in this portfolio are my own, original work and that if I have made use of any sources, I have acknowledged this.

I agree that if it is determined by competent authorities that I have engaged in any fraudulent activities whatsoever in connection with my SBA mark then I shall forfeit completely the marks gained for this assessment.

CANDIDATES SIGNATURE

DATE

EDUCATOR'S SIGNATURE


DATE

SCHOOL STAMP



SUGGESTED PRE MODERATION TOOL FOR HISTORY 2021

NAME OF THE SCHOOL:			
SUBJECT			
GRADE			
TASK			
NAME OF			
NAME OF HOD			
DATES			
MARKS			
DURATION			
CRITERIA FOR MODERATION	YES	NO	REMARKS
1.Question Paper			
1.1 Was the paper submitted on time?			
1.2 Is there proper distribution of cognitive levels?			
1.3 Is there a cover page with relevant information?			
1.4 Are the instructions clear?			
1.5 Are the pages numbered correctly?			
1.6 Does the paper have a key question?			
1.7 Does the work cover the scope of annual teaching plan?			
1.8 Is the ratio/time spent on the paper acceptable?			
1.9 Are the questions numbered correctly?			

1.10 Is the phrasing of the questions acceptable?			
1.11 Is the language used appropriate to the grade level?			
1.12 Are all questions allocated appropriate marks?			
1.13 Are questions based on the sources in the addendum?			
1.14 Are total marks calculated correctly			
1.15 Is the essay question(s) properly formulated?			
1.16 Are rubrics for paragraph/essay included?			
1.17 Has the addendum been submitted with the question paper?			
1.18 Are the key questions the same as on the question paper?			
1.19 Are chosen sources relevant to the key questions?			
1.20 Are sources numbered correctly and clearly?			
1.21 Are sources properly contextualised and acknowledged?			

1.22 Is there an appropriate number of sources used?			
1.23 Is the length of the sources acceptable?			
1.24 Did the source clarify difficult words?			
1.25 Is variety in sources considered?			
2.MARKING GUIDELINES			
2.1 Has the marking guideline been submitted with the question paper?			
2.2 Is there evidence of the marking grid?			
2.3 Is the marking guideline clear and legible?			
2.4 Are the marks indicated on the marking guideline correspond with the marks on the question paper?			
2.5 Are the key questions indicated?			
2.6 Are possible answers in the guidelines provided?			
2.7 Is the marking guideline complete?			



General Remarks/ Recommendations

Moderator: _____

Educator: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

SCHOOL STAMP



EVIDENCE OF SCHOOL POST MODERATION

DISTRICT OFFICE:		
SUBJECT		
GRADE		
TASK		
NAME OF SCHOOL		
NAME OF EDUCATOR (S)		
NAME OF HOD		
DATES		

MARKING	YES	NO	COMMENTS
Is the task marked according to the marking guideline?			
Is there evidence of all responses catered for?			
Are all questions in the task marked?			
Are the marks correctly added?			
Are all learner scripts properly marked?			
Did the marker submit all marked task to the HOD/ Subject Head?			
ASSESSMENT TOOLS	YES	NO	COMMENTS
Did the Teacher use Paragraph rubric to mark the paragraph question?			
Is there evidence of comment at the end of the paragraph?			
Did the Teacher use Essay rubric to mark the essay?			
Is there evidence of comment at the end of the essay?			
Is there evidence of totalling for both source-based and Essay questions?			
RECORDS	YES	NO	COMMENTS
Is there evidence of task being recorded after moderation?			
Are the learners' marks corresponding with the marks in the mark sheet?			
Are the marks correctly converted according to the CAPS document?			
Is there moderation feedback?			

Where Time Frames on marking and moderation of the task adhered to?			

Number of activities completed			Specify :
	NO		

NAMES OF LEARNERS WHOSE LEARNER EVIDENCE WERE MODERATED			
1.			
2.			
3.			
4.			

AREAS OF GOOD PRACTICE


CHALLENGES

RECOMMENDATIONS

HOD/ SUBJECT HEAD

SIGNATURE

DATE

EDUCATOR

SIGNATURE

DATE

SCHOOL STAMP

