



Province of the
EASTERN CAPE
EDUCATION

**DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE**

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TERM 1: STANDARDISED TEST

GRADE 10

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MARCH 2025

MARKS:100

TIME:2 HOURS

INSTRUCTIONS AND INFORMATION

1. This question paper consists of QUESTION 1 and QUESTION 2 based on the prescribed content framework as contained in the CAPS document.

2. **QUESTION 1: SOURCE-BASED QUESTIONS.**

EUROPEAN EXPANSION AND CONQUEST IN THE 15TH TO 18TH CENTURIES:
THE DUTCH EAST INDIA COMPANY.

Source material that is required to answer questions will be found in the
ADDENDUM.

3. **QUESTION 2: ESSAY QUESTION**

EUROPEAN EXPANSION AND CONQUEST IN THE 15TH TO 18TH CENTURIES:
THE DUTCH EAST INDIA COMPANY.

3. Answer BOTH questions.
4. You are advised to spend ONE hour per question.
5. When answering questions, learners should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage learners.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Answer according to the marks allocated i.e 2x2 means 2 facts for 2 marks each
9. Write neatly and legible

QUESTION 1:	HOW DID THE DUTCH SETTLEMENT AT THE CAPE OF GOOD HOPE LEAD TO SLAVERY FROM 1652?		
Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.			
1.1	Refer to Source 1A		
1.1.1	According to the source, who was the Dutch commander.	(1 x 2)	(2)
1.1.2	Define the concept of <i>slaves</i> in your own words.	(1 x 2)	(2)
1.1.3	According to the source, what kind of station the Dutch wanted to establish at the Cape?	(1 x 1)	(1)
1.1.4	Explain the original purpose of the Dutch settlement in the Cape.	(1 x 2)	(2)
1.1.5	Using the source and your own knowledge, explain what is implied by the statement, "The indigenous population was in resistance mode and refused to offer assistance".	(2 x 2)	(4)
1.2	Study Source 1B		
1.2.1	Name the Province where agriculture was transformed.	(1 x 1)	(1)
1.2.2	Quote TWO laws that are mentioned in the source.	(2 x 1)	(2)
1.2.3	List THREE reasons why the slaves ran away.	(3 x 1)	(3)

	1.2.4	Comment on what is suggested by the statement, "...still believe that they will be able to reach some country where they will be relieved of their bondage." (2 x 2)	(4)
	1.2.5	Mention TWO items that were offered to the Khoikhoi to track down runaways. (2 x 1)	(2)
	1.2.6	Explain the concept <i>fort</i> in the context of the Dutch colonization of the Cape. (1 x 2)	(2)
1.3	Use Source 1C		
	1.3.1	Explain the message that is conveyed in the source. (1 x 2)	(2)
	1.3.2	Mention the indigenous people that inhabited the Cape before the arrival of the Europeans. (2 x 1)	(2)
	1.3.3	Explain what you think led to the conflict between the Europeans and the Khoisan. (2 x 2)	(4)
1.4	Study Source 1D		
	1.4.1	Name the lodge where VOC's slaves were housed. (1 x 2)	(2)
	1.4.2	Provide TWO groups of people who were also granted the right to own slaves. (2 x 1)	(2)
	1.4.3	Give the name of the epidemic which claimed the lives of thousands of Khoisan. (1 x 1)	(1)

1.4.4	Using the information in the source and your own knowledge, explain how slaves could buy their freedom. (1 x 2)	(2)
1.5	Study Source 1B and 1C. Explain how the evidence in Source 1B support the information in Source 1C regarding the use of slaves by the Dutch in the Cape. (2 x 2)	(4)
1.6	Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words), explaining how did the Dutch settlement at the Cape of Good hope lead to slavery from 1652.	(6)

QUESTION 2: ESSAY

Explain to what extent Slave trading in the Cape led to the disruption of the political, social and economic lives of the indigenous societies? /

/50/

ADDENDUM

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

SOURCE 1A

The following extract explains the presence of the Dutch at the Cape and the need for slaves.

The Dutch, under Commander Jan van Riebeeck, were overwhelmed by the difficulties they faced in Table Bay. Survival and the establishment of a successful refreshment station proved much more difficult than they had imagined. Everything pointed to the same disastrous failures befalling(happening) the Dutch as the case of settlements by others in East Africa and Madagascar.

The key factor was the lack of mass labor force to clear bush, plough the land and gather the stone and timber for building. The indigenous population was in resistance mode and refused to offer assistance. The only way forward for the settlers was to import slaves to do this back-breaking work and later to provide the craftsmanship, finishes and comforts.

The first slave that came to the Cape was Abraham van Batavia in 1653. A trickle of slaves followed until 1658 when a few hundred slaves from Angola and the coast of Guinea arrived in the Cape.

[From New Generation: *History* by G Pillay et al.]

SOURCE 1B

This extract focuses on the treatment and lives of the slave at the Cape during Dutch colonization.

Slaves were the forced labor, which not only transformed a small refreshment station into a significant agricultural colony-but also in many ways, transformed agriculture into the Western Cape. They were a class who could not enter any legal contract or property. In civil law they simply did not exist-but criminal law was a savage (brutal) reality.

Almost from the start, slaves began to run away because of ill treatment, overwork and the natural desire to live as a free person. The perils (danger) of the unknown were preferable to the humiliation and degradation of slavery-something that the settlers could not acknowledge. 'These ignorant people, 'wrote a disgruntled(unhappy) owner, still believed that they will be able to reach some country where they will be relieved of their bondage', and he ended with the prediction that 'they may expect nothing else than to be destroyed in a most miserable manner by hunger, the beasts of prey or brutal natives.

Indeed, many of the runaways did come to a miserable end. But few returned voluntarily to the misery of enslavement. Soldiers and burghers were sent in pursuit and Khoikhoi were offered tobacco or brandy to track down runaways, though without much success. It was only when Khoikhoi hostages were taken and kept at the Fort against their will that the Khoikhoi showed any interest in co=operating.

[From New Generation: History by G Pillay et al.]

SOURCE 1C

A photograph depicting slaves that were chained together.



From <https://radiobiafrfreedom.wordpress.com> Accessed: 18 February 2025

SOURCE 1D

This extract focuses on the VOC's slaves and the freeing of some slaves.

While in the early years of slavery only the VOC (Dutch East India Company) owned slaves who were all housed in the Slave Lodge in Adderley Street, free citizens of the town and farmers in the countryside soon were also granted the right to own. In the early years several slaves were manufactured (set free) and these, together with free people of color who had arrived in the Cape, constituted the Free Blacks of the Cape.

This was an economically successful group of people who were decimated (killed) by the smallpox epidemic which also claimed the lives of thousands of indigenous Khoisan people and the lives of many slaves. Manumission (the act of freeing slaves by their owners), whereby slaves of benefactors could buy freedom, continued throughout the slave era, but the initial power of the Free Blacks was never attained again.

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[From *New Generation: History* by G Pillay et al.]



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HISTORY
STANDARDISED TEST

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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	<ul style="list-style-type: none"> • Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms in own words 	40% (20)
LEVEL 2	<ul style="list-style-type: none"> • Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources • Explanation of a concept in the context 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> • Interpret and evaluate evidence from sources • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	20% (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

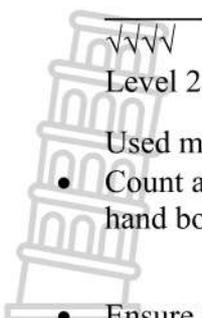
- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

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	

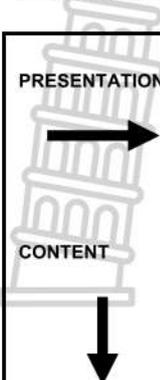
- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

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

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
 <p>PRESENTATION</p> <p>CONTENT</p>	<p>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.</p>	<p>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.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p>LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14–17	0–13

***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)

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.**
- (4) (Any 2 x 2)

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.**
- (2) (Any 1 x 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]

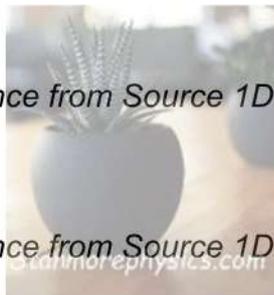
- Dutch fought the indigenous tribes for their land and their cattle.
- Trekboers raided the herds of Khoisan and seized control of the springs that pastoralists and hunter-gatherers depended on for water.
- **Any other relevant response.**

(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	<ul style="list-style-type: none"> • 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. • Use evidence partially to report on topic or cannot write a paragraph 	0 – 2 marks
LEVEL 2	<ul style="list-style-type: none"> • 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. • Use evidence in a basic manner to write a paragraph 	3 – 4 marks
LEVEL 3	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none">• Use evidence very effectively in an organized paragraph that shows an understanding of the topic.	
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QUESTION 2

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

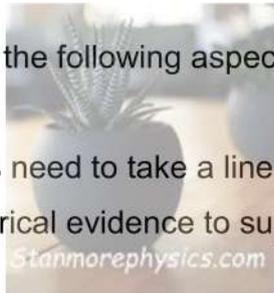
SYNOPSIS

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.



ELABORATION:

GREATER EXTENT -

- During the 18th century the Dutch's territory grew more than its population.
- The Dutch lived as independent, semi-nomadic herdsman 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 brought 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.

