



**Western Cape
Government**

Education

Directorate: Curriculum FET

TELEMATICS 2015

HISTORY

Grade 11

HISTORY SCHEDULE

DAY	DATE	TIME	SUBJECT	TOPIC
Thursday	22 October 2015	16h00 – 17h00	HISTORY	Understanding of exam questions and terminology
Monday	26 October 2015	16h00 – 17h00	GESKIEDENIS	Begrip van eksamen vrae en terminologie

OUTLINE OF CONTENT

Topic	Content
1.	Communism in Russia 1900 to 1940
2.	Capitalism and the USA 1900 to 1940
3.	Ideas of race in the late 19th and 20th centuries
4.	Nationalisms : South Africa, the Middle East and Africa
5.	Apartheid in South Africa 1940s to 1960s

The suggested format for Grade 11 examinations is as follows.

MID-YEAR AND END-OF-YEAR EXAMINATIONS	
Examination	Marks
Mid-year: One three-hour paper consisting of at least three questions. Each question counts 50 marks. Learners answer three questions	150
End-of-year: The Grade 11 papers will consist of two papers of three hours each. The mark allocation will be 150 for each of the question papers. Questions are set on all sections. Three questions must be answered in each paper. Paper 1: 150 marks. Each question counts 50 marks. Paper 2: 150 marks. Each question counts 50 marks. In each of the papers, learners must answer one source-based question, one essay question and one other question.	300

Cognitive Levels	Source-based assessment questions and tasks	Weighting
LEVEL 1	<ul style="list-style-type: none"> • Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> • Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources 	50% (25)
LEVEL3	<ul style="list-style-type: none"> • Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	20% (10)

ANSWERING SOURCE-BASED QUESTIONS

In Level 1 questions you will be asked to extract information from sources and define historical concepts. These questions will carry a maximum of 2 marks.

Example:

Question verbs that will be used to phrase these source-based questions include, amongst others, list, quote, identify, name, what, according to the source (2 x 1) (2) – You are expected to give TWO responses

Typical questions may be phrased for example: What information in the source tells you about...? Quote TWO reasons why...

What do you understand by the term ...? (1 x 2) (2)

In Level 2 questions you will be asked to interpret, analyse and engage with evidence from the sources.

These questions will carry a maximum of between 4 to 6 marks.

Example:

Question verbs that may be used to phrase these source-based questions include, amongst others, explain, comment, describe and organise information logically from the sources.

Typical questions may be phrased for example:

What message does the cartoonist convey about...? (2 x 2) (4)

Explain in your own words ... Why do you think...? (2 x 3) (6)

In Level 3 questions you will be asked to explain, for example, the different perspectives in sources (compare/contrast), draw conclusions about the reliability and usefulness of sources, etc.

These questions will carry a maximum of between 4 to 8 marks and may be assessed using an analytical/holistic rubric.

Question verbs that will be used to phrase these source-based questions include, amongst others, compare or contrast, evaluate, assess, explain to what extent you would agree/disagree, comment on the reliability of the evidence in a source, explain the usefulness, comment on the consequences, explain the limitations, justify, etc.

Typical questions may be phrased for example:

How useful is the source... (2 x 2) (4) or (2 x 3) (6)

Compare the evidence in both Sources 1A and 1B and explain how you would account for the differences ... (2 x 2) (4)

Comment on whether...

PARAGRAPH QUESTIONS

Paragraph questions will carry 6 to 8 marks and will be assessed using an analytical/holistic rubric.

Questions will be phrased whereby learners would be required to, answer questions on Level 3 skills (compare/contrast; bias; usefulness; reliability). For example: explain the role, impact, causes, effects or significance of a specific historical event that is related to the respective key question. Typical questions may be phrased for example:

Use the information in the relevant sources and your own knowledge and write a paragraph explaining the impact/significance of ...

Explain why a historian would consider the information in both Sources 1A and 1B useful when studying the consequences of ...

In what ways is the cartoonist's view (Source 1C) supported by the evidence presented in the other two sources...

Compare the evidence in Sources 2C and 2D and explain how the information in both sources differ regarding the ...

Explain why a historian might question the reliability of the evidence in Source 3A ...

Comment on the limitations of Source 3C for a historian studying...

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows no or little understanding of how the topic• Uses evidence partially to report on topic or cannot report on topic	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 no or little understanding of the topic• Uses evidence in a very basic manner	MARKS: 3 -5
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence e.g. that shows a thorough understanding of the topic• Evidence relates well to the topic• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	MARKS: 6-8

ASSESSING ESSAY QUESTIONS

Remember to structure your essay in a logical and coherent manner

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. In responding to essay questions candidates should be able to:

- Plan and structure an essay
- Demonstrate a thorough knowledge and understanding of the topic
- Select and use relevant information from their own knowledge to answer the question
- Develop and sustain a relevant line of argument
- Write logically and coherently

Typical questions may be phrased using the following descriptors, for example:

'Critically discuss ', 'Explain to what extent ...', 'Comment on...', 'Evaluate ...', 'Assess

4.4.3 Global assessment of essays

	LEVEL 7 Well-planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	LEVEL 6 Well-planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	LEVEL 5 Well-planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive, or some attempt at developing and argument.	LEVEL 1 Little or no attempt to structure the essay.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line with argument.	47 - 50	43 - 46					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43 - 46	40 - 42	38 - 39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38 - 39	36 - 37	34 - 35	30 - 33			
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30 - 33	28 - 29	26 - 27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26 - 27	24 - 25	20 - 23	
LEVEL 2 Question inadequately addressed. Sparse content.					20 - 23	18 - 19	15 - 17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						15 - 17	0 - 13