



TOM NEWBY SCHOOL EXAMINATION



Subject	History	Examiner	Miss M Albertyn
Date	November 2021	Total marks	50
Session		Duration	1½ hours
Grade	7	Moderator	Miss M Botha
Special instructions/ Equipment			

This Exam has been compiled using notes and information contained in the Tom Newby School book. The marking memorandum has been compiled accordingly. While alternative responses will be given due acknowledgement, the official memorandum will be considered a priority document to ensure uniformity of marking.

NAME: _____

CLASS: 7 _____

Instructions

This paper is made up of Section A: Indigenous inhabitants and Dutch settlement (25 marks) and Section B: Arrival of the British and the expanding frontiers (25 marks)

Write your answers on the question sheet

- Read the questions carefully.
- Check the mark allocation for each question.
- Answer all the questions and work neatly.
- Think carefully before you answer.
- Breathe, relax and best of luck!

SECTION A: Indigenous inhabitants and Dutch settlement [25]

Question 1

[5]

Read source A below and answer the questions that follow.

Source A: Slaves at the Cape

Unlike the American south, where people imported slaves in large numbers from one country, the Cape slaves came from a number of different countries. Other slaves ended up at the Cape when they were stolen from wrecked ships. This brought great diversity to the Cape, as the slaves had many different interests, languages and religions.

1.1 Which religion did slaves bring to the Cape? (1)

1.2 How were slaves sold to the slave owners? (1)

1.3 List three types of jobs slaves had to do outside on the farms. (3)

Question 2

[10]

Match Column B with Column A by writing the letter under the number e.g. 2.1 B.

Column A	Column B
2.1 Galant	A. The 'spirit of moving'
2.2 French Huguenots	B. Afrikaans
2.3 Buuren	C. Cape Minstrel Carnival
2.4 Indigenous people	D. Shipwrecked in Table Bay
2.5 Maria de la Quellerie	E. Persecuted for their religion
2.6 Haerlem	F. Second oldest building
2.7 Trek Boers	G. The Castle
2.8 Slave Lodge	H. The first occupants of an area or the land.
2.9 Kitchen Dutch	I. Rebellion
2.10 Slave legacy	J. Jan van Riebeeck

2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10

Question 3

[4]

Choose the correct answer from the four possible answers and **underline** only the correct answer.

3.1 In which year did Jan van Riebeeck arrive at the Cape? (1)

A) 1550

B) 1652

C) 1777

D) 1552

3.2 Before the arrival of Europeans in the 17th century, there were already _____ groups of people living in the Cape. (1)

- A) Two
- B) Four
- C) Seven
- D) Five

3.3 Slaves came from the following country _____ . (1)

- A) Windhoek
- B) Uganda
- C) Egypt
- D) Madagascar

3.4 The San used the following for hunting: (1)

- A) Spears
- B) Daggers
- C) Bows and arrows
- D) Clubs

Question 4

[3]

Source B



4.1 Who are the people in Source B? (1)

4.2 What are they busy doing in the picture? (1)

4.3 By what name did the Dutch call these people? (1)

Question 5**[3]**

5.1 Give 2 reasons why Genadendal was an important town in the Western Cape between 1738 and 1745? (2)

5.2 Write a definition of 'stowaways'.

(1)

SECTION B: Arrival of the British and the expanding frontiers [25]

Question 6**[2]**

Source C



6.1 Describe the different beliefs which the Dutch and the San had about owning land. (2÷2=1)

6.2 The Trek Boers had many battles over land with the indigenous people.

Why did the Voortrekkers always win these battles?

(1)

Question 7**Inboekselings****[2]**

7.1 Compare slaves and 'inboekselings' by writing two differences between them. (2)

Slaves	Inboekselings
a.	a.
b.	b.

Question 8**[2]**

Source D



Bottaro, J Oxford Successful Social Sciences Grade 7 page 145

8.1 What evidence is there in the picture that the Xhosa and Dutch had come into contact with each other by this stage? (1)

8.2 Is there any evidence in the picture to suggest that this contact was hostile? Explain your answer. (1)

Question 9**[4]**

Source E



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9.1 Identify the 2 people in the picture. (2)

9.2 Why do you think the colony had strict rules for the slaves at the Cape? (1)

9.3 If you were in a position to change or add a rule in the Cape, what would the rule be? (Think of a rule that both slaves and owners would be happy with.) (1)

Question 10

Paragraph

[5]

Andries Stockenström was made Lieutenant Governor of the Eastern Districts in 1836. Write a paragraph about Andries Stockenström, including the following:

- One of his goals for the people on the frontier (1)
- Three rules mentioned in the agreement that he drew up between the Xhosa and the British (3)
- What he believed was the biggest problem for the Xhosa people (1)

Remember to write an introduction, the body and the conclusion.

RUBRIC for marking paragraph writing

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows little or no understanding. • Uses evidence partially to report on topic or cannot report on topic. 	MARKS: 0-1
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Uses evidence in a very basic manner. 	MARKS: 2-3
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 4-5

Question 11**Essay****[10]**

You are having a debate in class. The topic is: **The Dutch East India Company (DEIC) brought prosperity (success), goods and wealth to South Africa.**

Do you agree or disagree with this statement? Plan and write an argument, in the form of a short essay, to support your opinion. State your point of view, providing historical facts.

Your essay must follow this format:

- An introduction
- The body (2 paragraphs)
- A conclusion

Write a rough draft and final draft on the lined paper provided. The essay must be between 100 and 120 words.

Rubric for marking essay writing

LEVEL 1	The content is sparse, question inadequately addressed	MARKS: 0-1
LEVEL 2	The question is recognisable in the answer. Some omissions / irrelevant content selection. Evidence not well used in supporting the argument	MARKS: 2-3
LEVEL 3	The question has been answered to a great extent. The content is adequately covered and is relevant. Attempt to construct an argument. Evidence used to a certain extent to support the argument	MARKS: 4-5
LEVEL 4	The question has been answered. The content selection is relevant to a line of argument. Evidence used to support argument	MARKS: 6, 7, 8
LEVEL 5	Very well structured. Constructed a very good argument. Very good use of evidence to support the argument.	MARKS: 9-10

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NAME _____ GRADE 7 _____

Performance analysis: FOR TEACHER USE ONLY

	Possible total	Mark obtained	Moderated Mark
SECTION A	25		
Question 1	5		
Question 2	10		
Question 3	4		
Question 4	3		
Question 5	3		
SECTION B	25		
Question 6	2		
Question 7	2		
Question 8	2		
Question 9	4		
Question 10	5		
Question 11	10		
TOTAL	50		