Province of the
EASTERN CAPE
EDUCATION



DEPARTMENT OF EDUCATION

HISTORY

TERM 1: TASK 1



STANDARDISED TEST

GRADE 10

MARKING GUIDELINES

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 organization of relevant information from sources • Define historical concepts/terms	**40%** **(20)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20)**
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%** **(10)**

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
- 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

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. **32** / 50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

1. 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, organize 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalize language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

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 (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet

in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the PEEL structure in mind in 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:** 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 and is written coherently.

2.4.4 The following additional MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualized ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R

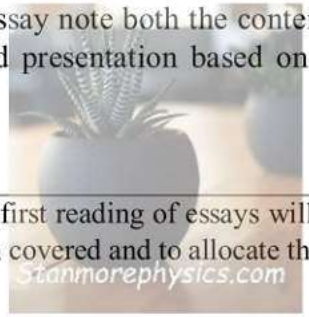
- Analysis A√
- Interpretation 1√



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 P LEVEL 3 } 26–27		}

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not 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	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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***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 = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

QUESTION 1: HOW DID THE DUTCH COLONISE THE CAPE IN THE 1600s IN SOUTH AFRICA?

1.1 Source 1A

1.1.1 *[Extraction of evidence from Source 1A – L1]*
- VOC/ Dutch East India Company (1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- The VOC (Dutch East India Company) did not plan to have a large colony at the Cape. (1 x 2) (2)

1.1.3 *[Definition of concept from Source 1A – L1]*
- A settler is a person who migrates to a new country.
- Any other relevant response (1 x 2) (2)

1.1.4 *[Extraction of evidence from Source 1A – L1]*
- To provide the Company outpost and ships en route between the East Indies and Europe with essential foodstuffs. (1 x 2) (2)

1.1.5 *[Extraction of evidence from Source 1A – L1]*
- Khoikhoi (1 x 2) (2)

1.1.6 *[Extraction of evidence from Source 1A – L1]*
- Khoikhoi began to work alongside imported slaves as labourers on the settler farms. (1 x 2) (2)

1.2 Refer to Source 1B

1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Survival and the establishment of a successful refreshment station
- Disastrous failures befalling the Dutch. (2 x 1) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- East Africa
- Madagascar (2 x 1) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Lack of a mass labour force to clear bush
- To plough the land
- To gather the stone and timber for building.
- The indigenous (local) population was in resistance mode
- Refused to offer assistance (any 4 x 1) (4)

1.2.4 *[Ascertaining usefulness of evidence from Source 1B – L3]*

The source is **USEFUL** in the following manner;

- It explains the challenges encountered by the Dutch at the Cape during the establishment of the refreshment station.
- The reasons why the Dutch decided to practice slavery at the Cape.
- The areas where the slaves originated
- Any other relevant response (any 2 x 2) (4)

1.3 Read Source 1C

1.3.1 *[Explanation of concept from Source 1C – L2]*

- *Free Burgher* were the first employees to be released from contract by the Dutch East India Company at the Cape
- Any other relevant response (1 x 2) (2)

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

- The Dutch dispossessed the Khoisan of their land.
- The Khoisan became landless.
- The indigenous people lost also land beyond the Cape
- Any other relevant response (any 2 x 2) (4)

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

- The livestock of the Khoikhoi became exhausted.
- The export market led to a trade boom for the Dutch East India Company.
- It encouraged livestock raids among different groups of people.
- Any other relevant (any 2 x 2) (4)

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

- The Cochoqua refused to trade with the Dutch.
- They refused to hand over their livestock to the Dutch.
- They did not want to join the labour force of the Dutch.
- They continued to enjoy economic independence from the Dutch.
- Any other relevant response. (any 2 x 2) (4)

1.4 Use Source 1D

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

- The Dutch expanded from the coast to the inland.
- The Khoikhoi were forced to leave their land
- The Khoikhoi became the pastoralists.

- Any other relevant response. (1 x 2) (2)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*

- The indigenous populations lost their land
- They lost their livestock
- Wars of dispossession broke out.
- African chiefdoms had migrate searching for new land
- Any other relevant response (any 2 x 2) (4)

1.5 *[Interpretation, evaluation and synthesis of evidence from all sources – L3]*

- The Dutch colonized the Cape in the 1600s.
- The Dutch settled on the Khoikhoi land (Source 1A)
- Colonial stock farmers were steadily moving onto the grazing lands of the Khoikhoi herders (Source 1A)
- A small urban community was developing around the fort and harbor in Cape Town (Source 1A)
- From as early as 1689 conflict between the Dutch and the Khoikhoi was common. (Source 1A)
- A series of raids for cattle by both parties and confrontations marked the whole period of VOC rule at the Cape (Source 1A)
- Khoikhoi of the Cape Peninsula and its hinterland were defeated in a series of VOC raids (Source 1A)
- Khoikhoi began to work alongside imported slaves as labourers on the settler farms and that was a sign of the loss of economic independence (Source 1A)
- The settlers used imported slaves to do back-breaking work (Source 1B)
- Employees of the D.E.I.C who became Free Burghers occupied all the Cape Peninsula (Source 1C)
- They became raiders and penetrated the interior (Source 1C & 1D)
- They turned the Khoisan clans against each other for the sake of the cattle captured as booty (Source 1C)
- The Dutch collaborated with the impoverished Khoisan clans to attack powerful Cochoqua clan who had rejected the Company's trading approaches(Source 1C)
- The war left the Company with a large booty of the cattle and ship (Source 1C)
- Any other relevant response. (6)

[50]

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the Dutch colonized the Cape in the 1600s in South Africa.** • Uses evidence partially or cannot write a paragraph.	**MARKS** **0-2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic, e.g. **shows some understanding of how the Dutch colonized the Cape in the 1600s in South Africa.** • 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 Dutch colonized the Cape in the 1600s in South Africa.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS** **6-8**

(8)

[50]

QUESTION 2: ESSAY QUESTION

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

SYNOPSIS

Candidates need to explain whether they agree that the Dutch colonization of the Cape had an impact on the lives of the Khoisan societies at the Cape. They should use historical evidence to support their answer.

Candidates should include the following aspects in their response:

MAIN ASPECTS

- Introduction: Candidates need to take a stance stating whether they agree that the Dutch colonization of the Cape had an impact on the lives of the Khoisan societies at the Cape and explain how they will approach the essay.

ELABORATION:

- When the Dutch started farming in the Cape, the Khoi was forced off their land
- Dutch farms blocked access to water and pastures which the Khoi has used for centuries
- There was fierce resistance from the Khoi, but after a series of wars the Khoi was forced away from their areas into the interior of the Cape
- As the Dutch spread and the Khoi lost more land = eventually losing their independence as the frontier (border) or the colony moved further in land
- Many Khoi ended up working on Dutch farms as servants or herders
- Some withdrew into dry regions to maintain independence but struggled due to difficult environmental conditions
- Some went to work at mission stations set up by Christian churches
- The San hunter-gatherers who lived in the interior were also affected by the Dutch
- They lost their hunting grounds and many were killed in their fight against the settlers
- Those who survived moved into dry regions like Kalahari areas
- Another result of the Dutch was the introduction of diseases; small-pox had a particularly terrible impact

- Local people had no resistance
- Thousands of Khoi died in small-pox epidemics; +/- 90% of Khoi died.
- Later the Xhosas and Tswanas were also affected by these epidemics
- Any other relevant point
- Conclusion: Candidates must tie up their argument with relevant conclusion.

[50]

