Province of the
EASTERN CAPE
EDUCATION

PROVINCE OF THE EASTERN CAPE

DEPARTMENT OF EDUCATION

HISTORY

GRADE 10

STANDARDIZED TEST 2

MARKING GUIDELINES

TERM 3: SEPTEMBER 2024

TIME: 2 HOURS **MARKS: 100**

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1. SOURCE - BASED QUESTIONS:

The following levels of questions were used to assess source-based questions

Cognitive Levels	Source-based assessment questions and tasks
LEVEL 1 (L1)	• Extract evidence from sources
LEVEL 2 (L2)	• Explain historical concepts • Straightforward interpretation of the sources • What is being said by the author or creator of the source? • What are the views or opinions on an issue expressed by a source? • Compare information in sources
LEVEL 3 (L3)	• Interpret and evaluate information and data from source. • Engage with questions of bias, reliability and usefulness of source • Compare and contrast interpretations and perspectives within sources and by authors of sources

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1.2. The following table indicates how to assess source-based questions

- 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.

2. EXTENDED WRITING

2.1. The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS
Level 1 • Discuss or describe according to a given line of argument set out in the extended writing question. • Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2 • Synthesise information to construct an original argument using evidence to support the argument. • Sustain and defend a coherent and balanced argument with evidence. • Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- EDUCATORS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR SCHOOL.
- CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY.
- WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.

Global assessment of essays

PRESENTATION CONTENT	**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.	**LEVEL1** Little or no attempt to structure the essay.
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**	**28-29**		
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 answerit, or does not alwaysrelate 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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QUESTION 1: How did the Natives' Land Act affect the lives of Black South Africans?

1.1.

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

- White farmers (1x2) (2)

1.1.2. [Explaining of basic concept Source 1A –L1]

(a) Sharecropping

- A system where a certain amount of land is given to a tenant to work, with the requirement that the tenants gives the owner of the land a portion of the crop as rent. (1x2) (2)

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

- Set aside 7.5% of land for blacks
- Africans could no longer buy, rent or be a sharecropper on land outside the reserves (2x1) (2)

1.1.4. [Explanation of consequences from Source 1A – L1]

- Thousands of African sharecroppers and tenants were evicted from their land
- They were forced to become low-paid farm labourers and labour tenants
- They had to kill or sell their livestock to keep themselves alive
- They were forced to move to the overcrowded reserves.
- Ended the possibility of Africans becoming commercial farmers

(any 2x1) (2)

1.2.

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

- They could not acquire land
- They lost homes
- They lost schools
- They lost churches
- They were not compensated for their losses (2x1) (2)

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

- Reduced to a state of 'vagabondage'
- No prospect permanent settlement (2x1) (2)

1.2.3. [Comparison of sources – L3]

- Both sources referred to the fact that blacks became labourers
- In both sources Blacks lost their land
- In both sources blacks lost their houses
- Any other relevant response (2x2) (4)

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

- Blacks became slaves in their own country
- They lost their houses
- No place to stay
- They were wandering around
- Any other relevant answer (2x2) (4)

1.3.

1.3.1. [Extraction of evidence from Source 1C – L1]

- Beaumont commission (1x2) (2)

1.3.2. [Interpretation of evidence from Source 1C (Source 1) – L2]

- Just like the trees losing their leafs, the Africans lost their land
- Winter is cold, everything became cold for the African after losing their houses
- Winter is bleak, the future of Africans is also bleak
- Any other relevant response (2x2) (4)

1.3.3. [Interpretation of evidence from Source 1C (Source 2) –L2]

- The right to own a house
- The right to health
- The right to education (2x2) (4)

1.3.4. [Extraction of evidence from Source 1C (Source 3) – L1]

- Natives were loafing most of the time
- Natives were not on equal footing with whites
- Natives became less inclined to be a servant
- More inclined to be semi-nomad (2x1) (2)

1.3.5. [Interpretation and evaluation of information from Source 1C – L2]

NOT AGREE:

- The Natives' Land Act discriminate against blacks
- They lost their land
- They lost their homes
- Their rights were violated
- Blacks became vagrants in their own land
- Any other relevant answer (2x2) (4)

1.4.

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1.4.1 . [Interpretation of evidence from Source 1D (Source 1) – L2]

- Protest against land act 1913
- Hand over petition against land act 1913
- Any other relevant answer (2x2) (4)

1.4.2 . [Interpretation and evaluation of relevant information from Source 1D– L3]

- Shows SANNC delegation sent to Britain
- Gives information that SANNC was opposed to Natives Land Act
- Gives information on the names of the executive members of SANNC.
- Any other relevant response (2x2) (4)

1.4. [Interpretation, analysis and synthesis of information from all sources –L3]

- Sharecroppers and cash tenants became wage labourers (1A)
- Blacks were evicted from their land and became low-paid farm labourers (1A)
- Blacks wandered around the country (1A)
- They had to kill their livestock to keep themselves alive (1A)
- They were forced to overcrowded reserves (1A)
- They lost their schools, churches without compensation (1B)
- No prospect of permanent settlement (1B)
- People became abandoned and helpless (1C /Source 1)
- It affected the health of blacks (1C / Source 2)

Use the following rubric to allocate a mark:

LEVEL 1 Not achieved to partially achieved	• Uses evidence in an elementary manner e.g. shows no or little understanding about the impact of the Natives' Land Act on the lives of black people. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic	**MARKS: 0 – 2**
LEVEL 2 Mostly achieved	• Evidence is mostly relevant and relates to a great extend to the topic e.g. shows some understanding of the impact of the Natives' Land Act on the lives of black people. • Uses evidence in a very basic manner to write a paragraph	**MARKS: 3 – 4**
LEVEL 3 Achieved with excellence	• Uses relevant evidence e.g. that shows a thorough understanding of the impact of the Natives' Land Act on the lives of black people. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	**MARKS: 5 – 6**

(6)

SECTION B: ESSAY QUESTIONS

QUSTION 2

[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]

SYNOPSIS

Candidates must take a stand whether they agree with the statement.

Elaboration

Introduction: Candidates to take a stance.

- At the beginning of the war, both the British and the Boers claimed that they did not want to use black troops in what they referred to as a white man's war.
- They did not want to give black troops guns.
- But in fact black South Africans were widely used by both side.
- Both sides used them as spies to report what they knew about the enemy.
- The Boers used them as personal servants and gun-bearers on campaigns.
- When the Boers invaded Natal and the Cape, they forced black farm labourers to work for them.
- Between 10 000 and 30 000 armed black soldiers fought o the British side.
- Some helped to defend Mafeking during the siege, and others helped protect the blockhouses along the railway lines and watch out for Boer guerrillas.
- The British army also used about 10 000 black South Africans as scouts, drivers, labourers, and message runners, and to burn farmhouses and crops in the scorched-earth campaigns.
- Some black South Africans benefited from the war.
- The British army paid them higher wages than for other types of work.
- In the Transvaal the Pedi and Tswana were able to regain some o the lands and livestock that they had lost to Boer farmers.
- However, black civilians were badly affected by the war.
- Battles destroyed their crops and their cattle were taken by the armies for food.
- Many of them also lost their homes, crops and livestock in the scorched-earth campaigns.
- When the Boers invaded the Cape, they targeted blacks, particularly those they believed supported the British.

- Over 115 000 Africans were put into separate concentration camps, many of them starving women and children.
- In 1902 the Boer generals admitted that black opposition was helping to defeat their commandos and force them to negotiate for peace.
- Black South Africans had played an important role in the war effort on both sides and had suffered as a result.
- Many had hoped that political and economic conditions for blacks would improve after the war, but this did not happen.

- Conclusion: Candidates to tie up there stance with a relevant conclusion

(50)

Total [100]

