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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 10

NOVEMBER 2020

HISTORY (VERSION 1) (EXEMPLAR)

MARKS: **150**

TIME: **3 hours**

This question paper consists of 9 pages and an addendum with 12 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document. THREE source-based questions under SECTION A and THREE essay questions under SECTION B.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750

   QUESTION 2: COLONIAL EXPANSION AFTER 1750

   QUESTION 3: SOUTH AFRICAN WAR AND UNION

   SECTION B: ESSAY QUESTIONS

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

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

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

2. SECTION A consists of THREE source-based questions. Source materials that are required to answer these questions will be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer three questions as follows:

   4.1 At least ONE source-based question must be answered and at least ONE essay must be answered.

   4.2 The THIRD question can be either a source-based question or an essay.

5. When answering the questions, you should apply your knowledge, skills and insight.

6. You will be disadvantaged by merely rewriting the sources as answers.

7. Number the answers correctly according to the numbering system used in this question paper.

8. Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

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

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

1.1 Refer to Source 1A.

1.1.1 Who according to the source, was Shaka's mother? (1 x 1) (1)

1.1.2 Explain what is meant by, 'growing up as a fatherless child'. (1 x 2) (2)

1.1.3 Name the chiefs of the following Nguni groups:

(a) Mthethwa

(b) Ndwandwe (2 x 1) (2)

1.1.4 Use the information in the source and your own knowledge and explain how Shaka developed into a warrior. (2 x 2) (4)

1.1.5 Explain how Dingiswayo contributed towards Shaka's accomplishments. (2 x 2) (4)

1.2 Read Source 1B.

1.2.1 What according to the source, was the name of Shaka's capital? (1 x 1) (1)

1.2.2 Give another meaning of the word 'KwaBulawayo'. (1 x 1) (1)

1.2.3 Explain the term '*Mfecane'*, in the context of Shaka's wars during his reign. (1 x 2) (2)

1.2.4 Provide THREE names of chiefs or leaders that moved northwards due to fear of Shaka. (3 x 1) (3)

1.2.5 How, according to the source, did the development of the military system cause major economic and social changes in the Zulu kingdom? (3 x 1) (3)

1.2.6 Using the information in the source and your own knowledge, explain the consequences of Shaka's wars. (2 x 2) (4)

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1.3 Consult Source 1C.

1.3.1 Name TWO white traders that visited Shaka in 1824. (2 x 1) (2)

1.3.2 According to the source, what was the reasons for Shaka to welcome the white traders? (3 x 1) (3)

1.3.3 Provide evidence from the source that suggest that Shaka had a kind and friendly character. (2 x 1) (2)

1.3.4 According to the source, how was Shaka perceived? (2 x 1) (2)

1.3.5 Explain, what do you think the traders' ulterior (hidden) motives for visiting Shaka was? (1 x 2) (2)

1.4 Read Source 1D.

1.4.1 What message does the picture portray about Shaka? Use the visual clues from the source to support your answer. (1 x 2) (2)

1.4.2 Compare Source 1A and Source 1D. Explain, how the information in Source 1A support the evidence in Source 1D with regards to Shaka consolidating the Zulu kingdom? (2 x 2) (4)

1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Shaka a warrior, consolidated a powerful Zulu kingdom. (6)

[50]

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

Study sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Refer to Source 2A.

2.1.1 Define the term *colonialism* in your own words. (1 x 2) (2)

2.1.2 Who, according to the source, appeared to Nongqawuse? (1 x 1) (1)

2.1.3 What, according to the source, were the instructions of the two strange spirits to Nongqawuse about the Xhosa nation? (2 x 1) (2)

2.1.4 Extract evidence from the source, that Nongqawuse used to justify the failure of the prophecy. (1 x 1) (1)

2.1.5 Use your own knowledge to explain the effects of the cattle killing on the Xhosa nation. (2 x 2) (4)

2.2 Consult Source 2B.

2.2.1 Who, according to the source, were the indigenous people of the Cape in 1652? (1 x 1) (1)

2.2.2 Provide evidence from the source, which indicates the positive changes made by the missionaries on their arrival in the Cape Colony. (2 x 1) (2)

2.2.3 Comment on the consequences (end results) of the Ordinance 50 on the Boers. (2 x 2) (4)

2.3 Study Source 2C.

2.3.1 Extract evidence from the source, which suggests the expectations of the Boers when they moved from the Cape to the interior. (3 x 1) (3)

2.3.2 What, according to the source, was the Boers reaction to Anglicisation? (2 x 1) (2)

2.3.3 Use the source and identify the Boers dissatisfaction with the missionaries which led to the Great Trek. (4 x 1) (4)

2.3.4 Explain why the Boers were interested in getting more land. (2 x 2) (4)

2.3.5 Comment on the Boers attitude towards the Blacks in the Cape Colony. (2 x 2) (4)

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2.4 Read Source 2D.

2.4.1 Who, according to the source, were responsible for the Xhosa cattle-killing? (1 x 2) (2)

2.4.2 What message does the picture convey about the Xhosa cattle-killing crisis between 1856–1857? (2 x 2) (4)

2.4.3 Comment on the usefulness of this source for a historian researching the Xhosa cattle-killing of 1856–1857. (2 x 2) (4)

2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the British Colonialism impact on the lives of the people of the Cape Colony. (6)

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

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1 Refer to Source 3A.

3.1.1 Identify TWO Boer Republics that were involved in the South African War. (2 x 1) (2)

3.1.2 When, according to the source, did the South African War break out? (1 x 1) (1)

3.1.3 Name the black population groups which were also affected by this war. (4 x 1) (4)

3.1.4 Use your knowledge and explain why the war was known as a the 'white man's war'. (1 x 2) (2)

3.1.5 Comment on why the black population groups regarded the South African War as their advantage. (2 x 2) (4)

3.2 Read Source 3B.

3.2.1 Explain what is meant by the *'Scorched Earth Policy'*. (1 x 2) (2)

3.2.2 What, according to the source, were the reasons for the escalating number of deaths in the Black concentration camps? (3 x 1) (3)

3.2.3 Use your own knowledge to explain why the treatment of Blacks and Whites in the camps was not the same. (1 x 2) (2)

3.2.4 Comment on the significance of the signing of the Treaty of Vereeniging. (2 x 2) (4)

3.3 Consult Source 3C.

3.3.1 Identify TWO conditions that shows Lizzie was in need of good care. (2 x 1) (2)

3.3.2 Why, according to the source, was Lizzie's mother regarded as an 'undesirable'? (2 x 1) (2)

3.3.3 Provide evidence from the source which indicates the reasons for the high fatality rate in the concentration camps. (4 x 1) (4)

3.3.4 Using your own knowledge, explain the relationship between the Boers and the British. (2 x 2) (4)

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3.4 Study Source 3D.

3.4.1 What message is conveyed by the picture? (2 x 2) (4)

3.4.2 Compare Source 3B and Source 3D. Explain how the information in Source 3B supports the evidence in Source 3D regarding the conditions in the camps. (2 x 2) (4)

3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how did the South African War affected the lives of both the Boers and the Black South Africans during the years 1899–1902. (6)

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SECTION B: ESSAY QUESTIONS

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

Moshoeshoe was a great military strategist, diplomat and a nation builder.

Do you agree with the statement? Substantiate your answer with relevant historical evidence. **[50]**

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

There was a lot of conflict and co-operation in the Highveld between the British, Boers and the Basotho.

Discuss this statement with reference to how the British were successful in resolving the conflict. **[50]**

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

Critically discuss the social and economic impact of the Native Land Act of 1913 to the Black people.

Use relevant evidence to support your line of argument. **[50]**

TOTAL: 150

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