Province of the
EASTERN CAPE
EDUCATION

# DEPARTMENT OF EDUCATION

# HISTORY

# STANDARDISED TEST



## GRADE 10

## MARCH 2025

## MARKING GUIDELINES MARKS: 100

## 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<br>• Selection and organisation of relevant information from sources<br>• Define historical concepts/terms in own words | **40%**<br>**(20)** |
| **LEVEL 2** | • Interpretation of evidence from sources<br>• Explain information gathered from sources<br>• Analyse evidence from sources<br>• Explanation of a concept in the context | **40%**<br>**(20)** |
| **LEVEL 3** | • Interpret and evaluate evidence from sources<br>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions | **20%**<br>**(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. $\frac{32}{50}$
- 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.
- 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 penalise 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 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- 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 | }26–27 |
| P | LEVEL 3 | |

## MARKING MATRIX FOR ESSAY: TOTAL: 50

| PRESENTATION → / CONTENT ↓ | LEVEL 7<br>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. | LEVEL 6<br>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. | LEVEL 5<br>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | LEVEL 4<br>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence. | LEVEL 3<br>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | LEVEL 2<br>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion. | LEVEL 1*<br>Little or no attempt to structure the essay. |
|---|---|---|---|---|---|---|---|
| ***LEVEL 7***<br>Question has been fully answered. Content selection fully relevant to line of argument. | 47–50 | 43–46 | | | | | |
| ***LEVEL 6***<br>Question has been answered. Content selection relevant to a line of argument. | 43–46 | 40–42 | 38–39 | | | | |
| ***LEVEL 5***<br>Question answered to a great extent. Content adequately covered and relevant. | 38–39 | 36–37 | 34–35 | 30–33 | 28–29 | | |
| ***LEVEL 4***<br>Question recognisable in answer. Some omissions or irrelevant content selection. | | | 30–33 | 28–29 | 26–27 | | |
| ***LEVEL 3***<br>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***<br>Question inadequately addressed. Sparse content. | | | | | 20–23 | 18–19 | 14–17 |
| ***LEVEL 1****<br>Question inadequately addressed or not at all. Inadequate or irrelevant content. | | | | | | 14–17 | 0–13 |

Stanmorephysics.com

### *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

## SECTION A

## QUESTION 1 HOW DID THE DUTCH SETTLEMENT AT THE CAPE OF GOOD HOPE LEAD TO SLAVERY FROM 1652?

1.1

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

- Jan van Riebeeck (1 x 2) (2)

1.1.2 *[Definition of a concept from Source 1A – L1]*

- Slaves were doing forced labour.
- Slaves refers to people who were forced to work for another person.
- Slaves refers to people who were considered as property.
- Slaves refers to people who were controlled by another person.
- **Any other relevant response.** (Any 1 x 2) (2)
-

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

- Refreshment station (1X1) (1)

Stanmorephysics.com

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

- It was to secure ports where they could get fresh water, meat and vegetables.
- **Any other relevant response.** (1 x 2) (2)

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

- Indigenous people did not want to work for the Dutch.
- They did not want to provide their services for the Dutch.
- They did not want to provide their labour for the Dutch.
- They were against helping the Dutch.
- They did not want to provide the needed mass labour for the Dutch.
- **Any other relevant response.** (Any 2 x 2) (4)

1.2

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

- Western Cape (1 x 1) (1)

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

- Civil law
- Criminal law (2 x 1) (2)

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

- Ill treatment
- Overwork
- Natural desire to leave as a free person. (3 x 1) (3)

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

- Suggest that slaves ran away looking for a place where they can be free from slavery.
- Slaves moved from the Cape to settle where they can have freedom/not be enslaved.
- Slaves escaped the ill treatment by running away from Cape to places where they hoped to be treated as human being/ treated better.
- **Any other relevant response.** (Any 2 x 2) (4)

Stanmorephysics.com

1.2.5 *[Extraction of evidence from Source 1B-L1]*

- Tobacco
- Brandy (2 x 1) (2)

1.2.6 *[Explanation of the concept in the context - L2]*

- Fort refers to a military building that was built by the Dutch at the Cape for their protection.
- Fort refers to an enclosed defence place which was built by the Dutch.
- **Any other relevant response.** (Any 1 x 2) (2)

1.3

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

- Slaves were ill-treated.
- Slaves were captured against their will.
- Slaves were man, women and children.
- Slaves were chained together to ensure that they do not escape/ runaway.
- **Any other relevant response.** (1 x 2) (2)

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

- Khoikhoi
- San (2 x 1) (2)

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

- Dutch fought the indigenous tribes for their land and their cattle.
- Trekboers raided the herds of Khoisan and seized control of the springs that pastoralists and hunter-gatherers depended on for water.
- **Any other relevant response**. (2 x 2) (4)

1.4



1.4.1 *[Extraction of evidence from Source 1D – L1]*
Slave Lodge (1 x 2) (2)

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

- Free citizens of the town.
- Farmers in the countryside. (2 x 1) (2)

1.4.3.*[Extraction of evidence from Source 1D_L1]*

- Smallpox (1X1) (1)

1.4.4 *[Interpretation of evidence from Source 1D - L2]*

- Slaves would save money from their work and pay a set amount of money to the VOC.
- Slaves would have to pay a specific amount of money to the VOC to secure their freedom.
- **Any other relevant response**. (Any1 x 2) (2)

*1.5 [Comparison of evidence from Sources-L3]*

- Both sources highlight that slaves were ill-treated.
- Both sources highlight that slaves had no rights.
- Both sources proves that slaves were captured against their will.
- Both sources highlight that slaves were just sources of labour to the Dutch.
- **Any other relevant response.** (2 x 2) (4)

1.5 *[Interpretation, analysis and evaluation of evidence from relevant sources and own knowledge -L3]*

- Jan van Riebeeck arrived at the Cape in 1652 (Own knowledge)
- The Dutch wanted to secure a refreshment station at the Cape. (Source 1A)
- The establishment of the station needed mass labour. (Source 1A)
- The indigenous population was not willing to help the Dutch. (Source 1A)
- The Dutch were now forced to import slaves. (Source 1A)
- The indigenous people were forced to work for the Dutch. (Source 1B)
- The indigenous became slaves in their own land. (Source 1B)
- They were captured against their will. (Source 1B & C)
- Slaves worked against their will (Own knowledge)
- Some slaves run away due to ill-treatment. (Source 1B)
- Slaves began to look for places where they can be free (Source 1B)
- Slaves were chained together to ensure they do not run away. (Source 1C)
- Slaves consisted of men, women and children. (Source1C)
- The VOC housed the slaves at Slave Lodge. (Source 1D)
- Some slaves were granted their freedom (Source1D)
- Smallpox killed a lot of slaves (Source 1D)
- **Any other relevant response.** (6)

Use the following rubric to allocate a mark

| | | |
|---|---|---|
| LEVEL 1 | • Uses evidence in an elementary manner e.g. **shows no or little understanding of how the Dutch settlement at the Cape led to slavery from 1652.**<br>• Use evidence partially to report on topic or cannot write a paragraph | 0 – 2 marks |
| LEVEL 2 | • Evidence is mostly relevant and relates to a greater extent to the topic, **e.g shows some understanding of the how the Dutch settlement at the Cape led to slavery from 1652.**<br>• Use evidence in a basic manner to write a paragraph | 3 – 4 marks |
| LEVEL 3 | • Use relevant evidence, e.g **demonstrates a thorough understanding of how the Dutch settlement at the Cape led to slavery from 1652** | 5 – 6 marks |

| | | |
|---|---|---|
| | • Use evidence very effectively in an organized paragraph that shows an understanding of the topic. | |

**QUESTION 2**

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

SYNOPSIS

Candidates to indicate whether it is to a greater extent or lesser extent that the slave trading led to the disruption of the indigenous societies. They should use historical evidence to support their line of argument.

Candidates should include the following aspects in their response:

MAIN ASPECTS:

INTRODUCTION-Learners need to take a line of argument, explain how they will sustain it and provide historical evidence to support their LOA.

Stanmorephysics.com

ELABORATION:

**GREATER EXTENT -**

- During the 18th century the Dutch's territory grew more than its population.
- The Dutch lived as independent, semi-nomadic herdsmen in the region.
- The Dutch began to expand its borders as more of the Dutch became Free-Burghers.
- The Khoikhoi started to lose more land.
- There was fierce resistance from the indigenous tribes.
- War broke out in 1673 up to 1677 where the Khoikhoi were defeated due to the superior weapons the Europeans had.
- The raids to steal cattle of the indigenous tribe continued.
- Khoisan society in the Western Cape integrated.
- Many Khoikhoi ended up working for the Dutch as servants and herders.
- The San-gatherers who lived in the interior were also affected as they lost their hunting grounds.
- Some moved to dry regions.

- The Dutch ship brought smallpox which killed thousands of the Khoikhoi.
- The demand for water and land also bought the Trekboers into conflict with the Xhosa.
- The Trekboers also came into conflict with the Bantu-speaking Xhosa tribe which resisted more than the Khoisan.
- In 1779, a series of frontier war between the Boers and Xhosa broke out.
- At first the Xhosa were defeated but the second time they avenge their defeat.
- Boers appealed to the Cape government for help but little was given.
- **Any other relevant response**

Candidates should tie up their argument with a relevant conclusion.

