



# education

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Department:  
Education  
North West Provincial Government  
**REPUBLIC OF SOUTH AFRICA**

## PROVINCIAL ASSESSMENT

GRADE 10

HISTORY  
NOVEMBER 2024

MARKS: 150

TIME: 3 hours



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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.

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: COLONIAL EXPANSION AFTER 1750

QUESTION 2: SOUTH AFRICAN WAR AND UNION FROM 1899 TO 1902

QUESTION 3: THE NATIVE LAND ACT OF 1913

**SECTION B: ESSAY QUESTIONS**

QUESTION 4: COLONIAL EXPANSION AFTER 1750

QUESTION 5: THE SOUTH AFRICAN WAR FROM 1899 TO 1902

QUESTION 6: SOUTH AFRICAN WAR AND UNION FROM 1899 TO 1913

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
  - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
  - 4.2 The THIRD question can either be a source-based question or an essay question.
5. You are advised to spend ONE hour per question.
6. When answering questions, learners should apply their knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

**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: DID THE BRITISH COLONIAL CONTROL OF SOUTH AFRICA LEAD TO INDIGENOUS POPULATIONS BEING COERCED INTO LABOUR FORCE?**

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

**1.1 Refer to Source 1A.**

- 1.1.1 Since when, according to the source, had the Dutch been at the Cape? (1 x 1) (1)
- 1.1.2 Define the historical term *colonialism* in your own words. (1 x 2) (2)
- 1.1.3 Quote a reason from the source why the VOC could no longer afford to administer its colony. (1 x 1) (1)
- 1.1.4 Comment on the statement, "When the British took control of the Cape for the second time in 1806, they brought with them new ideas of governance". (1 x 2) (2)
- 1.1.5 Using the information in the source and your own knowledge, comment on what do you think are the reasons that the British took control of the Cape for the second time? (2 x 2) (4)

**1.2 Read Source 1B.**

- 1.2.1 When according to the source, was slave trade abolished in Britain? (1 x 1) (1)
- 1.2.2 State TWO groups of people from the source, who could still be sold. (2 x 1) (2)
- 1.2.3 What were the TWO implications, according to the source, of abolition of slave trade in the Cape colony? (2 x 1) (2)
- 1.2.4 Mention FOUR ways on how the lives of slaves were improved by passing new laws. (4 x 1) (4)
- 1.2.5 Comment on the implication of the statement "The freed slaves at the Cape were given nothing to help them start a new life. They did not receive money, land or training." (1 x 2) (2)
- 1.2.6 Why do you think many slaves moved to the cities to find work? (2 x 2) (4)

- 1.3 Use Source 1C.
- 1.3.1 Why do you think this photograph was taken? (1 x 2) (2)
- 1.3.2 Explain why black migrant labourers were made to stay in the mine compounds in South African mines. (1 x 2) (2)
- 1.4 Consult Source 1D.
- 1.4.1 What was the reason, according to the source, many black people were forced to become migrant workers? (1 x 1) (1)
- 1.4.2 Explain the term *migrant worker* in your own words. (1 x 2) (2)
- 1.4.3 Comment on the statement "This was the only way to earn money but still kept ties with their old way of life in their farms (home)." (2 x 2) (4)
- 1.4.4 Which companies, according to the source, had to find ways to force rural Africans into migrant labour? (1 x 1) (1)
- 1.4.5 Name THREE results according to the source, that happened when the British and the Boer governments in South Africa introduced taxes to force Black South African workers in to migrant labour. (3 x 1) (3)
- 1.5 Refer to Sources 1C and 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the migrant labour system in South Africa. (1 x 2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explain how British colonial control of South Africa led to indigenous populations being coerced into labour force? (8)

**[50]**

**QUESTION 2: WHY DID DIFFERENT SOCIAL CLASSES EMERGE IN SOUTH AFRICA AFTER THE DISCOVERY OF MINERALS?**

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

**2.1 Refer to Source 2A.**

- 2.1.1 Identify the FOUR states, that existed in what was to become South Africa. (4 x 1) (4)
- 2.1.2 Whom, according to the source controlled:
- (a) The Cape Colony and Natal. (1 x 1) (1)
- (b) The Transvaal and the Orange Free State. (1 x 1) (1)
- 2.1.3 Comment on the statement: "Most African Kingdoms had been defeated, but some had managed to retain control over limited amounts of land." (1 x 2) (2)
- 2.1.4 Which mineral, according to the source ran for many kilometres underground? (1 x 1) (1)
- 2.1.5 Explain the implications of the statement "People from overseas in ships, and travelled from all over southern Africa in ox-wagons or on foot, walking long distances." (1 x 2) (2)

**2.2 Read Source 2B.**

- 2.2.1 What, according to the Source, are TWO reasons that made it expensive for individuals to operate a gold mine? (2 x 1) (2)
- 2.2.2 Name TWO, now famous men according to the source, who provided leadership in the early gold-mining days. (2 x 1) (2)
- 2.2.3 Comment on the implication of the words "These men soon began to work in partnership and created mining companies." (1 x 2) (2)
- 2.2.4 What, according to the source was the Chamber of Mines? (1 x 2) (2)
- 2.2.5 What do the words in the source "It became a very powerful association that used its power to benefit the mine owners" mean? (1 x 2) (2)
- 2.2.6 Define the historical term *capitalist* in your own words. (1 x 2) (2)
- 2.2.7 Using the information in the source and your own knowledge, what were objectives of this association that benefitted the mine owners? (1 x 2) (2)

- 2.3 Use Source 2C.
- 2.3.1 What, according to the source, was the TWO chief consideration of the authorities? (2 x 1) (2)
- 2.3.2 Explain the implications of the statement “the chief consideration was ensuring a labour supply and undermining black competition on the land.” (1 x 2) (2)
- 2.3.3 List THREE, according to the source, the designs that forced black people into labour markets. (3 x 1) (3)
- 2.3.4 Explain, what made the employers and authorities to entrench the labour migrancy? (1 x 2) (2)
- 2.3.5 What are the implications of the statement “The preservation of communal areas from which migrants could be drawn had the effect of lowering wages, by denying Africans rights within the urban areas” on black society? (1 x 2) (2)
- 2.4 Consult Sources 2A and 2C. Explain how evidence in Source 2C contrast with information in Source 2A on how people in general, migrated into urban areas of South Africa. (1 x 2) (2)
- 2.5 Consult Source 2D.
- 2.5.1 Why do you think this photograph was taken? (1 x 2) (2)
- 2.5.2 Explain what this picture means about the emergence of a capitalist class called Randlords and their lifestyle. (1 x 2) (2)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why did different social classes emerge in South Africa after the discovery of minerals. (8)
- [50]**

**QUESTION 3: WHAT WAS THE NEGATIVE IMPACT OF THE NATIVES LAND ACT OF 1913 ON THE SOUTH AFRICAN SOCIETIES?**

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

**3.1 Refer to Source 3A.**

- 3.1.1 Which people, according to the source, lived and worked on white owned land outside of the reserves? (1 x 1) (1)
- 3.1.2 Why, according to the source, were they allowed to stay on these white owned lands? (1 x 1) (1)
- 3.1.3 List THREE types of tenants that are mentioned in the source. (3 x 1) (3)
- 3.1.4 Comment on what is implied by the statement 'The wealthier white landowners were opposed to sharecropping as they complained that it took away their cheap labour, as Africans preferred to be sharecroppers rather than low paid farm workers.' (2 x 2) (4)
- 3.1.5 What, according to the source, were white land owners unhappy about? (1 x 2) (2)
- 3.1.6 State THREE reasons, in the source, why the Native Land Act of 1913 was passed by the government. (3 x 1) (3)

**3.2 Use source 3B.**

- 3.2.1 What, according to the source happened to the thousands of black people who could not obtain such employment, or perhaps did not want it? (1 x 2) (2)
- 3.2.2 Define the concept *Black reserves/Homelands* in the context of the Native Land Act of 1913. (1 x 2) (2)
- 3.2.3 What does the statement 'The law also stated that to provide landless black person with a place to live was forbidden under the penalty of 100 pounds (a great deal of money at the time) or six months' imprisonment?' (1 x 2) (2)
- 3.2.4 What type of conditions, according to the source, existed in the reserves? (1 x 2) (2)

## 3.3 Consult Source 3C.

- 3.3.1 Name, the person, in the source who travelled about South Africa to record the effects of the passing of the Land Act of 1913. (1 x 2) (2)
- 3.3.2 Which book, according to the source, was published in 1916? (1 x 2) (2)
- 3.3.3 Explain, the implication of the statement “Awaking on Friday morning, June 20, 1913 [The day the Natives’ Land Act had been passed], the South African Native found himself, not actually a slave, but a pariah [outcast] in the land of his birth.” (2 x 2) (4)
- 3.3.4 Define the concept *Forced removals* in the context of Native Land Act of 1913. (1 x 2) (2)
- 3.3.5 Comment on the meaning of the statement “They wandered about the countryside in search for shelter and a place to stay. It looked, he wrote, as if these people were so many fugitives escaping from war, with the enemy pressing hard on their heels.” (2 x 2) (4)

## 3.4 Study Source 3D.

- 3.4.1 Explain why the photographer took this picture of Sol Plaatje. (1 x 2) (2)
- 3.4.2 Why, according to your interpretation, did Sol Plaatje take a journey to record the effects of the Native Land Act of 1913. (1 x 2) (2)

3.5 Refer to Sources 3C and 3D, explain how the visual source supports the written source regarding the recording of the effects of the Native Land Act of 1913. (1 x 2) (2)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) and explain to what extent was the impact of the Natives Land Act of 1913 negative on the South African societies? (8)

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**SECTION B: ESSAY QUESTIONS**

Answer at least ONE question, but not more than TWO questions in this section.  
Your essay should be about THREE pages long

**QUESTION 4: COLONIAL EXPANSION IN THE INTERIOR OF SOUTHERN AFRICA AFTER 1750**

“The Voortrekkers of the Cape found life under British control intolerable due to Anglicization, Ordinance 50 and lack of freedom to govern themselves.”

Do you agree with the statement? Use relevant evidence to support your line of argument.

**[50]****QUESTION 5: THE SOUTH AFRICAN WAR FROM 1899 TO 1902**

“The South African War was called The Anglo-Boer War because it was seen as a white man’s war, but Africans, Coloureds and Indians played a role in this war.”

Critically discuss this statement and use relevant historical evidence to support your line of argument.

**[50]****QUESTION 6: THE SOUTH AFRICAN WAR AND UNION FROM 1899 TO 1910**

Explain to what extent did the segregationist government succeed in creating the Union of South Africa with its discriminatory policies which won the support of black people in the early 1900s.

Use relevant evidence to support your line of argument.

**[50]****GRAND TOTAL: 150**