education and sports development

Lefapha la Thuto le Tlhabololo ya Metshameko
Department van Onderwys en Sport Ontwikkeling
Departmemt of Education and Sports Development

GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES



NATIONAL SENIOR CERTIFICATE

GRADE 10

MARCH 2022

HISTORY

TASK 2

MEMORANDUM

MARKS: 100

DURATION: 2 HOURS

DATE: 14 MARCH 2022

This memorandum consists of 11 pages

1. SOURCE-BASED QUESTIONS

1.1 The following levels of questions were used to develop source-based questions.

COGNITIVE LEVELS	HISTORICAL SKILLS
LEVEL 1	• Extract evidence from sources • Explain historical concepts
LEVEL 2	• Straightforward interpretation of the sources • What is being said by the author or creator of the source? What are the views or opinions on issue expressed by a source? • Compare information in sources
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

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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.

1.3 Assessment procedures for Source-based questions

- Use a tick (√) for each correct answer
- Pay attention to the mark scheme e.g. (2x2) which translate to TWO reasons and is given TWO marks each (√ √ √ √) ;(1x2) which translate to ONE reason and is given TWO marks (√√)

Paragraph question

- Read the paragraph and then place a bullet within the paragraph at the relevant point/answer. Then indicate the level you have allocated at the end of the paragraph e.g.

---------. ---------- . ---------- .

Level 3=5

- Count all the ticks for the source-based question then write the mark on the right hand bottom e.g. 32/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script

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 have a contextualized
- 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.

- Learners 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 responses

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the educator 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.

Assessment procedures of an essay

2.4.1 Keep the synopsis in mind when assessing the essay.

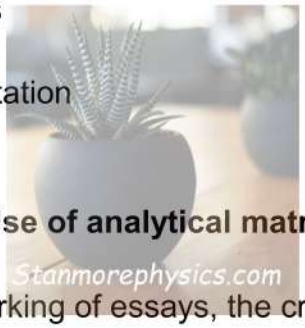
2.4.2 During the first reading of the essay, ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/memorandum) each of the main points/aspects that are properly contextualized (also indicated by bullets in marking guideline/memorandum) and a relevant conclusion (indicated by a bullet

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in 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 contextualized. 
- Wrong statement
- Irrelevant statement
- Repetition **R**
- Analysis **A√**
- Interpretation **I√**



The matrix

2.5.1 Use of analytical matrix in the assessment of essays

In the marking of essays, the criteria shown in the matrix should be used. In assessing the essay, both the content and presentation should be considered. At the point of intersection of the content and the presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of an essay will be to determine to what extent the main aspects have been covered and to determine the **content level** (on the matrix).

C	**LEVEL 4**	

(b) The second reading of the extended writing will relate to the level (on the matrix) of presentation.

C	**LEVEL 4**	
P	**LEVEL 5**	

(c) Allocate an **overall mark** with the use of the matrix.

C	**LEVEL 4**	**30–33**
P	**LEVEL 5**	

	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 a clear 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	43-46	40-42	38-39				

line of argument.							
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 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

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: WHAT WAS THE ROLE OF SLAVERY AND SLAVES IN THE CAPE COLONY?

1.1

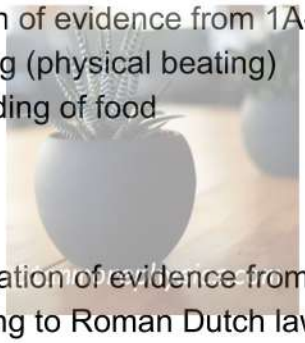
1.1.1[Extraction of evidence from 1A- L1]

- Wine farms
- Wheat farms
- Construction
- Household (homes) (any 3x1) (3)

1.1.2[Extraction of evidence from 1A- L1]

- Whipping (physical beating)
- Withholding of food

(2x1) (2)



1.1.3 [Interpretation of evidence from source 1A – L2]

- According to Roman Dutch law slaves were defined as property, not as human beings.
- Slaves could be bought and sold, or used as security for loans, just like property Not human beings.
- The fundamental human right to life did not apply to slaves, it was not a criminal offence.
- Slaves were breed like animals
- Slaves did not enjoy any freedoms
- Any other relevant response (2x2) (4)

1.1.4 [Interpretation of evidence source 1A – L2]

- The expansion/ growth of the Cape colony meant there was a need to produce More agricultural goods to feed the locals and to sell to ships which were Anchoring the cape at the Cape
- The emergence of Free Burgers, created an increase labour needs to be Successful farmers to sell their produce to the VOC company
- Slave labour was the backbone of the Cape colony, almost all work, including

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- Domestic work was done by slaves
- Slave owner was seen as evidence of upper social status/ class
- Slave owner was perceive as ordained by the bible and part of Christianity
- Any other relevant answer (any 1x2) (2)

1.2

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

- VOC (DEIC) (1 x 1) (1)

1.2.2 [Definition of historical concepts from Source 1B – L1]

- Former employees of the Dutch East India Company, who were released by the company and given land/property along the fertile Liesbeeck River.
- Any other relevant response (1 x 2) (2)

1.2.3 *[Explanation of historical concepts from Source 1B – L2]*

- It is a person who is regarded as a property of another person, who can be bought and sold.
- A person who is forced to work for someone without being paid
- Any other relevant response (1 x 2) (2)

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

- The indigenous (original) peoples with whom the Dutch first came into contact, the Khoikhoi, had been settled in the region for at least a thousand years before the Dutch arrived,
- Any other relevant answer (1 x 2) (2)

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

- Madagascar
- Indonesia (Asia)
- Malaysia (Asia) (any 2 x 1) (2)

1.2.6 *[Interpretation of evidence from Sources 1B – L2]*

- The expansion/ growth of the Cape colony meant there was a need to produce more agricultural goods to feed the locals and to sell to ships which were anchoring at the Cape
- The emergence of Free Burghers, created an increased labour needs to be successful farmers to sell their produce to the VOC company
- The Khoikhoi were unwilling to work for the Dutch settlers as they will be forced to settle in one area, which was not part of their nomadic pastoral lifestyle
- The Khoikhoi were self- sufficient, with land and livestock, and there was no

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need for them to work for the settlers
- Most of the Dutch settlers looked down on manual labour work
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 [Interpretation of evidence from Source 1C – L3]

The source shows that slaves were not well treated (masters with whips)
- Slaves were treated as inferior (Master slave relationship)
- Slavery was cruel / barbaric
- Any other relevant response (1 x 2) (2)

1.3.2 [Interpretation of evidence from Source 1C – L2]
- In Source 1B it states that the whipping of slaves was a common method used to make slaves work harder and in Source 1C we see the whip attached to the clothing of the owner.
- Source 1B it states that during the 15th and 16th century European
- colonists considered whipping and beating as an effective method to make slaves produce more agricultural produce. and Source 1C confirms that they used whips to force slaves to work harder
- In Source 1B it refers to the cruelty of slavery and in 1C the use of physical punishment is clearly demonstrated (any 2 x 2) (4)

1.4

1.4.1 [Interpretation of evidence from Source 1D – L2]
- The daily abuse and of slaves
- Slaves were badly treated by the Dutch settlers
- Ill treatment and overwork
- the natural desire to live as a free person.
- Slaves did not have freedom / lived in bondage
- Slaves were humiliated by the Dutch
- Any other relevant answer (2 x 1) (2)

1.4.2 [Extraction of evidence from 1D – L1]
- mountains and valleys of the south-western Cape
- the dry Karoo (2 X 1) (2)

1.4.3 [Interpretation of evidence from 1D – L2]
- the use of slave labour had severe limitations.
- use of slave labour even less appealing.
- in Western Europe liberal political activist contributed to the questioning of
- the practice of slavery

(2 X 2) (4)

1.4.4 [Interpretation of evidence from 1D – L2]

- By the 19th century the use of slave labour was no longer as profitable.
- Transporting agricultural commodities such as tobacco and cotton became much more profitable to transport sell than slaves.
- Transporting manufactured goods became much more profitable than to transport slaves.
- Any other relevant answer

(2 X 2) (4)

1.5 [*Interpretation, analysis and evaluation of information from relevant sources – L3]*

Candidates may use the following points to answer the question.

- The importation of slaves from Madagascar and South East Asia had a significant impact on the Cape society of the 16th and 17th century Cape. (Own Knowledge)
- From 1710 onwards, the adult slave population outnumbered the adult colonial population by as much as three to one. (Source 1A)
- The Dutch colony expanded rapidly and soon did not have sufficient labour (Source A)
- In 1658, the first slaves were imported into South Africa, specifically for agricultural work.
- The slaves were imported to work on the wine and wheat farms. (Source 1B)
- artisans with skills in construction were also imported. (Source 1B)
- women were later employed as domestic workers. (Source 1B)
- European colonist considered whipping and beating as an effective method to. make slaves produce more agricultural produce. (Source 1B)
- Slaves were therefore ill-treated and abused (Own Knowledge)
- Dutch law slaves were defined as property and could be bought and sold. (Source 1D)
- This law stipulated that all slaves could be severely punished. (Source 1D)
- slaves began to run away, because of ill treatment, overwork (Source 1D)
- By the early 19th century slavery gradually became less appealing caused by a number of political and economic factors. (Source 1D)
- Two minor rebellions of slaves in 1808 and 1825, (Source 1D)
- influence of liberal human rights activist in Western Europe (Source 1D)
- By the 19th century the use of slave labour was no longer as profitable (Source 1D)
- Britain was forced to review their policy with regards to the slave trade. (Source 1D)
- from 1834, the British introduced laws to improve the welfare of slaves. (Source 1D)
- Any other relevant answer (8)

Use the rubric below to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding of the impact of slave trade on societies in the Cape colony.** • Uses evidence partially to report on topic or cannot report	**MARKS 0-2**

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LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows an understanding of the impact of slave trade on societies in the Cape colony.** • Uses evidence in a very basic manner	**MARKS 3-5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of understanding of the impact of slave trade on societies in the Cape colony.** • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	**MARKS 6-8**

(50)



SECTION B – ESSAY QUESTION

QUESTION 2

EUROPEAN EXPANSION BETWEEN THE 15TH AND 18TH CENTURY:
CASE STUDY: PORTUGAL AND THE DESTRUCTION OF THE INDIAN OCEAN TRADE.

Discuss why Portugal was able to spread its influence and conquer African territories between 15th and 18th centuries.

Synopsis
Learners should state the reasons for European expansion and why the Portuguese where able to conquer parts of the east coast of Africa during the 15th and 16th centuries.

Introduction

Learners should state their argument and briefly state how they will support the argument to respond to the question.

Elaboration

- The 15th century marked a period European exploration of Africa and the America's
- The Portuguese were able to build ships that could sail great distances across oceans.
- New inventions from the renaissance assisted these European explorers.
- Inspired by their religion of Christianity.
- Aim was to convert others to the Christianity religion.
- Aim was to expand and engage in economic trade.
- Aim was to control the source of wealth in and around the Indian ocean and Asia.
- Portuguese superiority in the naval technology and weapons assisted
- Portuguese took control of much of the trade along the African east coast.
- They used military force to occupy important coastal ports along the African east coast.
- They built forts along the African coastline which soon became part of Portugal.
- They used military force to occupy important coastal ports along the African coast.
- These coastal ports were used to expand and to colonise new territories.
- The Portuguese destroyed the ancient thriving city-states of East Africa.
- The ancient thriving cities on the African seaboard became Portuguese towns.
- These towns expanded and engaged in economic trade across the Indian Ocean.
- By end of the 15th century they controlled much of the trade along the African east coast.

CONCLUSION

- By 16th century Portugal was able to control the Indian Ocean trade routes, subjugate the African trading cities

  Learners should link conclusion with argument stated in the introduction.

(50)

GRAND TOTAL: [100]