



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE (NSC)**

GRADE 10



QUESTION PAPER

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an Addendum of 14 pages

INSTRUCTIONS AND INFORMATION

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: TRANSFORMATIONS IN THE SOUTHERN AFRICA****QUESTION 2: COLONIAL EXPANSION AFTER 1750****QUESTION 3: SOUTH AFRICAN WAR AND UNION****SECTION B: ESSAY QUESTIONS****QUESTION 3: TRANSFORMATIONS IN THE SOUTHERN AFRICA****QUESTION 5: COLONIAL EXPANSION AFTER 1750****QUESTION 6: SOUTH AFRICAN WAR AND UNION**

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer 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 may 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 questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer ONE question from this section. Source material that is required to answer these questions may be found in the ADDENDUM.

QUESTION 1: HOW SHAKA CONSOLIDATED A POWERFUL ZULU MILITARY KINGDOM IN THE 18TH CENTURY?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

1.1. Study Source 1A.

- 1.1.1. Who, according to the source, helped Shaka to become chief of the Zulus upon the death of Senzangakhona? (1 x 1) (1)
- 1.1.2. Mention THREE Shaka's military innovations which he introduced to consolidate and produce a powerful military machine? (3 x 1) (3)
- 1.1.3. Identify THREE ways in which Shaka fostered a new Zulu national identity? (3 x 1)(3)
- 1.1.4. Why do you think the Customary Nguni festivals were important in fostering a new national identity? (1 x 2) (2)
- 1.1.5. Explain the concept *monarch* in your own words (1 x 2) (2)
- 1.1.6. Using information in the source and your own knowledge explain why Shaka can be regarded as a founder of the powerful Zulu monarch. (2 x 2) (4)

1.2. Read Source 1B.

- 1.2.1 What major changes, according to the source, were caused by the development of Shaka's military system? (2 x 1) (2)
- 1.2.2 What, according to the source, were the main effects of Shaka wars? (2 x 1) (2)
- 1.2.3 Identify THREE leaders, according to the source, that moved northwards far into the central African interior due to their fear of Shaka. (3 x 1) (3)
- 1.2.4 Explain the term '*Mfecane*', in the context of Shaka's wars during his reign (1 x 2) (2)
- 1.2.5 Using the information in the source and your own knowledge, comment on the consequences of Shaka's wars. (1 x 2) (2)

- 1.3. Compare Source 1A with Source 1B. Explain how the information in Source 1A supports the evidence in Source 1B with regard to the effect of Shaka wars on the Mfecane (1 x 2) (2)
- 1.4. Read Source 1C**
- 1.4.1. Explain the messages that are conveyed in the photograph. (2 x 2) (4)
- 1.4.2. Comment on the usefulness of this photograph for a historian researching the methods used by Shaka during the Zulu wars. (1 x 2) (2)
- 1.5. Study Source 1D.**
- 1.5.1. Who, according to the source, invented stories to turn Shaka into a myth? (2 x 1) (2)
- 1.5.2. What, according to the source, did the colonial-era white writers do to turn Shaka into a despotic monster? (1 x 2) (2)
- 1.5.3. Explain what Nathaniel Isaacs meant by 'Make them out be as bloodthirsty as you can...' in the historical recording of leadership of Shaka and Dingane? (1 x 2)(2)
- 1.5.4. Using information in the source and your knowledge explain why Nathaniel Isaacs wrote to a fellow author, Henry Francis Fynn, advising him to smear Shaka and his successor? (2 x 2)(4)
- 1.6. Using the information from the sources as well as your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Shaka consolidated a powerful Zulu military kingdom in the 18th century (6)
[50]



QUESTION 2: HOW THE MOSHOESHOE LOST POWER TO THE BRITISH PROTECTORATE IN THE 19TH CENTURY?

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

2.1. Refer to Source 2A.

2.1.1. How, according to the source, were Moshoeshoe preferred to rule his people
(4 x 1) (4)

2.1.2. Explain the concept *diplomacy* in the context of Moshoeshoe's leadership of the Basotho Kingdom
(1 x 2) (2)

2.1.3. Use information in the source and your own knowledge to explain why Moshoeshoe needed the services of 'Matona'?
(2 x 2) (4)

2.1.4. Mention TWO leadership qualities of Moshoeshoe as perceived by many writers.
(2 x 1) (2)

2.1.5. What according to the source, were Arbousset description of Moshoeshoe?
(2 x 1) (2)

2.2. Refer to Source 2B

2.2.1 What according to the source shows that by the time the Orange Free State was established Moshoeshoe was at the height of his power?
(2 x 1) (2)

2.2.2 How, according to the source, did the following view the Basotho taking cattle and horses from Boer farms?

- (a) The Boers (1 x 1) (1)
(b) Basotho chiefs (1 x 1) (1)

2.2.3 Use information in the source and your own knowledge to explain why Moshoeshoe avoided war with the OFS
(2 x 2) (4)

2.2.4 When did the OFS declare war on the Basotho Kingdom?
(1 x 1) (1)

2.2.5 Quote TWO evidence from the source to prove that the Boers were assisted
(2 x 1) (2)

2.3. Study source 2C

2.3.1. When did British Colony and the Boer sign the Bloemfontein Convention?
(1 x 1) (1)

2.3.2. How, according to the source, did Basotho respond to the demarcation of new borders in favour of the trekkers?
(1 x 2) (2)

- 2.3.3. Explain why do you think the British sold guns to the trekkers, but would not sell to the Basotho? (1 x 2)(2)
- 2.3.4. Using information in the source and your own knowledge explain the impact of Moshoeshoe's agreement with British colony? (1 x 2)(2)
- 2.3.5. Explain the concept *Independence* in your own words (1 x 2)(2)
- 2.4. Compare Source 2B and 2C. Explain how Source 2B support 2C regarding the role played by British in the Basotho- Boer conflicts? (1 x 2)(2)
- 2.5. Consult source 2D
- 2.5.1. What message do you think is conveyed in the source? (2 x 2) (4)
- 2.5.2. Comment on the effect of the Basotho-Boer wars on the Basotho Kingdom? (1 x 2)(2)
- 2.5.3. How useful do you think this source will be to a historian researching the impact on the Basotho – Boer war on Basotho Kingdom territory? (1 x 2) (2)
- 2.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Moshoeshoe lost power to the British protectorate in the 19th century. (6)
[50]



QUESTION 3: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?

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

3.1. Refer to Source 3A.

3.1.1 Which legislation, according to the source, was passed by the white minority government in 1913 to address the issue of the "Native question"? (1 x 1) (1)

3.1.2 Explain the term *native* in your own words (1 x 2) (2)

3.1.3 What percentage, according to the source, did the Land Act provide (allocate) land to the following nationals::

(a) Africans (1 x 2)(2)

(b) Whites (1 x 2)(2)

3.1.4 On what condition, according to the source, does a person other than a native not allowed to enter into any land agreement or transaction from a native? (2 x 1)(2)

3.1.5 Using information in the source and your own knowledge explain why you think the 1913 Land Act had a profound effect on the African population across the country. (2 x 2) (4)

3.2. Refer to Source 3B.

3.2.1 Explain the concept *squatter* in the context of land disposition in South Africa in 1913 (1 x 2) (2)

3.2.2 When, according to the source did the government passed the Native Land Act? (1 x 2) (2)

3.2.3 Quote evidence in the source to prove that some natives and farmers were not aware (ignorant) about rules attached to the new contracts (2 x 1) (2)

3.2.4 According to the source, what was the penalty for registering landless Native with accommodation? (2 x 1) (2)

3.2.5 Using information in the source and your own knowledge, explain what is implied by 'a native found himself, not actually a slave, but a pariah in the land of his birth' (1 x 2)(2)

3.3. Refer to Source 3C.

3.3.1 Where according the source, did Zachariah Maye reside for many years before the eviction? (1 x 1)(1)

- 3.3.2 Explain why Zachariah Maye was not satisfied with the master's eviction order to dispose his stock? (1 x 2)(2)
- 3.3.3 What do you think the notice, 'Pass Malgas to look for a place to trek' meant? (1 x 2) (2)
- 3.3.4 Mention FOUR things Zachariah Maye had while wandering about looking for a place to reside? (4 x 1) (4)
- 3.3.5 Using information in the source and your own knowledge explain why do you think the eviction notice resulting from the Land Act of 1913 was unfair to the natives? (2 x 2)(4)
- 3.4. Refer to Source 3D.
- 3.4.1 Explain the messages that are conveyed by the source? (2 x 2) (4)
- 3.4.2 Comment on the usefulness of the source to a historian researching about the effect of the Land Act of 1913 (1 x 2) (2)
- 3.5. Study Sources 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D with regard to conditions affecting the black South Africans as a result of the Land Act of 1913. (1 x 2) (2)
- 3.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the 1913 Land Act intensified land dispossession among black South Africans. (6)

[50]

SECTION B: ESSAY QUESTIONS

Answer ONE question from this section

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA.

'It was the Ndwandwe that dominated and controlled the foothills and valleys between the Mkuze and Black Mfolozi Rivers under the leadership of Zwide in the 1800s'

Do you agree? Critically discuss

[50]

QUESTION 5: COLONIAL EXPANSION AFTER 1750

To what extent the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's?

[50]

QUESTION 6: THE SOUTH AFRICAN WAR OF 1899- 1902

Critically discuss the roles and experiences of Blacks in the South African between 1899 to 1902 period

[50]

TOTAL [150]





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HISTORY

NOVEMBER 2022

ADDENDUM

This addendum consists of 14 pages.

QUESTION 1: HOW SHAKA CONSOLIDATED A POWERFUL ZULU MILITARY KINGDOM IN THE 18TH CENTURY?

SOURCE 1A

This source focuses on how Shaka re-organise the Zulu chieftaincy.

Dingiswayo was so impressed by Shaka that in 1816 he helped him become chief of the Zulus upon the death of Senzangakhona. Among the Zulu, Shaka consolidated a number of military innovations – some developed by Dingiswayo, ... to produce a powerful military machine. All young men were incorporated into age regiments and given military training. A short stabbing spear was introduced ..., giving Shaka's army an advantage in close combat. Military strategies, such as the 'horn' formation by which Zulu regiments encircled their enemies, were perfected. When Dingiswayo was killed, Shaka with his military machine avenged his mentor's death, ... Shaka then incorporated the Mthethwa under his rule and established the Zulu state as the dominant power among the northern Nguni.

Shaka fostered a new national identity by stressing the Zuluness of the state. All subjects of the state became Zulu and owed the king their personal allegiance. Zulu traditions of origin became the national traditions of the state. Customary Nguni festivals, such as planting and harvest celebrations, became occasions on which Shaka gathered vast numbers of his people and extolled (celebrate) the virtues of the state. Through such means, Shaka developed a Zulu consciousness that transcended the original identities and lineages (families) of the various peoples who were his subjects. Shaka consolidated his power through a series of wars against neighbouring peoples. His armies raided for cattle and food; they attacked any who challenged the authority of the Zulu monarch; ... He also welcomed British traders to his kingdom and sent diplomatic emissaries (representatives) to the British king.

[From <https://www.google.com/search?>- Accessed on 10 Oct 2022.]



SOURCE 1B

The source below explains the nature of Shaka wars

The development of Shaka's military system caused major economic and social changes. So much youth was concentrated at the royal barracks that it resulted in a massive transfer of economic potential to a centralised state. However, the cattle wealth of the whole community throughout the kingdom was greatly improved; even though most of the herds were owned by the king and his chiefs and indunas, all shared in the pride roused by the magnificence of the royal herds as well as the pride of belonging to the unequalled military power of the Zulu.

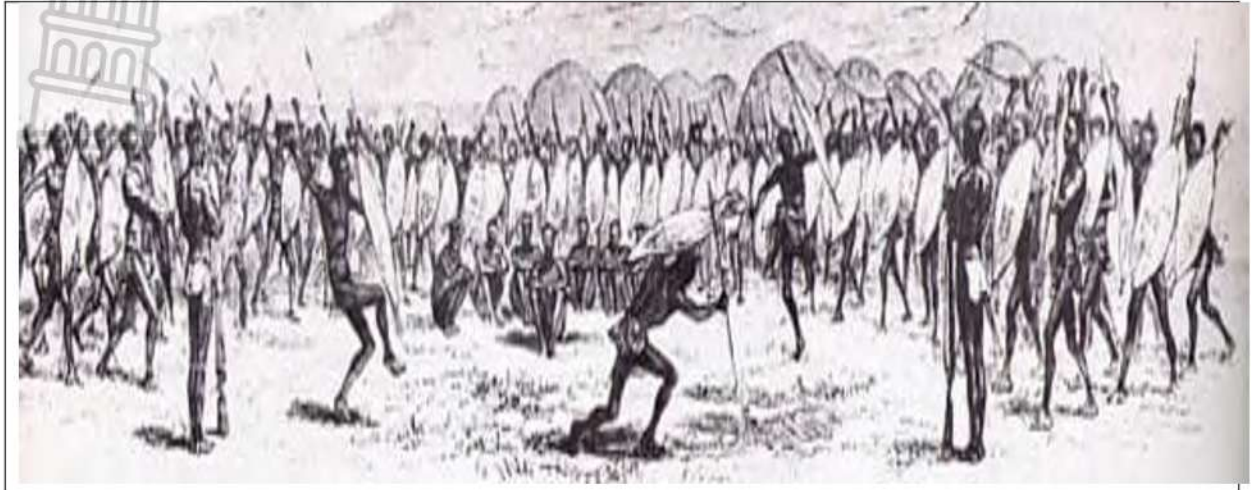
Effects of Shaka's wars: His wars were accompanied by great slaughter and caused many migrations. Their effects were felt even far north of the Zambezi River. Because they feared Shaka, leaders like Zwangendaba, Mzilikazi, and Shoshangane moved northwards far into the central African interior and in their turn sowed war and destruction before developing their own kingdoms. Some estimate that during his reign Shaka caused the death of more than a million people. Shaka's wars between 1818 and 1828 contributed to a series of forced migrations known in various parts of southern Africa as the Mfecane, Difaqane, Lifaqane or Fetcani. Groups of refugees from Shaka's assaults, first Hlubi and Ngwane clans, later followed by the Mantatees and the Matabele of Mzilikazi, crossed the Drakensberg to the west, smashing chiefdoms in their path. Famine and chaos followed the wholesale extermination (killing) ... Old chiefdoms vanished and new ones were created.

[From <https://www.sahistory.org.za/people/shaka-zulu>. Accessed on 27 October 2022.]



SOURCE 1C

This painting shows a *muster and dance at Shaka's kraal in 1927*. It highlights the extent Shaka continues to receive the traditional Zulu reverence towards a dead monarch, as in a praise song in which he has been called "*Shaka the Unshakeable*".



SOURCE 1D

This source describes Shaka as a brutal and cruel man during his reign in building the Zulu Nation

His reputation for brutality was concocted (to invent a story) by **biased** colonial-era white (historians) and unreliable Zulu storytellers who turned the man into a myth.

Dr Wylie describe his book, *Myth of Iron: Shaka in History*, as anti-biography because the material for a trustworthy biography did not exist. 'There is a great deal that we do not know, and never will know', he said.

Worse, the academic found that colonial-era white writers **distorted** and exaggerated the meagre historical record to turn Shaka into a **despotic** monster.

Nathaniel Isaacs, who wrote about Shaka in *Travels and Adventures in Eastern Africa*, published in 1836, wrote to a fellow author, Henry Francis Fynn, advising him to smear Shaka and his successor, Dingane: 'Make them out be as bloodthirsty as you can and endeavour to give an estimation of the number of people they have murdered during their reign(s).' This would help sell Fynn's book and encourage British annexation of Zulu lands, which would mean a 'fortune' for both authors. Dr Wylie said this had set the tone for future distortions, such as the 1980s television series *Shaka Zulu*, starring Henry Cele.

[From: <http://www.guardian.co.uk/world/2006/may/22/rorycarroll.mainsection>. Accessed 26 OCT 2022



QUESTION 2: HOW THE MOSHOESHOE LOST POWER TO THE BRITISH PROTECTORATE IN THE 19TH CENTURY?

SOURCE 2A

This source is highlighting the exemplary ethical qualities and creative organisational leadership of King Moshoeshoe

Moshoeshoe preferred to rule his people by consensus (agreement), leading them subtly (making use of clever methods) round to his way of thinking in the Pitso, the public gathering where events (and/or issues) of national importance were discussed. His open-handed style of leadership thus enabled him to establish a kingdom, which was to be the envy of many. ... he disposed (encouraged) even-handed justice, he did not retaliate (fight back) against people like Rakotsoana the cannibal chief who had wronged him, he gave sanctuary and aid to refugees, and he was not too proud to pay tribute to other rulers, such as King Shaka Zulu, for diplomatic advantage.

... Building on the traditional methods he learnt from his youth, Moshoeshoe attracted and retained the services of able Matona (advisers) representing different interests and points of view. Moshoeshoe was able to prove that diversity can be a binding thing.... Besides integrity and courage, many writers have noted Moshoeshoe's remarkable capabilities of marked talent for diplomacy, lack of vengefulness (desire for revenge) and overwhelming conciliatory (peacemaking) policy, astuteness (intelligence), superior military and political talent. For these traits and his personality he was greatly admired. Moshoeshoe was the ideal chief – physically strong, a man of great personal magnetism. Casalis, describing his first encounter in 1833 with Moshoeshoe, wrote, "I felt at once that I had to do with a superior man, trained to think and to command others and above all, himself". Arbusset described the chief's cheerfulness and charm thus, "He speaks to everyone without distinction of age or rank. His memory is so good that he seems to know the name and history of each of his subjects....

[From Macrothink Institute Journal of Public Administration and Governance.29 Oct 2022]



SOURCE 2B

This source below explains conflict between Basotho and the Boers,

By the time the Orange Free State was established, Moshoeshoe was at the height of his power. He had defeated the Tlokoa in 1853. There were now about 100 000 people under his control. This included all the major African groups in the area except for the Rolong.

Soon after 1854, the Basotho started taking cattle and horses from Boer farms. The Boers called this stock theft, but the chiefs on the frontier thought that they had a right to take Boer stock. As one of the chiefs said:

"They have taken away my country and those who have done it must feed me".

Tension between the Basotho and the OFS increased. The Basotho argued that Boer complaints were exaggerated because they were looking for an excuse to declare war on the Basotho. Moshoeshoe himself said:

"However, Moshoeshoe did not want war with the OFS. He was always afraid that the British would side with the OFS in a war".

War against the OFS

In March 1858, the OFS declared war on the Basotho kingdom. The British came to their aid by supplying them with weapons. The Boers were also helped in this war by Moshoeshoe's old enemies, the Tlokoa

From Macrothink Institute Journal of Public Administration and Governance.29 Oct 2022]



SOURCE 1C

The source focuses on how Moshoeshoe saved Basotholand from the Dutch invasion

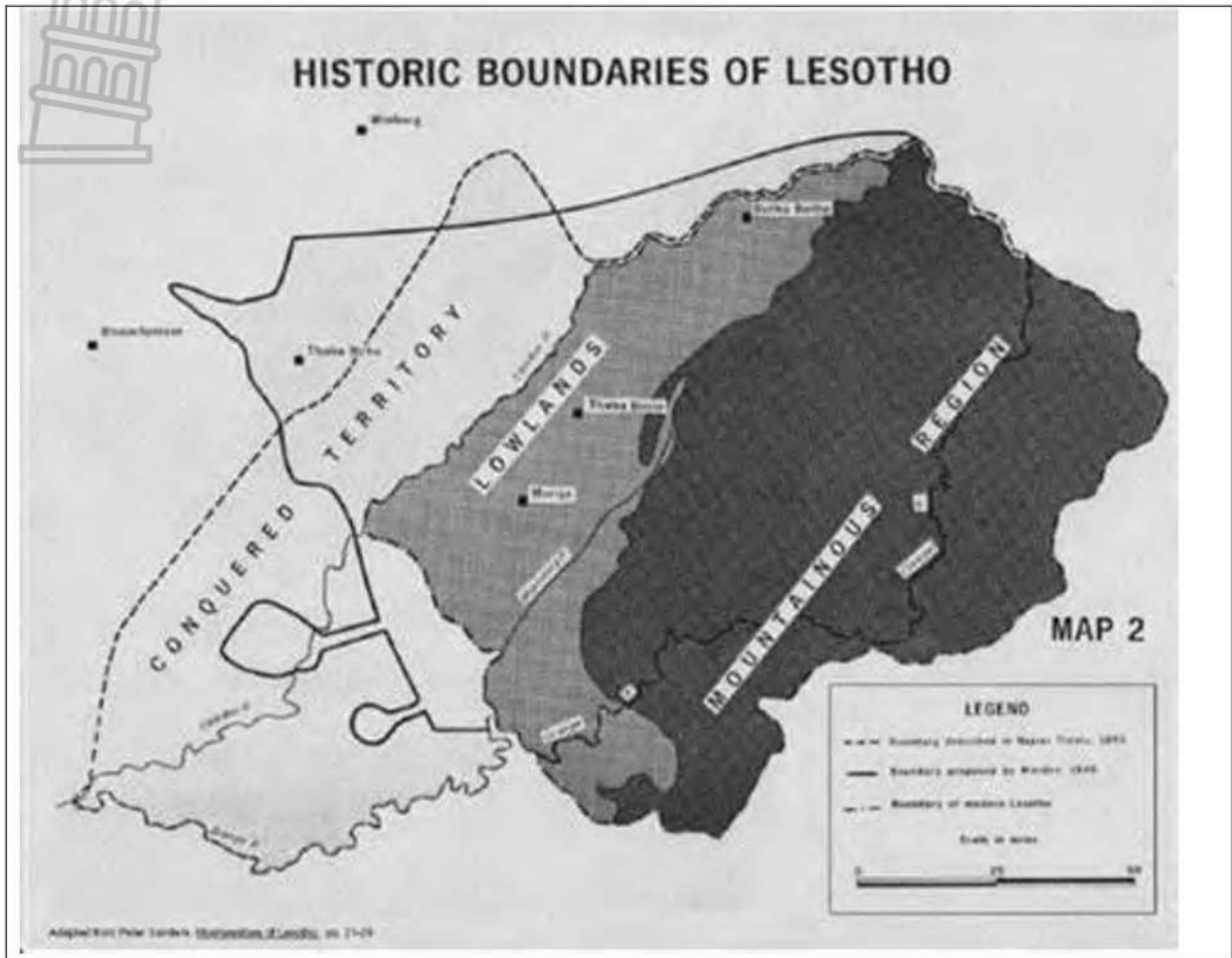
Despite the treaty between the British and the Basotho, the British gave control of the area to the trekkers at the Bloemfontein Convention of 1854. The Convention resulted in the demarcation of new borders in favour of the trekkers which included land that was part of the Basotho kingdom. Subsequently some Basotho raided cattle from Boer farms in the Caledon River valley which resulted in wars between the Orange Free State and the Basotho. The Sotho won most of the battles, but the Boers became stronger as they had the advantage of guns.

The British sold guns to the trekkers, but would not sell to the Basotho. Moshoeshoe made peace with the fact that the only way for the Basotho to keep any of their land was if they requested protection by the British. In 1868 Moshoeshoe made an agreement with the British that the Basotho kingdom would become a British colony called Basotholand. In 1870 Moshoeshoe died. Even though the Basotho kingdom became a British colony, Moshoeshoe was still able to save it from trekker takeover. Basotholand did not become a part of South Africa, but gained independence from Britain in 1966 and was called Lesotho



SOURCE 2D

The source below is a map illustrating the conquered Basotho territory by the Boers in 1850s



QUESTION 3: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?

SOURCE 3A

The source below explains provisions of the Native Land Act of 1913 in South Africa.

One major step taken by the white minority government in addressing the issue of the “Native question” was passing of the Native Land Act on the 19 June 1913. This act had a profound effect on the African population across the country. It also laid down the foundation for other legislation which further entrenched dispossession of African people and segregation later of Coloured and Indian people.

The Act defined a “native” as “any person, male or female, who is a member of an aboriginal race or tribe of Africa; and shall further include any company or other body of persons, corporate or unincorporate, if the persons who have a controlling interest therein are natives.” Evidently, this affected millions of Africans. The Act’s most catastrophic provision for Africans was the prohibition from buying or hiring land in 93% of South Africa. In essence, Africans despite being more in number were confined to ownership of 7% South Africa’s land. Section 1, sub section ‘a’ of the 1913 Natives Land Act states, “a native shall not enter into any agreement or transaction for the purchase, hire, or other acquisition from a person other than a native, of any such land or of any right thereto, interest therein, or servitude thereover.” However, Africans were permitted to buy and sell land in reserves or scheduled areas while Whites were prohibited from owning land in these places as the Act stated:

- A person other than a native shall not enter into any agreement or transaction for the purchase, hire, or other acquisition from a native of any such land or of any right thereto, interest therein, or servitude there over.

<https://www.sahistory.org.za/article/natives-land-act-1913-> Accessed on 04 September 2022



SOURCE 3B

This source below explain conditions in South Africa after the passing of the Land Act in 1913.

Awaking on Friday morning, June 20, 1913, the South African Native found himself, not actually a slave, but a pariah in the land of his birth.

A squatter in South Africa is a native who owns some livestock and, having no land of his own, hires a farm or grazing and ploughing rights from a landowner, to raise grain for his own use and feed his stock. Hence, these squatters are hit very hard by an Act which passed both Houses of Parliament during the session of 1913, received the signature of the Governor-General on June 16, was gazetted on June 19, and forthwith came into operation.

But the great revolutionary change thus wrought by a single stroke of the pen, in the condition of the Native, was not realized by him until about the end of June. As a rule many farm tenancies expire at the end of the half-year, so that in June, 1913, not knowing that it was impracticable to make fresh contracts, some Natives unwittingly went to search for new places of abode, which some farmers, ignorant of the law, quite as unwittingly accorded them. It was only when they went to register the new tenancies that the law officers of the Crown laid bare the cruel fact that to provide a landless Native with accommodation was forbidden under a penalty of 100 Pounds, or six months' imprisonment. Then only was the situation realized.



SOURCE 3C

This is an extract from a book, *Native Land Act 1913 Specific Cases of Evictions and Hardship*, by R.W Msimang. It is about the Oath given by Zachariah Maye during his eviction as a result of the operations of the Natives Land Act.

1. I have resided as a squatter in the Farm Theron District Kroonstad. I have resided in this farm for many years.

2. Before I received the eviction notice, my master came to me and told me to sell all my stock, because his grass was being finished. I asked him "how we shall live if we sell our stock, because there is myself, my wife and two children working for him." He said I must dispose of my stock. During all these many years, either his late father or himself never said that my stock was finishing the grass or made any complaint about my property.

3. He then gave me notice on the following day-this is a true copy. "Pass Malgas to look for a place to trek." J. THERON,

4. I have wife and three Children, 20 head of cattle, and 50 sheep and 1 horse. I am now wandering about looking for a place to reside on or to place my stock.

This man has tried hard to find a place and cannot. His old master might be willing to take him back but without his stock. —This Daye is forced to dispose of his only wealth and means of subsistence. Can't something be done for him? It is too hard that a man who has lived on this farm for years with the same average number of stock, should now be suddenly told that the grass is being finished by the livestock and he must either dispose of it or leave the farm and be actually given a permit to trek

<https://www.sahistory.org.za/archive/natives-land-act-1913-specific-cases-evictions-and-hardship-rw-msimang-> Accessed on 03 September 2022



SOURCE 3D

This source below is a picture showing displaced native women and children after the passing of the 1913 Natives Land Act.



From Turning Points in History, Book 4, Industrialisation, Rural Change and Nationalism –
[Accessed on 02 Nov 2022]



ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

[http://www.guardian.co.uk/world/2006/may/22/rorycarroll.mainsection.](http://www.guardian.co.uk/world/2006/may/22/rorycarroll.mainsection)

<https://www.google.com/search>

<https://www.sahistory.org.za/archive/natives-land-act-1913-specific-cases-evictions-and-hardship-rw-msimang->

<https://www.sahistory.org.za/article/natives-land-act-1913->

<https://www.sahistory.org.za/people/shaka-zulu>

Macrothink Institute Journal of Public Administration and Governance.

Turning Points in History, Book 4, *Industrialisation, Rural Change and Nationalism*





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GRADE 10



This memorandum consists of 24 pages.

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"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	40% (20)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	20% (10)

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.
- 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 bottom margin to the right, e.g. $\frac{32}{50}$
- 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

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 argument (planned, structured and has 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 first 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 when assessing an essay.

P	Point: 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.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E	Example: The 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.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.





2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- 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**.

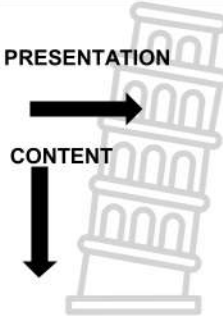
C	LEVEL 4	
P	LEVEL 3	

- (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

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

***Guidelines for allocating a mark for level 1**

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- Questions 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

QUESTION 1: HOW SHAKA CONSOLIDATED A POWERFUL ZULU MILITARY KINGDOM IN THE 18TH CENTURY?

1.1

1.1.1. [Extraction of evidence from the Source 1A – L1]

- Dingiswayo (1 x 1) (1)

1.1.2. [Extraction of evidence from Source 1A – L1]

- All young men were incorporated into age regiments and given military training.
- A short stabbing spear was introduced ..., giving Shaka's army an advantage in close combat.
- The 'horn' formation by which Zulu regiments encircled their enemies, were perfected. (3 x 1) (3)

1.1.3. [Extraction of evidence from Source 1A – L1]

- By stressing the Zuluness of the state.
- All subjects of the state became Zulu and owed the king their personal allegiance.
- Zulu traditions of origin became the national traditions of the state.
- Customary Nguni festivals, such as planting and harvest celebrations, became occasions on which Shaka gathered vast numbers of his people and extolled (celebrate) the virtues of the state (3 x 1) (3)

1.1.4. [Interpretation of evidence from Source 1A – L2]

- They assist in developing a Zulu consciousness that transcended the original identities and lineages (families) of the various peoples under the Zulu Kingdom.
- Any other relevant answer (1 x 2) (2)

1.1.5. [Explanation of historical concept from Source 1B – L1]

- A political system based upon the undivided sovereignty or rule of a single person.
- Any other relevant answer (1 x 2) (2)

1.1.6. [Interpretation of evidence from Source 1A – L2]

- He consolidated a number of military innovations to produce a powerful Zulu military machine
- He incorporated the Mthethwa under his rule and established the Zulu state as the dominant power among the northern Nguni.
- He fostered a new national identity by stressing the Zuluness of the state
- He consolidated his power through a series of wars against neighbouring peoples.
- His armies raided for cattle and food; they attacked any who challenged the authority of the Zulu monarch
- Any other relevant response. (2 x 2) (4)

1.2



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

- Economic changes
- Social changes (2 x 1) (2)

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

- His wars
- Were accompanied by great slaughter
 - caused many migrations (2 x 1)(2)

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

- Zwangendaba
- Mzilikazi
- Soshangane (3 x 1) (3)

1.2.4. [Explanation of historical concept from Source 1B – L2]

- A period of movements and dislocation of nations in Southern Africa because of Shaka's wars and cruelty.
- Any other relevant answer (1 x 2) (2)

1.2.5 [Interpretation and analysis of evidence from Source 1B – L2]

- Killing of millions people
- Resulted to forced migration / Mfecane
- Caused famine and chaos
- New groups formed
- Any other relevant answer (1 x 2) (2)

1.3 [Comparing information from Sources 1B with 1C-L3]

- Source 1A says Shaka consolidated his power through a series of wars against neighbouring peoples and 1B says Shaka's wars between 1818 and 1828 contributed to a series of forced migrations known in various parts of southern Africa as the Mfecane
- Any other relevant answer (1 x 2) (2)

1.4

1.4.1. [Interpretation of evidence from Source 1C – L2]

- It shows that Shaka received the traditional Zulu reverence towards a dead monarch, as in a praise song in which he has been called "Shaka the Unshakeable."
- It shows that Shaka was viewed as an *unshakeable king*
- Any other relevant answer (2 x 2) (4)

1.4.2. [Interpretation of evidence from Source 1C – L3]

Useful

- It highlights how Shaka warriors danced and celebration towards dead monarchs
 - It depicts Shaka as an *unshakeable king*
 - Any other relevant answer
- (1 x 2) (2)

1.5

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

- Biased colonial-era white (historians)
 - Unreliable Zulu storytellers
- (2 x 1) (2)

1.5.2 [Extraction of evidence from Source 1D – L2]

- distorted and exaggerated the meagre historical record,
- (1 x 2) (2)

1.5.3 [Interpretation of evidence from Source 1D – L2]

- To estimate bigger number of people they have murdered during their reign
 - Any other relevant answer
- (1 x 2) (2)

1.5.4 [Interpretation of evidence from Source 1D – L2]

- This would help sell Fynn's book
 - To encourage British annexation of Zulu lands
 - It would mean a 'fortune' for both authors,
 - Any other relevant answer
- (2 x 2) (4)

1.6 [Interpretation, evaluation and synthesis of information from the sources – L3]

Candidates could include the following aspects in their response:

- He consolidated a number of military innovations to produce a powerful Zulu military machine (1A)
- He incorporated the Mthethwa under his rule and established the Zulu state as the dominant power among the northern Nguni. (1A)
- He fostered a new national identity by stressing the Zuluness of the state (1A)
- He consolidated his power through a series of wars against neighbouring peoples.(1A)
- His armies raided for cattle and food; they attacked any who challenged the authority of the Zulu monarch (1A & 1C)
- The development of Shaka's military system caused major economic and social changes (1B)

- Shaka's wars between 1818 and 1828 contributed to a series of forced migrations known in various parts of southern Africa as the Mfecane (1B)
- Colonial-era white writers distorted and exaggerated the meagre historical record to turn Shaka into a despotic monster (1D)

The following rubric can be used to assess the paragraph

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how Shaka consolidated a powerful Zulu military kingdom in the 18th century • Uses evidence partially to write a paragraph on the topic 	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how Shaka consolidated a powerful Zulu military kingdom in the 18th century • Uses evidence in a very basic manner to write a paragraph 	Marks: 3 - 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how Shaka consolidated a powerful Zulu military kingdom in the 18th century • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 - 6

[50]



QUESTION 2: HOW THE MOSHOESHOE LOST POWER TO THE BRITISH PROTECTORATE IN THE 19TH CENTURY?

2.1

2.1.1 [Extraction of evidence from Source 2A – L1]

- consensus (agreement)
- Subtly
- Open-handed style
- Even-handed justice (4 x 1) (1)

2.1.2 [Explanation of historical concept from Source 2A – L1]

- Moshoeshoe act of dealing with people and enemies in a friendly and tactful way
- Any other relevant explanation (1 x 2) (2)

2.1.3 [Interpretation of evidence from Source 2A – L2]

- To building on the traditional methods he learnt from his youth
- To represent different interests and points of view
- To be advised
- Any other relevant response (Any 2 x 2) (4)

2.1.4. [Extraction of evidence from Source 2A – L1]

Integrity and courage

- talent for diplomacy
- lack of vengefulness (desire for revenge)
- (peacemaking) policy
- Astuteness (intelligence)
- Any other relevant answer (Any (2 x 1) (2)

2.1.5 [Extraction of evidence from Source 2A – L1]

- cheerfulness
- charm (2 x 1) (2)

2.2

2.2.1. [Extraction of evidence from Source 2B – L1]

- He had defeated the Tlokoa in 1853.
- There were now about 100 000 people under his control (2 x 1) (2)

2.2.2. [Extraction of evidence from Source 2B– L2]

- (a) Stock theft (1 x 1)(1)
- (b) They had a right to take Boer stock (1 x 1)(1)

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

- He distrusted his agreement with the British
- He was always afraid that the British would side with the OFS in a war".
- Any other relevant answer (2 x 2) (4)

- 2.2.4. *Extraction of evidence from Source 2B – L1]*
• March 1858 (1 x 1)(1)
- 2.2.5. *Extraction of evidence from Source 2B – L1]*
• The British came to their aid by supplying them with weapons.
• The Boers were also helped in this war by Moshoeshoe's old enemies, the Tlokoa (2 x 1)(2)
- 2.3.
- 2.3.1 *[Extraction of evidence from Source 2C – L2]*
• 1854 (1 x 1) (1)
- 2.3.2. *[Extraction of evidence from Source 2C– L2]*
• Some Basotho raided cattle from Boer farms in the Caledon River valley (1 x 2)(2)
- 2.3.3. *[Interpretation of evidence from Source 2C – L2]*
• The British wanted the Boers to win the war against the Basotho
• Any other relevant response (1 x 2)(2)
- 2.3.4. *[Interpretation of evidence from Source 2C – L2]*
• Moshoeshoe was still able to save the kingdom from trekker takeover.
• Basotholand did not become a part of South Africa, but gained independence from Britain in 1966 and was called Lesotho
• Any other relevant response (1 x 2)(2)
- 2.3.5 *[Explanation of historical concept from Source 2C – L1]*
• A state where a country is free from colonization
• Self-rule
• Any other relevant answer (1 x 2) (2)
- 2.4. *[Compare information from source 2B and 2C –L3]*
• Source 2B Says the British supplied Boers with weapon and 2C say she British sold guns to the trekkers, but would not sell to the Basotho
• Any other relevant answer (1 x 2) (2)
- 2.5.
- 2.5.1. *[[Interpretation of evidence from Source 2D – L2]*
• It shows that the Sotho lost some land in their resistance against the Free Staters,
• It showed that Basotho boundaries was reduced
• It showed that arable land was lost
• Any other relevant response. (2 x 2) (4)

2.5.2. Interpretation of evidence from Source 2D – L2

- It meant that Basotho's boundaries was hugely reduced
- Lost land ownership
- Any other relevant answer (1 x 2)(2)

2.5.3. [Determining the usefulness of Source 2D – L2

- It is a map indicating the areas lost by Basotho territory by the Boers in 1850s
- Any other relevant answer (1 x 2)(2)

2.6 [Interpretation, evaluation and synthesis of information from the sources – L3]

Candidates could include the following aspects in their responses:

- Moshoeshoe preferred to rule his people by consensus (agreement (2A)
- He did not retaliate (fight back) against people, he gave sanctuary and aid to refugees (2A)
- Moshoeshoe attracted and retained the services of able Matona (advisers) (2A)
- Source 2A is a photograph showing Moshoeshoe (centre) with his advisors
- The Boers and the Sotho community lived peacefully alongside each other by the Caledon River Valley (2C)
- Basotho lost land (2C)
- The British gave control of the area to the trekkers at the Bloemfontein Convention of 1854 (2D)
- Basotho raided cattle from Boer farms in the Caledon River valley which resulted in wars between the Orange Free State and the Basotho (2D)
- Moshoeshoe requested protection by the British (2D)
- 1868 Moshoeshoe made an agreement with the British that the Basotho kingdom would become a British colony called Basotholand (2D)
- Moshoeshoe was able to save it from trekker takeover (2D)
- Any other relevant response

Use the following rubric to allocate a mark:

Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding on how Moshoeshoe lost power to the British protectorate in the 19th century. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding on how Moshoeshoe lost power to the British protectorate in the 19th century. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–4
Level 3	<ul style="list-style-type: none"> • Uses relevant sources e.g. demonstrates a thorough understanding on how Moshoeshoe lost power to the British protectorate in the 19th century. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5–6

(6) [50]

QUESTION 3: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?

3.1

3.1.1 [Extract evidence from source 3A – L1]

- Native Land Act (1 x 1) (1)

3.1.2 [Explain historical concept 3A – L2]

- A person who is a member of an aboriginal race or tribe of Africa
- Any other relevant answer (1 x 2) (2)

3.1.3 [Extract evidence from source 3A – L1]

- (a) Africans- 7% (1 x 2) (2)
- (b) Whites- 93% (1 x 2) (2)

3.1.4 [Extraction of evidence from source 3A – L2]

- Purchase
- Hire,
- Other acquisition (2 x 1) (2)

3.1.5 [Interpretation of evidence from source 3A – L2]

- It was the first act that successfully categorised land according race
- It laid down the foundation for other legislation which further entrenched dispossession of African people
- Any other relevant answer (2 x 2) (4)

3.2

3.2.1 [Explanation of historical concept – L2]

- Black South Africans who owns some livestock but denied land for farming or grazing and ploughing rights
- Any other relevant answer (1 x 2) (2)

3.2.2 [Extract evidence from source 3B – L1]

- 19 June 1913 (1 x 2) (2)

3.2.3 [Extract evidence from source 3B – L1]

- Some Natives unwittingly went to search for new places of abode, which some farmers, ignorant of the law, quite as unwittingly accorded them.
- It was only when they went to register the new tenancies that the law officers of the Crown laid bare the cruel fact that to provide a landless Native with accommodation was forbidden (2 x 1) (2)

3.2.4. [Extract evidence from source 3B – L1]

- A penalty of 100 Pounds,
- Six months' imprisonment (2 x 1) (2)

3.2.4. [Interpretation of information from Source 3B – L2]

- It meant that the Native Land Act treated natives as if they were foreigners (outcast) in their own/ home country
- Any other relevant answer (1 x 2) (2)

3.3

3.3.1 [Extract evidence from source 3C – L1]

- Farm Theron District Kroonstad (1 x 1) (1)

3.3.2 [Interpretation of information from source 3C – L2]

- He couldn't understand how he was going to support his family if he sells his stock
- Any other relevant answer (1 x 2) (2)

3.3.3 [Interpretation of evidence from source 3C – L1]

- It was instruction for Zachariah Maye to move out and find his own place '
- Any other relevant answer (1 x 2) (2)

3.3.4 [Extract evidence from source 3C – L1]

- A wife
- Three Children,
- 20 head of cattle
- 50 sheep
- 1 horse (4 x 1) (4)

3.3.5 [Interpretation of evidence from source 3C – L1]

- It displaced natives from their homes
- It forced natives to agree to sell their stock or face eviction
- Any other relevant answer (2 x 2) (4)

3.4

3.4.1 [Interpretation of information from source 3D – L2]

- It depicts the effects of the 1913 Native Land Act
- It shows that the passing of the 1913 Natives Land Act displaced native women and children
- Any other relevant answer (2 x 2)(4)

3.4.2. [Determine the usefulness of the information from Source 3D – L1]

- Useful
- It shows that the passing of the 1913 Natives Land Act displaced native women and children
- Any one of the following (1 x 2) (2)

3.5. [Comparing Sources 3C and 3D L3]

- Source 3C says Zachariah Maye and his family were evicted as a result of the Natives Land Act and Source 3D shows that the passing of the 1913 Natives Land Act displaced native women and children t
- Any other relevant response (1 x 2) (2)

3.6 [Interpretation, understanding and synthesis of evidence from Sources 3A, 3B, 3C and 3D – L3]

- The Native Land Act was passed on the 19 June 1913 to address the Native question” (3A)
- Sol Plaatjie says 'Awaking on Friday morning, 20 June 1913, the South African native found himself, not actually a slave, but a pariah in the land of his birth.'(3B)
- White farmers who gave landless Native accommodation faced a penalty of 100 Pounds, or six months' imprisonment. (3B)
- Zachariah Maye and his family was given a notice to dispose of my stock or face eviction as a result of the Natives Land Act (3C)
- He had to wonder about with his wife and three Children, 20 head of cattle, and 50 sheep and 1 horse looking for a place to reside (3C)
- The passing of the 1913 Natives Land Act displaced native women and children(3D)
- Any other relevant response

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little on how the 1913 Land Act intensified land dispossession among black South Africans • Uses evidence partially or cannot write a paragraph. 	MARKS 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding on how the 1913 Land Act intensified land dispossession among black South Africans • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3-4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding on how the 1913 Land Act intensified land dispossession among black South Africans • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5-6

(6)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: TRANSFORMATIONS IN SOUTH AFRICA

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

SYNOPSIS

- Candidates need to discuss whether it was the Ndwandwe that dominated and controlled the foothills and valleys between the Mkuze and Black Mfolozi Rivers under the leadership of Zwide in the 1800s

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss whether it was the Ndwandwe that dominated and controlled the foothills and valleys between the Mkuze and Black Mfolozi Rivers under the leadership of Zwide in the 1800s

ELABORATION

- The re-organisation of the Ndwandwe tribe
- The 1790 widespread warfare as tribes compete for land
- Smaller clans joined with stronger chiefdoms
- Armies formed according to age groups, Amabutho
- Controlling of land over other groups
- Raiding neighbours
- Controlling trade routes
- The warfare between the Ndwandwe and Mthethwa
- The dominance of the Ndwandwe in Zululand
- Conclusion: Candidates should tie up their argument with relevant conclusion.

[50]

QUESTION 5: COLONIAL EXPANSION IN SOUTHERN AFRICA

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

SYNOPSIS

Candidates need to determine the extent in which the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should determine the extent in which the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's
- The candidates should take a clear line of argument based on how the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's

ELABORATION

- South Africa under Dutch- VOC
- The Khoi resistance attempts to change their pastoralist way of life.
- Otto Mentzel, the traveller
- The Abolition of Slavery Act: Ordinance 50 of 1828 – declaring that the Khoi-khoi be of equal status with colonists
- The Masters and Servants Act of 1841
- Wage earners
- Independent farmers

Conclusion: Candidates should tie up their argument with relevant conclusion.



QUESTION 6: THE SOUTH AFRICAN WAR AND THE UNION

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

SYNOPSIS

Candidates should critically discuss the roles and experiences of Blacks in the South African between 1899 to 1902 period

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates will critically discuss the roles and experiences of Blacks in the South African between 1899 to 1902 period

Elaboration:

- The South African War of 1899-1902 was essentially a 'White man's' war
- There was an unwritten agreement between the Boers and the British that Blacks would not be armed in the war, neither side adhered to this agreement.
- The British believed that the Boers would be easily defeated and that any military collaboration from groups of Blacks would not be decisive in winning the war
- Another reason for not wanting Blacks to be given arms was the fear that this would increase the possibility of Black resistance to white control in the future
- Republican law forbade the carrying of arms by Blacks, but because many Boers were pressed into service, they allowed their servants to carry arms
- Most were assigned to the roles of wagon drivers or servants.
- Blacks were also used to stand in on farms of Boers who were commandeered to the war. Many were used as "agterryers" who would tend to chores at the camp or see to the horses. On the battlefield, the 'agterryer' would carry spare ammunition and spare rifles and even load up the rifles for his master.
- The British army used Black workers for carrying dispatches and messages, to take care of their horses and assist in the veterinary department. They also were used to do sanitary work and construct forts. Armed Black sentries guarded blockhouses and were used to raid Boer farms for cattle

- The British army also provided the Kgatla chief and Kgama of the Ngwato with 6000 and 3000 rounds of ammunition respectively, to defend the Bechuanaland Protectorate
- In Natal, the Zulu Native Police were armed with rifles and a number of them were mounted. However, after the war, Blacks who had served as scouts or fighting men were denied campaign medals which they were entitled to
- It is apparent that both sides would deny that armed Blacks served with them, each accusing the other of doing so,
- Black poverty was a major spur to enlistment in the British army
- Many Black people were held in concentration camps around the country
- Blacks in the concentration camps were not given adequate food and did not have proper medical care, which resulted in many deaths
- The death toll at the end of the war in the Black concentration camps was recorded as 14154, but it is believed that the actual number was considerably higher
- After the war the Black camps remained under military control even after the white camps had been transferred to civilian control
- Any other relevant response
- Conclusion: Candidates should tie up their argument with relevant conclusion

(50)

TOTAL [150]

