GRADE: 6  
SUBJECT: SOCIAL SCIENCES (HISTORY)  
TERM ONE  
FORMAL ASSESSMENT TASK (FAT) 1.

Name: _______________________________________________________
Class: ___________________________ Date: ______________________
School: __________________________ Teacher:___________________

<table>
<thead>
<tr>
<th>FAT</th>
<th>Activity/Form</th>
<th>Learner’s mark</th>
<th>Learner’s %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Source-based and paragraph writing</td>
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TOTAL

TOTAL

TOTAL
HOW DID MAPUNGUBWE DEVELOP AS A POWERFUL (GREAT) STATE AND AS A CENTRE FOR INTERNATIONAL TRADE?

SOURCE 1A

This extract explains the development, discoveries and trade in Mapungubwe.

Near the northern border of South Africa, bordering Zimbabwe and Botswana, the nearly intact (undamaged) remains of Mapungubwe ... a great powerful (dominant) state from the early African civilizations (society) were found.

Mapungubwe developed in our own part of the world and maintained that power for hundreds of years. It was an ingenious (clever) community on a sandstone hill in the Limpopo valley and in the Middle Ages it was a flourishing (successful) trade with gold and other precious things to merchants (sellers) from distant lands.

Gold objects, much like that of the Zimbabwe ruins, were found, while from several excavations (diggings) stone walls, pottery and skeletons were produced, and of course beads.

Thousands of different kinds of beads, manufactured in places like India, were found in almost every layer of the settlement at Mapungubwe complex. The economies were based on large herds of cattle, but the people became involved in trade with the outside world and they trade exotic (unusual) and precious goods.

Taken from the website http://www.mieliestronk.com (accessed 03 December 2013).

1.1 Study Source 1A and answer the questions:

1.1.1 What evidence can be found in Source 1A which supports the fact that Mapungubwe was a great powerful state from the early civilizations? (1X2)

1.1.2 Use Source 1A and identify the main economic activity. Provide evidence from the source. (1X2)
1.1.3 According to Source 1A, what other economic activities were they involved in. 

1.1.4 How do we know they were successful in selling their products? Provide evidence from the source.

**SOURCE 1B**

This extract explains how the town of Mapungupwe has been ruled.

Trading posts were set up by the Arabs. The ruler (king) was a clever man. He gained control of the gold and ivory trade. People brought gold and ivory down the Shashe River to Mapugubwe. Local traders took the gold and ivory further down and sold them to foreign (overseas) traders whose ships landed at Inhambane on the coast.

The village became very rich and life for the inhabitants (people) of the town began to change. The town became a very well organised society. There was a ruler and smaller chiefs in the kingdom. The smaller chiefs would hunt and mine gold. The ruler (king) would be given these as a tribute (praise). He would reward his small chiefs with imported luxury goods that they wanted.

The ruler's homes were surrounded by stone walls at the top of the hill. The small chiefs and people of the kingdom lived further down the hill. The more powerful you were, the higher the mountain you lived.

Taken from the website http://newhistory.co.za (accessed 03 December 2013)

1.2.1 What evidence in the Source explains that the rulers were rich and powerful? 

1.2.2 What evidence is there that the lives of the people changed due to international trade?

1.2.3 Explain how the town was ruled according to Source 1B.

1.2.4 How were the social classes organised in Mapungupwe?

**SOURCE 1 C**

This picture of the golden rhino is an artefact found at a grave in Mapungupwe.
1.3. Study Source 1C and answer the questions:

1.3.1 Why do you think the discoveries of artefacts in Mapumgubwe attracted so many people? (1X2)

1.3.2 What does the photograph tell us about the people who have made the golden rhino? (2X2)

1.3.3 Use the evidence (information) from Sources 1A, 1B, 1C and your own knowledge, to write a paragraph of 8-10 full sentences in your own words on the development of Mapungubwe as a powerful state and as a centre for international trade.

Focus on the following aspects:
- Development into a rich powerful state
- The geographical (physical) division of the political ruling (ruler and smaller chiefs)
- A shift (change) from cattle based to a trade based economy
- Centre for local and global (international) trade
- Economic activities etc

The following rubric will be used:

| Level 1 | • Use evidence and own knowledge in an elementary way. I.e. show little or no understanding of the development of Mapungubwe as a powerful state and as a centre for international trade. • Use evidence partially to report on topic or cannot report on the topic. | Marks: 0-2 |
| Level 2 | Evidence is mostly relevant and is largely related to the subject. Demonstrate an understanding of the development of Mapungubwe as a powerful state and as a centre for international trade that indicate the development of the Mapungubwe civilization • Use evidence in a very simple way. | Marks: 3-7 |
| Level 3 | Use relevant evidence. Demonstrate thorough understanding of the development of Mapungubwe as a powerful state and as a centre for international trade • Evidence relates well to the topic • Use evidence very effectively in an organized paragraph that shows an understanding of the topic. | Marks: 8-10 |
1.1.1 The nearly intact remains of Mapungubwe provided the evidence that it was a powerful state from the early civilizations. (1X2)

1.1.2 They trade with gold and other precious things. (1X2)

1.1.3 Pottery and beads. (1X2)

1.1.4 It was flourishing (successful) trade; gold and ivory were sold to overseas traders. (2X2)

1.2.1 The ruler (king) gained control of gold and ivory trade. (1X2)

1.2.2 The village became very rich and the lives of the people changed. (2X2)

1.2.3 There was a ruler and smaller chiefs in the kingdom. The smaller chiefs would hunt and mine gold. The ruler would be given these as a tribute (praise). He would reward his small chiefs with imported luxury goods that they wanted. (2X2)

1.2.4 The ruler’s homes were surrounded by stone walls at the top of the hill. The small chiefs and people lived further down the hill. (2x2)

1.3.1 Discoveries were seen as evidence that the early inhabitants of Mapungubwe were involved in trading with the overseas countries, there economic activities were successful, some were fortune-hunters etc. (1X2)

1.3.2 It can serve as evidence that they had plenty of gold; they loved animals; A rhino was seen as a symbol of leadership; any relevant answer. (2X2)
1.3.3 Learners need to include the following points in their answer. They need to determine how useful the Sources are as evidence:

- Development into a rich powerful state
  - The geographical division of the political ruling (ruler and smaller chiefs)
  - A shift from cattle based to a trade based economy
  - Centre for local and global trade
  - Economic activities etc
  - Any other relevant answer.

The following rubric may be used:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Evidence is mostly relevant and is largely related to the subject. Demonstrate an understanding of the development of Mapungubwe as a powerful state and as a centre for international trade. Use evidence in a very simple way.</th>
<th>Marks: 0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Evidence is mostly relevant and is largely related to the subject. Demonstrate an understanding of the development of Mapungubwe as a powerful state and as a centre for international trade that indicate the development of the Mapungubwe civilization • Use evidence in a very simple way.</td>
<td>Marks: 4-6</td>
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<tr>
<td>Level 3</td>
<td>Use relevant evidence. Demonstrate thorough understanding of the development of Mapungubwe as a powerful state and as a centre for international trade • Evidence relates well to the topic • Use evidence very effectively in an organized paragraph that shows an understanding of the topic.</td>
<td>Marks: 7-10</td>
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</tbody>
</table>
### DESIGN GRID: Cognitive levels for Grade 6 Source-Based Questions

<table>
<thead>
<tr>
<th>CAPS (p.48)</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td></td>
<td>Extract evidence from sources</td>
<td>Explain historical Concepts; simple interpretation, understand source and author’s opinion, simple comparison</td>
<td>Interpret and evaluate; engage with bias, reliability, usefulness; compare and contrast interpretations.</td>
</tr>
<tr>
<td></td>
<td>30% (12 marks)</td>
<td>50% (20 marks)</td>
<td>20% (8 marks)</td>
</tr>
</tbody>
</table>

#### Question 1

| 1.1.1 | (1X2) |
| 1.1.2 | (1X2) |
| 1.1.3 | (1X2) |
| 1.1.4 | (2X2) |
| 1.2.1 | (1X2) |
| 1.2.2 | (2X2) |
| 1.2.3 | (2X2) |
| 1.2.4 | (2X2) |
| 1.3.1 | (1X2) |
| 1.3.2 | (2X2) |
| 1.3.3 | (10)  |
| **TOTAL** | 12 marks (30%) | 18 marks (45%) | 10 marks (25%) |