



Province of the
EASTERN CAPE
EDUCATION



DEPARTMENT OF EDUCATION

CONTROLLED TEST

HISTORY

GRADE 10

SEPTEMBER 2024

TIME: 2: HOURS

MARKS: 100

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.
 - 1.1. The Native Land Act of 1913
 - 1.2. The South African War and Union
2. SECTION A consists of ONE source-based question. Source material that is required to answer questions will be found in the ADDENDUM.
3. SECTION B consists of ONE essay question.
4. Answer BOTH questions.
5. When answering questions, learners should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage learners.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

QUESTION 1: THE NATIVES' LAND ACT OF 1913

How did the Natives' Land Act affect the lives of black South Africans?

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

1.1. Refer to Source 1A

1.1.1. Which group, according to the source, forced the government to pass the Natives' Land Act? (1x2) (2)

1.1.2. Use the source and your own knowledge and explain the concept:

(a) Sharecropping (1x2) (2)

1.1.3. What, according to the source were the main stipulations of the Natives' Land Act? (1x2) (2)

1.1.4. Use the source and explain the consequences of this Act on the lives of black people. (1x2) (2)

1.2. Study Source 1B

1.2.1. According to the source list some of the hardships suffered by Africans as a result of the Natives' Land Act. (2x1) (2)

1.2.2. Quote evidence from the source to explain the consequences of evictions. (2x1) (2)

1.2.3. How does Source 1B complements (support) Source 1A in explaining the impact of the Natives' Land Act on the lives of black people? (2x2) (4)

1.2.4. Use the source and your own knowledge and explain what Msimang meant with the statement: "...and were reduced to a state of 'vagabondage' with no prospect of permanent settlement." (2x2) (4)

1.3. Use Source 1C



1.3.1. Name the commission which was appointed to hear evidence from Africans and whites. (1x2) (2)

1.3.2. Use the information in Source 1 and your own knowledge and explain what T M Dambuza meant when he said: "There is winter in the Natives' Land Act. In winter the trees are stripped and leafless..." (2x2) (4)

1.3.3. How, according to Pastor Mancobo, Source 2, were the rights of blacks violated through the Natives' Land Act. (2x2) (4)

1.3.4. What, according to Source 3, were the views of R N Harley on the Natives' Land Act? (2x1) (2)

1.3.5. Do you agree with the views of R N Harley? Explain your answer. (2x2) (4)



1.4.1. Why do you think the SANNC delegation went to England? Give evidence from the source to support your answer. (1x2) (2)

1.4.2. Explain the usefulness of the visual source to a historian studying the effects of the 1913 Natives Land Act. (2x2) (4)

1.5. Use the information in all the sources and your own knowledge and write a paragraph of about SIX lines (sixty words) to explain how did the Natives Land Act effect the lives of South Africans. (6)

SECTION B: ESSAY QUESTIONS

QUESTION 2: The South African War and Union

"Blacks played an important role in the South African War". Do you agree with the statement? Critically discuss the statement. (50)

TOTAL: [100]



ADDENDUM

QUESTION 1: How did the Natives' Land Act affect the lives of Black South Africans?

SOURCE 1A

The following extract explains the Native Land Act of 1913.

Largely because of the pressure from the politically powerful white farmers, the government passed the Native Land Act of 1913. To prevent Africans from competing with whites in the land market and to force sharecroppers and cash tenants to become wage labourers or labour tenants, the Act: Set aside less than 7.5 percent of South Africa's land as reserves where Africans could buy land; Stated that Africans could no longer buy, rent or be a sharecropper on land outside of the reserves.

Thousands of African sharecroppers and tenants were evicted from their land and forced to become low-paid farm labourers and labour tenants. Some Africans did not know that there had been a change in the law and thought that their landlords had evicted them themselves. These people wandered around the country with their families and livestock looking for another farm to stay on, but found none. They often had to resort to killing or selling their weakening livestock to keep themselves alive. They were eventually forced to move to the overcrowded reserves. The Land Act ended the possibility of Africans ever becoming successful commercial farmers in competition with whites.

From saho natives land act 1913 accessed 19 August 2024

SOURCE 1B

Lawyer Richard Msimang compiled a weighty document of evictions and hardships suffered by Africans as a result of the Natives' Land Act of 1913

Acting on behalf of the South African Native Congress, Richard Msimang drew up a list of evictions, including the details of livestock owned by those who had been uprooted. He found that in the OFS evictions occurred at 10 days' notice. Hundreds of people were trekking into Bechuanaland. The evictions were designed solely to obtain forced labour, said Msimang. Not only unable to acquire land, African communities he added, also lost homes, schools and churches without compensation, and were reduced to a state of 'vagabondage' (wandering slavery) with no prospect of permanent settlement.

Saho Natives Land Act 1913 specific cases of evictions and hardship by R.W. Msimang accessed 19 August 2024

SOURCE 3C

Shortly after the Land Act of 1913 was passed, the Beaumont commission toured the Union to hear evidence from Africans and whites. But the suffering caused by the provisions of the Act, became a dominant theme of its sittings. Here are some of the views expressed by blacks and whites on the Natives' Land Act:

Source 1: In a statement to the commission on behalf of the Heidelberg District of the South African Native National Congress, T.M. Dambuzu said: "The Natives' Land Act breaks our people and puts them back in the rearing of their stock and ruins what they term their bank. It causes our people to be derelicts (abandoned) and helpless. We beg the Commission to approach the government and make our grievances clear and find a haven of refuge for our oppressed. There is winter in the Natives' Land Act. In winter the trees are stripped and leafless..."

Source 2: Pastor M K Mancobo of Knysna told the commission: "Owing to our vagrant condition year after year and the absence of any security of tenure, we are unable to erect substantial dwellings capable of sheltering us and our little ones from rain, wind and cold. The occupation of the tumble-down dwellings to which we are condemned has had a marked effect on our health. Also, it has never been practicable to make provision for education. Requests to landlords for permission to erect schools are met with refusal, notwithstanding that in some cases we lease land and in other sow on half shares...."

Source 3: Winburg magistrate R N Harley told the commission: "With increasing stocks and herds, the native has become less...inclined to be a servant and more...inclined to be the semi-independent nomad (people moving from place to place), working only when his crops demand it and loafing the rest of the time, while the farmer has...difficulty in obtaining servants. This system, encouraged by the whites and tolerated by the government, has instilled into the native the belief that he has an equal right with the whites to the hire and purchase of land. This doctrine (belief) is openly taught by the native papers."

the legacies of the natives land act of 1913

Source 1 D

This photograph shows the delegation that was sent to Britain in 1914 by the South African Native National Congress (SANNC). The intention of the delegation was to voice its disapproval of the 1913 Natives Land Act.



A delegation of members of the newly formed SANNC that was sent to Britain in 1914. In the front row (seated from left to right): Thomas Mtobi Mapikela, John Langalibalele Dube (first president), Solomon Tshekisho Plaatje (first secretary-general). Standing from left to right are: Walter Benson Rubusana and Saul Msane.

[From: *Turning Points in History, Book 4, Industrialisation, Rural Change and Nationalism*]



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HISTORY

GRADE 10

STANDARDIZED TEST 2

MARKING GUIDELINES

TERM 3: SEPTEMBER 2024

TIME: 2 HOURS

MARKS: 100

1. SOURCE - BASED QUESTIONS:

The following levels of questions were used to assess source-based questions

Cognitive Levels	Source-based assessment questions and tasks
LEVEL 1 (L1)	<ul style="list-style-type: none"> • Extract evidence from sources
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Explain historical concepts • Straightforward interpretation of the sources • What is being said by the author or creator of the source? • What are the views or opinions on an issue expressed by a source? • Compare information in sources
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from source. • Engage with questions of bias, reliability and usefulness of source • Compare and contrast interpretations and perspectives within sources and by authors of sources

1.2. The following table indicates how to assess source-based questions

<ul style="list-style-type: none"> • 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.
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2. EXTENDED WRITING

2.1. The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS
Level 1 <ul style="list-style-type: none">• Discuss or describe according to a given line of argument set out in the extended writing question.• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2 <ul style="list-style-type: none">• Synthesise information to construct an original argument using evidence to support the argument.• Sustain and defend a coherent and balanced argument with evidence.• Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- EDUCATORS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR SCHOOL.
- CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/OR OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY.
- WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.

Global assessment of essays

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

QUESTION 1: How did the Natives' Land Act affect the lives of Black South Africans?

1.1.

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

- White farmers (1x2) (2)

1.1.2. [Explaining of basic concept Source 1A –L1]

(a) Sharecropping

- A system where a certain amount of land is given to a tenant to work, with the requirement that the tenants gives the owner of the land a portion of the crop as rent. (1x2) (2)

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

- Set aside 7.5% of land for blacks
- Africans could no longer buy, rent or be a sharecropper on land outside the reserves (2x1) (2)

1.1.4. [Explanation of consequences from Source 1A – L1]

- Thousands of African sharecroppers and tenants were evicted from their land
- They were forced to become low-paid farm labourers and labour tenants
- They had to kill or sell their livestock to keep themselves alive
- They were forced to move to the overcrowded reserves.
- Ended the possibility of Africans becoming commercial farmers (any 2x1) (2)

1.2.

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

- They could not acquire land
- They lost homes
- They lost schools
- They lost churches
- They were not compensated for their losses (2x1) (2)

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

- Reduced to a state of 'vagabondage'
- No prospect permanent settlement (2x1) (2)

1.2.3. [Comparison of sources – L3]

- Both sources referred to the fact that blacks became labourers
- In both sources Blacks lost their land
- In both sources blacks lost their houses
- Any other relevant response (2x2) (4)

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

- Blacks became slaves in their own country
- They lost their houses
- No place to stay
- They were wandering around
- Any other relevant answer (2x2) (4)

1.3.

1.3.1. [Extraction of evidence from Source 1C – L1]

- Beaumont commission (1x2) (2)

1.3.2. [Interpretation of evidence from Source 1C (Source 1) – L2]

- Just like the trees losing their leaves, the Africans lost their land
- Winter is cold, everything became cold for the African after losing their houses
- Winter is bleak, the future of Africans is also bleak
- Any other relevant response (2x2) (4)

1.3.3. [Interpretation of evidence from Source 1C (Source 2) –L2]

- The right to own a house
- The right to health
- The right to education (2x2) (4)

1.3.4. [Extraction of evidence from Source 1C (Source 3) – L1]

- Natives were loafing most of the time
- Natives were not on equal footing with whites
- Natives became less inclined to be a servant
- More inclined to be semi-nomad (2x1) (2)

1.3.5. [Interpretation and evaluation of information from Source 1C – L2]

NOT AGREE:

- The Natives' Land Act discriminate against blacks
- They lost their land
- They lost their homes
- Their rights were violated
- Blacks became vagrants in their own land
- Any other relevant answer

(2x2) (4)

1.4.

1.4.1 . [Interpretation of evidence from Source 1D (Source 1) – L2]

- Protest against land act 1913
- Hand over petition against land act 1913
- Any other relevant answer

(2x2) (4)

1.4.2 . [Interpretation and evaluation of relevant information from Source 1D– L3]

- Shows SANNC delegation sent to Britain
- Gives information that SANNC was opposed to Natives Land Act
- Gives information on the names of the executive members of SANNC.
- Any other relevant response

(2x2) (4)

1.4. [Interpretation, analysis and synthesis of information from all sources –L3]

- Sharecroppers and cash tenants became wage labourers (1A)
- Blacks were evicted from their land and became low-paid farm labourers (1A)
- Blacks wandered around the country (1A)
- They had to kill their livestock to keep themselves alive (1A)
- They were forced to overcrowded reserves (1A)
- They lost their schools, churches without compensation (1B)
- No prospect of permanent settlement (1B)
- People became abandoned and helpless (1C /Source 1)
- It affected the health of blacks (1C / Source 2)

Use the following rubric to allocate a mark:

LEVEL 1 Not achieved to partially achieved	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows no or little understanding about the impact of the Natives' Land Act on the lives of black people.• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic	MARKS: 0 – 2
LEVEL 2 Mostly achieved	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extend to the topic e.g. shows some understanding of the impact of the Natives' Land Act on the lives of black people.• Uses evidence in a very basic manner to write a paragraph	MARKS: 3 – 4
LEVEL 3 Achieved with excellence	<ul style="list-style-type: none">• Uses relevant evidence e.g. that shows a thorough understanding of the impact of the Natives' Land Act on the lives of black people.• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	MARKS: 5 – 6

SECTION B: ESSAY QUESTIONS

QUESTION 2

[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]

SYNOPSIS

Candidates must take a stand whether they agree with the statement.

Elaboration

Introduction: Candidates to take a stance.

- At the beginning of the war, both the British and the Boers claimed that they did not want to use black troops in what they referred to as a white man's war.
- They did not want to give black troops guns.
- But in fact black South Africans were widely used by both side.
- Both sides used them as spies to report what they knew about the enemy.
- The Boers used them as personal servants and gun-bearers on campaigns.
- When the Boers invaded Natal and the Cape, they forced black farm labourers to work for them.
- Between 10 000 and 30 000 armed black soldiers fought o the British side.
- Some helped to defend Mafeking during the siege, and others helped protect the blockhouses along the railway lines and watch out for Boer guerrillas.
- The British army also used about 10 000 black South Africans as scouts, drivers, labourers, and message runners, and to burn farmhouses and crops in the scorched-earth campaigns.
- Some black South Africans benefited from the war.
- The British army paid them higher wages than for other types of work.
- In the Transvaal the Pedi and Tswana were able to regain some o the lands and livestock that they had lost to Boer farmers.
- However, black civilians were badly affected by the war.
- Battles destroyed their crops and their cattle were taken by the armies for food.
- Many of them also lost their homes, crops and livestock in the scorched-earth campaigns.
- When the Boers invaded the Cape, they targeted blacks, particularly those they believed supported the British.

- Over 115 000 Africans were put into separate concentration camps, many of them starving women and children.
- In 1902 the Boer generals admitted that black opposition was helping to defeat their commandos and force them to negotiate for peace.
- Black South Africans had played an important role in the war effort on both sides and had suffered as a result.
- Many had hoped that political and economic conditions for blacks would improve after the war, but this did not happen.
- Conclusion: Candidates to tie up there stance with a relevant conclusion

(50)

Total [100]

