Social Sciences: History · Grade 7

Memorandum · Term 3–4

TOTAL
78
MARKS

Marking guidelines

1. Award the full mark for a correct answer, even if the learner words it differently.
2. For source-based questions the answer must come from, or be inferred from, the source.
3. Where a question asks for an opinion, award the mark for any answer with a sensible reason.
4. Where a question asks for two or more items, award one mark per correct item.
5. Do not deduct marks for spelling, provided the answer can be read.

Question	Answer	Marks	Marking note
QUESTION 1 · Colonisation of the Cape, 17th and 18th centuries · 15 marks			
1.1	Sorghum and millet need summer rain, about 500 mm in the summer growing season (1). The east gets summer rain, but the south-western Cape gets its rain in winter, so these crops could not grow there (1).	**2**	
1.2	Ships on the long voyage to the East had to get fresh water, vegetables and meat to prevent scurvy among the crew.	**3**	*1 mark for the route, 1 for fresh supplies, 1 for scurvy.*
1.3	The Company could not produce enough food itself. Land was therefore given to free burghers to farm, and farmers needed ever more land, so the settlement spread further and further.	**3**	*1 mark for the failure, 1 for the free burghers, 1 for the expansion.*
1.4	Any three of: Indonesia, India, Madagascar, Mozambique. They had to work on the farms and in the houses.	**3**	*Any three of the four places: three correct = 2 marks, two correct = 1 mark; 1 mark for the work.*
1.5	At first it was trade — the Khoikhoi exchanged livestock, which benefited both sides. As the free burghers expanded, they took over the grazing and water sources on which Khoikhoi herding depended. Trade therefore turned into competition for land, and the relationship deteriorated.	**4**	*1 mark for the initial trade, 1 for the expansion, 1 for land and water, 1 for the consequence.*

Question	Answer	Marks	Marking note
QUESTION 2 · Results of Dutch settlement: slaves, Huguenots and trekboers · 20 marks			
2.1	The Company and the farmers needed many cheap workers for the farms, building and houses (1). The Company did not allow the Khoikhoi to be enslaved, the Khoikhoi did not want to work for the settlers, and few workers came from Europe (1).	**2**	
2.2	By ship: on Company ships and by private traders, on long sea voyages from East Africa, Madagascar, India and the East Indies (1). They were bought at slave markets, chained and crowded below deck, and many died on the way (1).	**2**	
2.3	Any three: they worked from sunrise to sunset; they could be bought and sold at any time; families were split up; they needed a pass to travel; they could be whipped or chained.	**3**	*1 mark each.*
2.4	Ways, any two (1 each): running away (e.g. to Hangklip); working slowly; breaking tools; setting fire to buildings; the 1808 revolt. Effects, any two (1 each): rebels were punished harshly or executed; owners and the government made stricter rules (passes, patrols); runaways formed their own hidden communities; it showed that slaves wanted their freedom, and it added to the pressure to end slavery.	**4**	
2.5	Islam: many slaves and political exiles from the East Indies were Muslims (e.g. Sheikh Yusuf, Tuan Guru). They kept their faith, started schools and the first mosque (the Auwal Mosque, 1790s) in Cape Town, and Islam spread among slaves and freed people (1–2). Afrikaans: slaves from many lands spoke to their owners and to each other in a simpler Dutch mixed with Malay, Portuguese and Khoikhoi words, and this helped Afrikaans to develop. The first written Afrikaans was in Arabic script by Cape Muslims (1–2).	**3**	*Max 3: at least 1 mark for Islam and 1 for Afrikaans.*

Question	Answer	Marks	Marking note
2.6	French Protestants (1). They fled because they were persecuted for their religion in France, and the Company gave them land to farm (1). They are remembered for farming vines and fruit around Franschhoek, Paarl and Drakenstein, and for family names such as Du Toit, Joubert and Le Roux (1).	**3**	
2.7	Any three: they were stock farmers with cattle and sheep who kept moving inland to find new grazing and water; they lived in wagons or simple houses and had few belongings; they hunted for food; they took slaves and Khoikhoi servants with them; they claimed large loan farms (about 2 500 ha) from the Company; they lived far from Cape Town and the Company's control; they traded with, and fought against, the Khoikhoi and San.	**3**	*1 mark each.*
QUESTION 3 · The British takeover and its consequences · 15 marks			
3.1	It was strategic: the Cape controls the sea route to India.	**2**	*1 mark for 'strategic', 1 for the sea route.*
3.2	English became the language of the courts and the government. Anyone who did not speak it could not state a case, lay a complaint or get official work, and depended on interpreters. This shifted power to English speakers.	**3**	*1 mark for the courts, 1 for the practical consequence, 1 for the shift in power.*
3.3	People already lived and farmed on that land. Describing it as empty justified taking it. The settlers were placed in an area where claims already existed, which led directly to further conflict on the frontier — and the settlers themselves were not warned.	**4**	*1 mark for 'people lived there', 1 for the justification, 1 for the conflict, 1 for the settlers' position.*
3.4	Owners were compensated but the freed people received nothing; and they had to work a further four years as “apprentices”. It was unjust because the people who had suffered got no compensation while those who had owned them were paid, and because the freedom was not immediate or real.	**4**	*1 mark per limitation, 2 marks for the explanation. Slavery ended in 1834 (apprenticeship until 1838). CAPS prints 1836; do not penalise a learner who writes 1836.*

Question	Answer	Marks	Marking note
3.5	A Cape-born official: landdrost of Graaff-Reinet, later Commissioner-General and Lieutenant-Governor of the Eastern Districts (1). Any one: he believed that the Xhosa had been treated unfairly and spoke out against cattle raids by commandos; in 1836 he made treaties with Xhosa chiefs to keep peace on the frontier; he helped set up the Kat River Settlement (1829) for Khoikhoi farmers (1).	**2**	
QUESTION 4 · The expanding frontier: land, missions and the /Xam · 8 marks			
4.1	Any two: they lost their grazing, water and hunting grounds; many had to work on the farms as servants for little or no pay; commandos attacked the San, and many were killed; children were captured and made to work; their way of life and communities were destroyed; some moved further north (e.g. the Kora and Griqua).	**2**	*1 mark each.*
4.2	Georg Schmidt, a Moravian missionary (1); it was the first mission station in southern Africa (1). Any one (1): it gave Khoikhoi a safe place to live and land to farm; people learnt to read and write at its school; they learnt trades and crafts; it was a Christian community.	**3**	
4.3	In the 1870s they wrote down the language, stories and beliefs of /Xam (San) people who stayed with them in Cape Town (1). They filled more than 12 000 pages (1). It preserves the language and culture of a people whose way of life was almost destroyed; it is on UNESCO's Memory of the World list; the motto on SA's coat of arms is in /Xam (1).	**3**	
QUESTION 5 · The frontier: resistance, trade and missionaries · 11 marks			
5.1	He was a Xhosa leader on the eastern frontier. He is remembered for his resistance to the British takeover of Xhosa land and for his leadership in the frontier wars.	**2**	*1 mark for Xhosa leader, 1 for the resistance.*
5.2	Land: settlers and Xhosa communities wanted the same grazing and water; cattle were raided on both sides; the colonial government moved borders and pushed people off their land; different ideas about who owns land.	**2**	*1 mark each.*

Question	Answer	Marks	Marking note
5.3	Manufactured goods such as tools, beads and firearms; pack oxen and cattle; hides and ivory.	**2**	*1 mark each.*
5.4	They built mission stations, schools and clinics, wrote down languages, and sometimes spoke for communities to the colonial government. But they also expected people to give up their own customs, beliefs and dress, and their stations opened the way for further colonial expansion.	**3**	*1 mark for the role, 1 for the help, 1 for the disruption.*
5.5	Two of: ivory, hides and skins, furs, iron, copper (1 for any two). The Tswana had large, well-organised and wealthy towns with strong leaders, farming and trade: there were big African towns in the interior long before Johannesburg or Pretoria existed (1).	**2**	
QUESTION 6 · The Great Trek · 9 marks			
6.1	They were unhappy with British rule and the English language in courts and schools; the abolition of slavery in 1834 and the compensation they thought too little; a shortage of land for their sons; insecurity and conflict on the eastern frontier; they wanted to govern themselves.	**3**	*1 mark each. If a learner gives the year of abolition, accept 1834 (also 1836, as printed in CAPS).*
6.2	The trekkers moved into communities already living there — among others the Zulu, Ndebele, Sotho and Tswana. This led to struggles over land and cattle, and to treaties that were later broken. Some communities were driven out, others became allies.	**3**	*1 mark each.*
6.3	An inboekseling was a child — often from a community defeated in a fight — who was 'booked in' with a farmer to work for him until a certain age. It shows that unfree labour continued in another form after slavery was abolished.	**3**	*1 mark for who they were, 1 for the work, 1 for the conclusion.*

Total **78 marks**



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