



**Bedfordview Primary School**  
**Task 4 - November Examination**

Name: \_\_\_\_\_  
Subject: History  
Examiner: Mr S. Visser  
Moderator: Ms N. Robben

Grade 7: \_\_\_\_

Date: November 2023  
Time Allocation: 1½ hours

**INSTRUCTIONS**

1. An extra 10 minutes will be provided for reading.
2. Write neatly and legibly.
3. Answer in the spaces provided.
4. This paper consists of 8 pages.

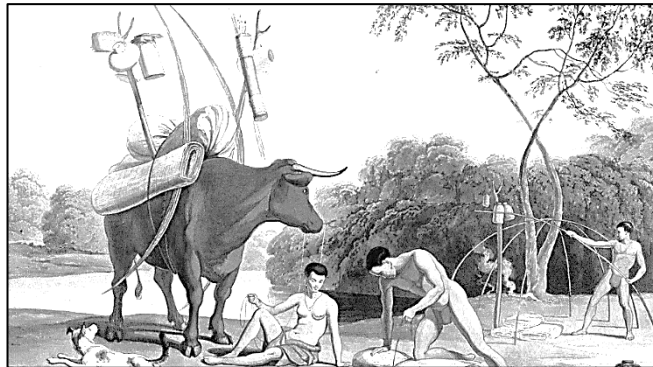
	Section 1					Section 2				Grand Total	%
Question	1	2	3	4	Total	5	6	7	Total		
Allocated mark	4	4	2	5	<b>15</b>	13	12	10	<b>35</b>	<b>50</b>	
Learner's mark											
Moderated mark											
<b>1</b> 0 – 29%	<b>2</b> 30 – 39%		<b>3</b> 40 – 49%		<b>4</b> 50 – 59%		<b>5</b> 60 – 69%		<b>6</b> 70 – 79%		<b>7</b> 80 – 100%

**Section 1 - Colonisation of the Cape 17<sup>th</sup> – 18<sup>th</sup> centuries**

[15 marks]

**Question 1** – Study the image below and complete all the questions.

(4)



**Source A**

These people were known as pastoralists who kept animals that were useful to them.

1.1. Identify the people in Source A. (Highlight the correct answer.)

(1)

Xhosa	San	Khoikhoi	Trekboers
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1.2. Highlight one reason why they never stayed in one place.

(1)

- They moved around to find more water for their animals.
- They moved around to find better grazing for their animals.
- They moved around to find fertile soil for their crops.

1.3. Explain what happened to their way of life after the Dutch started to establish permanent farms. You must mention two facts.

(2)

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**Question 2** – Study the two sources about slavery at the Cape and answer the questions.

**(4)**

**Source B**

2 April 1654: It would be very much cheaper to have the agricultural work, seal-catching and all the other necessary work done by slaves in return for plain food of rice and fish or seal and penguin meat alone and without pay. The slaves could be obtained very cheaply from Madagascar, together with rice in one voyage.

*Adapted from: Journal of Jan van Riebeeck (Volume I) introductions and footnotes by HB Thom, Van Riebeeck Society*

**Source C**

The only people who saw the event – at least the only ones who were prepared to talk – were Maarten’s fellow slaves. They said that, sometime earlier, Maarten had run away, but was caught. Crugel ordered him to spend the night chained to a wagon and then whipped him with a sjambok.

After this, Maarten ran away again, was caught again, and was whipped once more. This time, he died. The surgeon agreed with what the slaves said. The court convicted and fined Crugel. The court also ordered that the slaves who had given evidence against him must be sold to new owners.

*This source has been adapted from Oxford Successful Social Sciences.*

2.1. Which source tells us that the VOC relied on slaves? Motivate your answer. **(2)**

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2.2. Write two sentences to describe how Source C shows that slaves were often mistreated by their owners. **(2)**

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**Question 3** – Read the Case Study about William Bleek and Lucy Lloyd and complete the questions.

**(2)**

**The work of William (Wilhelm) Bleek and Lucy Lloyd**

In 1869 some San men, who were living in the Northern Cape, were arrested for stock theft. The men were sent to the Breakwater prison in Cape Town. In Cape Town, Dr Wilhelm Bleek from Germany, a man who studied languages, and his sister-in-law, Ms Lucy Lloyd, interviewed the men. Three of the men could speak /Xam, and also remembered how their parents and grandparents had lived as hunter-gatherers.

It was arranged that the three men, //Kabbo, /Han#kass’o and Dia!kwain, would live at the Bleek family home in Cape Town. Bleek and Lloyd slowly learned the /Xam language and wrote it down, making up symbols for the ‘clicks’ in the language. Bleek and Lloyd filled more than 130 notebooks with what the men told them, written in /Xam. Later the English translations were added alongside the /Xam.

From these notebooks we have information and knowledge of /Xam beliefs and stories, as well as the meaning of rock paintings. If this information had not been written down by Bleek and Lloyd, it would have been lost forever.

*Extract: Platinum Successful Social Sciences – Grade 7*



**Section 2** - Co-operation and conflict on the frontiers of the Cape Colony.

[35 marks]

**Question 5** – Recollection of Knowledge.

(13)

Study the map below and complete the questions.



**Source D**  
The Eastern Cape frontier

5.1. Choose the best answer to complete the statement. (1)

A frontier is ...

- a town where many people live.
- a border between different communities.
- a river.

5.2. Highlight the names of two British towns that were founded as the frontier expanded. (2)

Somerset	Suurveld	King William's Town	Grahamstown
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5.3. Which area was fought over? Explain why people fought over the land. (2)

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5.4. Study the following events and place them in the correct chronological order. (5)

**The first 4 events are in the correct order.**

- 1779 – Start of the First Frontier War between the Xhosa and Dutch.
- 1793 – End of the Second Frontier War.
- 1799 – Last frontier war between the Xhosa and the Dutch.
- 1811 – The British take over the Zuurveld



The last five events are in the incorrect chronological order. Number the events from 1-5 to put them in the correct order.

1879 – The Xhosa lost all power and the British take control of all the land East of the Kei River. \_\_\_\_\_

1834 – The British create “empty land” between the Fish and Keiskamma Rivers. \_\_\_\_\_

1853 – The British drove the Xhosa off the land between the Keiskamma and Kei Rivers. \_\_\_\_\_

1819 – The Fifth Frontier War starts. \_\_\_\_\_

1846 – The British and Xhosa fight over the land between the Keiskamma and the Kei Rivers. \_\_\_\_\_

5.5. Every person has a different point of view about land ownership. Use the images below to describe how each group had a different reason why they should own the land. (3)

This is our land. The Queen promised us land if we moved to the Cape Colony. We need the land so that we can start a new life.

This is our land. We need the land for our livestock. Without the land no one in the Colony would have meat.

This is our land. We lived here long before you arrived. Without the land our people would die. We need the land to plant crops and for our livestock.

The Dutch: \_\_\_\_\_

The British: \_\_\_\_\_

The Xhosa: \_\_\_\_\_

**Question 6 – Source Interpretation** (12)

Read the following sources and answer the questions that follow.

**Source E**

“It gives me great pleasure to tell you that all the Xhosa tribes have been driven out of the Zuurveld. In my instructions to the soldiers, I pointed out to them the importance of destroying the Xhosa kraals, as well as their crops and fields. I am happy to report that no more Xhosa were killed than was necessary to teach these savages the right amount of fear and respect.”

*A letter written by Colonel John Graham*

- 6.1. Which negative word does Colonel John Graham use to describe the Xhosa? (1)  
 \_\_\_\_\_
- 6.2. Do you think Colonel Graham’s actions could be described as savage? Discuss your answer by referring to two things he did. (3)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 6.3. The word “driven’ shows that Colonel Graham did not see the Xhosa as his equal. Why do you think he used this word instead of ‘chased’? Give two reasons. (2)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 6.4. Which word indicates that Colonel Graham was proud of his actions? (1)  
 \_\_\_\_\_

**Source F**

Andries Stockenström became the Lieutenant-Governor of the Eastern District of the Cape in 1836. He was known to be very hard working, fair and courageous.

Once, as a young man, he was riding a horse in the dense bush around the Bushman’s River. His horse ran away, and he was separated from the people he was riding with. Two young Xhosa soldiers came past, saw him, and helped him to find his way back to his people. This incident had a lasting positive influence on him.

Andries Stockenström believed that justice had to be for everyone. Like most of the white people, he felt anxious about the presence of the powerful Xhosa kingdom, but he also wanted the chiefs and government officials to cooperate to keep peace.

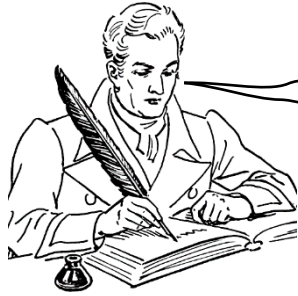
He was against slavery and felt great injustice had been done to the Khoikhoi people. He felt that bloodshed and violence should be avoided wherever possible.

*Adapted from: Platinum Social Sciences Grade 7*

- 6.5. State whether the following sentences are true or false. (2)
- 6.5.1. Andries Stockenström was the governor of the Cape Colony. \_\_\_\_\_
- 6.5.2. Andries Stockenström believed that only some people deserved justice. \_\_\_\_\_
- 6.6. Compare the approach of Colonel Graham and Andries Stockenström in handling the indigenous people. Motivate your answer by referring to their actions and attitude. (3)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Question 7 – Essay - Co-operation and conflict on the eastern frontier of the Cape Colony (10)**



You are required to write an essay about the co-operation and conflict on the eastern frontier.

Chief Maqoma was without a question the most renowned Xhosa chief in South Africa's 19<sup>th</sup> century frontier wars. Write an essay to discuss Chief Maqoma as a person, warrior, and legacy.

Your essay should include the following:

- ✓ How Chief Maqoma fought for and with his people during the frontier wars.
- ✓ What Chief Maqoma is best known for.

The following rubric will be used to mark your essay.

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Total</b>
<b>Opening statement</b>		The opening statement gives a clear indication of what the essay will be about.	The opening statement does not give a clear indication of what the essay will be about.	No opening statement was included.	
<b>Paragraph 1</b> The warrior	Three facts were mentioned about Chief Maqoma as a warrior.	Two facts were mentioned about Chief Maqoma as a warrior.	Only one fact was mentioned about Chief Maqoma as a warrior.	No facts or incorrect facts were included.	
<b>Paragraph 2</b> The legacy	Three facts were mentioned about Chief Maqoma as a Xhosa legacy.	Two facts were mentioned about Chief Maqoma as a Xhosa legacy.	Only one fact was mentioned about Chief Maqoma as a Xhosa legacy.	No facts or incorrect facts were included.	
<b>Conclusion</b>		The conclusion clearly summarizes the life of Chief Maqoma.	The conclusion does not clearly summarize the life of Chief Maqoma.	No conclusion was included.	
<b>Total marks</b>					<b>/10</b>

**Important:**

Please note that an essay planning sheet is included on the next page. Use the page to carefully plan your essay. (Your planning is not for marks.)

Please complete the essay on the provided folio paper.



# Essay Planning Page



## Building the argument

Opening statement:

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## Your reasons and evidence



P

Make your point. (Introduce the topic you are about to discuss.)

E

Support your point with evidence or examples.

E

Explain how the evidence supports your point.

L

Link this point to the next point in the following paragraph or back to the main idea

Reason/  
Paragraph 1

Reason/  
Paragraph 2

## Strong conclusion

I now believe...  
Clearly...  
It is clear to me...  
I agree that...

Concluding statement:

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