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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 10

NOVEMBER 2020

HISTORY (VERSION 2) MARKING GUIDELINE (EXEMPLAR)

MARKS: **150**

This marking guideline consists of 19 pages.

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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	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from the sources. • Explain information gathered from the sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• 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.	**30% (15)**

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.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

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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 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.

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2.3 **Global assessment of the essay**

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The 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 reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) e.g. in an answer where there are 5 main points there will be 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.

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2.4.4 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 √
- Line of argument LOA

2. **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 essays 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 essays will relate to the level (on the matrix) of **presentation**.

C	**LEVEL 4**	
P	**LEVEL 5**	

(c) Allocate an overall mark with the use of the matrix.

C	**LEVEL 4**	} 30 – 33
P	**LEVEL 5**	

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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/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

- Content selection 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 QUESTIONS

QUESTION 1: HOW DID SHAKA BECOME A POWERFUL ZULU LEADER?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 1816 (1 x 1) (1)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- 'It was easy to wield and deadly …' (1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- He formed well commanded regiments
- He armed his warriors with short asseggais/spears
- Any other relevant answer (1 x 2) (2)

1.1.4 *[Explanation of a historical concept Source 1A – L2]*
Mfecane/Difaqane (1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A –L2]*
- The Zulus were quick to attack neighbouring tribes
- They would incorporate the remaining members of the tribe into the Zulu tribe
- Any other relevant answer (1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'He conquered other tribes'
- 'He dispossessed other tribes of their wealth, young men and young women' (2 x 1) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- 'long throwing spear'
- 'full length body shield' (2 x 1) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Napoleon (1 x 1) (1)

1.2.4 *[Extraction of evidence from Source 1B – L1]*
- 'ivory'
- 'exotic animal hides' (2 x 1) (2)

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1.2.5 *[interpretation of historical concept from Source 1B – L2]*
- They got along very well.
- They traded with each other
- Shaka gave them occupational rights in Durban
- Any other relevant explanation (2 x 2) (4)

1.2.6 *[Extraction of evidence from Source 1B – L1]*
- Britain (1 x 1) (1)

1.2.7 *[Interpretation of evidence from Source 1B – L2]*
- He built enormous military barracks in strategic locations
- He populated the barracks with vast numbers of new recruits
- He created women's auxiliary regiments
- He manipulated marriages within the corps
- Any other relevant response (Any 2 x 2) (4)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 1878 (1 x 1) (1)

1.3.2 *[Extraction of evidence from Source 1C – L1]*
- He had allowed a dog to kill a sheep in his care and when he was admonished by his father, his mother took his side. (1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C – L1]*
- He killed a black mamba, one of the most dangerous African snakes, after it had bitten and killed a bull in his care. (1 x 2) (2)

1.3.4 *[Extraction of evidence from Source 1C – L1]*
Nandi and Senzangakhona (2 x 1) (2)

1.4 1.4.1 *[Interpretation of evidence from Source 1C – L2]*
- To show us how he thought a Zulu warrior should look like
- To show us the weapons that he thought were used by the Zulus
- He misrepresented the Zulu warrior by showing a long-handed spear and big shield
- Any other relevant response (Any 2 x 2) (4)

1.4.2 *[Interpretation of evidence from Source 1C – L2]*
- He would never feel proud of being a Zulu
- He would never be proud of their culture and attire
- He would never be motivated to be a strong man and fight for the Zulus
- Any other relevant response (Any 2 x 2) (4)

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1.5 *[Comparison of evidence from Sources 1B and 1C – L3]*

- Source 1C speaks about Shaka replacing the long spear with a short spear
- In Source 1D Shaka is carrying a long spear
- Source 1C Shaka replaced the full length body shield with a small shield, while in source 1D Shaka is carrying a full length body shield.
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Shaka was a brilliant military organiser (Source 1A)
- He had well-commanded regiments using assegaais that were deadly (1A)
- Shaka was a brave man who once killed a black mamba (Source 1B)
- Shaka devised lethal new tactics and weaponry (Source 1C)
- Shaka was regarded as the Black Napoleon (Source 1C)
- He conquered and dispossessed in all directions (Source 1C)
- The Zulu nation was the largest and most populous tribe ever seen in south-eastern Africa (Source 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 rose to be a powerful Zulu leader.** • 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 rose to be a powerful Zulu leader.** • 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 rose to be a powerful Zulu leader**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

(6)
[50]

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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]*
- All living cattle would have to be slaughtered
- The dead will rise from their graves
- The sun will set at midday
- New grain pits would have to be dug as there was going to be a lot of food
- The dead will bring joy and wealth (Any 2 x 1) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
Nongqawuse was Mhlakaza's niece (1 x 1) (1)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- She came with a false prophecy
- Her prophecy never came true (2 x 2) (4)

2.1.4 *[Extraction of evidence from Source 2A]*
- on the banks of the river (1 x 1) (1)

2.1.5 *[Extraction of evidence from Source 2A – L1]*
- The Xhosa (1 x 1) (1)

2.1.6 [Interpretation of evidence from Source 2A –L2]
- Nothing happened on that day
- No cattle came from the sea
- The sun never set at midday
- Any other relevant response (1 x 2) (2)

2.2 2.2.1 *Extraction of evidence from Source 2B – L1]*
- The Hottentot Proclamation of 1809 (1 x 1) (1)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Passes for the Khoikhoi were abolished
- Right to land ownership was clarified at last
- Khoikhoi no longer subjected to compulsory labour
- Children could not be apprenticed without parental consent
- Contracts for more than a month were to be in writing

(4 x 1) (4)

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2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- They hoped it would improve the colonies' economy
- To strip the Boers the right to control the Hottentots
- To end slavery
- Any other relevant response (2 x 2) (4)

2.2.4 *[Extraction of evidence from Source 2B – L1]*
- It applied to 'Hottentot and other free persons of colour', instead of being colour blind. (1 x 1) (1)

2.3 2.3.1 *[Definition of historical concept from Source 2C – L2]*
- It is the mass migration of the Afrikaners from the Cape to the interior
- Any other relevant response (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- There was constant conflict between the Boer farmers and the Xhosa inhabitants on the frontier
- Growing resentment between the farmers and the British colonial authorities
- The Colonial government limited the activities of the Boer Commandos according to the Boers
- The colonial government refused to let them handle law and order
- They blamed the government for not giving them financial support during the wars and other conflicts with the Xhosa
- Lack of labour
- They could not protect themselves from Xhosa attacks

(Any 4 x 1) (4)

2.3.3 *[Extraction of evidence from Source 2C – L1]*
- The Magna Carta of the Khoikhoi (1 x 1) (1)

2.3.4 *[Extraction of evidence from Source 2C – L1]*
1820s and 1830s (1 x 2) (2)

2.3.5 *[Interpretation of evidence from Source 2C – L2]*
- The government passed Ordinance 50 which gave too much freedom to the Khoikhoi
- The Khoikhoi were no longer forced to carry passes
- Slavery was abolished
- Any other relevant response (2 x 2) (4)

2.3.6 *[Extraction of evidence from Source 2C-L1]*
- Gert Maritz (1 x 1) (1)

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2.4 2.4.1 *[Interpretation of evidence from Source 2D –L1]*

- It was exactly hundred years after the Great Trek (1 x 1) (1)

2.4.2 [Interpretation of relevant information from Source 1D – L2]

- It shows the Voortrekkers commemorating the Great Trek
- It shows the support they received from Afrikaners
- It shows the unity among the Afrikaners
- Children were watching them as they travelled in the streets
- Any other relevant response (2 x 2) (4)

2.5 *[Comparison of evidence from Sources 2B and 2C – L3]*

- In Source 2B the Khoikhoi received freedom with the arrival of the British colonists. In Source 2C the Boers' freedom of controlling the Khoikhoi was taken away
- In Source 2B the Khoikhoi were free from slavery and were happy with the British arrival
- In Source 2C the abolition of slavery hit the Afrikaners badly
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their responses:

- The innocent nation of Phalo was killed by Nongqawuse's false prophecy (Source 2A)
- The Xhosa ended up working for the British
- Ordinance 50 gave the Khoikhoi freedom (Source 2B)
- Khoikhoi were no longer carrying passes (Source 2B)
- Slavery was abolished (Own knowledge)
- Led to the Great Trek (Source 2C)
- Boers unhappy with British colonisation (Source 2C)
- Boers wanted to be independent (Source 2C)
- Boers blamed the British for the conditions they found themselves in (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 EFFECTS OF THE SOUTH AFRICAN WAR (1899–1902) TO BOTH BLACK AND AFRIKANER SOUTH AFRICANS?

3.1 3.1.1 *Extraction of evidence from Source 3A – L1]*
- Scorched Earth Policy (1 x 1) (1)

3.1.2 *Extraction of evidence from Source 3A – L1*
- 13 000 men (1 x 1) (1)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Labour tenants
- Cash tenants
- Share croppers (3 x 1) (3)

3.1.4 *[Extraction of evidence from Source 3A – L1]*
- Camps were filled with women, children, the elderly and the infirm (1 x 2) (2)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- They were getting a wage
- Rations were now given to them
- They would be free from the Afrikaner rule which was bad
- Any other relevant response

(Any 2 x 2) (4)

3.1.6 *[Extraction of evidence from Source 3A-L1]*
- In 1901 (1 x 1) (1)

3.2 3.21 *[Extraction of evidence from Source 3B – L1]*
- Men
- Children
- Women (3 x 1) (3)

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

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- To prevent Boers from resupplying from a home base
- To make it impossible for the Boers to get any assistance from their families
- Any other relevant explanation (1 x 2) (2)

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3.2.4 *[Extraction of evidence from Source 3B – L1]*
- They were overcrowded
- Poor hygiene
- Bad sanitation
- Food rations were meagre
- Malnutrition and endemic contagious diseases
- Shortage of modern medical facilities (Any 4 x1) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- It shows the pain the women were experiencing due to the Scorched Earth Policy
- It shows us that women were strong
- It implies that women were sent to concentration camps during the South African war
- Any other relevant response

(Any 2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- She did not want to show the others that she was scared
- She did not want to demoralise the other women
- Any other relevant response (Any 1 x 2) (2)

3.3.3 [Interpretation of evidence from Source 3 C-L2
- She knew that many hardships were awaiting her
- She knew that life was going to be very tough for all of the prisoners
- Any other relevant response (1 x 2) (2)

3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- Lord Roberts (1 x 1) (1)

3.4.2 *[Explanation of historical concept from Source 3D – L1]*
- The use of hit and run tactics
- A form of warfare in which small groups use military tactics like ambushes, sabotage.
- Raid to fight a larger traditional military
- Any other relevant response (1 x 2) (2)

3.4.3 *[Extraction of evidence from Source 3D – L1]*
- Protection
- Safety
- Food (3 x 1) (3)

3.4.4 *[Interpretation of evidence from Source 3D – L2]*
- The British government improved the conditions in the camps
- Lord Milner took over the administration of the camps
- Any other relevant response (Any 2 x 2) (4)

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3.5 *[Comparison of evidence from Sources 3B and 3D – L3]*

- Both sources show that Boer women were sent to concentration camps during the war
- Source 3 C states that women were deposited in the camps. Source 3 D families were taken against their will
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The war had terrible results for Blacks (Source 3A)
- Blacks were enlisted in the British army (Source 3A)
- The majority of the Boers were sent to the concentration camps (Source 3B)
- The camps were poorly administered (Source 3B)
- The conditions in the camp led to diseases and malnutrition (Source 3B)
- Women were not happy with being in the camps (Source 3C)
- Emily Hobhouse exposed the deplorable conditions in the camps (Source 3D)
- Sent to concentration camps (Own knowledge)
- Many people 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 impact of the South African war to both Black and Afrikaner communities.** • 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 impact of the South African war to both Black and Afrikaner communities.** • 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 impact of the South African war to both Black and Afrikaner communities.** • 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

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

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

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

SYNOPSIS
Candidates should critically discuss how Moshoeshoe strategised, showed diplomacy, reconciliation, negotiation skillls 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 show Moshoeshoe's skills in ensuring that his nation emerged as a strong nation.

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 shaping 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 people who were impoverished
- He used the Mafisa system which loaned to people with 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 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 the Voortrekkers
- Moshoeshoe negotiated with Sir George Grey as he avoided another battle with the British after defeating them, fearing his downfall
- Any other relevant response.

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

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

SYNOPSIS

Candidates need to ascertain to what extent did Colonial Expansion after 1750 lead to cooperation and conflict between the Boers, British and the Basotho. Candidates must support their given line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspect:s

Introduction: Candidates can focus on the rise of Moshoeshoe to power and his relationship with both the Boers and the British in the Highveld.

ELABORATION

- Moshoeshoe occupied the Highveld and the arrival of Boers and British changed the Basotho fortunes
- The reason for the conflict among the three nations was land
- When the Boers arrived on the Highveld, Moshoeshoe let them use the land in the Caledon Valley
- The trekkers later claimed the land as theirs
- 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 for 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 triangular land between the Caledon and the Orange rivers for White settlement
- Henry Warden, British agent, granted four of Moshoeshoe's subordinate chiefs independence from his authority
- This led to a war between Moshoeshoe and the British
- The British were defeated twice by the Basotho
- The British decided to give Boers a right to settle in the Caledon Valley.
- Basotho raided the 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 arm sales to the Basotho
- A second Sotho Boer war from 1865–1869 had disastrous results for Moshoeshoe
- He lost support and loyalty from his subordinate chiefs
- Moshoeshoe asked the British for protection so as to keep the Basotho land
- In 1868 the Sotho kingdom was declared a British colony called Basutoland
- Moshoeshoe managed to save his kingdom from being taken over by the trekkers

Any other relevant response

Conclusion:

Candidates need to tie up their argument with a relevant conclusion. **[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 interpretative skills]

SYNOPSIS

Candidates need to take a stance whether they agree or disagree that the Land Act impacted negatively on Black South Africans.

MAIN ASPECTS

Candidates should include the following aspects:

Introduction: Candidates need to take a line of argument which shows whether they agree or not.

ELABORATION

- The government passed the Native Land Act of 1913 as pressure was put on them 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 on the sharecroppers
- The Land Act stopped sharecropping
- Sharecroppers were forced to work for the white farmers or had to go to the 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
- The land allocated to Africans was not enough
- The reserves were overcrowded
- The land in the reserves was not suitable for agriculture due to soil erosion
- The reserves were far away from medical care centres which led to a high rate of infant mortality
- The conditions in the reserves were bad which led to malnutrition and diseases
- A landless black person was not allowed to get a place to live
- They were penalised 100 pounds or six months imprisonment
- The SANNC was the first organisation to fight the Act
- The members of SANNC called several times for the repealing of the Act but to no avail
- They even sent a delegation to Britain about the Act but that was also unsuccessful
- Any other relevant response. **[50]**

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

TOTAL: 150

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