



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE (NSC)**

GRADE 10

HISTORY
STANDARDISED TEST 2

05 SEPTEMBER 2024

QUESTION PAPER

MARKS: 100

TIME: 2 hours

This question paper consists of 5 pages and an Addendum of 10 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.

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**

2. SECTION A consist of ONE source-based question. Source material that is required to answer these questions will be found in the ADDENDUM.
3. SECTION B consist of ONE essay question.
4. Answer ALL questions as follows:
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 TWO questions, in the. Source material that is required to answer these questions may be found in the ADDENDUM.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW THE INFLUX OF THE UITLANDER IN THE WITWATERSRAND THREATENED THE INDEPENDENCE OF THE TRANSVAAL IN THE 1880S**

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

1.1. Read Source 1A.

1.1.1 What general belief, according to the source, existed before South Africa's vast mineral wealth was discovered in the late nineteenth century? (1 x 2) (2)

1.1.2 Mention TWO discoveries, according to the source, that changed the South African economy significantly. (2 x 1) (2)

1.1.3 According to the source, who did the International banks and private lenders avail increased cash and credit to? (3 x 1) (3)

1.1.4 Using information in the source and your own knowledge explain how the 'newfound wealth, consumer demand fuelled higher levels of trade in the history of South Africa'. (2 x 2) (4)

1.2. Refer to Source 1B.

1.2.1 Define the concept *uitlander* in your own words (1 x 2) (2)

1.2.2 Explain why the decision 'to increase rates on the part of the newly completed railway that ran through the Transvaal's territory' became biggest wedges between the two groups (2 x 2) (4)

1.2.3 According to the source, explain how the Transvaal responded to the British transportation of goods to the Vaal River and then using wagons to the Transvaal in order to avoid paying taxes. (3 x 1) (3)

1.2.4 Who, according to the source, planned an uprising of Uitlanders in Johannesburg (3 x 1) (3)

1.2.5 According to the source, which uprising played extremely important role in the build-up to the South African War? (1 x 2) (2)

1.3. Use Source 1C.

1.3.1 What message does the picture convey? Use visual clues in the picture to support your answer. (2 x 2) (4)



1.3.2 Explain why you would regard the source as useful to a historian researching on the Uitlander question in the British annexation of the Transvaal. (1 x 2) (2)

1.4. Consult Source 1D

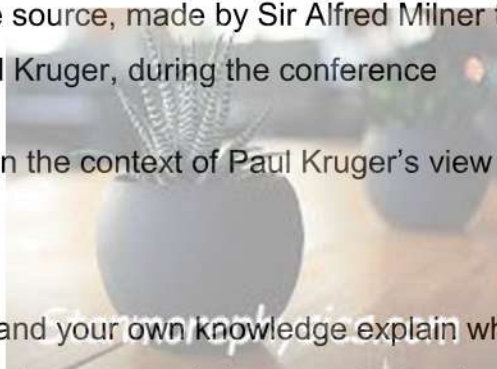
1.4.1 Explain the discovery of gold in Witwatersrand posed a threat to British domination of the region (1 x 2) (2)

1.4.2 Comment on Alfred Milner's demand to amend their constitution and give political rights to the uitlanders (1 x 2) (2)

1.4.3 Mention THREE demands in the source, made by Sir Alfred Milner to president of the South African Republic, Paul Kruger, during the conference (3 x 1) (3)

1.4.4 Explain the concept *Volksraad* in the context of Paul Kruger's view on the British annexation of the Transvaal (1 x 2) (2)

1.4.5 Using information in the source and your own knowledge explain why the 1899 summit (Bloemfontein conference) was regarded as a major turning point (1 x 2) (2)



- 1.5. Refer to Sources 1C and 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the role of the Uitlander in the British annexation of the Transvaal. (1 x 2) (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 the influx of the Uitlander in the Witwatersrand threatened the independence of the Transvaal in the 1880s. (6)



SECTION B: ESSAY QUESTIONS

Your essay should be about THREE pages long.

QUESTION 2: THE SOUTH AFRICAN WAR & UNION

'Africans played a critical role to enable the British to win the South African War between 1899 and 1902'

Do you agree with the statement? Use relevant evidence to substantiate your line of argument
[50]

TOTAL: 100



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ADDENDUM

This addendum consists of 6 pages.

QUESTION 1: HOW THE INFLUX OF THE UITLANDER IN THE WITWATERSRAND THREATENED THE INDEPENDENCE OF THE TRANSVAAL IN THE 1880S

SOURCE 1A

The source below explains conditions around the discovery of diamond and gold revolutionised mining in South Africa.

Before South Africa's vast mineral wealth was discovered in the late nineteenth century, there was a general belief that southern Africa was almost destitute similar wealth that had drawn Europeans to the rest of the continent. By then, South Africa had no known gold deposits such as those the Portuguese had sought in West Africa in the fifteenth century. The discovery of diamonds in 1869 and of gold in 1886 changed the South African economy significantly.

European investment flowed in; by the end of the nineteenth century, it was equivalent to all European investment in the rest of Africa. International banks and private lenders increased cash and credit available to local farmers, miners, and prospectors, and they, in turn, placed growing demands for land and labour on the local African populations. The Europeans resorted to violence to defend their economic interests, sometimes clashing with those who refused to renounce their freedom or their land. Eventually, as the best land became scarce, groups of settlers clashed with one another, and rival Dutch and British populations fought for control over the land. South Africa was drawn into the international economy through its exports, primarily diamonds and gold, and through its own increasing demand for a variety of agricultural imports. The cycle of economic growth was stimulated by the continual expansion of the mining industry, and with newfound wealth, consumer demand fuelled higher levels of trade.

[<https://www.sahistory.org.za/article/grade-8-term-2-mineral-revolution-south-africa>

Accessed on 01 Sept 2024]

Source 1B

The source below outlines measures taken by President Kruger to address the uitlanders question

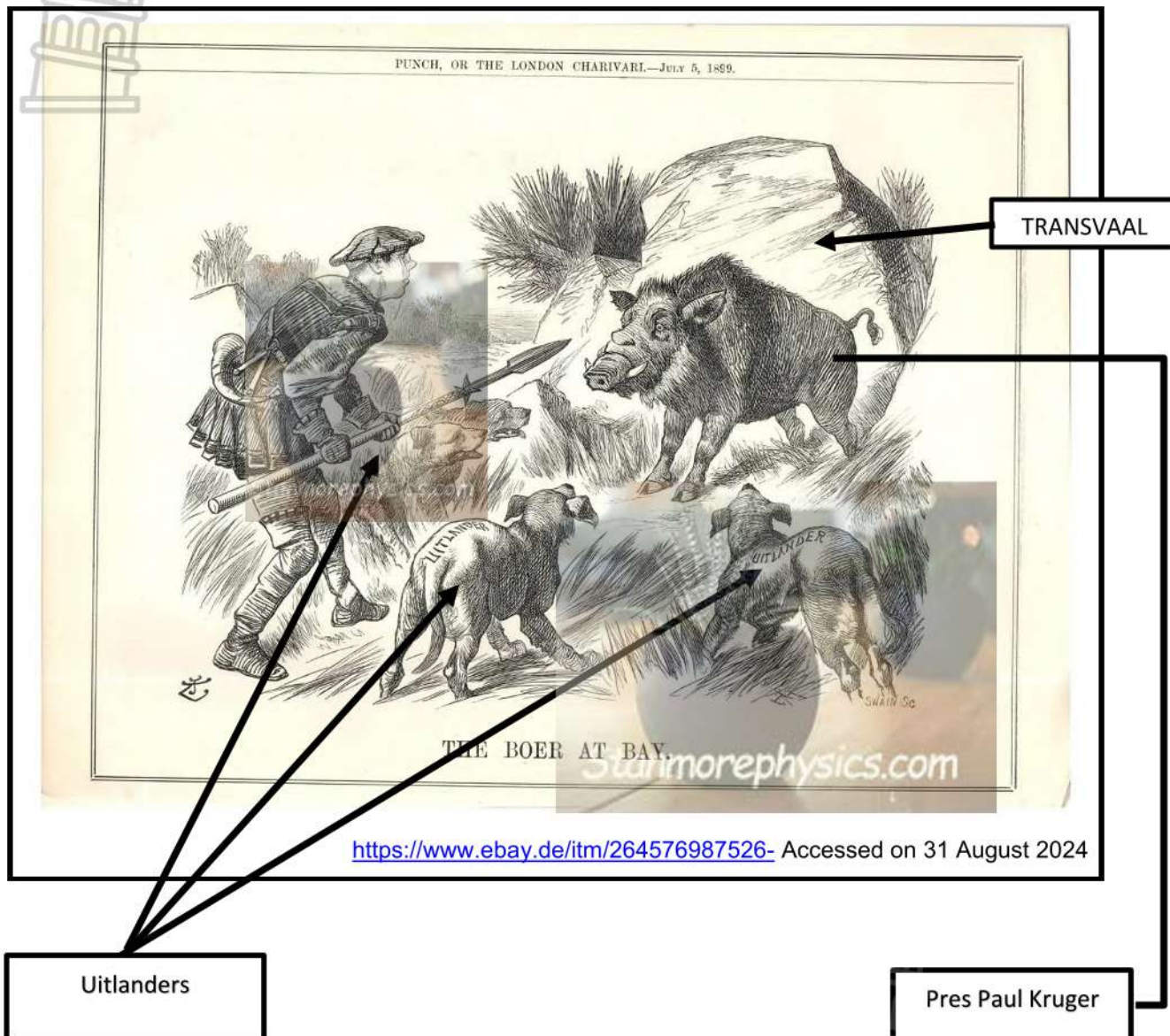
In 1890 the Transvaal's government, led by President Kruger, decided to restrict the franchise of those who were considered Uitlanders. Consequently, only citizens who have stayed in the Transvaal for 14 years were able to vote in upcoming presidential and Volksraad elections. Although, this effected very few Uitlanders (as they were only interested in access to the gold mines), this decision increased negative sentiments between the British and the Transvaal. Furthermore, the Transvaal's government implemented various concessions on the accessibility of mining activities, which led to increasing conflict between the British and the Transvaal.

One of the biggest wedges between the two groups, was the decision of the Transvaal government to increase rates on the part of the newly completed railway that ran through the Transvaal's territory. The British answered this demonstration by transporting goods to the Vaal River and then using wagons to the Transvaal in order to avoid paying taxes. Consequently, the Transvaal blocked access to their territory by closing the drifts. In addition to the Drift crisis, 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. This caused British businessman and imperialist, Cecil John Rhodes, and his associate, Dr Leander Starr Jameson, to begin planning an uprising of Uitlanders in Johannesburg, and the Reform Movement in an attempt to overthrow the government by taking up arms. Joseph Chamberlain (British statesman, colonial administrator and politician) also played a significant role in the conspiracy to overthrow the Boer government with an uprising as he was in communication with Rhodes during the planning of the uprising. This uprising is known as the Jameson Raid and plays an extremely important role in the build-up to the South African War.

<https://sahistory.org.za/article/history-grade-10-topic-6-contextual-overview-> Accessed on 01 Sept 2024]

SOURCE 1C

The source below is from an article, THE BOER AT BAY. It depicts the British workers (Uitlanders) as Dogs Surrounding Paul Kruger Warthog



SOURCE 1D

Benchmarks: October 11, 1899: Second Boer War begins, fueled by discovery of gold, by Bethany Augliere

With the discovery of gold in Witwatersrand, the South African Republic became the richest nation in southern Africa, posing a threat to British domination of the region. However, the country lacked the resources and manpower to mine and develop the industry.

British migrant workers, called uitlanders, were allowed to enter the country to work the mines, but with limited rights. The British recognized that if uitlanders — who potentially outnumbered the Boers — had full voting rights, they could vote in favor of policies that benefited the British Empire. Britain hoped this would help it wrest control of the South African Republic from the Boers. So in 1897, the British high commissioner, Alfred Milner, demanded that the Boers amend their constitution and give political rights to the uitlanders.

In 1899, the president of the Orange Free State, Martinus Steyn, set up a conference in Bloemfontein to negotiate between the two Boer republics and the British Empire. During the conference, the president of the South African Republic, Paul Kruger, met with Milner, who had three demands: that uitlanders be given the right to vote, that English be used in the South African Republic parliament, called the Volksraad, and that all laws of the Volksraad be approved by the British Parliament.

The summit proved a failure, and a major turning point in the events leading toward war. Kruger agreed to reduce the period of time required for uitlander enfranchisement from 14 to seven years, but this was not enough for Milner, who walked out of the conference on June

<https://www.earthmagazine.org/article/benchmarks-october-11-1899-second-boer-war-begins-fueled-discovery-gold/> - Accessed on 31 August 2024

ACKNOWLEDGEMENTS

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

<https://www.sahistory.org.za/article/grade-8-term-2-mineral-revolution-south-africa>

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

<https://www.ebay.de/itm/264576987526->

[https://www.earthmagazine.org/article/benchmarks-october-11-1899-second-boer-war-begins-fueled-discovery-gold/-](https://www.earthmagazine.org/article/benchmarks-october-11-1899-second-boer-war-begins-fueled-discovery-gold/)





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GRADE 10



MEMORANDUM

This memorandum consists of 11 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.

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

Λ

- 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

| PRESENTATION | | | | | | | |
|--|---|---|---|--|--|--|---|
| | 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. | 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. | LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of 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 a line of argument. No attempt to draw a conclusion. | LEVEL 1 Little or no attempt to structure the essay. |
| CONTENT | | | | | | | |
| 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 | 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 recognisable in 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 | 14–17 |
| 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
- 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 THE INFLUX OF THE UITLANDER IN THE WITWATERSRAND THREATENED THE INDEPENDENCE OF THE TRANSVAAL IN THE 1880S

1.1

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

- That southern Africa was almost destitute similar wealth that had drawn Europeans to the rest of the continent (1 x 2) (2)

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

- Diamonds
- Gold. (2 x 1) (2)

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

- local farmers,
- miners, and
- prospectors (3 x 1) (3)

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

- The discovery of gold attracted European / foreign business and investors
- It presaged the emergence of the modern South African industrial state
- Any other relevant answer (2 x 2) (4)

1.2.

1.2.1. *[Definition of historical concept from Source 1B-L1]*

- British migrant workers that flocked to the Witwatersrand after the discovery of gold and diamond
- any other relevant answer (1 x 2) (2)

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

- The Transvaal government to increase rates on the use of the rail
- The British saw the increased rates as a way to discourage them from using the rail
- Any other relevant answer (2 x 2) (4)

1.2.3. *[Extraction of evidence from Source 1B-L1]*

- They blocked access to their territory by closing the drifts.
- Put pressure on the mining companies in the form of taxes,
- They maintained monopolies over items such as the dynamite needed for deep-level blasting (3 x 1) (3)

1.2.5. [Extraction of evidence from Source 1B-L1]

- Cecil John Rhodes
- Dr Leander Starr Jameson
- Joseph Chamberlain

(3 x 1) (3)

1.2.6. [Extraction of evidence from Source 1B-L1]

- The Jameson Raid

(1 x 2) (2)

1.3

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

- It depicts the Uitlanders as British Dogs used to attack the Transvaal /Paul Kruger.
- It displays the British as arrogant
- Any other relevant response.

(2 x 2) (2)

1.3.2 [Interpretation of evidence from Source 1C-L3]

It is useful because:

- It shows the Uitlanders as British Dogs used to attack the Transvaal /Paul Kruger.
- It imply that the British used the uitlander question to annex the Transvaal
- Any other relevant response.

(1 x 2) (2)

1.4.

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

- The discovery of minerals signified economic power
- Economic power may replace Britain from a global power/ prestige

(1 x 2) (2)

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

- The full voting rights could be in favour of policies that benefited the British Empire.
- Britain hoped this would help it wrest control of the South African Republic from the Boers
- Any other relevant response

(1 x 2) (2)

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

- uitlanders be given the right to vote,
- English be used in the South African Republic parliament, called the Volksraad,
- All laws of the Volksraad be approved by the British Parliament

(3 x 1) (3)

1.4.4. [Explain concept from Source 1D- L2]

- Protection of the independence of the Boer Republic, Transvaal
- Any other relevant answer

1.4.5. *Interpretation of evidence from Source 1D-L2]*

- It led to the breakdown between the British and the Boer republic
- It led to South African War
- It signified the end of the independence of the Boer republics
- Any other relevant response. (1x2) (2)

1.5. *[Comparison of evidence and ascertaining support between Sources between 1B and 1C-L3]*

- Source 1C depicts the Uitlanders as British Dogs used to attack the Transvaal /Paul Kruger and 1D says the British recognized that if uitlanders — who potentially outnumbered the Boers, they would help it wrest control of the South African Republic from the Boers
- Any other relevant response. (1x2) (2)

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

- Before mineral wealth was discovered, there was a general belief that southern Africa was almost destitute (1A)
- The discovery of diamonds in 1869 and of gold in 1886 changed the South African economy significantly (1A)
- It attracted a mass number of diggers and investors
- Dutch and British populations fought for control over the land (1A)
- In 1890 the Transvaal's government decided to restrict the franchise of those who were considered Uitlanders (1B)
- Cecil John Rhodes, and Dr Leander Starr Jameson planned an uprising of Uitlanders in Johannesburg in an attempt to overthrow the government by taking up arms.(1B)
- The mineral discoveries had a major impact on the subcontinent as a whole
- The discovery of the Witwatersrand goldfields in 1886 was a turning point in the history of South Africa
- the Uitlanders used as British Dogs used to attack the Transvaal /Paul Kruger and (1C)
- The discovery of gold in Witwatersrand posed a threat to British domination of the region (1D)
- The British recognized that if uitlanders — who potentially outnumbered the Boers, they would help it wrest control of the South African Republic from the Boers (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 of how the influx of the Uitlander in the Witwatersrand threatened the independence of the Transvaal in the 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., shows some understanding of how the influx of the Uitlander in the Witwatersrand threatened the independence of the Transvaal in the 1880s • Uses evidence in a basic manner to write the paragraph. | MARKS 3 – 4 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence, e.g., demonstrates a thorough understanding of how the influx of the Uitlander in the Witwatersrand threatened the independence of the Transvaal in the 1880s • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. | MARKS 5-6 |

(6)

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]

SYNOPSIS

Candidates must discuss whether Africans played a critical role to enable the British to win the South African War between 1899 and 1902

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates must discuss whether Africans played a critical role to enable the British to win the South African War between 1899 and 1902 in their line of argument and support it with evidence

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-maintainance, carrying reserve ammuniton,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.
- Any other relevant response

(50)

GRAND TOTAL: [100]