Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

AMATHOLE EAST

SOCIAL SCIENCE

Grade 6

HISTORY

November 2024 Examinations

Marking Guide

Section	Section A			Section B				
Question	**Q 1**	**Q 2**		**Q 3**	**Q 4**	**Q5**	**Q 9**	
Mark	10	05		09	04	07	05	
Mark obtained								

Term 3 content: 15 marks: Source-based questions and paragraph writing
Term 4 content: 25 marks: Source based questions and essay writing

Instructions:
Answer all the questions.
Write neatly and legibly.
Answer on the QUESTION PAPER provided.

/ 40

SECTION A: DEMOCRACY AND CITIZENSHIP [15]

QUESTION 1 [10]

SOURCE A: NATIONAL ANTHEM

Read the source below and answer questions that follow.

The national anthem is the official song of the country. South Africa's national anthem is Nkosi Sikelel' iAfrika. Our national anthem is in five languages. The first two verses were written by Enoch Sontonga in 1897. The last two verses are from the old national anthem Die Stem van Suid Afrika, which was written in 1918 by C. J. Langenhoven.

Nkosi sikelel' iAfrika
Maluphakanyisw' uphpndo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke , o se boloke setjhaba sa heso, Setjhaba sa South Afrika – South Afrika.

Uit die blou van onse hemel,
Uit diepte van ons see,
Oor ons ewige gebergtes ,
Waar die kranse antwoord gee.

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom
In South Africa our land.

(**Source taken from*: Clever Social Sciences Grade 6***)

1.1. Who wrote the original Nkosi sikelel 'iAfrika? (1)

- **Enoch Sontonga.**

1.2. In which year was the song composed? (1)

- **1897**

1.3. When do we sing the national anthem? (1)

- **Before a national sporting match, in National events, Assemblies etc. Any reasonable answer.**

1.4. List any TWO languages in which the national anthem is sung. (2)

- **isiXhosa, isiZulu, Sesotho, English or Afrikaans. (Any 2)**

SOURCE B: The Children's Charter

A child is any person under the age of 18. Children have special rights in South Africa. The Children's Charter states that children have the right to go to school and learn in a safe environment.
(Source: Solutions for Social Sciences Grade 6)

1.5. Name TWO children's rights you have learned about. (2)

Children's rights	
• **Right to survival** • **Right to Education** • **Freedom of expression** • **Name and nationality** • **Protection from kidnapping** • **Right to childcare** • **Protection of privacy** • **Right to development** • **Right to shelter** • **Right not to be discriminated** • **Right to Healthcare**	• **Right to protection** • **Child protection** • **Access to information** • **right to live with family** • **right to recognize a child's name and national identity** • **right to play and recreation,** • **right to an adequate standard of living** • **right to be protected from abuse and harm. (any 2)**

1.6. Refer to the pictures below. List 3 children's rights that are not being upheld. (3)

- **Children's right to be protected from child labour.**
- **Children's right to basic nutrition,**
- **Children's right to basic shelter and**



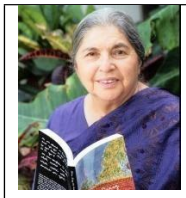


QUESTION 2 [5]

2. We have learned about **Fatima Meer** and **Pius Langa** and how they have helped shape democracy in South Africa.

Choose one from the two leaders below. Write the name of the leader of your choice as **heading** then choose the relevant information from the jumbled text below to create a paragraph.

OR



Fatima Meer

She was a human rights activist, a writer and a political leader. **She** was born in Durban, in 1928. **Her** father was widely respected for **his** religious knowledge and he passed on his beliefs of religious tolerance. **She** started working for the family owned newspaper, *The Indian View*, on a part-time basis, when **she** was still in school. **She** was lucky to receive an excellent education and attended university.

She went on to become very involved in the fight against racial and gender discrimination during the time of the apartheid government. **Fatima** has received numerous awards. **She** became involved in the Passive Resistance campaign while **she** was still in high school **She** participated in the Defiance Campaign in 1952. **She** was banned by the government for three years. **She** was the founding member of the Federation of South African Women, in 1955. This organisation marched to the Union Buildings in Pretoria on the 9 August, 1956 in the famous anti-pass march. This march is still remembered today as it is a public holiday, Women's Day.

Her house was petrol bombed in 1976 when someone tried to kill **her**. Fatima opened high schools for black students and sent black students to India to study as she focused mainly on education in the 1980s.

She continued to work for women's rights and justice for all, right up to **she** died in 2010.



Pius Langa

He was the head of the Constitutional Court from 2005. After acting as a Deputy Chief Justice of South Africa from 2001. **He** was born in Bushbuckridge in 1939, the second of seven children. **He** completed his high school education through private study and obtained a B. Luris and LL.B. degrees through the University of South Africa.

In 1977 was employed as an advocate and also worked in the Supreme Court and Appeal Court. **He** represented the underprivileged, civic bodies, trade unions and people charged with political offences. As an advocate in the 1970's and 1980's **he** helped many people who were suffering under apartheid laws. **He** was active with groups who wanted Nelson Mandela to be released from prison.

After the democratic elections of 1994, **he** helped to set up a democratic government, justice system and also helped other countries to develop their own constitutions. The highest honour given to **him/ her** by President Thabo Mbeki was the Order of the Supreme Counsellor of the Baobab: Gold award in 2008.

He retired in October 2009. He died in 2013, aged 74, following a long illness.

Rubric for Paragraph

LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very exemplary manner. • Use evidence partially to report on topic or cannot report on topic.	**Marks: 0-1**
LEVEL 2	• Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic. • Use evidence from sources in a very basic manner.	**Marks: 2-3**
LEVEL 3	• Extract relevant evidence from the sources. • Extracted evidence - relates well to the topic. • Use evidence from the sources very effectively in an organized paragraph that shows an understanding of the topic.	**Marks: 4-5**

SECTION B: MEDICINE THROUGH TIME [25]

QUESTION 3 [9]

3. Read the sources below and answer the questions that follow.

SOURCE D: How people are identified and trained as healers.

Traditional healers are born with a gift for healing. Their ancestors call them to use their healing gift. A person who has a certain kind of illness, or who has certain kinds of dreams, will know that he or she is called to be a healer.

The person called may suffer from strange visions and mental disturbance, even madness. To become a healer, the person must first be cured of this "illness". A practising indigenous healer will take the person through a series of ceremonies. The person may also be given various plant medicines to cure them.

The person called is then trained to be a practising indigenous healer. The healer will train the trainee in the techniques of healing or divining, and of curing illnesses using plant medicines. The training may take months. A traditional healer, a trainee, wears certain clothes and beads.

(Source: Oxford Successful Social Sciences Grade 6)

3.1. What symptoms do people experience when they are being called to be a traditional healer? (Give 2) (2)

- **certain kinds of dreams**
- **may suffer from strange visions**
- **mental disturbance** **(ANY 2)**

3.2. Define the word "ancestor". (1)

- **The spirits of people who have died/ they are seen as extended family.**
- **A person related to you who lived a long time ago**

3.3. Discuss how indigenous healers cure the sick people. (2)

- **Indigenous healers communicate with the ancestors to diagnose problems and they prescribe herbal medicine for illnesses.**

3.4. Rewrite the following sentences to make them **TRUE.**

3.4.1. Indigenous healers give patients drugs to treat an illness. (1)

- **Indigenous healers give patients herbs/ medicinal plants to treat an illness.**

3.4.2. The complete training of a sangoma is called graduation. (1)

- **The training of a sangoma is called an apprenticeship**.

3.5. Select the correct word to complete the sentences below.

Western doctor; Patient; Inyanga, isangoma

3.5.1. A traditional healer who uses plants to make medicines is an … (1)

- **Inyanga**

3.5.2. A person who uses scientific medicine to heal people is a … (1)

- **Western doctor**

QUESTION 4 [4]

4.1. Identify the medicinal plant blow: **ALOE** √ (1)



4.2. Mention any TWO illnesses that it has been traditionally used to cure. (2)

- **The liquid is used for the treatment of eczema** √
- **stress** √**and**
- **eye infection.** √
- **The sap can be applied to burns and bruises.** √ **(any 2)**

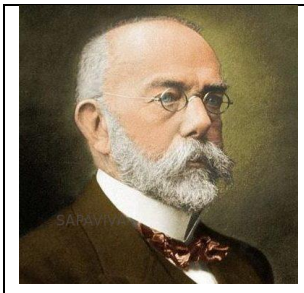
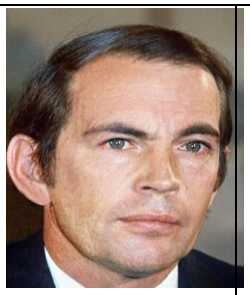
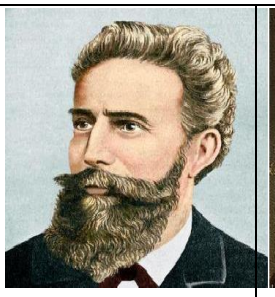


4.3. Why do we say hoodia is an indigenous traditional medicine? (1)

- **Only grows naturally in the Kalahari Desert and has been used by bushmen to supress appetite.** √

QUESTION 5 [7]

4.1. Put the name of the relevant person under each picture. (5)

				
1882, he announced that he had found the germ that caused TB	He invented a process where bacteria could be removed by boiling and then cooling liquid in 1862.	He performed the first heart transplant in December 1967	He discovered x-ray in 1895.	He developed a safe vaccination against smallpox in 1796
Robert Koch √	**Louis Pasteur** √	**Christiaan Barnard** √	**Wilhelm Rontgen** √	**Edward Jenner** √

Give ONE word for each of the following statements.

4.2. The signs of an illness. (1)

- **Symptoms** √

4.3. Find out what kind of illness someone has by examining them. (1)

- **Diagnose** √

QUESTION 5 [5]

5. Write a paragraph to explain how each invention helps in the operation process. (5)
   - X-rays
   - Cleanliness in the operating theatre
   - Blood transfusions
   - Anaesthetics

- Wilhelm Rontgen realised that **X-rays** would help doctors to see into a person's body and show broken bones, infection in soft tissues like lungs and hard things like tumours. Being able to see inside a person's body made it easier for doctors to decide what sort of operation would help the patient.
- **Cleaning and sterilising** process helps to reduce the number of microorganisms to a level at which they do not present a risk to patients or clients. This involves cleaning and sterilising everything that had to do with an operation – the patient's skin, the instruments and the surgeon's hands. As a result of this fewer patients died from infected wounds.
- During an operation, in the past, a person could die from losing too much blood. **Blood transfusion** are a crucial in some types of surgery in which patients lose large amounts of whole blood that must be replaced.
- When people have an operation, these days, they are given an **anaesthetic.** This is a type of chemical that makes a patient unconscious (sleep deeply) so that he/she

doesn't feel pain. Until anaesthetics were discovered, people had nothing to stop the pain during operations. In Britain, John Simpson discovered, in 1847, that a substance called ether worked well as an anaesthetic. He used it to help relieve pain during childbirth. He later used another substance called Chloroform

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