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

Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 10

NOVEMBER 2018

HISTORY

MARKS: **150**

TIME: **3 hours**

* X H I S E 1 *

This question paper consists of 9 pages and an addendum of 11 pages.

Downloaded from www.studypapers.co.za

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

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.

Downloaded from www.studypapers.co.za
Copyright reserved

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

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'S CHILDHOOD INFLUENCE HIS LEADERSHIP OF THE ZULU NATION?

Study Sources 1A, 1B and 1C and answer the questions below.

1.1 Refer to Source 1A.

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

1.1.2 How, according to the source, did the Zulus respond to Nandi's pregnancy? (1 x 2) (2)

1.1.3 Provide evidence from the source that suggests that Shaka will not be the hereditary successor. (1 x 2) (2)

1.1.4 Using the information in the source and your own knowledge, explain how Nandi's statement that Shaka was her little blazing fire was vindicated. (2 x 2) (4)

1.1.5 Comment on how Nandi contributed towards Shaka becoming a great leader. (1 x 2) (2)

1.1.6 Quote evidence from the source that proves that Shaka had a difficult childhood. (3 x 1) (3)

1.1.7 Use the source and your own knowledge, to identify the best mentor that would ultimately prepare Shaka for his leadership role. (1 x 2) (2)

1.2 Consult Source 1B.

1.2.1 What, according to the source, was the first thing Shaka did when he became leader of the Zulus? (1 x 2) (2)

1.2.2 Identify the name that is given to a regiment of Zulu warriors. (1 x 2) (2)

1.2.3 Why, according to the source, did Shaka kill people (his opponents)? (2 x 1) (2)

1.2.4 Using the information in the source and your knowledge, explain why the region became a depopulated ruin of burning kraals. (1 x 2) (2)

1.2.5 Define the term *myth* in your own words. (1 x 2) (2)

1.2.6 According to the source, what was the duty of the 'loins'? (1 x 2) (2)

1.2.7 Comment on why Shaka succeeded in defeating other tribes. (2 x 2) (4)

Downloaded from www.studypapers.co.za
Copyright reserved

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

1.3 Study Source 1C.

1.3.1 Identify any TWO military weapons used by Shaka during his battles. Use the visual clues. (2 x 1) (2)

1.3.2 Use your own knowledge to explain why he introduced the short stabbing assegai. (1 x 2) (2)

1.3.3 Using the information in the source and your own knowledge, explain why he started killing the eLangeni tribe first. (2 x 2) (4)

1.4 Compare Source 1B with Source 1C. Explain how the information in Source 1B supports the evidence in Source1C regarding the military tactics used by Shaka in building the Zulu nation. (2 x 2) (4)

1.5 Using the information in the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Shaka's childhood influenced his leadership of the Zulu nation. (6)

[50]

Downloaded from www.studypapers.co.za
Copyright reserved

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

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

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

2.1 Read Source 2A.

2.1.1 Why, according to the source, did the British decide to take control of the Cape? (1 x 2) (2)

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

2.1.3 Which nation, according to the source, colonised the Cape in 1652? (1 x 2) (2)

2.1.4 Use your own knowledge to explain why the Khoikhoi community disintegrated. (1 x 2) (2)

2.1.5 Comment on the impact that colonisation had on the indigenous people of the Cape. (2 x 2) (4)

2.1.6 Name the European technology introduced to the indigenous rulers. (1 x 1) (1)

2.2 Consult Source 2B.

2.2.1 Define the term *apprenticeship* in your own words. (1 x 2) (2)

2.2.2 Use your own knowledge to explain why Manisa is referred to as an ex-slave. (1 x 2) (2)

2.2.3 Quote evidence from the source that proves that female slaves were also mistreated. (2 x 1) (2)

2.2.4 Explain the usefulness of this source to a historian studying the emancipation of slaves at the Cape Colony. (2 x 2) (4)

2.2.5 Use your own knowledge to explain why the British decided to emancipate slaves. (1 x 2) (2)

2.2.6 Using the information in the source and your own knowledge, explain the positive effects that emancipation had on the lives of slaves. (2 x 2) (4)

2.2.7 Who, according to the source, was Manisa's master? (1 x 1) (1)

Downloaded from www.studypapers.co.za
Copyright reserved

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

2.3 Use Source 2C.

2.3.1 Which colony is Piet Retief referring to in the source? (1 x 2) (2)

2.3.2 List TWO (2) complaints made by Retief as the reasons for them leaving the Cape Colony. (2 x 1) (2)

2.3.3 Use the information in the source and your own knowledge, explain why the Boers decided to leave the Cape, besides the emancipation of the slaves. (2 x 2) (4)

2.3.4 Who are the 'vagrants' that Retief is referring to in paragraph 1 of the manifesto? (1 x 2) (2)

2.3.5 Comment on the attitude of the Voortrekkers regarding their future in South Africa. (1 x 2) (2)

2.3.6 Quote a phrase from the source that indicates that the Boers wanted to be independent from the British. (1 x 2) (2)

2.4 Using the information in the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the impact that British colonialism had on the population at the Cape. (6)

[50]

Downloaded from www.studypapers.co.za
Copyright reserved

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

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

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

3.1 Use Source 3A.

3.1.1 Identify the primary population groups that were originally involved in the South African War. (2 x 1) (2)

3.1.2 Which other population groups, according to the source, also played a role in this war? (4 x 1) (4)

3.1.3 Name any THREE (3) roles that black South Africans played in the war. (3 x 1) (3)

3.1.4 Using the information in the source and your own knowledge, explain why this war was originally referred to as the 'white man's war.' (2 x 2) (4)

3.1.5 Comment on why the Boer commandos originally did not want to arm black South Africans. (1 x 2) (2)

3.1.6 What, according to the source, were the duties of *agterryers*? (3 x 1) (3)

3.1.7 Explain why a historian would consider the information in this source useful when researching the role black South Africans played in the South African War. (1 x 2) (2)

3.2 Read Source 3B.

3.2.1 Define the concept *martial law* in the context of the South African War. (1 x 2) (2)

3.2.2 Name the magistrate that Abraham Esau asked for help. (1 x 1) (1)

3.2.3 Using the information in the source and your own knowledge, explain why Abraham Esau established a spy network. (2 x 2) (4)

3.2.4 Quote evidence from the source that proves that Abraham Esau was being spied on. (1 x 2) (2)

3.2.5 How, according to the source, was Abraham Esau tortured? (3 x 1) (3)

3.2.6 Use the source and your own knowledge to explain why the British army honoured Abraham Esau. (1 x 2) (2)

Downloaded from www.studypapers.co.za
Copyright reserved

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

3.2.7 Explain how the following people would have reacted to the death of Abraham Esau:

(a) Pro-British sympathisers (1 x 2) (2)

(b) Boer-sympathisers (1 x 2) (2)

3.3 Refer to Source 3C.

3.3.1 Explain the message that is conveyed by the photo. Use the visual clues in the photo to support your answer. (1 x 2) (2)

3.3.2 Explain why you think blacks were willing to fight on the side of the British. (1 x 2) (2)

3.4 Compare Sources 3A and 3C. Explain how the information in Source 3A supports the evidence in Source 3C regarding the participation of black South Africans during the South African War. (1 x 2) (2)

3.5 Using the information in the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the role and experiences of black South Africans in the South African War. (6)

[50]

Downloaded from www.studypapers.co.za
Copyright reserved

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 EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE

'Moshoeshoe was described as a sly but wise statesman and a clever planner.'
Do you agree with the statement? Substantiate your answer with relevant examples. **[50]**

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

'The Highveld after 1750 was characterised by conflict between the Boers, British and the Basotho.'

Critically discuss the statement. Substantiate your answer with relevant examples. **[50]**

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

'The Land Act was passed within three years of the Union government coming to power. That had far-reaching effects on black South Africans.'

Discuss this statement and support your answer with relevant evidence. **[50]**

TOTAL: 150

Downloaded from www.studypapers.co.za
Copyright reserved

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

Downloaded from www.studypapers.co.za

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

Downloaded from www.studypapers.co.za

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

Downloaded from www.studypapers.co.za

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

Downloaded from www.studypapers.co.za

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

Downloaded from www.studypapers.co.za

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

Downloaded from www.studypapers.co.za

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

Downloaded from www.studypapers.co.za