



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

# Ekurhuleni South District

NSC – CAPS

GRADE 10

**HISTORY**  
**QUESTION PAPER**  
**2023 FINAL EXAMINATION**  
*Stanmorephysics.com*

**MARKS: 150**

**DURATION: 3 HOURS**

**This question paper consists of 9 pages**

## INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework content as contained in the CAPS document.

### SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: QUESTION 1: WHAT HAPPENED TO THE INDIGENIOUS POPULATION AT THE CAPE AFTER THE ARRIVAL OF THE BRITISH SETTLERS IN THE 1820s?

QUESTION 2: WHAT SOCIAL, POLITICAL AND ECONOMIC CHANGES WERE CAUSED BY THE DISCOVERY OF DIAMONDS IN SOUTH AFRICA?

QUESTION 3: WHAT WERE THE EFFECTS OF THE SOUTH AFRICAN WAR ON BOTH BOERS AND BLACK SOUTH AFRICANS FROM 1899 TO 1902?

### SECTION B: ESSAY QUESTIONS

QUESTION 4: QUESTION 4: COLONIAL EXPANSION: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750 – THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE

QUESTION 5: COLONIAL EXPANSION AFTER 1750 – COOPERATION AND CONFLICT ON THE HIGHVELD

QUESTION 6: THE SOUTH AFRICAN WAR AND THE UNION – THE NATIVE LAND ACT OF 1913

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer any THREE questions as follows:
  - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
  - 4.2 The THIRD question can be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions candidates should apply their knowledge, skills and insight.
7. A mere rewriting of the sources as answers will disadvantage candidates.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

## SECTION A: SOURCE-BASED QUESTIONS

Answer only one source-based question from this section. Source material to be used to answer these questions is contained in the ADDENDUM.

### QUESTION 1: WHAT HAPPENED TO THE INDIGENIOUS POPULATION AT THE CAPE AFTER THE ARRIVAL OF THE BRITISH SETTLERS IN THE 1820s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

#### 1.1 Study Source 1A.

1.1.1 Who, according to the source, was the Governor of the Cape in the 1820's? (1x1) (1)

1.1.2 Name THREE towns from the source, where many settlers left to in search of a better life. (3x1) (3)

1.1.3 Define the concept "settlers" in your own words. (1x2) (2)

1.1.4 Explain what is implied by the statement "Some of the settlers, who were traders by profession, also made a significant contribution to business and the economy", in the context of the British settlers at the Cape. (1x2) (2)



1.1.5 Using the information in the source and your own knowledge, explain why the British Governor in South Africa encouraged the immigrants to settle in the frontier area. (2x2) (4)

#### 1.2 Read Source 1B.

1.2.1 When, according to the source, did the British abolish slavery? (1x1) (1)

1.2.2 Mention THREE auxiliaries from the source that supported Anglo-Boer war armies when they acquired their own workers by attacking the Ngwane. (3x1) (3)

1.2.3 Explain the term "slavery" in the context of the Atlantic Slave Trade. (1x2) (2)

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- 1.2.4 Comment on what led to the shortage of labour force at the Cape. (1x2) (2)
- 1.3 Refer to Source 1C.
- 1.3.1 Explain the messages that are conveyed by the photograph regarding the treatment of slaves during the Atlantic slave trade. Use visual clues in the source to support your answer. (2x2) (4)
- 1.3.2 Comment on the usefulness of Source 1C to a historian studying the relationship between the Europeans and Africans. (2x2) (4)
- 1.4 Consult Source 1D.
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- 1.4.1 Quote evidence from the source which suggests that the Dutch were already involved in the Atlantic slave trade and had experience in buying and controlling slaves. (1x1) (1)
- 1.4.2 Identify THREE functions of the slaves mentioned in the source that were prevalent at the Cape. (3x1) (3)
- 1.4.3 Explain why do you think there was a large number of people of Malaysian descent at the Cape? (1x2) (2)
- 1.4.4 Using the information in the source and your own knowledge, explain how the slaves were treated at the Cape. (2x2) (4)
- 1.5 Compare Sources 1C and 1D. Explain how the evidence in Source 1C supports the information in Source 1D regarding the treatment of slaves at the Cape. (2x2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact caused by the arrival of the British settlers on the indigenous population at the Cape in the 1820s. (8)
- [50]**



**QUESTION 2: WHAT SOCIAL, POLITICAL AND ECONOMIC CHANGES WERE CAUSED BY THE DISCOVERY OF DIAMONDS IN SOUTH AFRICA IN THE 1860s?**

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Study Source 2A.

- 2.1.1 Who, according to the source, was the owner of De Beers South Africa? (1x1) (1)
- 2.1.2 When and where, according to the source, was the world's largest source of diamonds discovered? (2x1) (2)
- 2.1.3 Define the concept "*diamond rush*" in your own words. (1x2) (2)
- 2.1.4 Why do you think other diamond investors decided to diversify their funds and invest in the gold mining industry as well? (1x2) (2)
- 2.1.5 Using the information from the source and your own knowledge, explain why there was a need of using shafts, machinery and explosives in Mining companies? (2x2) (4)

2.2 Read Source 2B.

- 2.2.1 Quote evidence from the source suggesting that many people migrated to South Africa after the discovery of gold at Witwatersrand (Wits). (1x1) (1)
- 2.2.2 Mention THREE areas from the source that were developed after the discovery of gold in the Western parts of the Rand. (3x1) (3)
- 2.2.3 Why, according to the source, were the workers from rural areas regarded as temporary workers? (1x2) (2)
- 2.2.4 Explain the term "*urbanisation*" in the context of the discovery of gold in 1886. (1x2) (2)
- 2.2.5 Using the information in the source and your own knowledge, explain why people from around the world migrated to Johannesburg during the late 1800's. (2x2) (4)

2.3 Refer to Source 2C.

- 2.3.1 What messages are conveyed by the photograph regarding the rapid



development of Johannesburg City in the early 1890's? (2x2) (4)

2.3.2 Comment on the reliability of Source 2C to an historian researching about the rapid development of gold mining in Johannesburg City in the early 1890s. (2x2) (4)

2.4 Consult Source 2D.

2.4.1 Who, according to the source, was the Secretary of Native Affairs in Natal? (1x1) (1)

2.4.2 State TWO Republics mentioned in the source that simultaneously claimed the diamond zone. (2x1) (2)

2.4.3 Explain what is implied by the statement "the industry became a monopoly by 1889 when De Beers consolidated Mines (controlled by Cecil Rhodes) became the sole producer". (2x2) (4)

2.5 Compare Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the rapid development of Johannesburg City. (2x2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining what social, political and economic changes were caused by the discovery of diamonds in South Africa in the 1860s. (8)

**[50]**



**QUESTION 3: WHAT WERE THE EFFECTS OF THE SOUTH AFRICAN WAR ON BOTH BOERS AND BLACK SOUTH AFRICANS FROM 1899 TO 1902?**

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Study Source 3A.

3.1.1 Quote evidence from the source that supports the view that the British exploited the Blacks during the war. (1x2) (2)

3.1.2 State THREE ways from the source where the Black people rebelled against the Boers with encouragement of the British. (3x1) (3)

3.1.3 According to the source, what were the FOUR effects that Black people had faced after 1901? (4x1) (4)

3.1.4 Using the source and your own knowledge, explain why the Black people fought on the side of the British. (2x2) (4)

3.2 Read Source 3B.

3.2.1 According to the source, when did Anglo-Boer War start? (1x1) (1)

3.2.2 Define the concept "Scouts" in your own words. (1x2) (2)

3.2.3 Explain why do you think the British failed to recognise the immense roles and sacrifices made by Blacks after Anglo-Boer War had ended. (1x2) (2)


3.2.4 Using the information from the source and your knowledge, explain why Black soldiers joined the Anglo-Boer War. (2x2) (4)

3.3 Refer to Source 3C.

3.3.1 What messages are conveyed by the photograph regarding life in the White concentration camps during the Anglo-Boer War. (2x2) (4)

3.3.2 Comment on why a historian researching about life in the concentration camps during the Anglo-Boer War would consider this source biased. (2x2) (4)

3.4 Consult Source 2D.

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- 3.4.1 Identify TWO areas from the source where the refugee camps were established? (2x1) (2)
- 3.4.2 Define the concept “*concentration camp*” in the context of the second Anglo-Boer War (1x2) (2)
- 3.4.3 Using the information in the source and your own knowledge, explain the reasons why the refugee camps were established? (2x2) (4)
- 3.5 Study Sources 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding the conditions of women and children living in the British concentration camps. (2x2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining what were the effects of the South African War on both Boers and Black South Africans from 1899-1902. (8)

**[50]**





**SECTION B: ESSAY QUESTIONS**

Answer at least ONE question, but not more than TWO questions in this section.

Your essay should be about THREE pages long.

**QUESTION 4: COLONIAL EXPANSION: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750 – THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE**

‘Moshoeshoe was a great military strategist, diplomat and a nation builder’.

Do you agree with the statement? Substantiate your answer with relevant historical evidence. [50]

**QUESTION 5: COLONIAL EXPANSION AFTER 1750 – COOPERATION AND CONFLICT ON THE HIGHVELD**

Explain to what extent the Colonial Expansion after 1750 led to cooperation and conflict on the Highveld between the Boers, British and the Basotho. [50]

**QUESTION 6: THE SOUTH AFRICAN WAR AND THE UNION – THE NATIVE LAND ACT OF 1913**

Critically discuss the social and economic impact of the Native Land Act of 1913 to the Black people in South Africa. Use relevant evidence to support your line of argument. [50]

**TOTAL: 150**





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**GRADE 10**

**HISTORY**  
**ADDENDUM**  
**2023 FINAL EXAMINATION**

MARKS: 150

DURATION: 3 HOURS

This Addendum consists of 14 pages

**QUESTION 1: WHAT HAPPENED TO THE INDIGENIOUS POPULATION AT THE CAPE AFTER THE ARRIVAL OF THE BRITISH SETTLERS IN THE 1820s?**

**SOURCE 1A**

The extract below has been taken from an article titled 'Britain takes control of the Cape', and published in 2011 by 'South African History Online'. It explains how Britain managed to take control of the Cape after the arrival of British settlers in the 1820s.

After the Napoleonic wars, Britain experienced a serious unemployment problem. Encouraged by the British government to immigrate to the Cape colony, the first 1820 British settlers arrived at Table Bay on board the Nautilus and the Chapman on 17 March 1820. From the Cape colony, the settlers were sent to Algoa Bay, known today as Port Elizabeth.

Lord Somerset, the British governor in South Africa, encouraged the immigrants to settle in the frontier area, known currently as the Eastern Cape. This was in order to consolidate and defend the eastern frontier against the neighbouring Xhosa people, and to provide a boost to the English-speaking population.

This period saw one of the largest stages of British settlement in Africa, and approximately 4,000 settlers arrived in the Cape, in around 60 different parties between April and June 1820. The settlers were granted farms near the village of Bathurst, and supplied equipment and food against their deposits. A combination of factors caused many of the settlers to leave these farms for the surrounding towns.

Firstly, many of the settlers were artisans with no interest in rural life, and lacked agricultural experience. In addition, life on the border was harsh and they suffered problems such as drought, rust conditions that affected crops, and a lack of transport. Therefore, many settlers left the eastern border in search of a better life in towns such as Port Elizabeth, Grahamstown and East London. The eastern border never became as densely populated as Somerset had hoped.

The settlers who remained as farmers made a significant contribution to agriculture by planting maize, rye and barley. They also began wool farming which later became a very lucrative trade. Some of the settlers, who were traders by profession, also made a significant contribution to business and the economy. New towns such as Grahamstown and Port Elizabeth grew rapidly.

From <https://www.sahistory.org.za/article/britain-takes-control-cape> [Accessed on 19 September 2023]

## SOURCE 1B

The source below has been taken from 'Britannica' online. It highlights the demand and shortage of labour that resulted in the introduction of Pass Laws to regulate the movement of indigenous people.

The British had chronic difficulties procuring enough labour to build towns and develop new farms. Although Britain abolished its slave trade in 1807 and pressured other countries to do the same, the British in Southern Africa continued to import some slaves into the Cape after the abolishment of slave trade in 1807. Due to insufficient numbers, the British faced a remarkable challenge to alleviate the labour problem. In 1809, a ban on Africans crossing into the Cape aggravated the labour shortage and so the British, like the Dutch before them, made the Khoe serfs through the Caledon (1809) and Cradock (1812) codes.

Anglo-Boer commandos provided another source of African labour by illegally capturing the San women and children (many of the men were killed) as well as Africans from across the eastern frontier. Griqua raiding states led by Andries Waterboer, Adam Kok and Barend Barends captured more Africans from among people such as the Hurutshe, Rolong and Kwena. Other people like the Mantatees, were forced to become farmworkers, mainly in the eastern Cape. European farmers also raided for labour in the north of the Orange River.

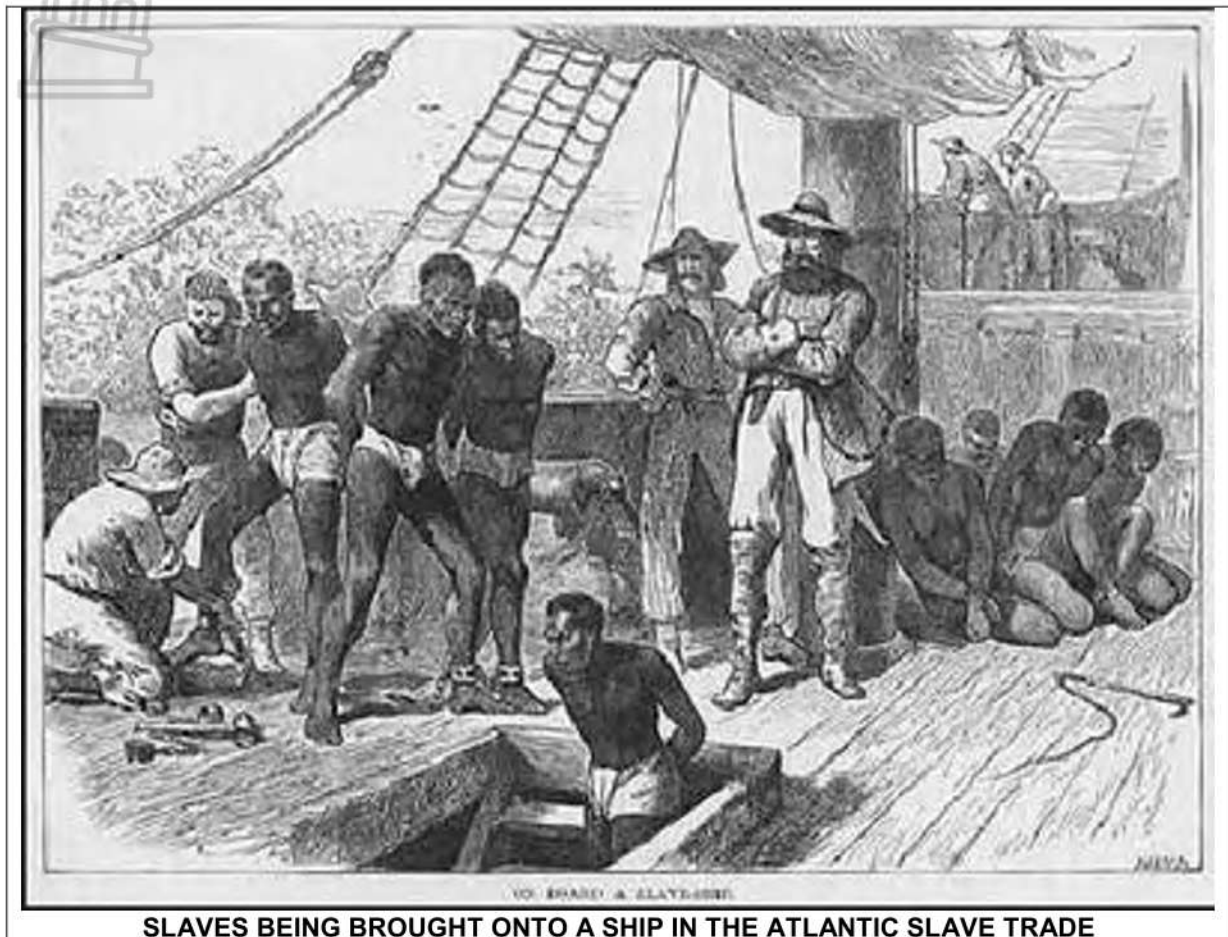
Cape authorities overhauled their policy in 1828 in order to facilitate labour distribution and to align the region with the growing imperial anti-slavery ethos. Ordinance 49 permitted Black labourers from east of the Keiskamma to go into the colony for work if they possessed the proper contracts and passes, which were issued by soldiers and missionaries. This was the beginning of the pass laws that became infamous in the 20th century. Ordinance 50 briefly ended the restrictions placed on the Khoe, including the removal of the requirement for passes, and allowed them to choose their employers, own land, and move more freely. Because an insufficient labour force still existed, Anglo-Boer armies (supported by Khoe, Tembu, Gcaleka and Mpondo auxiliaries) acquired their own workers by attacking the Ngwane east of the Great Kei at Mbolompo in August 1828. The formal abolition of slavery took place in 1834–1838. The control of African labourers became stricter through the Masters and Servants Ordinance (1841), which imposed criminal penalties for breach of contract and desertion of the workplace and increased the legal powers of settler employers.

From <https://www.britannica.com/place/South-Africa/British-occupation-of-the-Cape>

[Accessed on 20 September 2023]

SOURCE 1C

A photograph below (photographer unknown) was taken from 'South African History Online', and extracted from an article titled 'The Early Cape Slave Trade'. It depicts the sale of slaves who are loaded into a ship during the Atlantic Slave Trade.



SLAVES BEING BROUGHT ONTO A SHIP IN THE ATLANTIC SLAVE TRADE

From <https://www.sahistory.org.za/article/early-cape-slave-trade> [Accessed on 17 September 2023]



**SOURCE 1D**

The source below is an extract from an article titled 'Changing Labour Patterns: the slave trade and its abolition', and taken from 'South African History Online'. It outlines the introduction of slave sales (slave trade) at the Cape and how it affected local people of the Cape.

Slavery affected the economy of the Cape, as well as the lives of almost everyone living there. Its influence also lasted long after the abolition of slavery in 1838. In South Africa under Dutch settlement, there was a shortage of labour, especially on the wheat and wine farms. But the VOC (Dutch East India Company) did not want to spend its money on the expensive wages that European labourers demanded. Nor could the VOC use the Khoi people as slaves. The Khoi traded with the Dutch, providing cattle for fresh meat. The Khoi also resisted any attempts to make them change their pastoralist way of life.

The Dutch were already involved in the Atlantic slave trade and had experience in buying and controlling slaves. They thus imported slaves as the cheapest labour option. Slaves were imported from a variety of places, including the east coast of Africa (Mozambique and Madagascar), but the majority came from East Africa and Asia, especially the Indonesian Islands, which were controlled by the Dutch at the time. This explains, for instance, why there are a relatively large number of people of Malaysian descent in the Cape (the so-called Cape Malays).

Initially, all slaves were owned by the VOC, but later farmers themselves could own slaves too. Slaves were used in every sector of the economy. Some of the functions of the slaves included working in the warehouses, workshops and stores of the VOC, as well as in the hospital, in administration, and on farms or as domestic servants in private homes. Some slaves were craftsmen, bringing skills from their home countries to the Cape, while others were fishermen, hawkers and even auxiliary police. The economy of the Cape depended heavily on slave labour.

The lives of the slaves were harsh, as they worked very long hours under poor conditions. They were often not given enough healthy food and lived in overcrowded and dirty conditions. Slaves had no freedom at all and they were locked up at night. They were also required to have a pass to leave their place of employment. As they were regarded as possessions, they were unable to marry, and if they had children, the children belonged to the slave's owner and were also slaves. The slaves had little chance of education. On one hand, women slaves were at risk of being raped by their masters and other slaves.

From <https://www.sahistory.org.za/article/britain-takes-control-cape> [Accessed on 20 September 2023]

**QUESTION 2: WHAT SOCIAL, POLITICAL AND ECONOMIC CHANGES WERE CAUSED BY THE DISCOVERY OF DIAMONDS IN SOUTH AFRICA?**

**SOURCE 2A**

The source below is an extract taken from 'South African History Online'. It focuses on the development of the 'mining industry' in South Africa, including the involvement of foreign investors and mining companies that played an imperative role towards the growth of mining industry.

When speaking about investment and capital surrounding the early gold-mining industry of Johannesburg, it is important to keep in mind that the world's largest source of diamonds was discovered in Kimberley in 1866. This event set off the 'diamond rush' of South Africa in the 1870's and meant that a vast number of diggers and investors were already attracted to the northern parts of South Africa. A prime example of an investor is 'De Beers South Africa', which was owned by Cecil John Rhodes and became the largest diamond producer and distributor in the world. Furthermore, there were large coal deposits in Natal, which at the time, was one of the neighbouring colonies of the Transvaal. Consequently, the fact that the discovery of gold and diamonds happened so narrowly apart, as well as the added availability of large coal deposits in neighbouring areas, meant that there was an increasing economic and political interest in these areas.

The fact that diamonds were discovered only a decade before the discovery of gold also meant that there were working structures already in place that could support the knowledge, skill and investment required to manage and develop successful mining companies. For example, when news reached Cecil John Rhodes in Kimberley in July 1886, other diamond investors decided to diversify their funds and invest in the gold mining industry as well. The first large gold mining company was formed in September 1886 and by 1888 there were approximately forty-four companies in the gold mining industry. By 1899 there was approximately £75 millions of foreign investment.

When the larger gold reefs were first discovered, it was thought that the gold-bearing conglomerates were relatively shallow and close to the surface. However, there was a sudden realisation that these conglomerates sunk deep below the Rand's surface. Although some companies decided to continue mining the shallower outcrops, it became evident that the production and great turn-over resided with the deep-level mining projects. These deep-mining companies required a large sum of investment as they required shafts, machinery and explosives to access the gold in the rocks. Interestingly, these companies also had to use certain chemicals to treat the gold out of the stone.

From <https://www.sahistory.org.za/article/history-grade-10-topic-6-contextual-overview>

[Accessed on 11 September 2023]

## SOURCE 2B

The extract has been taken from an article titled 'Urbanisation and the Beginning of the City of Johannesburg', and published by 'South African History Online'. It explains how the discovery of gold at Witwatersrand increased labour immigration which led to rapid development of Johannesburg City.

Before the major gold reefs were discovered on the Witwatersrand in 1886, there were approximately 600 white farmers in the region. However, the discovery sparked a mass migration of thousands of young men and within less than a year after the discovery approximately 7000 people were already in the region. Roughly a decade after the discovery of gold on the Witwatersrand, 75 000 citizens from the United Kingdom immigrated to South Africa. This number also includes numerous other tented mining camps that sprung up in proximity to other discoveries and sources of small bodies of water. For example, in the Eastern side of the area small mines (followed by small settlements) started developing, leading to the further development of areas such as Springs, Brakpan and Benoni. Similarly, in the Western parts of 'the Rand', mining towns such as Roodepoort, Krugersdorp and Randfontein developed.

These smaller satellites (smaller cluster of towns) started merging into bigger areas (conurbations), which eventually led to the foundation of the City of Johannesburg on 4 October 1886. This gold rush led to an absolute influx of people including gold diggers, mining-capitalists and prospectors, resulting in Johannesburg quickly becoming one of the youngest major cities in the world and the only major city that was not in close proximity to a large body of water.

The workers that flocked to the Witwatersrand were predominantly from rural areas and were classified as 'temporary workers'. They were regarded as 'temporary workers' because the political and mining authorities of southern Africa created a labour system that focused on bringing cheaper labour from rural areas in southern Africa. These workers came from various areas all over Africa which included the areas within the South African borders, men from independent territories such as Botswana, Lesotho and Swaziland, and then men who were from other countries such as Mozambique, Angola, Zambia and Tanzania.

This Migrant Labour System can be classified as a rotary system that meant that workers were employed for 18 months contract and had no certainty as to whether their contracts would be extended or not, hence that is why they were referred to as 'temporary workers'. After their 18 months contract expired, these workers had to migrate back to their areas of origin. These workers were convinced to take mining jobs because they had to pay "hut tax" that was enforced in 1884 and at this time mining was the most 'stable' source of income as the rural lands were relatively unproductive compared to other areas that were reserved for the 'Europeans'.

From <https://www.sahistory.org.za/article/history-grade-10-topic-6-contextual-overview> [Accessed on 20 September 2023]



**SOURCE 2C**

The photograph below (photographer unknown) was taken from an article titled 'Race to Rand', through 'The Heritage Portal Newsletter' Online, and published in 2015 by Peter Ball. It is about the rapid development of Johannesburg City in the early 1890's as a result of gold mining in the area.



*Johannesburg in the early 1890s (Seventy Golden Years, Johannesburg City Council)*

From <https://www.theheritageportal.co.za/article/race-rand> [Accessed on 21 September 2023]

## SOURCE 2D

The extract below has been taken from an article titled 'Diamonds, Gold, and Imperialist Intervention (1870–1902)', written by Colin J Bundy and Julian R.D Cobbing, and published by 'Britannica' online. It focuses on the expansion of mining industry, the confederation of the republics and colonies under the British Empire.

A chance find in 1867 had drawn several thousand fortune seekers to alluvial diamond diggings along the Orange, Vaal, and Harts rivers. Richer finds in "dry diggings" in 1870 led to a large-scale rush. By the end of 1871, nearly 50,000 people lived in a sprawling polyglot mining camp that was later named Kimberley.

Initially, individual diggers, both Blacks and Whites worked small claims by hand. As production rapidly centralised and mechanised, ownership and labour patterns were divided more starkly along racial lines. A new class of mining capitalists oversaw the transition from diamond digging to mining industry as joint-stock companies bought out diggers. The industry became a monopoly by 1889 when De Beers Consolidated Mines (controlled by Cecil Rhodes) became the sole producer. Although some white diggers continued to work as overseers or skilled labourers, from the mid-1880s the workforce consisted mainly of Black migrant workers housed in closed compounds by the companies (a method that had previously been used in Brazil).

The diamond zone was simultaneously claimed by the Orange Free State, the South African Republic, the western Griqua under Nicolaas Waterboer, and southern Tswana chiefs. At a special hearing in October 1871, Robert W. Keate (then lieutenant governor of Natal) found in favour of Waterboer, but the British persuaded him to request protection against his Boer rivals, and the area was annexed as Griqualand West.

The annexation of the diamond fields signalled a more progressive British policy under a Liberal ministry but fell short of the ambitious confederation policy pursued by Lord Carnarvon. Lord Carnarvon was the colonial secretary in Benjamin Disraeli's 1874 Conservative government who sought to unite the republics and colonies into a self-governing federation in the 'British Empire'. The 'British empire' was a concept inspired by Theophilus Shepstone, who, as a secretary for native affairs in Natal, urged a coherent regional policy with regard to African labour and administration.

From <https://www.britannica.com/place/South-Africa/Diamonds-gold-and-imperialist-intervention-1870-1902> [Accessed on 18 September 2023]

**QUESTION 3: WHAT WERE THE EFFECTS OF THE SOUTH AFRICAN WAR ON BOTH BOERS AND BLACK SOUTH AFRICANS FROM 1899 TO 1902?**

**SOURCE 3A**

The extract below, written by John Boje and Frans Johan Pretorius, published by *Historia* in 2013, was taken from an article titled 'Black resistance in the Orange Free State during the Anglo-Boer War.' It outlines how the Blacks cooperated with the British against the Boers and later neglected by the British.

The war itself, especially the arming of Blacks by the British, was clearly the predominant influence and was identified by Jan Smuts as "the predominating political factor" in ultimately bringing the war to an end. The British, for their part, had not intended to arm the Black people for they shared the racial presuppositions of the Boers. However, they eventually resorted to this expedient, arming perhaps as many as 50 000 Blacks in order to accomplish their ultimate aim.

The war achieved the British objective of destroying the obdurate landowning leadership of the Transvaal and replacing it with a more compliant class of progressive farmers and professional men. This was the 'revolution' of which Jeremy Krikler speaks, but this aim could only be achieved at the cost of permitting and even fostering a 'rebellion' from below. With British concurrence, if not encouragement, the Blacks refused to work for the Boers; were armed and fought against the Boers; they harassed the Boers' wives; looted the Boers' cattle; destroyed their possessions, and also occupied their farms. However, once the British goal of 'regime change' was achieved, the Blacks they had empowered were speedily disempowered once more, entailing that they only used them to attain their intended goal. Krikler's focus is on the Transvaal, but events followed a similar course in the Free State.

When Bloemfontein was occupied, the Blacks thought their deliverance was at hand. However, strict control over them was exercised by the British military authorities. To this end, a police force was immediately created, followed by the South African Constabulary in May 1901, and the republican laws were applied with greater severity than before. The Blacks were disarmed; they had to return the Boers' cattle that had fallen into their hands. They were obliged to leave the urban locations, the camps in which they had been interned, and the farms they had occupied, and more importantly they were coerced into returning to the employ of their pre-war masters.

[From '*Black resistance in the Orange Free State during the Anglo-Boer War*'.  
*Historia*. 2013, by J Boje & F.J Pretorius]

### SOURCE 3B

The source below, written by Nosipho Nkuna, and published in 1999, was taken from 'Military History Journal' from an article titled 'The South African Military History Society'. It highlights the failure to recognise the contributions and sacrifices made by Blacks during Anglo-Boer War and how Blacks were ignored after the war ended.

The failure to recognise the contribution made by Blacks in the war was evident by the non-issue of medals after the war, which can be attributed to three factors. Firstly, the Blacks had served as non-enlisted soldiers. According to the British Army regulations, only enlisted soldiers could receive medals. Secondly, the decision not to issue medals to Blacks was a political one in the sense that it was felt that the Boers might have felt insecure and angry had Blacks been issued with medals. After the war, the British government went to great lengths of attempting to conciliate Boer opinion and, by awarding medals to Blacks and thereby officially recognising the contribution made by them in the war, these efforts would have been endangered. Thirdly, the non-issuing of medals to Blacks can also be attributed to the problems of bureaucracy. In Natal, for example, Samuelson, who had recruited the Black scouts, went as far as drawing up a list of all the scouts who were entitled to receive medals. However, the matter was dragged from one official to the next until it was ultimately dropped altogether.

Solomon Mojela, who lived in Evaton near Vereeniging (where the Peace Treaty of Vereeniging was signed in 1902), was conscripted by the Boers to join the war. His story was reported in the Sunday Times of 14 February 1982. His job had been to look after the Boer horses. In 1982, the South African Legion was going to honour Mr Mojela with a commemorative medal, but a few days before he was due to receive it, the old veteran passed away. Mr Mojela was one of many Black veterans who were unknown and never rewarded for their contribution in the Anglo-Boer War.

In Natal, the commander-in-chief of the British Army, Lord Roberts, made it clear that the Black scouts should receive bronze and not silver medals. This decision came as a shock to those Black scouts who had served and dedicated their lives to the war and they refused to accept the bronze medals, which they regarded as inferior. Samuelson, who had raised units of Black scouts during the war, also expected his men to receive medals which never came forth.

During the Anglo-Boer War, many Blacks who had served as combatants or non-combatants lost their lives. The official statistics of Blacks killed in action are inaccurate. According to Nasson, in the Cape Colony alone, most of the bodies were dumped in unmarked graves. Constable James Kobe Madlaila of Steytlerville was one of the few Black scouts who had a tombstone over his grave with his name clearly inscribed on it.

[From 'The South African Military History Society'. *Military History Journal*. 1999, by N. Nkuna]

**SOURCE 3C**

The photograph below (photographer unknown) was taken from an article titled 'Women & Children in White Concentration Camps during the Anglo-Boer War, 1900-1902', written by Mike Harman on 6 March 2017, and published by Libcom.org Online. It depicts Afrikaner women and children in what was termed 'White Concentration Camps'.



From <https://www.sahistory.org.za/article/women-and-children-white-concentration-camps-during-anglo-boer-war-1900-1902> [Accessed on 19 September 2023].

### SOURCE 3D

The source below is an extract taken from 'South African History Online'. It explains how Afrikaners women and children lived in the White concentration camps during the Anglo-Boer War, 1900-1902.

Boer women, children and men unfit for service were herded together in concentration camps by the British forces during Anglo-Boer War (1899-1902). The first two of these camps (refugee camps) were established to house the families of burghers who had surrendered voluntarily, but very soon, with families of combatant burghers driven forcibly into camps established all over the country. The abhorrent conditions in these camps caused the death of 4 177 women, 22 074 children under sixteen and 1 676 men, mainly those too old to be on commando, notwithstanding the efforts of an English lady, Emily Hobhouse, who tried her best to make the British authorities aware of the plight of the women and children in the camps.

In September 1900, Major-Gen J.G. Maxwell announces that "...camps for burghers who voluntarily surrender are being formed at Pretoria and Bloemfontein." This signalled the start of what was to evolve into the notorious Concentration Camp Policy. On 22 September 1900, as result of a military notice on this date, the first two 'refugee' camps were established at Pretoria and Bloemfontein. Initially, the aim was to protect the families of burghers who had surrendered voluntarily and their families by the institution of these camps. As the families of combatant burghers were also driven into these camps, they ceased to be 'refugee' camps and converted into 'concentration' camps.

On 20 December 1900, a proclamation issued by Lord Kitchener states that all burghers who surrendered voluntarily, would be allowed to live with their families in Government Laagers until the end of the war and their stock and property would be respected and paid for. Then on 21 December, contrary to the announced intention, Lord Kitchener states in a memorandum to general officers the advantages of interning all women, children and men unfit for military services. This included the Blacks living on Boer farms, as this will be regarded as the most effective method of limiting the endurance of the guerrillas.

From <https://www.sahistory.org.za/article/women-and-children-white-concentration-camps-during-anglo-boer-war-1900-1902> [Accessed on 19 September 2023]

## ACKNOWLEDGEMENTS

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**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

# Ekurhuleni South District

NSC – CAPS

GRADE 10

**HISTORY**  
**MARKING GUIDELINES**  
**FINAL EXAMINATION 2023**

This Marking Guidelines consist of 24 pages



## SOURCE-BASED QUESTIONS

### 1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	<ul style="list-style-type: none"><li>• Extract evidence from sources</li><li>• Selection and organisation of relevant information from sources</li><li>• Define historical concepts/terms</li></ul>	28% (14)
LEVEL 2	<ul style="list-style-type: none"><li>• Interpretation of evidence from sources</li><li>• Explain information gathered from sources</li><li>• Analyse evidence from sources</li></ul>	40% (20)
LEVEL 3	<ul style="list-style-type: none"><li>• Interpret and evaluate evidence from sources</li><li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li><li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li></ul>	32% (16)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

#### 1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer.
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓).

- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓).

### Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

\_\_\_\_\_ ▪  
\_\_\_\_\_ ▪  
\_\_\_\_\_ ▪ \_\_\_\_\_  
**Level 2** ✓✓✓✓

- Used mostly relevant evidence to write a basic paragraph
- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. 32/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

### 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will not be required to simply regurgitate content (facts) in order to achieve a level 7 (high

mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

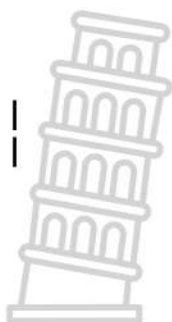
For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the PEEL structure in mind in assessing an essay.

<b>P</b>	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
<b>E</b>	<b>Example:</b> Candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
<b>L</b>	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised  $\wedge$



- Wrong statement \_\_\_\_\_
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of Argument LOA

## 2.5 The matrix

### 2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>PRESENTATION</b>	Very well planned and Structured essay. Good synthesis of information.	Very well planned and Structured essay. Developed a relevant line of argument. Evidence used to defend the argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusion not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	Little or no attempt to structure the essay.
<b>CONTENT</b>	Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Attempts to draw an independent conclusion from the evidence to support the line of argument.					
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>47–50</b>	<b>43–46</b>					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.	<b>43–46</b>	<b>40–42</b>	<b>38–39</b>				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	<b>38–39</b>	<b>36–37</b>	<b>34–35</b>	<b>30–33</b>	<b>28–29</b>		
<b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.			<b>30–33</b>	<b>28–29</b>	<b>26–27</b>		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				<b>26–27</b>	<b>24–25</b>	<b>20–23</b>	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					<b>20–23</b>	<b>18–19</b>	<b>14–17</b>
<b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						<b>14–17</b>	<b>0–13</b>

**Guidelines for allocating a mark for Level 1:**

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7-13

## SECTION A: SOURCE-BASED QUESTIONS

Answer only one source-based question from this section. Source material to be used to answer these questions is contained in the ADDENDUM.

### QUESTION 1: WHAT HAPPENED TO THE INDIGENIOUS POPULATION AT THE CAPE AFTER THE ARRIVAL OF THE BRITISH SETTLERS IN THE 1820s?

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Lord Somerset (1x1) (1)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Port Elizabeth
  - Grahamstown
  - East London (3x1) (3)
- 1.1.3 *[Explanation of historical concept from Source 1A – L1]*
- Group of people who moved to settle in another state or country
  - People who relocated to a new place (region, state, country or continent) and permanently live in that area with the native citizens.
  - Any other relevant response (any 1x2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Settlers who were 'business people' directly benefited the economy, either through paying tax, and creating jobs
  - Settlers who traded goods, produce and agricultural products helped to inject more capital into the economy, and enabled trade business to thrive
  - Any other relevant response (any 1x2) (2)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- In order to consolidate and defend the eastern frontier against the neighbouring Xhosa people
  - He wanted British to emerge as a stronger, influential and powerful nation.
  - He wanted the immigrants to provide a boost to the English-speaking population (the British).
  - Any other relevant response (any 2x2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*



- In 1807 (1x1) (1)

1.2.2 [Extraction of evidence from Source 1B – L1]

- Khoe
- Tembu
- Gcaleka
- Mpondo (any 3x1) (3)

1.2.3 [Explanation of historical term from Source 1B – L2]

- The enslavement and selling of the indigenous population of the Cape
- The practice of buying and selling people as slaves (commodities), especially people from African, Asian descent during slave trade at the Cape or during Atlantic slave trade
- Any other relevant response (any 1x2) (2)

1.2.4 [Interpretation of evidence from Source 1B – L2]

- Because of the British's abolishment of slavery or the slave trade in 1807
- Because of the banning of Africans from crossing into the Cape.
- Any other relevant response (any 1x2) (2)

1.3 1.3.1 [Interpretation of evidence from Source 1C – L2]

- The image indicates that the slaves were treated as property or commodities, as they are seen being loaded into a ship as cargo in order to be sold
- The treatment of slaves was cruel as they are shown being tied up on their hands and foot
- The slaves had no freedom and were disregarded as full human beings
- The image is portraying the overall experiences and sufferings of Africans, Asians and other groups during Atlantic slave trade
- The image is showing how the Atlantic slave trade was a profitable and serious business during slavery as depicted in the image the number of slaves sold
- Any other relevant response (any 2x2) (4)

1.3.2 [Evaluation of evidence from Source 1C – L3]

- The source is useful as it shows that Europeans and Africans had a master and slave type of relationship where Africans were treated as properties of the Europeans



- The source is useful as it teaches us about the cruel treatment of Africans by the Europeans (their masters) during slavery or before slavery was abolished in 1834
- The source teaches us that during slavery Africans had no freedom, no human rights and were treated like properties or commodities that can be owned, bought and sold for profit
- Any other relevant response (any 2x2) (4)

1.4 1.4.1

*[Extraction of evidence from Source 1D – L1]*

- “They thus imported slaves as the cheapest labour option.” (1x1) (1)

1.4.2 *[Extraction of evidence from Source 1D – L1]*

- Warehouses
- Workshops
- Stores of the VOC
- Hospital
- Administrations
- Farms
- Private homes (any 3x1) (3)

1.4.3 *[Interpretation of evidence from Source 1D – L2]*

- The Dutch, through the Dutch East India Company (VOC), imported many slaves from Asia, including Malaysians and others from Indonesian Islands.
- The Dutch used their experience of controlling, buying and selling slaves through ‘Atlantic slave trade’ to import many slaves from Asia at cheaper prices/costs.
- Any other relevant response (any 1x2) (2)

1.4.4 *[Interpretation of evidence from Source 1D – L2]*

- They lived a harsh life and they worked very long hours under poor conditions.
- They were often not given enough healthy food and lived in overcrowded and dirty conditions.
- Slaves had no freedom at all and they were locked up at night.
- Any other relevant response (any 2x2) (4)



1.5 [Comparison of evidence from Sources 1C and 1D – L3]

- Source 1C depicts harsh and terrible conditions the slaves experienced, as their hands and legs are seen tied up and Source 1D talks about the harsh lives of the slaves who worked very long hours under poor conditions, who had no freedom at all and were locked up at night
- Source 1C shows that slaves were traded as properties to be sold in the market and Source 1D states that the Dutch imported slaves as the cheapest labour option from variety of place like Africa, Asia etc
- Source 1C depicts the sale of slaves who were loaded in a ship and Source 1D outlines the introduction of slave sales (trade) at the Cape
- Any other relevant response (any 2x2) (4)

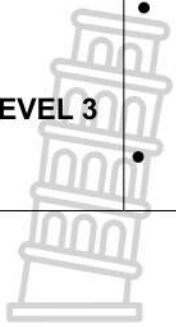
1.6 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

**Candidates could include the following aspects in their responses:**

- Introduced new technology to black tribes eg. Firearms (Source 1A)
- It led to the rapid growth of towns such as Grahamstown and Port Elizabeth (Source 1A)
- The movement of the indigenous population was controlled through the Pass Laws. (Source 1B)
- People from the indigenous population were forced to work on farms (Source 1B)
- The indigenous population suffered from the erosion of the best men and women because of slavery (Source 1C)
- They fought many wars and had to maintain their pastoralist way of life. (Source 1D)
- The Ordinance 50 ended some restrictions placed on the Khoe (Khoisan) (Source 1B)
- People were treated as property. (Source 1C)
- People were enslaved, owned and used in every sector. (Source 1D)
- The lives of the slaves were harsh. (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:



LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>demonstrates little or no understanding of what happened to the indigenous population at the Cape after the arrival of the British settlers in the 1820s.</b></li> <li>• Uses evidence partially to write a paragraph.</li> </ul>	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>demonstrates some understanding of what happened to the indigenous population at the Cape after the arrival of the British settlers in the 1820s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	MARKS: 3 – 5

 <p>LEVEL 3</p>	<ul style="list-style-type: none"><li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of what happened to the indigenous population at the Cape after the arrival of the British settlers in the 1820s.</b></li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	<p><b>MARKS: 6 – 8</b></p>
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(8)  
[50]



**QUESTION 2: WHAT SOCIAL, POLITICAL AND ECONOMIC CHANGES WERE CAUSED BY THE DISCOVERY OF DIAMONDS IN SOUTH AFRICA IN THE 1860s?**

- 
- 2.1 2.1.1 [Extraction of evidence from Source 2A – L1]
- Cecil John Rhodes (1x1) (1)
- 2.1.2 [Extraction of evidence from Source 2A – L1]
- In 1866
  - Kimberley (2x1) (2)
- 2.1.3 [Explanation of historical concept from Source 2A – L1]
- people migrate to areas where gold was discovered
  - people moved with the hope of finding wealth
  - Any other relevant response (any 1x2) (2)
- 2.1.4 [Interpretation of evidence from Source 2A – L2]
- Because gold mining was new and it would provide more opportunities to make profit, raise more capital and expand mining business
  - They wanted to explore and expand their business opportunities through gold mining
  - It was another opportunity to create a more competitive and diversified mining industry where they would be dealing with more than one type of mineral resources.
  - It would enable them to monopolise the mining industry where they would have influence on overall mining industry.
  - Any other relevant response (any 1x2) (2)
- 2.1.5 [Interpretation of evidence from Source 2A – L2]
- To make it to access the gold in the rocks
  - To dig deep enough underground
  - To reach minerals everywhere underground, including areas where it is difficult to reach them.
  - Any other relevant response (any 2x2) (4)
- 
- 2.2 2.2.1 [Extraction of evidence from Source 2B – L1]
- “Sparked a mass migration of thousands of young men and within a year after the discovery approximately 7000 people were already in the region”. (1x1) (1)
- 2.2.2 [Extraction of evidence from Source 2B – L1]



- Roodepoort
- Krugersdorp
- Randfontein (3x1) (3)

2.2.3 [Extraction of evidence from Source 2B – L1]

- Because the political and mining authorities of southern Africa created a labour system that focused on bringing cheaper labour from rural areas in SA. (1x2) (2)

2.2.4 [Explanation of historical concept from Source 2B – L2]

- The movement of people from rural areas to find work in the gold mines
- Migration of people from rural areas (villages) to the urban areas in order to work/find jobs in the mines
- Any other relevant response (any 1x2) (2)

2.2.5 [Interpretation of evidence from Source 2B – L2]

- The discovery of gold created opportunities for people to find jobs.
- The discovery of gold expanded opportunities in other sectors of the economy where people could find employment.
- It led to the rapid growth and expansion of Johannesburg city which created diversified opportunities and attracted migrants from across the southern Africa.
- Any other relevant response (any 2x2) (4)

2.3 2.3.1 [Interpretation of evidence from Source 2A – L2]

- The photograph shows a rapid urbanisation which attracted an influx of people in the city of Johannesburg.
- We can see on the photograph that Johannesburg city grew from a small town into a big city due to rural-urban migration.
- We can see from the source (photograph) that Johannesburg city was predominantly white despite that it attracted integration and diversity of people from all over the world
- Any other relevant response (any 2x2) (4)

2.3.2 [Evaluation of evidence from Source 3C – L3]

- The source is primary source because it is an actual photograph about the city of Johannesburg
- The photograph was taken in 1890 which is the time of event and the way Johannesburg was when the photograph was taken
- The source in the form of photograph provides a real picture of how Johannesburg looked like in the early 1890s regarding the influx of people to the JHB city after the discovery of gold.
- Any other relevant response (any 2x2) (4)



2.4 2.4.1 [Extraction of evidence from Source 2D – L1]

- Theophilus Shepstone (1x1) (1)

2.4.2 [Extraction of evidence from Source 2D – L1]

- Orange Free State
- The South African Republic (2x1) (2)

2.4.3 [Interpretation of evidence from Source 2D – L2]

- The mining industry was under a full control of one company, De Beers and one owner, Cecil John Rhodes
- Cecil John Rhodes was a single/individual owner and producer who had no competition in the mining industry.
- The mining production was concentrated in the hands of one individual (Cecil John Rhodes) and one company (De Beers)
- The wealth, profit and all the revenues generated from the mining industry benefited one company owned by one individual
- Any other relevant response (any 2x2) (4)

2.5 [Comparison of evidence from Sources LB and LC – L3]

- Source 2B gives us information regarding the number of migrants coming into Johannesburg and in Source 2C we see there were many people in the region / city
- Source 2B tells us how the foundation of Johannesburg was formed and 2C we see how Johannesburg city expanded through more buildings.
- Any other relevant response. (any 2x2) (4)

2.6 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

**Candidates could include the following aspects in their responses:**

- Investors flocked to diamond areas (Source 2A)
- There was an amount of E75 millions of foreign investment (Source 2A)
- Diamond mining were companies established (Source 2A)
- Migration of Blacks from rural areas increased (Source 2B)
- Majority of Blacks became temporary workers.(Source 2B)
- Workers from African states also moved to South African mining areas eg. Botswana, Lesotho and Swaziland. (Source 2B)
- Majority of White people lived in the city (Source 2C)
- Johannesburg developed from a town into a city (Source 2C)
- De Beer consolidated mines controlled by Cecil John Rhodes who became the sole diamond producer (Source 2D)
- Any other relevant response.

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner e.g. <b>demonstrates little or no understanding of what social, political and economic changes were caused by the discovery of diamonds in South Africa</b></li><li>• Uses evidence partially to write a paragraph.</li></ul>	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"><li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>demonstrates some understanding of what social, political and economic changes were caused by the discovery of diamonds in South Africa.</b></li><li>• Uses evidence in a very basic manner to write a paragraph.</li></ul>	MARKS: 3 – 5
LEVEL 3	<ul style="list-style-type: none"><li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of what social, political and economic changes were caused by the discovery of diamonds in South Africa.</b></li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	MARKS: 6 – 8

(8)  
[50]



**QUESTION 3: WHAT WERE THE EFFECTS OF THE SOUTH AFRICAN WAR ON BOTH BOERS AND BLACK SOUTH AFRICANS FROM 1899 TO 1902?**

3.1 3.1.1

[Extraction of evidence from Source 3A – L1]

- “The British for their part had not intended to arm the black people for they shared racial presuppositions of the Boers”.

(1x2) (2)

3.1.2

[Extraction of evidence from Source 3A – L1]

- Armed and fought against the Boers
- Harassed Boers wives
- Destroyed Boers possessions.
- Occupied their farms.

(any 3x1) (3)

3.1.3

[Extraction of evidence from Source 3A – L1]

- They were disarmed
- They had to return the Boers cattle that had fallen into their hands
- They were forced to leave urban areas, the camps in which they had been interned, and the farms they had occupied.
- They were coerced into returning to the employ of their pre-war masters

(4x1) (4)

3.1.4

[Interpretation of evidence from the Source 3A – L2]

- They had the hope that they would be treated better after the war
- They hoped for freedom and equality
- Black people hope they would gain their rights or their land back.
- Any other relevant response

(any 2x2) (4)

3.2 3.2.1

[Extraction of evidence from Source 3B – L1]

- The Anglo Boer War started in 1899

(1x1) (1)

3.2.2

[Explanation of historical concept from Source 3B – L1]

- A soldier/ scout sent to gather information about the enemy's position during the war
- Any relevant response.

(any 1x2) (2)

3.2.3

[Interpretation of evidence from Source 3B – L2]

- The British did not need people anymore since the war had ended.
- The Blacks were not their priority and they did not value the sacrifices of Blacks despite and that evidence was in their disposal regarding the contributions made by Blacks.

- Any other relevant response

(any 1x2) (2)



3.2.4 [Interpretation of evidence from Source 3B – L2]

- They believed/hoped that after the war their lives would be improved, and they would obtain freedom and equality.
- They thought that their economic status would change and have equal treatment and rights like the White counterparts.
- They thought that they would be treated better and have better opportunities like the Whites in South Africa.
- Any other relevant answer (any 2x 2) (4)

3.3 3.3.1 [Interpretation of evidence from Source 3C – L2]

- The photograph indicates that Afrikaner women and children lived in unhealthy and poor living conditions.
- The photograph further shows how Afrikaner women and children were overcrowded without enough and proper shelter, including bad treatment in the concentration camps.
- As depicted on the photograph, they had no sanitation and clean drinking water
- Any other response (any 2 x 2) (4)

3.3.2 [Evaluation of evidence from Source 3C– L3]

- The source is biased against the British as it portrays the British in a negative manner in that they are considered cruel toward Afrikaner women and children.
- The source favours Afrikaners and also runs a form of propaganda to draw sympathy for Afrikaners using the suffering of Afrikaners 'women and children' in the concentration camps.
- The source only shows the suffering of Afrikaners during Anglo-Boer War but it does not show the British suffering during Anglo-Boer war.
- The caption's termed "White Concentration Camp" is pro White Afrikaners and gives an impression that lives of other races who suffered in the concentration camps are not important/priority.
- Any other relevant response (any 2x2) (4)

3.4 3.4.1 [Extraction of evidence from the source 3D L1]

- Pretoria
- Bloemfontein (2x1) (2)

3.4.2 [Explanation of historical concept from Source 3D L2]

- The camps that were formed by the British army to house the residents of the two Boer Republics of the South African Republic and Orange Free State
- 'Concentration camps' that were built to house families (women, children and elders) of the Afrikaner soldiers





- Other concentration camps were those built to keep Blacks who were involved alongside the Afrikaners.
- Any other relevant response (1x2) (2)

3.4.3 [Interpretation of evidence from Source 3D – L2]

- They were meant to house family of burghers who had surrendered voluntarily.
- To house the families of combat burghers
- To house the families (women, children and elders) of combat Afrikaner soldiers in order to force/corner them to surrender.
- Any other relevant response (any 2x2) (4)

3.5 [Comparison of evidence from Sources 3C and 3D – L3]

- Source 3C shows children who are barefooted, and also look unhappy, hungry and Source 3D describes the condition on the camps as abhorrent (bad).
- Source 3D describes the concentration camps as notorious, entailing that they were known for being bad and terrible and whilst Source 3C clearly shows the terrible conditions in the concentration camps.
- Any other relevant response (any 2X2) (4)

36 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]  
**Candidates could include the following aspects in their responses:**

- Black people were used against the Boers during the Anglo-Boer war, the blacks refused to work for the Boers, Blacks people during the war were armed and fought against the Boers they harassed Boers wives, looted the Boer cattle, destroyed their possessions and also occupied their farms. (Source 3A)
- After the War Blacks were disarmed, they had to return the Boer cattle that had fallen into their hands during the war. (Source 3A)
- The overall contributions and sacrifices made by Blacks during the Anglo Boer War
- The Blacks were ignored after the War has ended hence the war was coined as a White men's war (Source 3B)
- Blacks served as non-enlisted soldiers (Source 3B)
- Blacks were not issued / given medals as it had made Boers insecure and angry (political). (Source3B).
- The statistics and Blacks killed in action were inaccurate. (Source 3B)
- Black people and Boer people were placed in separate concentration camps. (Source 3C)
- The Boer lost political power to the British (Own knowledge)

- After the Anglo- Boer War, the Black South African were further segregated and deprived of more land (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner e.g. <b>demonstrates little or no understanding of what were the effects of the South African war on both Boers and Black South Africans from 1899 to 1902.</b></li><li>• Uses evidence partially to write a paragraph.</li></ul>	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"><li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>demonstrates some understanding of what were the effects of the South African war on both Boers and Black South Africans from 1899 to 1902.</b></li><li>• Uses evidence in a very basic manner to write a paragraph.</li></ul>	MARKS: 3 – 5
LEVEL 3	<ul style="list-style-type: none"><li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of what were the effects of the South African war on both Boers and Black South Africans from 1899 to 1902.</b></li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	MARKS: 6 – 8

(8)  
[50]



## SECTION B: ESSAY QUESTIONS

### QUESTION 4: COLONIAL EXPANSION: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750 – THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

#### SYNOPSIS

Candidates should indicate whether they agree or disagree that Moshoeshoe was a great military strategist, diplomat and a nation builder. Candidates need to demonstrate an understanding of role played by Moshoeshoe's leadership in building Sotho kingdom.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a line of argument and indicate whether they agree or not with the statement.

#### ELABORATION:

- Moshoeshoe's diplomacy
- Moshoeshoe was a clever, loving leader who gave refugees a place to stay
- Southern Sotho were united into a nation by Moshoeshoe, a leader with both military and diplomatic skills
- He welcomed and protected the frightened fleeing people
- In dealing with Kora and Griqua attacks, he used diplomacy and force
- He bought off attackers with gifts of cattle
- Defended his people by moving them to Thaba Bosiu Mountain to easily guard against attackers
- Routes were few to the mountain, plenty of water to support 3 000 people and animals Mafisa
- Moshoeshoe lent cattle to impoverished people
- Moshoeshoe helped refugees through Mafisa
- Relationship with Trekboers
- Moshoeshoe accepted Trekboers
- He gave them the right to use land
- He lived peacefully with Trekboers
- He was careful not to sign any document or accept gifts
- He wanted to ensure that they did not later allege that they bought the land
- Moshoeshoe allowed some Boers to stay as guests in the Caledon Valley

- Trading with them increased
- Basotho exchange grain and cattle with Boers for guns and gunpowder
- Conflict between Boers and Basotho started in 1840s when the Boers claimed they owned the land they occupied.
- Moshoeshoe's relations with his neighbours
- Used relationships with his neighbours to strengthen his kingdom
- Sent tributes to Shaka in the hope that he would be left in peace
- After he defeated the Ndebele he treated them well
- Invited missionaries who helped and advised Moshoeshoe in dealing with white people
- After various battles Moshoeshoe asked for protection from Britain in 1868
- Basotho land became British territory but Moshoeshoe still managed to preserve his kingdom
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]



## QUESTION 5: COLONIAL EXPANSION AFTER 1750 – COOPERATION AND CONFLICT ON THE HIGHVELD

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

### SYNOPSIS

Candidates should explain to what extent Moshoeshoe was a great military strategist, diplomat and a nation builder, and further demonstrate their understanding of role played by Moshoeshoe's leadership in building Sotho kingdom. Candidates further need to demonstrate their understanding on how Moshoeshoe came to power and led to the Basotho nation.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

#### **Introduction:**

Candidates need to explain how Moshoeshoe came to power and led to the Basotho nation or any other relevant introduction.

#### **Elaboration:**

- Left his father's home to set up his own chiefdom
- 1824 – his followers were attacked by the Tlokoa
- Forced to flee to Thaba Mosiu
- His chiefdom began to grow
- Gave them land
- By 1840 – had 40 000 followers
- Faced various challenges from Griqua and the Koras, White trekboers and Voortrekkers, missionaries and the British
- 1843 – Moshoeshoe concluded a treaty with the British governor – agreed on a border for the Sotho kingdom
- British went against the treaty
- Led to fighting between the British and the Sotho
- Twice the Sotho defeated the British
- Bloemfontein Convention signed
- British gave up their land to the Voortrekkers
- Led to a series of wars between the OFS and the Sotho and wars continued
- Moshoeshoe asked British for protection
- 1868 – Moshoeshoe agreed that the Sotho kingdom could become a British colony called Basutoland
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

## QUESTION 6: THE SOUTH AFRICAN WAR AND THE UNION – THE NATIVE LAND ACT OF 1913

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

### SYNOPSIS

Candidates must critically discuss the social and economic impact of the Native Land Act of 1913 to the people of South Africa. Candidates should further explain how the Natives Land Act of 1913 laid the foundations for the system of apartheid. In answering this question, Candidates should provide both positive and negative perspectives, argument and counterarguments.

### MAIN ASPECTS

Introduction: Natives Land Act of 1913 had laid foundations for the system of apartheid and how it also affected the social and economic lives of the black people in South Africa.

### ELABORATION

- Before the Land Act was passed many Black farmers had become successful sharecroppers on White-owned farms.
- Sharecroppers farmed the land and sold the crops they produced
- They gave a share of the profits to the owner of the land.
- The Land Act put a stop to sharecropping.
- Sharecroppers had to work as labourers on white-owned farms
- Or move to the areas set aside in the Land Act as native reserves
- The reserves were overcrowded
- Conditions there were very poor, with soil erosion, malnutrition and diseases increasing.
- It could not support the number of people who were forced to live there.
- Most of the land that was allocated for reserves was not suitable for farming
- This meant that Africans could no longer survive on subsistence farming
- They would have to seek for work outside of the reserves in order to support their family
- The Land Act ended the possibility of Africans ever becoming successful commercial farmers in competition with Whites.
- Because of the desperate situation it caused, this Act meant that Africans were at the mercy of mining companies and white landowners and could be paid as little as possible.
- It led to further exploitation of Black South Africans at the hands of the White minority government.
- As a result, many people had to leave the reserves to find work as labourers on
- White-owned farms, on the mines or in the towns.

- This is exactly what the government wanted.
- People travelled through the countryside looking for places where they could stay.
- They took their livestock and all their belongings with them
- In the end they were forced to sell their stock in order to survive
- The law also stated that to provide a landless black person with a place to live was forbidden
- Under a penalty of 100 pounds or six months imprisonment.
- They no longer had any form of wealth.
- The only way they could make a living was by selling their own labour
- In 1916 the government appointed the Beaumont Commission to investigate the effects of the Land Act.
- Although the commission reported that the reserves were far too small, the government did not take any action.
- Conclusion: Candidates to tie up their argument with a relevant conclusion.

**Should the Candidates disagree they need to support their line of argument with relevant evidence** **[50]**

