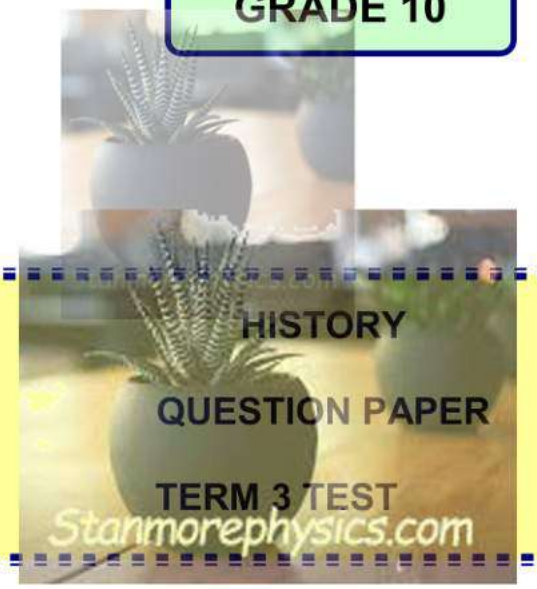
GAUTENG PROVINCE

GRADE 10



HISTORY

QUESTION PAPER

TERM 3 TEST

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This question paper consists of 3 pages

DATE : August

HOURS : 1h00

MARKS : 50

CHOOSE ONE QUESTION FROM THE QUESTIONS BELOW.

QUESTION 1: HOW DID BRITISH COLONIALISM IMPACT THE LIVES OF THE PEOPLE AT THE CAPE COLONY?

Study Sources 1A,1B, 1C and 1D and answer the questions that follow.

1.1 Use Source 1A

1.1.1	Define the term *colonialism* in your own words.	(1 x 2)	(2)
1.1.2	What, according to the source, did British authorities aim to achieve with the Caledon Code?	(1 x 2)	(2)
1.1.3	Quote a passage from the source indicating that all Hottentots needed to carry passes when travelling through the country.	(1 x 2)	(2)
1.1.4	Use your own knowledge to explain the effects of the Caledon Code on the indigenous people in the Cape Colony.	(2 x 2)	(4)

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1.2 Read Source 1B

1.2.1	What did Ordinance 50 free coloured people from in 1828?	(2 x 1)	(2)
1.2.2	Comment on the statement, "while passes for Khoi Khoi were abolished, passes for other Africans remained on the books."	(1 x 2)	(2)
1.2.3	Explain using your own knowledge, the consequences Ordinance 50 had on the Khoi Khoi people in the Cape Colony.	(2 x 2)	(2)
1.2.4	What did the British hope to achieve by freeing the Khoi khoi through Ordinance 50?	(3 x 1)	(3)

1.3 Read Source 1C

1.3.1	According the source, which British lieutenant was almost led into a trap by the amaNdlambe?	(1x1)	(1)
1.3.2	The battle of Grahamstown was the fifth frontier war fought between the British and the Xhosa, according to your own knowledge, why were these frontier wars taking place?	(2 x 2)	(4)
1.3.3	What prompted the Xhosa to delay their attack on the British by two hours?		

(2 x 1) (2)

1.3.4 Comment on why a historian would consider information in this source as a reliable piece of information regarding the Battle of Grahamstown? (2 x 2) (4)

1.4 Consult Source 1D

1.4.1 Explain the messages conveyed by this painting. (2 x 2) (4)

1.4.2 Comment on the attitude of the following groups. Use visual clues to support your answer

(a) Xhosa

(b) British (2 x 2) 4)

1.5 Refer to Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding the conflict between the Xhosa and the British. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) on how did British Colonialism impact the lives of the people at the Cape Colony.. (8)

[50]

OR

SECTION B: ESSAY

QUESTION 2: COLONIAL EXPANSION AFTER 1750 : CO-OPERATION AND CONFLICT ON THE HIGHVELD BETWEEN THE BOERS, BRITISH AND THE BASOTHO

Explain to what extent the Colonial Expansion after 1750 led to co-operation and conflict on the Highveld between the Boers, British and the Basothos. Substantiate your line of argument by using relevant evidence. **[50]**

OR

QUESTION 2: CAUSES OF THE GREAT TREK

The policies of the British government and the search for fresh pastureland was the cause of the Great Trek between 1807 and early 1840s.

Do you agree with this statement? Use relevant evidence to support your line of argument.

GAUTENG PROVINCE



GRADE 10

HISTORY

ADDENDUM

TERM 3 TEST

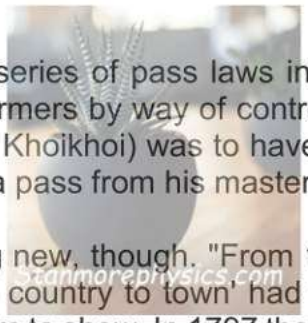
This addendum consists of 5 pages

QUESTION 1: HOW DID BRITISH COLONIALISM IMPACT THE LIVES OF THE PEOPLE AT THE CAPE COLONY?

Source 1A

This source talks about the Hottentot Proclamation, more commonly known as the Caledon Code; a law put in place by the British authorities in 1809 requiring Khoi people to carry passes when moving around the Colony.

Elphick & Giliomee (1989) refer to this as the HOTTENTOT PROCLAMATION, Crais (1992: 194) refers to it as the CALEDON CODE, while Lapping (1986: 36f) refers to it as the HOTTENTOT CODE.



This was the first of a series of pass laws initiated by the British authorities, and it aimed at helping the Afrikaner farmers by way of controlling the mobility of the labour force. It "decreed that every Hottentot (or Khoikhoi) was to have a fixed 'place of abode' and that if he wished to move he had to obtain a pass from his master or from a local official" (Lapping 1986: 36).

Pass laws were nothing new, though. "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. In 1797 the Swellendam Board of Landdrost and Heemraden ordained that all Hottentots moving about the country for any purpose should carry passes. The real novelty of Caledon' s law lay in its elaborate detail, especially its detailed provisions for the protection of the Hottentot labourer, and in the fact that special steps were taken to carry it out" (Marais 1938: 117).

The HOTTENTOT PROCLAMATION "made the registration of labour contracts compulsory if covering one month or more, and laid down conditions under which an employer could withhold wages for goods supplied by his servant" (Simons & Simons 1969: 16).
Coloureds "also became subject to the ordinary Colonial taxes (in so far as they did not live with the farmers under labour contracts) and to the public services exacted from Europeans" (Marais 1938: 118).

The HOTTENTOT PROCLAMATION was later repealed by ORDINANCE 50 of 1828, since the incoming British settlers, who were not allowed to buy slaves, could not find any free-moving wage-labour due to the pass laws.

[From:https://omalley.nelsonmandela.org/index.php/site/q/03lv01538/04lv01646/05lv01649.htm Accsessed on 11 July 2024]

Source 1B

This source talks about Ordinance 50: and the removal/repeal of the Caledon Code in 1828.

This repealed the HOTTENTOT PROCLAMATION of 1809. Basically, it "freed the Coloured from the pass system and the risk of being flogged for offences against the labour laws" (Simons & Simons 1969: 16). However, "[w]hile passes for Khoikhoi were abolished ... passes for other Africans remained on the books" (Crais 1992: 194); see ORDINANCE 49 of the same year. Thus, passes "were abolished for the Khoisan, their right to land ownership was at last made clear, and they were no longer to be 'subject to any compulsory service to which other of His Majesty's Subjects ... are not liable'. Furthermore, their children could not be apprenticed without parental consent. Contracts of hire for more than a month had to be in writing and in no case should exceed a year" (Elphick & Malherbe 1989: 47t). "ORDINANCE 50 was thus a wide-ranging measure, whose only defect in the eyes of [Dr John] Philip [of the London Missionary Society] was that it applied to 'Hottentot and other free persons of colour', instead of being colour-blind" (Keegan 1996: 104).

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The British authorities hoped that this "would stimulate the Cape's feeble economy by increasing productivity of both the labouring classes (now given the incentive of the profit motive) and the former master class (now deprived of indolence-inducing coerced labour)" (Peires 1989: 501).

ORDINANCE 50 remained in force until it was superseded by the MASTERS & SERVANTS ORDINANCE of 1841.

[From:https://omalley.nelsonmandela.org/index.php/site/q/03lv01538/04lv01646/05lv01658.htm# Accessed on 11 July 2024.]

Source 1C

This source discusses the prelude to the Battle of Grahamstown; the conflict between the amaNdlambe (Xhosa) and the British. It is found in the Military History Journal, written by Pat Irwin, December 2018.

The attack on Graham's Town began to take form at mid-morning on 22 April 1819. The amaNdlambe had, in the preceding days, managed to assemble an army of several thousand warriors within 10km of the settlement without the British being aware of it. At about 10h30, Lt Col Willshire, newly arrived on the frontier, was inspecting the Cape Regiment (CR) troop of mounted infantry when he received a report of cattle being taken nearby.

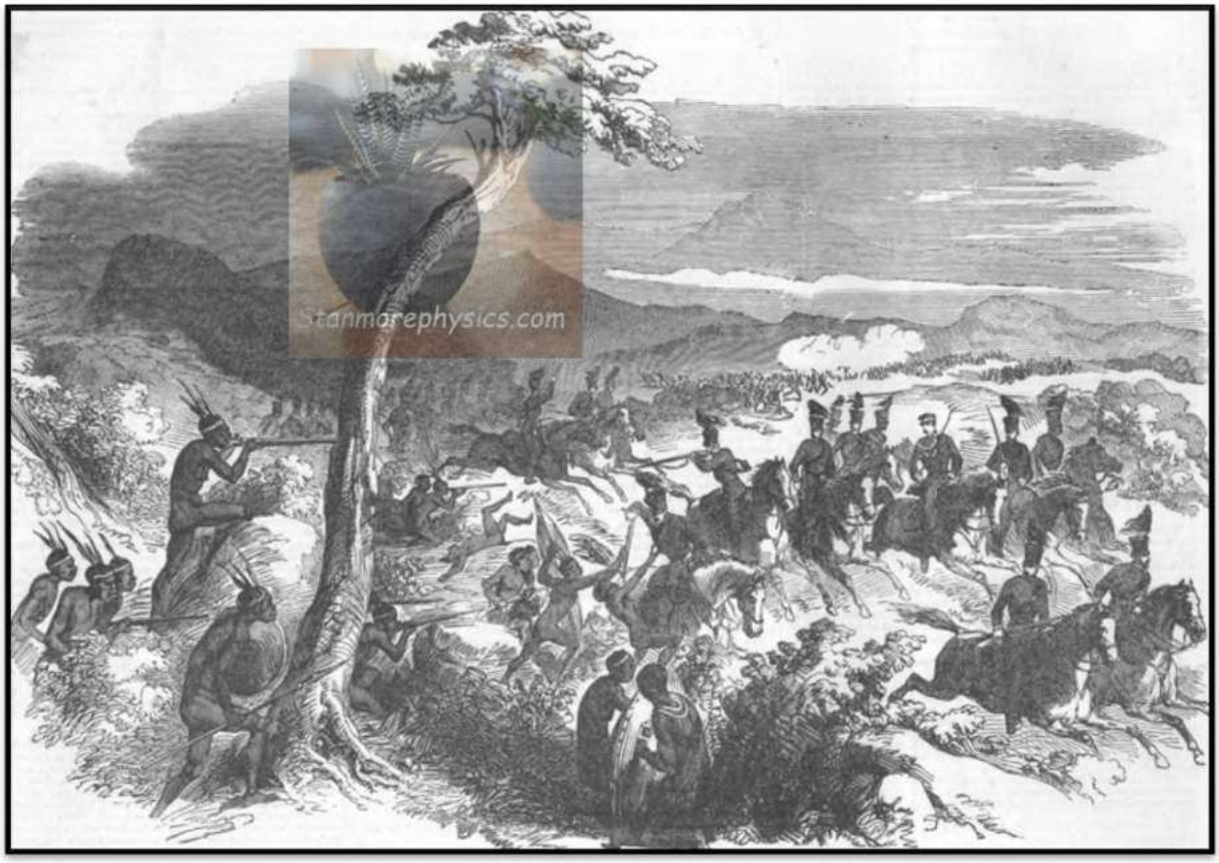
Accompanied by 25 members of the troop, he went to investigate, pursuing the perpetrators some distance before coming across a body of 200 to 300 warriors who then retreated. Following them, he realised that they were attempting to lead him into a trap and surround him. Willshire attempted to retreat but was surprised to come upon the entire amaNdlambe army, which he estimated at 5 000. He concluded that they intended to attack Graham's Town and, after sending a message to his second-in command, Capt. Trappes, warning him of an impending attack, he and his party tried unsuccessfully to delay the advancing force as they made their escape.

As Willshire reached the town at about 11 h45, the amaNdlambe army appeared on the hills and ridges to the east of it, about 2km distant. Although they may have had the opportunity of immediately surprising and overwhelming the town, the attack was delayed for nearly two hours while, according to tradition, various rituals were conducted, and final arrangements made. This delay allowed the defenders time to deploy their forces and prepare for the attack.

[From: http://samilitaryhistory.org/jnl2/vol183pi.html. Accessed on 11 July 2024].

Source 2D

This source shows a painting depicting the nine Xhosa Wars fought between the Xhosa and British settlers between 1779-1879. It focuses on the battle of Grahamstown, which took place on 22 April 1819.



[From: https://en.wikipedia.org/wiki/File:Xhosa_wars.jpg. Accessed on 11 July 2024]

HISTORY

CONTROL TASK

MEMORANDUM

AUGUST

2024



DATE :August 2024

HOURS : 1h00

MARKS : 50

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 organisation of relevant information from sources Define historical concepts/terms	**30%** **(15)**
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	**30%** **(15)**

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 guidelines, 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.

_____ . _____ . _____

_____ . _____ √√√√√

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 bottom margin to the right, e.g 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

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a

bullet in the marking guideline). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

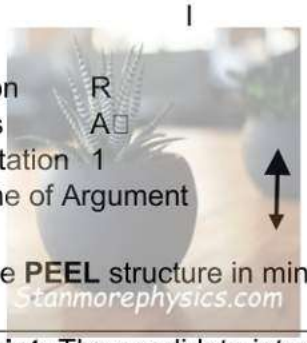
2.4.3 The following additional symbols can also be used:

2.4.4 introduction, main aspects and conclusion not properly contextualised Λ

- wrong statement _____
- irrelevant statement I
  I

- repetition R
- analysis A
- interpretation 1

 LOA Line of Argument



2.4.5 Keep the **PEEL** structure in mind when assessing an essay.

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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:** The 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 the essay and is written coherently.

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**.

Allocate an overall mark with the use of the matrix.

C	LEVEL 4	
P	LEVEL 3	

C	LEVEL 4	} 26–27
P	LEVEL 3	



COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument