Find Plenty of Free Study Resources at www.studypapers.co.za

Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 10

NOVEMBER 2020

HISTORY (VERSION 1) MARKING GUIDELINE (EXEMPLAR)

MARKS: 150

This marking guideline consists of 20 pages.

Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

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 ✓✓✓✓

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

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.

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

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

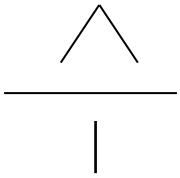
2.4 Assessment procedures of the essay

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** √

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.

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

(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	

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

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

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID SHAKA, A WARRIOR, CONSOLIDATE A POWERFUL ZULU KUNGDOM?

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

1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- He grew up without a father. (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- (a) Dingiswayo
- (b) Zwide (2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- He was ordered to serve as one of the Mthethwa regiments.
- His bravery and ambitions.
- He wanted to rule over boys who bullied him as a child.
- He was talented and courageous.
- His dream to become a chief someday.
- Any other relevant answer (2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- He saw his ambitions and mentored him to be great leader.
- He trained him to become a great warrior.
- He motivated his charisma.
- He appointed him to be the chief after his father's death.
- Any other relevant answer. (2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- KwaBulawayo (1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- at the place of the murder (1 x 1) (1)

1.2.3 *[Explanation of historical concept from Source 1B – L2]*
- Running away of groups of people fearing Shaka's cruelty.
- Any other relevant answer (1 x 2) (2)

1.2.4 *[Extraction of evidence from Source 1B – L1]*
- Zwangendaba
- Mzilikazi
- Soshangane (3 x 1) (3)

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

1.2.5 *[Extraction of evidence from Source 1C – L2]*
- Massive transfer of economic potential to a centralised state was developed.
- Cattle wealth was greatly improved.
- Development of pride of belonging to the unequalled military power of Zulu. (3 x 1) (3)

1.2.6 [*Interpretation and analysis of evidence from Source 1C – L2*]
- Mass killing of people
- Forced migration / Mfecane
- Famine and chaos
- New groups formed
- Any other relevant answer (2 x 2) (4)

1.3 Use Source 1C.

1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Henry Francis Fynn
- Francis Farewell (2 x 1) (2)

1.3.2 *[Extraction of evidence from Source 1C – L1]*
- He was curious about their technological developments.
- He was anxious to learn about their warfare.
- He was interested in their culture.
- He was alert to the advantages that their trade might bring to them. (3 x 1) (3)

1.3.3 *[Extraction of evidence from Source 1C – L1]*
- He gave white traders most favoured treatment.
- He gave them land.
- He permitted them to build a settlement at Port Natal.
- He was capable of generosity. (2 x 1) (2)

1.3.4 *[Extraction of evidence from Source 1C – L1]*
- Cruel tyrant
- Undisputed and almighty ruler (2 x 1) (2)

1.3.5 *[Interpretation and analysis of evidence from Source 1C – L2]*
- They wanted to take over the control of Port Natal.
- They wanted to use the friendship they created with Shaka to their advantage.
- They wanted to learn more about his kingdom.
- Any other relevant answer (1x 2) (2)

1.4 1.4.1 *[Interpretation and analysis of evidence from Souirce 1D – L2]*
- It shows a well-trained Zulu warrior.
- They carried assegai/spears and shields.
- Zulu warrior did not wear shoes for mobility.
- Any other relevant answer (1 x 2) (2)

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

1.4.2 *[Comparisons of sources and ascertaining similarities between Sources 1D and Source 1A – L3]*

- Source 1D shows a well-trained Zulu warrior
  Source 1A spoke about how Shaka was skillful and daring
- Source 1D shows one of Shaka's warriors wearing no shoes
  Source 1A spoke about how Shaka was cruel, talented and courageous
- Both sources show how powerful and brave warriors were.
- Any other relevant response (2 x 2) (4)

1.5 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*
Candidates could include the following aspects in their response:

- Shaka's upbringing led him to be the warrior he was. (own knowledge)
- He was skillful and daring (Source 1A)
- Shaka combined Ndwandwe, Mthethwa and Zulu to form a powerful Zulu kingdom (Source1A)
- Shaka founded a capital for the Zulu kingdom (Source 1B)
- Shaka developed a great military system through economic and social changes in the Zulu kingdom (Source 1B)
- Shaka allowed white traders to settle in his kingdom so that he could get more information to develop his kingdom (Source1C)
- He was a cruel tyrant who was undisputed but had generosity (kind and friendly). (Source 1C)
- Shaka's soldiers were always fit and ready to attack. (Source 1D)
- Shaka's soldiers ran over thorny grounds, used a short spear to attack on close range and had a long shield to protect them from the enemy. (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **little or no understanding of how Shaka, a warrior, consolidate a powerful Zulu kingdom**. • Uses evidence partially or cannot write a paragraph.	**MARKS** **0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how Shaka, a warrior, consolidate a powerful Zulu kingdom**. • Uses evidence in a very basic manner to write a paragraph	**MARKS** **3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how Shaka, a warrior, consolidate a powerful Zulu kingdom**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS** **5–6**

(6)
[50]

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

QUESTION 2: HOW DID BRITISH COLONIALISM IMPACT ON THE LIVES OF THE PEOPLE IN THE CAPE COLONY?

2.1 2.1.1 *[Explanation of historical concept from Source 2A – L1]*
- The policy or practice of acquiring full or partial political control over another country, occupying with settlers, and exploiting it economically. (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Two stranger spirits (1 x 1) (1)

2.1.3 *[Extraction of evidence from Source 2A –L1]*
- They must slaughter their cattle.
- They must destroy their corn. (2 x 1) (2)

2.1.4 *[Extraction of evidence from Source 2A – L1]*
- A small minority of Xhosas, known as amagogotya, refused to slaughter their cattle. (1 x 1) (1)

2.1.5 *[Interpretation and analysis of evidence from Source 2A – L2]*
- Xhosa people starved
- They worked as slave-like labourers for the British
- Xhosa chiefs were imprisoned
- People were left without leaders
- Xhosa land was alienated for White settlement
- Massive programme of intensive recruitment of Blacks were instigated by the Governor.
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Khoi-khoi or Hottentots (1 x 1) (1)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- To fight discrimination and exploitation.
- They forbade racial discriminatory laws.
- They demanded equality before the law. (2 x 1) (2)

2.2.3 *[Interpretation and analysis of the evidence from Source 2B – L2]*
- Boers no longer had power over Coloured people.
- They lost a pool of labourers
- Boers were not used to being equal to Coloureds.
- Boers felt that there was a real need for moving out of the Cape.
- Any other relevant response (2 x 2) (4)

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- They hoped to establish a settlement of their own free from the British influence and interference.
- They moved away from colonial administration of the British
- Those who trekked were semi-nomadic pastoralists who wanted large areas of land. (3 x 1) (3)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- They did not want to adopt English as an official language
- They resented and were unhappy. (2 x 1) (2)

2.3.3 *[Extraction of evidence from Source 2C – L1]*
- They wanted to get a free and safe haven
- They moved away from colonial rule
- Introduction of Ordinance 50
- Role played by the Christian missionaries
- Abolition of slave trade
- Anglicisation (4 x 1) (4)

2.3.4 *[Interpretation and analysis of evidence from Source 2C – L2]*
- They were farmers
- They wanted to be self-employed
- They did not want to work for British colonists
- Any other relevant response (2 x 2) (4)

2.3.5 *[Interpretation and analysis of evidence from Source 2C – L2]*
- They did not recognise the Africans as their equals
- They regarded Africans as slaves
- They regarded them as an inferior race
- Any other relevant response (2 x 2) (4)

2.4 *2.4.1* *[Extraction of evidence from Source 2D – L1]*
- Nongqawuse and Nonkosi (2 x 1) (2)

2.4.2 *[Interpretation and analysis of evidence from Source 2D – L2]*
- It shows the people that came with the prophecy.
- It shows Nongqawuse and Nonkosi.
- It shows the prophetesses.
- It shows the incident that happened in 1856–1857
- Any other relevant answer (2 x 2) (4)

2.4.3 *[Interpretation and usefulness of the evidence from Source 2D – L3]*
- It shows the prophetesses that were responsible for the Xhosa cattle-killing in 1856–1857.
- It shows Nongqawuse and Nonkosi who came with the prophecy.
- Their prophecy led to the cattle-killing by the Xhosas with the hope that they were going to defeat the British people.
- Any other relevant response (2 x 2) (4)

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

2.5 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*
Candidates could include the following aspects in their responses:

- Xhosa were forced to work for the whites (Source 2A)
- All those who did not want to work for the whites were arrested (own knowledge)
- Ordinance 50 was introduced (Source 2B)
- Hottentots had equal rights to whites (Source 2B)
- Hottentots given freedom (Source 2B)
- The Boers left the Cape for safe haven (Source 2C)
- Cape was anglicised which angered the Boers (Source 2C)
- Blacks worked for whites after the cattle-killing incident (own knowledge)
- Land conflict between the Boers and the Xhosa (own knowledge)
- Frontier wars also had an impact on the lives of the Boers (own knowledge)
- The prophecy put the Xhosas in a disadvantage of being exploited by British.(Source2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows or no little understanding of how the British colonialism impact on the people of 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 on the topic, e.g. **shows some understanding of how the British Colonialism impact on the people of the Cape Colony.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the British colonialism impact on the people of the Cape Colony.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

(6)
[50]

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

QUESTION 3: HOW DID THE SOUTH AFRICAN WAR AFFECT THE LIVES OF BOTH THE BOERS AND THE BLACK SOUTH AFRICANS IN THE CONCENTRATION CAMPS DURING THE YEARS 1899-1902?

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

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- 11 October 1899 (1 x 1) (1)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Khoi
- San
- Zulu
- Xhosa
- Tsonga
- Swati (Any 4 x 1) (4)

3.1.4 *[Interpretation and analysis of evidence from Source 3A – L2]*
- It was a war between the Boers and British
- It was a war between Afrikaans and English-speaking people
- Any other relevant answer (1 x 2) (2)

3.1.5 *[Interpretation and analysis of evidence from Source 3A – L2]*
- They hoped to gain a right to vote
- They hoped to gain their land
- They hoped to gain equality and freedom
- Any other relevant answer (2 x 2) (4)

3.2 3.2.1 *[Definition of historical concepts from Source 3B – L1]*
- A military strategy used by British to burn the farms of the Boers. (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Medical neglect
- Exposure to diseases due to over population
- Malnutrition
- Infectious diseases (3 x 1) (3)

3.2.3 *[Interpretation* and analysis *of evidence from Source 3B – L2]*
- White people were given more preference or attention than Blacks.
- Black food rations were smaller and poorer than those in white camps.
- Black people had to build their own accommodation.
- Emily Hobhouse, a reformer, only visited white camps.
- Any other relevant answer (1 x 2) (2)

3.2.4 *[Interpretation and analysis of evidence from Source 3B – L2]*
- It marked the end of the war between the Boers and British.
- It marked the defeat of the Afrikaners by British.
- Peace negotiations between the Boers and British.
- Any other relevant response (2 x 2) (4)

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- Frail
- Weak (2 x 1) (2)

3.3.2 *[Extraction of evidence from Source 3C – L1]*
- Her father had not surrendered.
- He had not betrayed his people. (2 x 1) (2)

3.3.3 *[Extraction of evidence from Source 3C – L1]*
- Scanty ration of food dealt out raw
- Lack of fuel to cook
- Lack of water for drinking, cooking and washing
- Lack of soap, brushes and other instruments of personal cleanliness
- Lack of bedding or of beds to keep the body off the bare earth
- Lack of warm clothing (Any 4 x 1) (4)

3.3.4 *[Interpretation and analysis of evidence from Source 3C – L2]*
- There was deep hatred between the British and the Boers
- Both wanted total control of South Africa
- Britain wanted the control of the raw materials/mineral resources that were found in the Boer republics.
- Boers regarded Britain as a greedy country who did not have the best interest of South Africa at heart.
- Any other relevant response (2 x 2) (4)

3.4 3.4.1 [*Interpretation* and analysis *of evidence from Source 3D – L2]*
- It shows that the people were dying in numbers in the camps
- It shows devastating conditions that led to high death rate
- People were buried in trenches
- There was no dignified burial
- Any other relevant response (2 x 2) (4)

3.4.2 *[Comparison of sources and ascertaining similarities between Sources 3B and 3D – L3]*
- Source 3B shows high death rate due to malnutrition, medical neglect and infectious diseases.
- Source 3D shows number of corpses or dead bodies.
- Both sources show high death rate in the camps.
- Both sources shows black people were dying in higher numbers than white people in the camps.
- Any other relevant answer (2 x 2) (4)

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

3.5 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their responses:

- Different population groups were involved in the war (Source 3A)
- Blacks were removed from the farms to concentration camps (own knowledge)
- There was medical neglect, malnutrition, exposure to infectious diseases (Source 3B)
- There was over population (own knowledge)
- Boers were defeated and the Treaty of Vereeniging was signed
- (Source 3B)
- Blacks were not given a right to vote as promised (own knowledge)
- Boer women were also put in concentration camps (Source 3C)
- The Boer women camps were overcrowded with no basic medical care (Source 3C)
- Deep hatred between the Boers and British grew (own knowledge)
- Women did not feel safe and decided to join the army (own knowledge)
- Black people were dying in numbers in the camps (Source 3D)
- Black people were buried in trenches (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows little or no understanding of how the South African War affected the lives of both Boers and the Black South Africans during the years 1899–1902.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the South African War affected the lives of both the Boers and the Black South Africans during the years 1899–1902.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the South African War affected the lives of both the Boers and the Black South Africans during the years 1899–1902.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

(6)

[50]

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions from this section.

QUESTION 4: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750 – THE EMEGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE

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

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement and explain why. The emphasis should be on how Moshoeshoe strategised, showed diplomacy and built his nation. Candidates must support their given line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects:

Introduction: Candidates must indicate if they agree or disagree with the statement.

ELABORATION:

- Moshoehoe strenghtened his nation by modernising and compromising
- He educated his people
- He promoted Christianity to modernise his people
- The missionaries had a great influence on the shape of the Basotho nation
- He acquired knowledge and technology to protect his nation from Boer and British attacks
- Thaba Bosiu was the centre of his kingdom where his people felt safe
- Thaba Bosiu was not easily accessible
- Moshoeshoe also modernised his military.
- He bought horses and illegal firearms
- He had a powerful and formidable army of mounted riflemen.
- He allowed the Boers to stop at Caledon valley as guests
- He protected weak people and gave them land
- Moshoeshoe supported peole who were impoverished
- He used the Mafisa system which loaned people cattle
- He realised the value of Europeans
- He recognised powerful leaders and did not try to fight them or compete for land with them
- He lived peacefully with both his neighbours and trekboers
- When Trekboers asked for assistance on attacking the Ndebele, he refused.
- Moshoeshoe traded well with the Boers
- He received guns from the Boers in exchange for grain and cattle.
- When the Boers were not happy with the Napier Treaty, Moshoeshoe loaned an area of land to them.
- Moshoeshoe negotiated with Sir George Grey as he avoided another battle with the British after defeating them, fearing for his downfall.
- Any other relevant response.

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

[50]

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

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

[Plan and construct an argument based on evidence using analytical and interpretative skills – L1]

SYNOPSIS

Candidates need to ascertain to what extent did Britain tried to resolve the conflict in the Highveld. Candidates must support their given line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to discuss the role played by the Brish to resolve the conflict in the Highveld.

ELABORATION:

- Moshoeshoe occupied the Highveld and the arrival of Boers and British changed the Basotho fortunes
- The conflict among the three nations was the land
- When the Boers arrived in the Highveld, Moshoeshoe let them use the land in the Caledon Valley
- 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
- In 1843 Napier and Moshoeshoe signed a Treaty of Friendship
- Boers were unhappy, and to avoid conflict, and Moshoeshoe leased them land
- In 1850 Major Warden drew a new boundary favouring the Boers
- The White settlers received basically all the land they requested
- The Griquas the Tlokwa and the Barolong also wanted part of the land
- The Boers increased in numbers and needed more land
- Moshoeshoe realised that he was not a match with the Boers and sought protection from the British
- He made a treaty with the British and agreed on a border for the Sotho kingdom, which included the Caledon River valley
- Moshoeshoe gave up a piece of triangle of land between the Caledon and the Orange Rivers for White settlement
- Henry Warden, a British agent, granted four of Moshoeshoe's sub chiefs independence from his authority
- Warden's plan was to divide and rule
- The Warden Line destroyed the Basothos and Moshoe refused to accept the Warden Line
- Raids and stealing of cattle continued and Moshoeshoe was blamed
- This led to a war between Moshoeshoe and the British
- The British were defeated twice by the Basotho
- Bloemfontein Convention led to the independence of Orange Free State
- Area between Vaal and Orange Rivers was given to the Boers
- Moshoeshoe was not consulted and this caused further conflict

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

- Basotho raided cattle from Boer farmers and this led to a series of wars between the Boers and the Sotho
- The British supplied the Boers with arms and banned the sale of arms to the Basotho
- A second Sotho Boer war of 1865–1869 had disastrous results for Moshoeshoe
- He lost support and loyalty from his subordinate chiefs
- Moshoeshoe asked for British protection so as to keep the Basotho land
- In 1868 the Sotho kingdom was declared a British colony called Basotoland
- Moshoeshoe managed to save his kingdom from being taken over by the trekkers
- Any other relevant response

Conclusion: Candidates must tie up their argument with a relevant response. **[50]**

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

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

[Plan and construct an argument based on evidence using analytical and interpretative skills – L1]

SYNOPSIS

Candidates need to critically discuss how the Native Land Act f 1913 affected the lives of the South Africans.

MAIN ASPECTS

Candidates should include the following aspects:

- Introduction: Candidates need to critically discuss the social and economic impacts of the Native Land Act.

ELABORATION

- The government passed the Native Land Act of 1913 as pressure was put by politically powerful white farmers. Before the Land Act was passed many black farmers had become successful sharecroppers .
- They farmed the land and sold the crops they produced
- The introduction of the Land Act had detrimental effects to the sharecroppers
- The Land Act stopped sharecropping
- Sharecroppers were forced to work for the white farmers or went to mines
- Some farmers at first refused to work for the whites and took their livestock and went to the reserves
- They were forced to sell the stock to survive as there was not enough land for the livestock
- The Land Act ended the chances of Africans ever becoming successful commercial farmers in competition with whites
- Socially, the Land act affected the blacks badly
- 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 penalty of 100 pounds or imprisonment
- The land allocated to Africans was not enough
- The reserves were overcrowded and far away from the cities
- The land in the reserves was not suitable for agriculture due to soil erosion
- Conditions in the reserves were very poor with malnutrition and increase of diseases
- The reserves were far away from medical care centres which led to high rate of infant mortality
- They often killed or sold their weakening livestock
- The amount of land allocated to blacks was insufficient
- The reaction to the Land Act, SANNC was the first organisation to fight the Act
- Sol Plaatjie and other 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
- The members of SANNC called several times for the repealing of the Act but to no avail

Copyright reserved
Downloaded from www.studypapers.co.za

Find Plenty of Free Study Resources at www.studypapers.co.za

- In 1914 SANNC sent a delegation to the Prime Minister, Louis Botha to protest against the Act but that was also 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
- The Land Act was the forerunner of the apartheid system, numerous discriminatory laws were passed such as the Urban Areas Act of 1923, to intensify segregation in 1924 the 'civilised labour policy' was passed, the Bantustan policy and the Group Areas Act in the 1950s
- This had a severe negative impact on the majority of the population while it benefitted the ehite minority
- Any other relevant response

Conclusion: Candidates need to tie up their argument with a relevant conclusion **[50]**

TOTAL: 150

Copyright reserved
Downloaded from www.studypapers.co.za