



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

MOPANI EAST DISTRICT

GRADE 10

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HISTORY

STANDARDISED TEST

12 SEPTEMBER 2024

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MARKS: 100

TIME: 2 hours

This question paper consists of 5 pages and an addendum of 6 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the ATP for this standardized test

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: BRITAIN INCREASING INTEREST IN SOUTH AFRICA WITH
THE DISCOVERY OF MINERALS

SECTION B: ESSAY QUESTIONS

QUESTION 2: THE SOUTH AFRICAN WAR 1899-1902

Candidates must answer TWO (2) questions as follows:

- One source-based
- One essay

2. You are advised to spend at least ONE hour per question
3. When answering questions, you should apply your knowledge, skills and insight.
4. You will be disadvantaged by merely rewriting of the sources as answers.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID PAUL KRUGER, PRESIDENT OF THE TRANSVAAL REPUBLIC, DEAL WITH THE THREAT OF 'BRITISH FOREIGNERS' AFTER THE DISCOVERY OF MINING IN THE LATE 1880s?

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

1.1 Read Source 1A.

1.1.1 In which year were the Witwatersrand goldfields discovered? (1x1) (1)

1.1.2 According to the source, what were the British mine workers called? (1x1) (1)

1.1.3 Using the source and your own knowledge, why do you think Paul Kruger was concerned about giving franchise to 'uitlanders'? (2x2) (4)

1.1.4 Why, according to the source, did the Transvaal pass a series of laws? (1x2) (2)

1.1.5 Define the concept *disenfranchisement* in your own words. (1x2) (2)

1.1.6 What, according to the source, was the contributing factor to the Second Anglo-Boer War of 1899-1902? (1x2) (2)

1.2 Refer to Source 1B.

1.2.1 What messages are being conveyed by the cartoon with regard to Kruger dealing with 'uitlanders'? (2x2) (4)

1.3 Use Sources 1A and 1B. Explain how the evidence in Source 1B supports the information in Source 1A with regard President Paul Kruger's dealing with 'uitlanders'. (1x2) (2)

1.4 Consult Source 1C.

1.4.1 Why, according to the source, did Joseph Chamberlain join forces with Rhodes in South Africa by 1895? (1x2) (2)

1.4.2 Identify from the source, TWO groups of people who protested against the Transvaal government's discriminatory attitude to the uitlanders. (2x1) (2)

1.4.3 Explain how Kruger's government put pressure on the 'Uitlanders' (2x2) (4)

1.4.4 What, according to the source led to the botched plans of the Jameson raid? Give TWO. (2x1) (2)

1.4.5 Explain why you think the Jameson Raid was a failure. (2x2) (4)

1.4.6 How, according to the source, did the Transvaal residents feel after the Jameson raid? (2x1) (2)

1.5 Study Source 1D.

1.5.1 Quote FOUR results, from the source, of the Jameson raid. (4x1) (4)

1.5.2 Explain the relationship between the British and Boers after the Jameson raid. (1x2) (2)

1.5.3 Explain the usefulness of this source to a historian studying the results of the Jameson raid. (1x2) (2)

1.5.4 According to the source, whose reputations were tarnished by the Jameson raid? Identify TWO. (2x1) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of SIX lines (about 60 words) explaining how Paul Kruger, President of the Transvaal dealt with the threat of 'British foreigners' after the discovery of mining in the late 1880s (6)

SECTION B: ESSAY QUESTIONS

Your essay should be about THREE pages long.

QUESTION 2: THE SOUTH AFRICAN WAR & UNION

Africans played a significant role in the Anglo-Boer War of 1899 to 1902.

Do you agree? Substantiate your line of argument with relevant historical evidence.

[50]

TOTAL: 100





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ADDENDUM

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This addendum consists of 6 pages

SECTION A

QUESTION 1: HOW DID PAUL KRUGER, PRESIDENT OF THE TRANSVAAL REPUBLIC DEAL WITH THE THREAT OF 'BRITISH FOREIGNERS' AFTER THE DISCOVERY OF MINING IN THE LATE 1880s?

SOURCE 1A

The source explains Krugerism as a way to deal with 'Uitlanders' in the Transvaal.

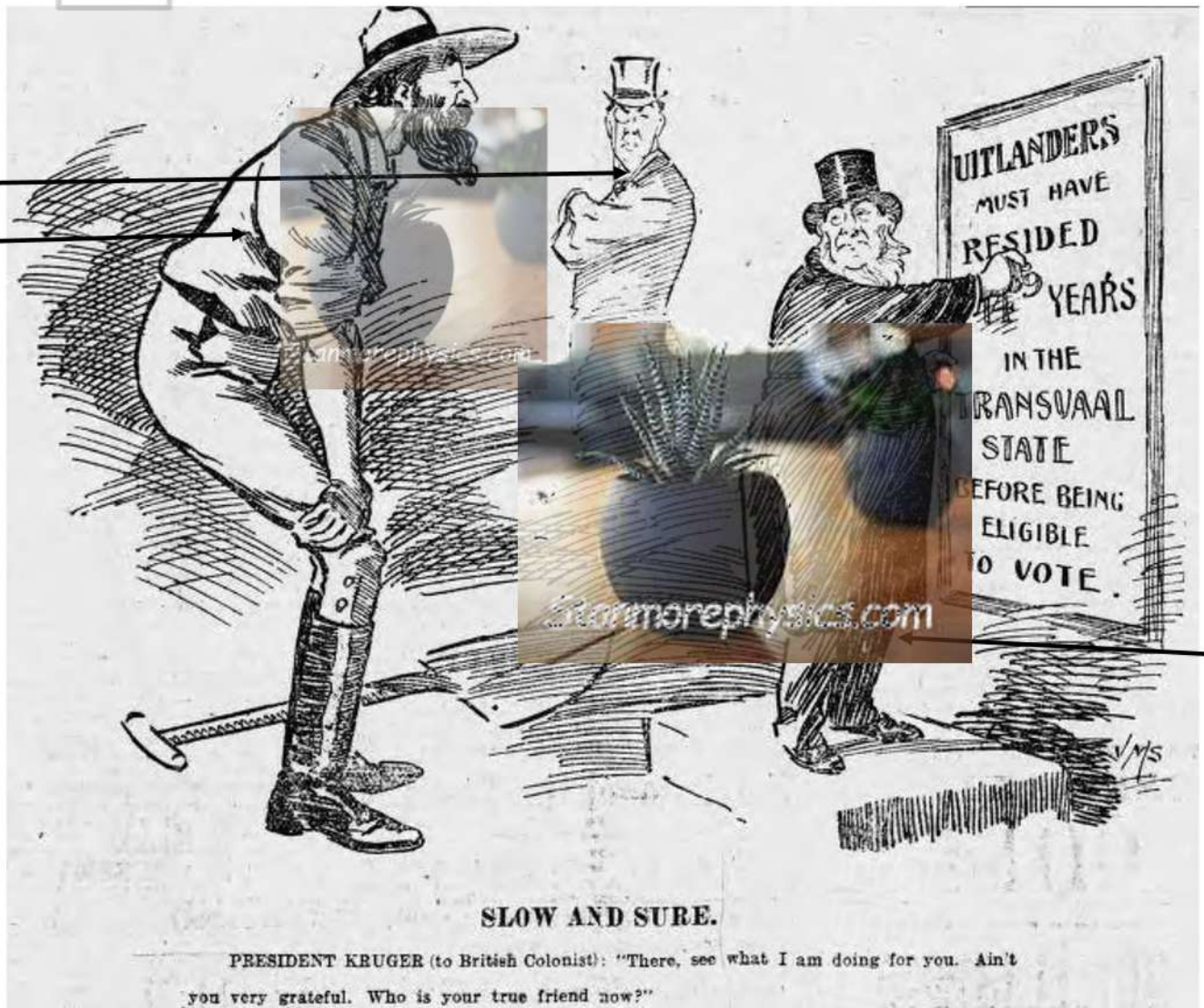
The vast Witwatersrand gold fields were discovered in 1886, and within ten years the uitlander (English) population of the Transvaal was thought to be double that of the ethnic Boer Transvaalers. An 'uitlander', Afrikaans for 'foreigner' ('outlander'), was a foreign (mainly British) migrant worker during the Witwatersrand Gold Rush in the independent Transvaal Republic following the discovery of gold in 1886. These workers were primarily concentrated around the Johannesburg area.

The Transvaal government, under President Paul Kruger, were concerned as to the effect this large influx (arrival) could have on the independence of the Transvaal. The 'uitlanders' were almost entirely British subjects. Therefore enfranchising (give right to vote) the 'uitlanders', at a time when the Crown (rule by British Queen) was keen to consolidate its colonial hold in South Africa, risked creating a powerful fifth column that could ultimately lead to a power shift and the Transvaal passing into British hands, eventually turning it into a British colony. As a result, beginning in 1890 the Transvaal government passed a series of laws refusing voting rights and citizenship to immigrants who had not both resided the republic for fourteen years and were over forty years of age. This successfully disenfranchised the 'uitlanders' from any meaningful political role. This attitude was called, "Krugerism". The limited rights granted to this group in the independent Boer Republics was one of the contributing factors behind the Second Boer War.

[From <https://www.britannica.org/uitlanders>. Accessed on 22 August 2024.]

SOURCE 1B

The cartoon below is titled '*slow and sure*' by cartoonist, JM Staniforth. It depicts Paul Kruger, the President of Transvaal, attempting to gain favour by reducing the voting time for the 'Uitlanders'. A shadow of Joseph Chamberlain of the United Kingdom looks on.



[From <http://papuraunewyddcymru.llgc.org.uk/en/page/view/3284408>. Accessed on 20 August 2024]

UITLANDER

PAUL KRUGER

JOSEPH CHAMBERLAIN

SOURCE 1C

The source below explains how the Jameson Raid that took place in 1895 as a response to Krugerism.

By 1895 Britain was getting more confident about taking action in South Africa. Joseph Chamberlain was appointed Colonial Secretary. He joined forces with Rhodes to try to develop and promote the British Empire in South Africa.

British and Jewish Businessmen protested against what they felt to be the Boer Transvaal Government's discriminatory attitude to the Uitlanders (foreigners) in Johannesburg, who had contributed in no small measure to the growth of the mining town. The Kruger government had been putting pressure on the mining companies in the form of taxes, and they maintained monopolies over items such as the dynamite needed for deep-level blasting and for railway construction which led to high transport tariffs. As no attempt was made to solve the Uitlanders' grievances by peaceful discussion and negotiations, Rhodes began planning an uprising of Uitlanders in Johannesburg.

The raid was launched on 29 December 1895, when Dr Leander Starr Jameson and armed forces crossed the border from Bechuanaland (Botswana). Jameson, however, had been too hasty. Earlier, while Jameson waited on the border, the Uitlander leaders in Johannesburg were arguing among themselves about the kind of government to be put into place after the invasion. Many of the Uitlanders had no interest in violent uprising. Rhodes had actually decided to call off the raid, but by that time it was too late as Jameson and his party had already crossed into the Transvaal.

Communication was lacking and plans were botched (failed) when all telegraph lines were not cut as had been planned. Consequently, the Boers received warning of the attack, and Jameson was forced to surrender on 2 January 1896 at Doornkop near Krugersdorp. The raid had been a failure. Transvaal residents felt that they were being threatened and Uitlanders were treated with more suspicion than ever before.

[From https://www.sahistory.org.za/article/jameson_raid Accessed on 20 July 2024.]

SOURCE 1D

The source below is an extract from the book titled *'The Cowboy Capitalist'* by Charles van Onselen. It outlines some of the results of the Jameson raid on the broader South African community.

The failed Jameson Raid (1895) implicated (accused) the British government; removed Cecil Rhodes from the premiership of the Cape Colony; strengthened Afrikaner control of the South African Republic (the Transvaal) and its world-supplying gold mines; led to, if not actually precipitated (caused), the Anglo-Boer War (1899–1902); and ultimately motivated the Afrikaner-controlled consolidation of segregation in the Union of South Africa and thence apartheid. As van Onselen concludes, the Raid initiated the postwar “handing-over of political power” to Afrikaner nationalist governments, a “betrayal of African rights,” and the eventual creation of apartheid, “the master plan for white racial domination of every single aspect of economic, political and social life”.

The raid significantly heightened tensions between the British and the Boers, exacerbating (worsening) racial and political divisions in South Africa. The raid delayed potential reforms in the Transvaal. President Paul Kruger, who had been considering compromises with the Reformers, became more resistant to change following the raid.

The raid is often viewed as a failed attempt by Cecil Rhodes and his associates to expand British influence in Southern Africa. It tarnished (damaged) the reputations of Rhodes, Joseph Chamberlain (the British Colonial Secretary), and the British Empire as a whole.

[From *The Cowboy Capitalist: John Hays Hammond, the West, and the Jameson Raid* by Charles van Onselen]

ACKNOWLEDGEMENTS

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

<http://papuraunewyddcymru.llgc.org.uk/en/page/view/3284408>

<https://www.britannica.org/uitlanders>

<https://www.sahistory.org.za/article/jameson-raid>

Van Onselen C. 2018. *The Cowboy Capitalist: John Hays Hammond, the American West and the Jameson Raid* (Jonathan Ball Publishers, Johannesburg)





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MOPANI WEST DISTRICT

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

HISTORY

STANDARDISED TEST

SEPTEMBER 2024

MARKING GUIDELINES

MARKS: 100

These marking guidelines consist of 13 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.

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 were 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 in the bottom right-hand margin, e.g. 32
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

50

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

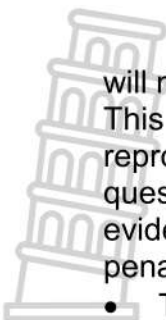
- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, 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 score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner



will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

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 (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

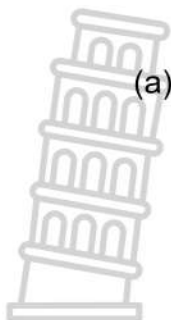
Λ

• Wrong statement	_____
• Irrelevant statement	
• Repetition	R
• Analysis	A✓
• Interpretation	1✓

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	



MARKING MATRIX FOR ESSAY – TOTAL: 50

PRESENTATION →	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
CONTENT ↓	Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	Writing structured. Constructed an argument Evidence used to support argument	Clear attempt to construct an argument Evidence used to a large extent to support the argument	Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	Largely descriptive /with little some attempt to develop an argument.	Answer not at all well-structured.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	39–39				
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 recognisable in							

Marking Guidelines

answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	15–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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
- Question 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 DID PAUL KRUGER, PRESIDENT OF THE TRANSVAAL REPUBLIC, DEAL WITH THE THREAT OF 'BRITISH FOREIGNERS' AFTER THE DISCOVERY OF MINING IN THE LATE 1880s?

1.1

1.1.1 *[Extraction of evidence from Source 1A-L1]*

- 1886 (1x1) (1)

1.1.2 *[Extraction of evidence from Source 1A-L1]*

- Uitlanders (1x1) (1)

1.1.3 *[Interpretation of evidence from Source 1A-L2]*

- Concerned about being outnumbered by British in their own republic
- Feared to be colonized by Britain
- Any other relevant response (2x2) (4)

1.1.4 *[Extraction of evidence from the Source 1A-L1]*

- To refuse voting rights and citizenship to immigrants (1x2) (2)

1.1.5 *[Definition of concept from Source 1A-L2]*

- Denying people to take part in voting for their government
- Any other relevant response (1x2) (2)

1.1.6 *[Extraction of evidence from Source 1A-L1]*

- Granting of limited rights to this group(Uitlanders) (1x2) (2)

1.2

1.2.1 *[Interpretation of evidence from Source 1B-L2]*

- Passing of anti-Uitlanders laws by Kruger and Chamberlain not happy
- Passing of law to not allow uitlanders to vote in Transvaal

- Any other relevant response

(2x2) (4)

1.3 [Comparison of evidence and ascertaining support between Sources between 1A and 1B-L3]

- Source 1A states that Paul Kruger passed laws refusing Uitlanders to vote and 1B shows those laws been written by Kruger.

- Any other relevant response.

(1x2) (2)

1.4

1.4.1[Extraction of evidence from Source 1C-L1]

- To develop and promote the British Empire in South Africa. (1x2) (2)

1.4.2 [Extraction of evidence from Source 1C-L1]

- British
- Jewish businessmen.

(2x1) (2)

1.4.3 [Interpretation of evidence from Source 1C-L2]

- Through taxation
- Controlling blasting activities and railways construction
- Any other relevant response.

(2x2) (4)

1.4.4 [Extraction of evidence from Source 1C-L1]

- Communication was poor
- Telegraph lines were not cut as planned.

(2x1) (2)

1.4.5 [Interpretation of evidence from Source 1C-L2]

- Boers were alerted to the attack
- Jameson surrendered on 2 January 1896 at Doornkop
- Any other relevant response

(2x2) (4)

1.4.6 [Extraction of evidence from Source 1C-L1]

- Felt threatened and
- Uitlanders were treated with more suspicion than ever before.

(1x2) (2)

1.5

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

- Implicated British government
 - Removed Cecil Rhodes as premiership of Cape colony
 - Strengthened Afrikaner control of the South African Republic (the Transvaal) and its world-supplying gold mines; led to, if not actually
 - Precipitated, the Anglo-Boer War (1899–1902); and ultimately
 - Motivated the Afrikaner-controlled consolidation of segregation in the Union of South Africa and thence apartheid.
- Any(4x1) (4)

1.5.2 [Interpretation of evidence from Source 1D-L2]

- Strained relations between the Boers and British and increased racial Discrimination and political misunderstandings in South Africa. (1x2) (2)

1.5.3 [Ascertaining the useful of evidence from Source 1D-L3]

USEFUL BECAUSE

- It is written by scholar, Onselen
- The source gives insight into the aftermath of the Jameson raid for South Africa
- Any other relevant response. (1x2) (2)

1.5.4 [Extraction of evidence from Source 1D]

- Rhodes
- Joseph Chamberlain
- British Empire. Any (2x1) (2)

1.6 [Interpretation, evaluation, and synthesis from relevant sources-L3]

- The influx of British workers(Uitlanders) into the goldfields in Transvaal a concern for Paul Kruger (Source 1A)
- Series of laws passed by Kruger to deal with British foreigners (Source 1A)
- British voting rights and citizenship cut in Transvaal(Krugerism)(Source 1A)
- Chamberlain disappointed with discriminatory laws by Kruger(Source 1B)
- Attempt by Jameson to stage coup de tat squashed by Kruger/Jameson raid failure (Source 1C)



- Transvaal residents treated Uitlanders with more suspicion after the raid(Source 1C)
- Strained relations between British and Boers after the Jameson rid failure(Source 1D)
- Any other relevant response

(6)

Use the following rubric to allocate the mark

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g., shows no or little understanding on how Paul Kruger, President of Transvaal, dealt with the threat of 'British foreigners' after the discovery of mining in the late 1880s. • 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. on how Paul Kruger, President of Transvaal, dealt with the threat of 'British foreigners' after the discovery of mining in the late 1880s.. • Uses evidence in a 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 on how Paul Kruger, President of Transvaal, dealt with the threat of 'British foreigners' after the discovery of mining in the late 1880s. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. 	MARKS 5-6

(6)

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TOTAL: 50



SECTION B: ESSAY

QUESTION 2: SOUTH AFRICAN WAR AND UNION

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

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SYNOPSIS

Candidates must indicate whether they agree with the statement or not on the significant role played by Africans in the Anglo-Boer War of 1899-1902.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates must show their line of argument and support it with evidence in the introduction.

ELABORATION

Candidates should include some of the following points:

- African people also played an important role in the war.
- Africans were more supportive of the British than the Boers.
- Africans believed that British will improve their conditions and rights if they can win the war.
- Boers were determined to keep africans in an inferior position under their control.
- From the onset africans supported British as: Scouts,spies,guards,labourers in supplying crops,livestock,horses, transport riding and providing other goods and services.
- Africans were given arms by the British to perform certain military roles like defending isolated villages and towns in the Cape.
- Mafikeng siege is another example where 500 armed black tropps protected the African quarter for white troops.



- In certain stages Africans turned on Boers who taking food from them.
- The zulu night raid at Holkrantz where 56 Boer soldiers were killed and 100 more Zulus were either killed or wounded.
- Initial stage intention of the Boers was not to involve Africans in the war.
- Afrikaners were afraid that Africans could become too powerful and significant.
- Afraid that Africans will refuse to be kept in inferior roles as servants.
- Boers did not allow Africans to carry guns-blacks only used for inferior roles as *agterryers* (after-riders).
- Performed other valuable services like gun-loading and gun-maintenance, carrying reserve ammunition, looking after horses, repairing saddle equipment, carrying rations, tending and carrying the ill and wounded and carrying messages, scouting, cooking and even brewing morning coffee
- Occasionally Boers will break their own rules and allow Africans to be directly involved.
- Boers brutally punished Africans who were regarded as collaborators with the British.
- Any other relevant response

(50)



GRAND TOTAL: [100]