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	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → CONTENT ↓	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, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Well planned and structured essay. 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. Developed/hardened argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion. Evidence used to support the conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to support 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 an 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 recognizable 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 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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MARKING MATRIX FOR ESSAY TOTAL MARKS: 50

Guidelines for allocating a mark for level 1:

Question not addressed at all/totally irrelevant content, no attempt to structure the essay =0

Answer 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

1.1.1 *[Extraction of evidence from source 1A-L1]*

Colonialism is the practice of acquiring full or partial political control over another country, usually occupying it and exploiting it economically.

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

1.1.2 *[Interpretation of evidence -L2]*

it aimed at helping the Afrikaner farmers by way of controlling the mobility of the labour force (1 x 2) (2)

1.1.3 *[Extraction of evidence from source 1A-L1]*

From 1760 onward every slave 'going from the town to the country or from the country to town' had to carry a pass signed by his master which any passers-by might ask him to show

(1 x 2) (2)

1.1.4 *[Interpretation of evidence -L2]*

- It forced the Hottentots to carry passes wherever they went
- It limited the Hottentots to certain parts of the Cape Colony
- It took away freedom of movement from the Hottentots
- Any other relevant response (2 x 2) (4)

1.2.1 *[Extraction of evidence from source 1A-L1]*

The pass system, Caledon Code (2 x 1) (2)

1.2.2 *[Interpretation of evidence -L2]*

The Khoisan no longer needed to carry passes to travel through the Cape, other indigenous people however, Africans particularly, still needed to carry passes. Ordinance 50 was limited to the Khoisan and not all Africans.

Any other relevant response

(1 x 2) (2)

1.2.3 [*Interpretation evaluation and synthesis of information-L3]*

- The Khoisan no longer needed to carry passes
- They were free to move around the Cape Colony without having their passes checked.
- They were free to work for whomever they chose.
- Any other relevant response

(2 x 2) (4)

1.2.4 *[Interpretation of evidence -L2]*

The British authorities hoped that this "would stimulate the Cape's feeble economy by increasing productivity of both the labouring classes and the former master class.

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(1 x 3) (3)

1.3.1 *[Extraction of evidence from source -L1]*

Lt. Col. Willshire (1 x 1) (1)

1.3.2 [*Interpretation evaluation and synthesis of information-L3]*

- Britain wanted to expand the borders of the Cape Colony and this would infringe on Xhosa land.
- Xhosa repelled Anglicization by the British, they were proud of their own culture and customs.
- Britian wanted more land for agriculture especially.
- Xhosa did not want to give up their land.
- Any other relevant response

(2 x 2) (4)

1.3.3 *[Extraction of evidence from source -L1]*

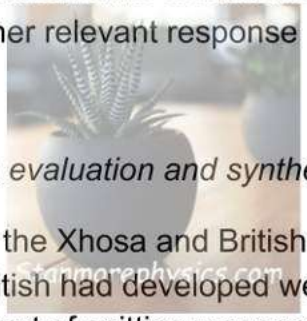
Rituals were conducted and final arrangement made for battle (2 x 1) (2)

1.3.4 [*Determining the reliability of a source -L3]*

- **The source is reliable:**
- From the South African Military Journal dated December 2018
- Written by Pat Irwin
- Gives exact dates of the frontier wars
- Gives exact name of British leader
- Any other relevant response

(2 x 2) (4)

1.4.1 [*Interpretation evaluation and synthesis of information-L3]*



- Shows the Xhosa and British at war.
- The British had developed weapons while the Xhosa used mainly spears and a sort of spitting weapons.
- The British had horses which gave them an advantage in battle.
- Any other relevant response

(2 x 2) (4)

1.4.2 [*Interpretation evaluation and synthesis of information-L3]*

- Xhosa were on the offensive, defending their land from British invasion. They don't want to succumb to British dominance. They are proud of fighting for the culture.
- British are running away after being surprised and startled by Xhosa attack. Despite their superior weapons, they are disorganized and did not expect Xhosa offensive.
- Any other relevant response

(2 x 2) (4)

1.5 [*Comparison of information from two sources - L3]*

- The sources support each other:
- Both sources give details about the battle of Grahamstown and how the battle unfolded.
- Both sources agree that the Xhosa startled the British.
- Both sources agree that the British were initially overwhelmed by the Xhosa offensive.
- Any other relevant response

(2 x 2) (4)

1.6 [*Interpretation evaluation and synthesis of information-L3]*

- Xhosa were forced to work for the whites
- All those who did not want to work for the whites were arrested
- Ordinance 50 was introduced
- Hottentots had equal rights to whites
- Hottentots given freedom
- The Boers left the Cape for safe haven
- Cape was anglicised which angered the Boers
- Blacks worked for whites after the cattle-killing incident
- Land conflict between the Boers and the Xhosa
- Frontier wars also had an impact on the lives of the Boers
- The prophecy put the Xhosas in a disadvantage of being exploited by British

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(8)

Use the following rubric to allocate marks:

level 1	uses evidence in an elementary manner, e.g. **shows little or no understanding on how did the British colonialism impact the lives of people at the Cape Colony.** Uses evidence partially to report on topic or cannot report on the topic.	**Marks: 0–2**
level 2	evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding on how did the British colonialism impact the lives of people at the Cape Colony.** Uses evidence in a very basic manner.	**Marks: 3–5**
level 3	uses relevant evidence, e.g**. demonstrates a thorough understanding on how did the British colonialism impact the lives of people at the Cape Colony** Evidence relates well to the topic. Uses evidence very effectively in an organised paragraph that shows understanding of the topic.	**Marks: 6–8**

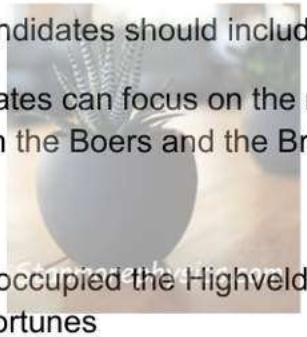
QUESTION 2: COLONIAL EXPANSION AFTER 1750 – CO-OPERATION AND CONFLICT ON THE HIGHVELD

SYNOPSIS Candidates need to ascertain to what extent did Colonial Expansion after

1750 lead to cooperation and conflict between the Boers, British and the Basotho. Candidates must support their given line of argument with relevant historical evidence.

MAIN ASPECTS Candidates should include the following aspects

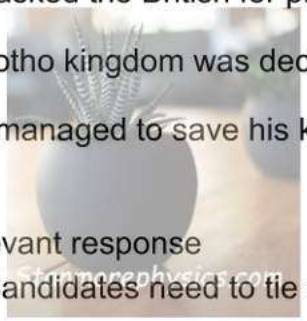
Introduction: Candidates can focus on the rise of Moshoeshoe to power and his relationship with both the Boers and the British in the Highveld.



ELABORATION

- Moshoeshoe occupied the Highveld and the arrival of Boers and British changed the Basotho fortunes
- The reason for the conflict among the three nations was land
- When the Boers arrived on the Highveld, Moshoeshoe let them use the land in the Caledon Valley • The trekkers later claimed the land as theirs
- The Griquas, the Tlokwa and the Barolong also wanted part of the land • The Boers increased in numbers and needed more land
- Moshoeshoe realised that he was not a match for the Boers and sought protection from the British
- He made a treaty with the British and agreed on a border for the Sotho kingdom, which included the Caledon valley valley
- Moshoeshoe gave up a piece of triangular land between the Caledon and the Orange rivers for White settlement
- Henry Warden, British agent, granted four of Moshoeshoe's subordinate chiefs independence from his authority
- This led to a war between Moshoeshoe and the British
- The British were defeated twice by the Basotho
- The British decided to give Boers a right to settle in the Caledon Valley.
- Basotho raided the cattle from Boer farmers and this led to a series of wars between the Boers and the Sotho

- The British supplied the Boers with arms and banned arm sales to the Basotho
- A second Sotho Boer war from 1865–1869 had disastrous results for Moshoeshoe
    - He lost support and loyalty from his subordinate chiefs
- Moshoeshoe asked the British for protection so as to keep the Basotho land
- In 1868 the Sotho kingdom was declared a British colony called Basutoland
- Moshoeshoe managed to save his kingdom from being taken over by the trekkers



- Any other relevant response
- Conclusion: Candidates need to tie up their argument with a relevant conclusion.

[50]

OR

QUESTION 3

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

SYNOPSIS

Candidates need to agree or disagree whether The policies of the British government and the search for fresh pastureland was the cause of the Great Trek between 1807 and the early1840s

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: candidate are expected to establish a line of argument by agreeing or disagreeing

Elaboration

- Britain reoccupies the Cape back
- The Cape of Good Hope was a strategic point to Britain
- Language policy
- British pound sterling replaces Dutch rix-dollar
- British wanted to develop the Cape for their own needs
- Free hold system of landownership
- Ordinance 49

- Ordinance 50
- Abolition of slavery
- The Cape of Good Hope punishment Act
- Smith was convinced Lois Trichardt was helping the Xhosa
- Trichardt one of the front runners of the great trek
- Piet Uys led a scouting party from Uitenhage
- Great trek began in 1835
- The Boers rejected British authority and culture and language
- They believe that British officials discriminated against them
- Unhappy with the way the colonial government had threatened their way of life
- Ordinance 50 had placed controls over the Khoi and san
- The Trek Wagons
- The Voortrekkers went north-east
- The first went to cross the Orange River into Transoranje
- Other group went to the east across the Drakensburg
- The Mfecane made it difficult it for the Great Trek
- Indigenous tribes weakened by the turmoil during the great trek
- Group led by Louis Trichardt and Janse van Rensburg
- Fult-scale immigration under Andries Potgieter
- The Voortrekkers in Natal
- Kliprivier Republic
- Any other relevant response

Conclusion: Candidates should tie up their arguments with a relevant conclusion

[50]