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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 10

NOVEMBER 2018

HISTORY
MARKING GUIDELINE

MARKS: **150**

This marking guideline consists of 21 pages.

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1. SOURCE BASED QUESTIONS

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

COGNITVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1 (L1)	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**40%** (20)
LEVEL 2 (L2)	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
LEVEL 3 (L3)	• Interpret and evaluate evidence from the sources • Engage with sources to determine their usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**20% (10)**

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

- In the marking of source-based questions, credit needs to be given to any valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the questions have been addressed.
- In the marking guideline, the requirements of the questions (skills that need to be addressed) as well as the level of the questions 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) translates to two reasons which are given two marks each (✓✓ ✓✓); (1 x 2) translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks ✓✓✓✓

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Paragraph question

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

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

_____ • _____ • _____
_____ • _____ • _____
✓✓✓✓

Level 2
Used mostly relevant evidence to write a basic paragraph.

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

2. ESSAY QUESTIONS

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

2.2 Marking of essays 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 answer.

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2.3 Global assessment of the essay

The essay must 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 learners 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

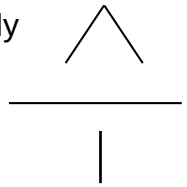
2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the extended writing, ticks need to be awarded for a relevant introduction (indicated by a bullet in memorandum); each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum); and a relevant conclusion (indicated by a bullet in the 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
- Wrong statement
- Irrelevant statement



- Repetition — **R**
- Analysis — **A**√
- Interpretation — **I** √

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2.5 The matrix

2.5.1 Use of the analytical matrix in the marking of essay.

In the marking of essays, with reference to page 6, the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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 an 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 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	

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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	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.
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 or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not 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

***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

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SECTION A: SOURCE-BASED QUESTION

QUESTION 1: HOW DID SHAKA'S CHILDHOOD INFLUENCE HIS LEADERSHIP OF THE ZULU NATION?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Senzangakhona (1 x 1) (1)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- They said that she had a stomach ailment caused by the iShaka beetle. (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- He was an illegitimate child (1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Shaka became a fearless leader
- He became a fierce fighter
- He was responsible for the building of a strong Zulu nation
- He became a great king
- Any other relevant response (Any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2*
- Nandi raised him to have strength of will
- She raised him to believe in his destiny
- She raised him to believe in the power of unity
- She raised him not to succumb to pressure
- Any other relevant response. (Any 1 x 2) (2)

1.1.6 *[Extraction of evidence from Source 1A – L1]*
- Bullied
- Teased
- Tormented
- Taunted
- Treated as outcasts
- Ridiculed (Any 3 x 1) (3)

1.1.7 *[Interpretation of evidence from Source 1A – L2]*
- Dingiswayo (1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- He re-organised the army (1 x 2) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Impi (1 x 2) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1*
- Political reasons
- Disciplinary reasons (2 x 1) (2)

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1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Shaka has defeated all the surrounding tribes.
- He burned down the kraals and took their cattle.
- The people, fearing for their lives, fled from their homes, leaving it depopulated.
- Any other relevant response, (Any 1 x 2) (2)

1.2.5 *[Explanation of historical concept from Source 1B – L1]*
- Is a story not based on facts
- Any other relevant explanation (1 x 2) (2)

1.2.6 *[Extraction of evidence from Source 1B – L1]*
- To reinforce any part of the ring if the enemy threatened to break out (1 x 2) (2)

1.2.7 *[Interpretation of evidence from Source 1B – L2]*
- He revolutionised the Zulu army
- He introduced new weapons, new regiment structures and battle forms/strategies
- He attacked in a bull-horn form
- He shortened the spear
- Any other relevant response. (Any 2 x 2) (4)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Stabbing assegai
- Bull-horn attacks
- War shield
- Throwing assegai
- Knobkierie (Any 2 x 1) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- To kill the enemy at close range.
- His impis had to be fearless
- Any other relevant response. (Any 1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- They ill-treated him and his mother
- He was always teased and bullied by the boys of the tribe
- They were treated as outcasts.
- They were treated as outcasts (Any 2 x 2) (4)

1.4 *[Comparison of evidence from Sources 1B and 1C – L3]*
- Both sources refer to new military tactics and methods introduced by Shaka
- Source 1B explains the chest and horn tactics to surround the enemy.
- Source 1C visually shows how the chest and horn tactic works.
- Any other relevant response. (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Shaka was an illegitimate child (Source 1A)
- He would not be the hereditary successor (own knowledge)
- He was teased and taunted (Source 1A)
- Killed the eLangeni people first (Sources 1A and 1B)
- Reorganised the Zulu army (Source 1B)
- Implemented new military tactics (Source 1B)
- Shortened the stabbing spear (Sources 1B and 1C)
- Thousands of his subjects massacred when his mother died (Source 1B)
- Attack in bull-horn form (Source 1B and 1C)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows little or no understanding of how Shaka's childhood influenced his leadership of the Zulu nation**. • Uses evidence partially or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of how Shaka's childhood influenced his leadership of the Zulu nation**. • Uses evidence in a basic manner to write a paragraph.	**MARKS: 3–4**
LEVEL 3	• Uses relevant sources e.g. **demonstrates a thorough understanding of how Shaka's childhood influenced his leadership of the Zulu nation**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 5–6**

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QUESTION 2: WHAT WAS THE IMPACT OF BRITISH COLONIALISM ON THE POPULATION OF THE CAPE COLONY?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To protect the trade route to the East (1 x 2) (2)

2.1.2 *[Explanation of historical concept from Source 2A – L1]*
- Is a process where a stronger country takes control of another country
- Any other relevant explanation (1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Dutch (1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- They died of diseases brought by the colonialists
- Were driven off their land
- Became forced labourers
- Clashes with the trekboers
- Any other relevant response (Any 1 x 2) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- The Khoikhoi community disintegrated
- Led to the emancipation of slaves
- New technology, such as firearms, were introduced to black leaders
- Any other relevant response (Any 2 x 2) (4)

2.1.6 *[Extraction of evidence from Source 2A – L1]*
- Firearms (1 x 1) (1)

2.2 2.2.1 *Explanation of historical concept from Source 2B – L1]*
- Someone learning a trade or skilled job
- Any other relevant response (1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- The Abolition Act declared the emancipation of slaves
- Any other relevant response (1 x 2) (2)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Put in stocks
- Had heavy leather ear-pads tied over their ears (2 x 1) (2)

2.2.4 *[Ascertaining the usefulness of Source 2B – L3]*
USEFUL
- Primary source
- She was born into slavery and experienced the hardships endured by slaves
- She gives testimony on the 'freedom' they got.
- Any other relevant response (Any 2 x 2) (4)

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2.2.5 *[Interpretation of evidence from Source 2B – L2]*
- Humanitarian reasons
- Believed that free workers, who were paid, would work harder
- Paid labourers would become a market for British produced goods
- Any other relevant response (Any 1 x 2) (2)

2.2.6 *[Interpretation of evidence from Source 2B – L2]*
- They could get married
- Became paid labourers
- Conditions of slaves improved
- Became apprentices
- Any other relevant response (Any 2 x 2) (4)

2.2.7 *[Extraction of evidence from Source 2B – L1]*
- Haupt (1 x 1) (1)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Cape Colony (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- The Khoikhoi no longer had to carry passes
- The Xhosa and other coloured classes had plundered the farms of the Trekboers (2 x 1) (2)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- The emancipation of slaves
- Labour shortage
- Policy of Anglicisation
- Boers wanted to be independent
- Any other relevant response (Any 2 x 2) (4)

2.3.4 *[Extraction of evidence from Source 2C – L1]*
- Khoikhoi (1 x 2) (2)

2.3.5 *[Interpretation of evidence from Source 2C – L2]*
- They saw no future in the Cape because of their losses
- Any other relevant response (1 x 2) (2)

2.3.6 *[Extraction of evidence from Source 2C – L1]*
- 'To govern ourselves without interference in future' (1 x 2) (2)

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

Candidates could include the following aspects in their responses:

- Introduced new technology to black tribes, e.g. firearms (Source 2A)
- Led to the emancipation of slaves (Source 2B)
- Slaves became apprentices (Source 2B)
- Conditions of slaves improved (own knowledge)
- Led to the Great Trek (Source 2C)
- Boers unhappy with British colonisation (Source 2C)
- Boers wanted to be independent (Source 2C)
- Khoikhoi no longer had to carry passes (Source 2C)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the impact that British colonialism had on the population at the Cape Colony.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of the impact that British colonialism had on the population at the Cape Colony**. • Uses evidence in a basic manner to write a paragraph.	**MARKS: 3–4**
LEVEL 3	• Uses relevant sources e.g. **demonstrates a thorough understanding of the impact that British colonialism had on the population at the Cape Colony**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 5–6**

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QUESTION 3: WHAT WERE THE ROLES AND EXPERIENCES OF BLACK SOUTH AFRICANS IN THE SOUTH AFRICAN WAR (1899–1902)?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Boers
- British (2 x 1) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Zulu
- Xhosa
- Bakgatla
- Shangaan
- Sotho
- Swazi
- Basotho (Any 4 x 1) (4)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Trench diggers
- Scouts
- Despatch runners
- Cattle-raiders
- Drivers
- Labourers
- Trackers
- Construction of block houses
- *Agterryers* (Any 3 x 1) (3)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- It was a war between the Boers and the British
- Initially it was a war between the white races
- Initially blacks were not allowed to carry arms
- Blacks were not allowed to actively participate in the war
- Any other relevant response (Any 2 x 2) (4)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- It was a white man's war
- They believed that the military methods of blacks were more brutal
- Black soldiers would not show any mercy to white women and children
- They feared it would increase black resistance to white control in future
- Any other relevant response. (Any 1 x 2) (2)

3.1.6 *[Extraction of evidence from Source 3A – L1]*
- Guarding spare ammunition
- Looking after horses
- Cooking
- Collecting firewood
- Loading firearms (Any 3 x 1) (3)

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3.1.7 *[Ascertaining the usefulness of Source 3A – L3]*

USEFUL
- They were used in combatant roles
- They were armed
- C.A. Cronje confirmed that he gave his *agterryer* a rifle which enabled him to fight in many battles
- Any other relevant response. (Any 1 x 2) (2)

3.2 3.2.1 *[Explanation of historical concept from Source 3B – L1]*
- The Boer army placed a town under military control
- Imposition of military control to enforce Afrikaner governance
- Any other relevant explanation (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Pieter Dreyer (1 x 1) (1)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- He was anti-republican
- Wanted the British to win the war
- To carry over information to the British on the movements of the Boers
- Any other relevant response. (Any 2 x 2) (4)

3.2.4 *[Extraction of evidence from Source 3B – L1]*
- Boer sympathisers in turn provided information on Abraham Esau's activities to the Boers (1 x 2) (2)

3.2.5 *[Extraction of evidence from Source 3B – L1]*
- He was tied to a tree
- Beaten in public
- Tied between two horses
- Dragged to the outskirts of Calvinia (Any 3 x 1) (3)

3.2.6 *[Interpretation of evidence from Source 3B – L2]*
- For his dedication to the British Army
- He spied for the British on the movement of the Boers
- He contributed to the eventual defeat of the Boers
- Any other relevant response (Any 1 x 2) (2)

3.2.7 *[Interpretation of evidence from Source 3B – L2]*

(a)
- Heartbroken
- Angry
- Disgusted
- Any other relevant response (Any 1 x 2) (2)

(b)
- Relieved
- Happy
- Any other relevant response (Any 1 x 2) (2)

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

- It shows blacks were armed
- It implies that black South Africans actively participated in the war
- It showed they guarded the British blockhouses
- Any other relevant response. (Any 1 x 2) (2)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*

- Blacks would get political rights in South Africa
- Would get better living conditions in South Africa
- Any other relevant response (Any 1 x 2) (2)

3.4 *[Comparison of evidence from Sources 3A and 3C – L3]*

- Both sources show that black South Africans were armed during the South African War
- Source 3A states that guns were given to black South Africans. Source 3C shows blacks having guns/being armed.
- Any other relevant response. (Any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- During the early stages of the war blacks were not armed (Source 3A)
- Were used as trench diggers, scouts, *agterryers*, etc. (Source 3A)
- Involved in fights against the Boers (Source 3B)
- Abraham Esau spied for the British (Source 3B)
- Esau lost his life for his contribution to the war (Source 3B)
- Blacks were given weapons to fight in the war (Source 3A and Source 3C)
- Armed to protect strategic installations such as blockhouses (Source 3C)
- Sent to concentration camps (Own knowledge)
- Many blacks died in concentration camps (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the roles and experiences of black South Africans in the South African War**. • Uses evidence partially to report on the topic or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of the roles and experiences of black South Africans in the South African War**. • Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3–4**
LEVEL 3	• Uses relevant sources e.g. **demonstrates a thorough understanding of the roles and experiences of black South Africans in the South African War**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 5–6**

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SECTION B: ESSAY QUESTIONS

QUESTION 4: THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE

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

SYNOPSIS
Candidates should explain how Moshoeshoe was a sly, but wise statesman and a clever planner.

MAIN ASPECTS
Candidates should include the following aspects in their response:

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

ELABORATION:

- Moshoeshoe's diplomacy
  - Moshoeshoe was a clever, loving leader who gave refugees a place to stay
  - Southern Sotho were united into a nation by Moshoeshoe, a leader with both military and diplomatic skills
  - He welcomed and protected the frightened fleeing people
  - In dealing with Kora and Griqua attacks, he used diplomacy and force
  - He bought off attackers with gifts of cattle
  - Defended his people by moving them to Thaba Bosui Mountain to easily guard against attackers
  - Routes were few to the mountain, plenty of water to support 3 000 people and animals

- Mafisa
  - Moshoeshoe lent cattle to impoverished people
  - Moshoeshoe helped refuges through Mafisa

- Relationship with Trekboers
  - Moshoeshoe accepted Trekboers
  - He gave them the right to use land
  - He lived peacefully with Trekboers
  - He was careful not to sign any document or accept gifts
  - He wanted to ensure that they did not later allege that they bought the land

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- Boers and Moshoeshoe
  - Moshoeshoe allowed some Boers to stay as guests in the Caledon Valley
  - Trading with them increased
  - Basotho exchanged grain and cattle with Boers for guns and gunpowder
  - Conflict between Boers and Basotho started in 1840s when the Boers claimed they owned the land they occupied.

- Moshoeshoes relations with his neighbours
  - Used relationships with his neighbours to strengthen his kingdom
  - Sometimes sent tributes to Shaka in the hope that he would be left in peace
  - After he defeated the Ndebele he treated them well
  - Invited missionaries who helped and advised Moshoeshoe in dealing with white people
  - After various battles Moshoeshoe asked for protection from Britain in 1868
  - Basotho land became British territory but Moshoeshoe still managed to preserve his kingdom
  - Any other relevant response

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

Use the rubric on page 6 to assess this essay question. **[50]**

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QUESTION 5: COLONIAL EXPANSION AFTER 1750: CO-OPERATION AND CONFLICT IN THE HIGHVELD

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

SYNOPSIS
Candidates should critically discuss the conflicts between the Boers, the British and Moshoeshoe and how it was resolved.

MAIN ASPECTS
Candidates should include the following aspects in their response:

Introduction: Candidates can give background on the rise of Moshoeshoe and his relationship with his neighbours.

ELABORATION:

- Boers came from the Cape, came into contact with Moshoeshoe while looking for land to settle in
- Bitter struggle for land between Moshoeshoe and Boers

- <u>Reasons for the conflict between Boers and the Basotho</u>
  - Conflict was over land between the Caledon and Orange Rivers
  - The most fertile part was along the Caledon River
  - At first the Basotho and Boers lived peacefully
  - However, in the 1830s Basotho were under pressure from different groups living in that area
  - The Boer population increased and demand for land was growing

- <u>Attempts to resolve the conflict</u>
  - In 1843 Napier and Moshoeshoe signed a Treaty of Friendship
  - Boers were unhappy; and to avoid conflict, and Moshoeshoe leased them land
  - Tension increased when Boers claimed the land as their permanent property
  - In 1850 Major Warden drew a new boundary favouring the Boers

- <u>Moshoeshoe's reaction to the Warden Line</u>
  - White settlers received basically all the land they requested
  - Warden's plan was to divide and rule
  - The Warden Line destroyed the Basothos
  - They lost most of their fertile land
  - Moshoeshoe would lose control over thousands of his subjects
  - He refused to accept the Warden Line
  - Raids and stealing of cattle continued and Moshoeshoe was blamed
  - In 1851 Warden attacked the Basotho but was defeated at Viervoet
  - This was disastrous for the British
  - In 1852 Cathcart attacked the Basotho
  - The British were defeated at Berea Mountain
  - Moshoeshoe sent a letter to Cathcart hoping for peace

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- The Bloemfontein Convention
  - Orange Free State got independence
  - Area between Vaal and Orange rivers was given to the Boers
  - Moshoeshoe was not consulted
  - This caused further conflict

- Tension between Moshoeshoe and the Boers increased
  - In 1854 Basotho took cattle and horses from the Boer farms
  - Britain stopped selling weapons to the Basotho which weakened Moshoeshoe's kingdom
  - In 1858 the Orange Free State declared war on the Basotho
  - Peace Treaty was signed
  - In 1865 a war broke out between the Basotho and the Orange Free State
  - The Basotho won but suffered greatly – Moshoeshoe wanted peace

- Basotho came under British rule
  - Moshoeshoe appealed for help from the British
  - Britain agreed to take over the Basotho kingdom in 1868
  - Basotholand was annexed, Basotho people became British subjects
  - Moshoeshoe died in 1870 and was buried on Thaba Bosiu
  - Any other relevant response

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

Use the rubric on page 6 to assess this essay question. **[50]**

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

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

SYNPOSIS
Candidates should discuss the far-reaching effects that the 1913 Land Act had on black South Africans.

MAIN ASPECTS
Candidates should include the following aspects in their response:

Introduction: Candidates should discuss the statement and indicate how black South Africans were affected by the 1913 Land Act.

ELABORATION:

- In 1913, the new all white parliament passed the Native Land Act
- The main purpose of the Act was to divide South Africa legally into white and black territories
- To give white people more land to farm on and make blacks available as labourers for white-run mines and industries

- <u>Stipulations of the Act</u>
  - Black people, who constituted 70% of the population at the time, were confined to 7–8% of the land
  - White people, who constituted 20% of the population, were given 92–93% of the land
  - Black people could only remain in 'white South Africa' if they were legally employed by whites as labour tenants
  - Black people could only be rent tenants, labour tenants, share-croppers

- <u>Economic effect of the Act</u>
  - Thousands of black people could not obtain employment
  - Those who did not want to work, were thrown off the farms with their livestock
  - Blacks were forced to become low-paid farm labourers and labour tenants
  - Most of the land allocated to blacks was not suitable for farming
  - This meant Africans had to seek work to support their families
  - Africans could never become successful commercial farmers in competition with the whites because of the Land Act
  - Africans were at the mercy of mining companies and landowners for employment, and were paid very low wages

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- Social effect of the Act
  - Blacks were evicted with their livestock
  - They wandered around in all types of weather conditions
  - The law stated that giving a landless black person a place to stay could cause you to face a penalty of 100 pounds or imprisonment
  - Reserves for blacks were often far away and also overcrowded
  - Conditions there were very poor with soil erosion, malnutrition and increase of diseases
  - They often killed or sold their weakening livestock
  - The amount of land allocated to blacks was insufficient

- Reaction to the Native Land Act
  - Founding of the SANNC was the first opposition to the Act
  - Sol Plaatje and other SANNC members went to rural areas to investigate the hardships caused by the Land Act
  - They witnessed the African people's suffering under the Act
  - Sol Plaatje and the SANNC repeatedly called for the repealing of the Act
  - In 1914 an SANNC delegation went to the Prime Minister, Louis Botha, to protest against the Act
  - Their appeal was unsuccessful
  - SANNC travelled to Britain to present their grievances to the British government
  - This attempt was unsuccessful as British government refused to intervene
  - SANNC was established to fight the discrimination against black South Africans

- Land Act as the forerunner of the apartheid system
  - In 1923 the Urban Areas Act continued enforcing segregation
  - In 1924 to intensify segregation the 'civilised labour policy' was passed
  - In 1950 the Bantustans policy was created
  - In the 1950s the Group Areas Act made forced removals possible
  - This had a severe negative impact on the majority of the population while it benefitted the white minority
  - Any other relevant response

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

Use the rubric on page 6 to assess this essay question. **[50]**

TOTAL: 150

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