



# education

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

## PROVINCIAL ASSESSMENT

**GRADE 10**

**HISTORY**  
**NOVEMBER 2024**

**MARKS: 150**

**TIME: 3 hours**



**This question paper consists of 9 pages.**

## 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)

**[50]**



## 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**



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## PROVINCIAL ASSESSMENT

**GRADE 10**

**HISTORY**  
**NOVEMBER 2024**  
**ADDENDUM**



**This addendum consists of 14 pages.**

**QUESTION 1: HOW DID THE BRITISH COLONIAL CONTROL OF SOUTH AFRICA LEAD TO INDIGENOUS POPULATION BEING COERCED INTO LABOUR FORCE?**

**SOURCE 1A**

This source below refers to the beginning of European colonialism that started at the Cape by the Dutch and they were followed by the British.

The Dutch had been at the Cape since 1652 and had set up a refreshment station there. After many successful years at the Cape, the VOC was beset by problems. By the late 18<sup>th</sup> century, the VOC was bankrupt and could no longer afford to administer its colony. In 1803 the Cape was given back to the Dutch government.

In 1806 a British fleet landed at the Cape and troops occupied Cape Town. The Dutch eventually surrendered and Britain took over the Cape Colony for the second time. Black and white inhabitants were now British subjects.

When the British took control of the Cape for the second time in 1806, they brought with them new ideas of governance..... They encouraged the expansion of agricultural production and the Cape began exporting wheat, wine and merino wool.

[From: New Generations History: Learner's book: Stephenson C, et al]



### SOURCE 1B

The source below explains about the changing patterns of labour in South Africa when slaves were released by the British.

The abolition of slave trade in 1807 in Britain meant that there was a ban on importing new slaves to the colonies. However, people who were already enslaved and their new born children still remained slaves and could still be sold. These new laws meant that slaves became more expensive, because there were fewer slaves available. In the Cape colony, all slaves now had to be registered and the sale of slaves was more carefully controlled. During the next few years, laws were passed to improve the life of slaves, for instance allowing them to marry, allowing them, allowing families to live together, requiring slave owners to give their slaves a reasonable amount of food, shelter and clothing, limiting their working hours and controlling their punishment.

All slaves in the British colonies were eventually freed in December 1834, but they had to work for their former owners for the next four years, until December 1838, before they were truly free to leave. The freed slaves at the Cape were given nothing to help them start a new life. They did not receive money, land or training. Some continued to do the same kind of work, either with their former owners, or at different farms. Many slaves moved to the city to find work. Others moved to the mission stations, where Christian slaves were given plots of land. Some slaves tried to reunite with their families.

[From: Focus History Learner's book: Johannesson, B. et al]



**SOURCE 1C**

The visual source below showing African migrant workers in a mine compound where their movement was strictly controlled to avoid theft and escaping from the mines.



[From: The History of South Africa – Show Me South Africa (showmesa.co.za): Accessed 22/07/2024]



### SOURCE 1D

The source below explains how black South Africans were forced into migrant labour.

When mining first started, many black South Africans were forced to become migrant workers. This was the only way to earn money but still kept ties with their old way of life in their farms (home).

- Under the system, workers would work for a contract period of three to twelve months and then go back home to their families in the reserves.
- Mine owners soon found that if wages were too low, migrant workers often chose not to return to work but to rather stay on their farms.

The mining companies had to find ways to force rural Africans into migrant labour. With the help of the British and Boer governments in South Africa, they found way to do this. Most Africans were subsistence farmers; they did not take part in money economy.

- The colonial government introduced taxes to force black South African workers to go and find a job in order to pay the taxes.
- In order to pay these taxes, black south African workers had to work in the mines for a number of months at a time
- In this way, mining companies were getting cheap labour they needed
- This forced labour system led a to a host of social problems, for example the breakdown of family life.

[From: New Generations History: Learner's book: Stephenson C, et al]



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

**SOURCE 2A**

The source below describes the South African society before it became a unitary (one) state.

South Africa in 1886 was not one country yet. There were four different states. These were the Cape colony, Natal, Transvaal and the Orange Free State. The Cape colony and Natal were ruled by Britain as colonies. The Transvaal and the Orange Free State were Boer republics. Most African Kingdoms had been defeated, but some had managed to retain control over limited amounts of land.

The gold ran for many kilometres underground. Many thousands of people came to the Witwatersrand to seek their fortune. People from overseas in ships, and travelled from all over southern Africa in ox-wagons or on foot, walking long distances. As more railway tracks were laid, more people came by train.

[From: Focus History Learner's book: Johanesson, B, et al]



## SOURCE 2B

The source below highlights the creation of the capitalist class in South Africa which began with the mineral revolution in the 19<sup>th</sup> century.

It was too expensive for individuals to operate a gold mine. much machinery was needed and expensive technologies had to be developed. Leadership in the early gold-mining days was provided by a small group of now famous men including Cecil John Rhodes, Barney Barnato and Alfred Beit, who had already made their fortune in the diamond mines. These men soon began to work in partnership and created mining companies.

In 1899, the mine owners – also known as the Randlords – joined together to form a mine-owners' association called a Chamber of Mines. It became a very powerful association that used its power to benefit the mine owners. They worked together to agree on how to deal with common problems – how to find workers and how to keep wages as low as possible. The profits from the mines were taxed and the tax was paid to the Transvaal government.

[From: Focus History Learner's book: Johanesson, B, et al]



## SOURCE 2C

The source below describes how different races were treated on South Africa leading to the creation of poor black migrant labour class.

For the white authorities, however, the chief consideration was ensuring a labour supply and undermining black competition on the land. Conquest, land dispossession, taxation and pass laws were designed to force black people off the land and channel them into labour markets, especially to meet the needs of the mines.

Gradually, the alternatives available to Africans were closed, and the decline of the homestead economy made wage labour increasingly essential for survival. The integration of Africans into the emerging urban and industrial society of South Africa should have followed these developments, but short-term, recurrent labour migrancy suited employers and the authorities, which sought to entrench the system.

The closed compounds pioneered on the diamond fields, as a means of migrant labour control, were replicated at the gold mines. 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 and keeping their families and dependants on subsistence plots in the reserves.

Africans could be denied basic rights if the fiction could be maintained that they did not belong in “white South Africa”, but to “tribal societies” from which they came to service the “white man’s needs”. Where black families secured a toehold in the urban areas, local authorities confined them to segregated “locations”.

[From: The History of South Africa - ShowMe South Africa (showmesa.co.za): Accessed 22/07/2024]



## SOURCE 2D

The photograph below is a photograph of First of the Randlord mansions, Hohenheim. It was the home to Sir Lionel Phillips and his wife Lady Florence Phillips. It was the first house built in Parktown in 1892 to 1894



[From: <https://commons.wikimedia.org/w/index.php?search=Randlords&title>: Accessed: 22/07/2024]



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

**SOURCE 3A**

The source below gives light to why it became important to pass the Land Act in 1913.

At the start of 20<sup>th</sup> century, most Africans in South Africa lived and worked in the reserves or on white owned land outside of the reserves. These Africans were either wage labourers or tenants.

There were three types of tenants:

- Cash tenants (rent tenants) – paid rent in cash to the land owner
- Labour tenants – worked for the land owner in return for the use of some of the land for themselves;
- Sharecroppers – used the land of a white farmer and shared the crop with him

Sharecropping benefitted both the white farmer and the sharecropper. 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.

They called upon the government to make sharecropping illegal. Before the Natives land act of 1913, Africans were able to buy land taken from their ancestors back from the whites. Many white landowners were unhappy about this black competition for land and called for the government to restrict black land ownership.

Largely because of the pressure from the politically powerful white farmers, the government passed the natives Land Act of 1913. To prevent Africans from competing with whites in the land market and to force sharecroppers and cash tenants to become wage labourers or labour tenants.

[From: New Generations History: Learner's book: Stephenson C, et al]

### SOURCE 3B

The source describes the horrible conditions in which many black people found themselves in after they had been pushed off the land through the Land Act of 1913.

The results were that many thousands of black people, who could not obtain such employment, or perhaps did not want it, were thrown off the farms, often with their livestock. They wandered about – men, women and children – in all weather conditions, trying to find a place where they could stay. The law also stated that 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. The reserves were often very far away, and were also becoming more and more overcrowded. Conditions there were very poor, with soil erosion, malnutrition and disease increasing.

[From: Focus History Learner's book: Johannesson, B, et al]



### SOURCE 3C

The following source explains the experiences of Sol Plaatje who had travelled through South Africa to record the effects of the Land Act on Native South Africans.

In 1913 he (Sol Plaatje) travelled about parts of South Africa to observe and report on the conditions of black people after the passing of the Natives' Land Act. This led to the publication in 1916 of his book, *Native Life in South Africa*.

The first sentence of his now famous book reads: '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'. In this book, Plaatje tells from the first-hand experience of the sufferings of those black people who were made homeless after their forced removal from white owned farms. 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'.

[From: Focus History Learner's book: Johanesson, B, et al]



### SOURCE 3D

The photograph below is of Sol Plaatje, the founding member of the ANC and activist who travelled through South Africa on his bicycle, recording the suffering of Native South Africans after the passing of the Native Land Act of 1913.



[From: Sol Plaatje and the antinomies of writing against 'South Africa' – The Mail & Guardian (mg.co.za): accessed 27/07/2024]

## ACKNOWLEDGEMENTS

1. <https://commons.wikimedia.org/w/index.php?search=Randlords&title>
2. Sol Plaatje and the antinomies of writing against 'South Africa' – The Mail & Guardian (mg.co.za)
3. Stephenson C, et al, *New Generations History: Learner's book*, Maskew Miller Longman, Cape Town, 2017
4. Stephenson, C, et al, *New Generation History Grade 10: Learners' book*, New Generation, Durban, 2013
5. The History of South Africa - ShowMe South Africa (showmesa.co.za)





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## PROVINCIAL ASSESSMENT

**GRADE 10**

**HISTORY**  
**NOVEMBER 2024**  
**MARKING GUIDELINES**

**MARKS: 150**



**These marking guidelines consist of 21 pages.**

## 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	<ul style="list-style-type: none"> <li>Extract evidence from the sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	40%
Level 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	40%
Level 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in source and draw independent conclusions</li> </ul>	20%

### 1.2 The information below indicates how source-based questions are assessed:

- In the marking of the 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 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 (✓✓✓✓).

#### Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and the 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 student has used relevant evidence to address the question.

- Re-read the paragraph to evaluate the extent to which the candidate has been able 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.

35  
50

- Ensure that all the total mark is transferred accurately to the front/back cover of the 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, organize 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 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 questions, learners should be credited for any other relevant answer.

### 2.3 Global assessment of the essay

- Keep the synopsis in mind when assessing the essay.
- During the reading of the essay, ticks need to be awarded for a relevant Introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

## 2.4 Assessment procedure of the essay

Keep the synopsis in mind when assessing the essay.

<b>P</b>	<b>Point:</b> The learner introduces the essay by taking a line of argument/making a point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
<b>E</b>	<b>Explanation:</b> The learners should explain in more detail what the main point is about and how it relates to the question posed (line of argument)
<b>E</b>	<b>Example:</b> The learners 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.
<b>L</b>	<b>Link:</b> Learners should ensure that the line of argument is sustained throughout the essay and is written coherently

2.4.1 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised **Λ**
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation
- Line of Argument



## 2.5 The matrix

2.5.1 Use 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.

1. The first reading of extended writing 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	

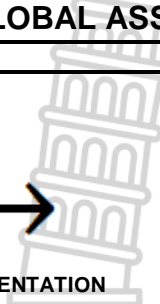
2. The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	Level 4	
P	Level 3	

3. Allocate an overall mark with the use of the matrix.

C	Level 4	}26-27
P	Level 3	

**GLOBAL ASSESSMENT OF THE ESSAYS: TOTAL MARKS: 50**

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
 <p><b>PRESENTATION</b> →</p> <p>↓ <b>CONTENT</b></p>	Well planned and structured essay. Good synthesis of information. Developed an original well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument.	Little or no attempt to structure the essay.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>47-50</b>	<b>43-46</b>					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	<b>43-46</b>	<b>40-42</b>	<b>38-39</b>				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	<b>38-39</b>	<b>36-37</b>	<b>34-35</b>	<b>30-33</b>	<b>28-29</b>		
<b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection			<b>30-33</b>	<b>28-29</b>	<b>26-27</b>		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				<b>26-27</b>	<b>24-25</b>	<b>20-23</b>	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					<b>20-23</b>	<b>18-19</b>	<b>14-17</b>
<b>LEVEL 1 *</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						<b>14-17</b>	<b>0-13</b>

**\* 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

**QUESTION 1: HOW DID THE BRITISH COLONIAL CONTROL OF SOUTH AFRICA LEAD TO INDIGENOUS POPULATIONS BEING COERCED INTO LABOUR FORCE?**

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*  
 • 1652 (1 x 1) (1)

1.1.2 *[Definition of term from Source 1A – L1]*  
 • When a country conquers a weaker one and controls it.  
 • A practice in which an empire controls other countries or territories.  
 • Any other relevant response. (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*  
 • The VOC was bankrupt. (1 x 1) (1)

1.1.4 *[interpretation of evidence from Source 1A – L2]*  
 • The British changed the new pattern of rule or practice of governing.  
 • The arrival of the British at the Cape changed the lives of the lives of the people that were already living there.  
 • The British encouraged the expansion of agricultural production and the begun exporting agricultural production.  
 • Any other relevant response. (1 x 2) (2)


1.1.5 *[interpretation of evidence from Source 1A – L2]*  
 • Britain wanted to expand their colonial control to the Cape  
 • Britain wanted to expand its agricultural production in wheat, wine and merino wool and The Cape was good for it.  
 • Britain saw the importance that the Cape played in the Indian ocean trade, and therefore wanted to monopolise it for their own benefit.  
 • Any other relevant response. (2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*  
 • 1807 (1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B – L1]*  
 • People who were already enslaved.  
 • And their new born children. (2 x 1) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1]*  
 • Slaves became more expensive, because there were fewer slaves available.  
 • All slaves now had to be registered and the sale of slaves was more carefully controlled. (2 x 1) (2)


- 1.2.4  [Extraction of evidence from Source 1B – L1]
- allowing them to marry
  - allowing families to live together
  - requiring slave owners to give their slaves a reasonable amount of food, shelter and clothing
  - limiting their working hours
  - and controlling their punishment.
  - Any of the FOUR answers. (4 x 1) (4)

- 1.2.5 [Interpretation of evidence from Source 1B – L2]
- The freeing of slaves in the Cape did not guarantee them economic freedom by being given start up packages like land or training.
  - The liberation of slaves at the Cape, set them up to voluntarily return to their former masters as wage workers by not empowering them.
  - Freed slaves were never going to be allowed to compete against white colonisers.
  - Any other relevant response. (1 x 2) (2)

- 1.2.6 [Interpretation of evidence from Source 1B – L2]
- The freed slaves wanted to start a new life in the city by getting a new work.
  - They did not want to associate with people who used to abuse them anymore.
  - They wanted work that paid them for the work they had done.
  - Any other relevant response (2 x 2) (4)

- 1.3  
1.3.1 [Interpretation of evidence from Source 1C – L2]
- To show that African workers had become migrant workers.
  - To show that African migrant workers were under strict control by their employers.
  - Migrant workers' rights were not respected.
  - To show the poor living condition of the migrant workers.
  - Any other relevant response (1 x 2) (2)

- 1.3.2 [Interpretation of evidence from Source 1C – L2]
- African migrant workers stayed in a mining compound so that their movement could be strictly controlled.
  - It was a cheaper way of allowing them to live cheaply, with mine companies not being forced to pay them more to afford houses in the urban areas.
  - Any other relevant answer (1 x 2) (2)

- 
- 1.4
- 1.4.1 *[Extraction of evidence from Source 1D – L2]*
- This was the only way to earn money but still kept ties with their old way of life in their farms (home). (1 x 1) (1)
- 1.4.2 *[Definition of evidence from Source 1D – L1]*
- A person that leaves their place of origin to find work in a different place. (1 x 2) (2)
- 1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- Black African workers did not have any other way of making money except through migrant labour.
  - African migrant labourers did not see migrant work as permanent
  - They simply wanted to get tax money but not to work permanently as they preferred their traditional way of life.
  - Any other relevant response (2 x 2) (4)
- 1.4.4 *[Extraction of evidence from Source 1D – L1]*
- The mining companies. (1 x 1) (1)
- 1.4.5 *[Extraction of evidence from Source 1D– L1]*
- The colonial government introduced taxes
  - The colonial government introduced taxes to force black South African workers to go and find a job in order to pay the taxes.
  - In order to pay these taxes, black South African workers had to work in the mines for a number of months at a time.
  - In this way, mining companies were getting cheap labour they needed
  - This forced labour system led a to a host of social problems, for example the breakdown of family life. (3 X 1) (3)
- 1.5 *[Comparison of evidence from Sources 1C and 1D to ascertain how they support each other – L3]*
- Source 1C shows African migrant workers in a mine compound at their place of work and Source 1D talks about black workers being forced to work in the mines.
  - Both sources highlight the working condition of the migrant workers in a mine compound.
  - Any other relevant answer (1 x 2) (2)
- 1.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their responses:

- The British took control of the Cape from the Dutch, firstly in 1803 and again in 1806. (Source 1A)
- They made both black and white inhabitants their colonial subjects. (Source 1A)



- They introduced ideas of new governance, encouraged expansion of agricultural production. (Source 1A)
- The British then abolished slave trade in 1807. (Source 1B)
- Slaves were totally freed in 1834 without any compensation to help start a new life. (Source 1B)
- There was resistance by indigenous people to work on white farms and businesses because most of African societies were economically independent and self-sufficient. (Own Knowledge)
- The discovery of diamonds and gold in South Africa changed the scenario totally. (Own Knowledge)
- The British introduced taxes on South African societies to force them into the money economy. (Source 1D)
- They firstly worked on contracts of periods ranging from 3 to 12 months. (Source 1D)
- They were forced to live in the mining compounds to avoid absconding from work leaving their families in rural areas. (Sources C and D)
- Any other relevant answer

Use the following rubric to allocate marks:

<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the British colonial control of South Africa led to indigenous populations being coerced into labour force.</b></li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	<b>MARKS 0 – 2</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>shows no or some understanding of how the British colonial control of South Africa led to indigenous populations being coerced into labour force.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS 3 -5</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates thorough understanding of how the British colonial control of South Africa led to indigenous populations being coerced into labour force.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6 – 8</b>

(8)

[50]

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

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*

- Cape colony
- Natal
- Transvaal
- Orange Free State (4 x 1) (4)

2.1.2 *[Extraction of evidence from Source 2A – L1]*

- (a) Britain (1 x 1) (1)
- (b) Boer Republic (1 x 1) (1)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- Most African kingdoms and chiefdoms had been conquered by whites and were now under their control.
- Majority of African kingdoms did not have much land under their control because the colonialist had taken possession of the land.
- Any other relevant answer. (1 x 2) (2)

2.1.4 *[Extraction of evidence from Source 2A – L1]*

- Gold (1 x 1) (1)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*

- There were lot European/white migrants from overseas in to South African mines who had travelled by ship.
- Many migrants from Southern Africa used transportation like ox-wagons or walked on foot for long distances to get to the mines.
- Any other relevant answer. (1 x 2) (2)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*

- Much machinery was needed.
- Expensive technologies had to be invented. (2 x 1) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*

- Cecil John Rhodes
- Barney Barnato
- Alfred Beit (2 x 1) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L2]*

- Mining magnates of South Africa opened mining companies that were under partnerships.
- Mines were not controlled by individuals, but by companies that were owned by partners.
- Any other relevant answer. (1 x 2) (2)

2.2.4 *[Extraction of evidence from Source 2B – L1]*

- Mine owners' association (1 x 2) (2)

2.2.5 *[Interpretation of evidence from Source 2B – L2]*

- The chamber of mines was used by the mine owners as a powerful tool to gain advantage.
- Mine owners used the chamber of mines to influence government policy and to exploit labour.
- Any other relevant answer (1 x 2) (2)

2.2.6 *[Definition of historical concept from Source 2B – L1]*

- Mine owners and financiers who controlled both gold and diamond mines in South Africa.
- Any other relevant answer. (1 x 2) (2)

2.2.7 *[Interpretation of evidence from Source 2B – L2]*

- The mine owners used the chamber to help them find workers and influence policy to help keep wages of workers as low as possible.
- The chamber of mines was a tool in which the Randlords influenced the policy of the land to allow them to exploit especially the blacks in mining sector and to push them into labour.
- Any other relevant answer (1 x 2) (2)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*

- Ensuring a labour supply
- Undermining black competition on land ownership (2 x 1) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*

- The mine owners did not want blacks to have land in order to kill their economic independence.
- If blacks did not own the land, it would be easy for them to start working in the mines because of poverty.
- Any other relevant answer (1 x 2) (2)

2.3.3 *[Extraction of evidence from Source 2C – L1]*

- Conquest
- Land dispossession
- Taxation
- Pass laws

(3 x 1) (3)

2.3.4 *[Interpretation of evidence from Source 2C – L2]*

- It was good for the mining companies to have black migrant workers because it allowed them to use them as cheap labour that could be discarded later when not needed thereafter.
- They could exploit them as cheap migrant labour very easily and profit from it than if blacks became citizens with rights.
- Any other relevant answer

(1 x 2) (2)

2.3.5 *[Interpretation of evidence from Source 2C– L2]*

- For as long as there were reserves which the natives owned as independent states, they could be denied rights in urban South Africa, therefore they could be exploited by the mining companies as cheap migrant labour.
- Any other relevant answer

(1 x 2) (2)

2.4

2.4.1 *[Comparison of evidence from Source 2A and Source 2C– L3]*

- In Source 2A people came from both overseas and Southern Africa to seek their fortune but in Source 2C blacks were forced into labour.
- Any other relevant answer

(1 x 2) (2)

2.5

2.5.1 *[Interpretation of evidence from Source 2C – L2]*

- To show the Hohenheim mansion house that was owned by Sir Lionel Philips.
- It is an indication of the wealth of the Randlords and the opulence that they lived under.
- Any other relevant answer

(1 x 2) (2)

2.5.2 *[Interpretation of evidence from Source 2C – L2]*

- The photograph shows that there had emerged a very wealthy class of people who lived a life of luxury in places like Parktown.
- It is a primary source that shows that a capitalist class emerged in South Africa made of mine owners known as the Randlords.
- Any other relevant answer

(1 x 2) (2)

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



Candidates could include the following aspects in their responses:

- South Africa was not a single state in the beginning, with the Cape Colony and Natal under the British and Transvaal and Orange Free State under the Boers. (Source 2A)
- The natives had been conquered by the white settlers and owned very little land. (Source 2A)
- Minerals like gold were found and it attracted migrants from overseas and southern Africa. (Source 2A)
- Mining created a new class of capitalists called Randlords, who were men who started with diamond mining, then went into gold mining. (Source 2B)
- They created a chamber of mines, which was an association that helped them forge ways in which they could exploit their labourers. (Source 2B)
- Through land dispossession, pass laws and taxation, blacks were forced to become the labour class and cheap migrant workers. (Source 2C)
- They were never considered citizens of urban South Africa, so that they could only serve the interest of white South Africa. (Source 2C)
- Any other relevant answer.

Use the following rubric to allocate marks:

Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of why did different social classes emerge in South Africa after the discovery of minerals</b></li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	MARKS 0 – 2
Level 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>Why did different social classes emerge in South Africa after the discovery of minerals.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	MARKS 3 – 5
Level 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of why did different social classes emerge in South Africa after the discovery of minerals</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6 – 8

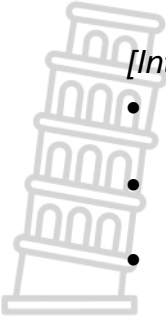
(8)

[50]

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

- 3.1
- 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Most Africans (1 x 1) (1)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- These Africans were either wage labourers or tenants. (1 x 1) (1)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Cash tenants (rent tenants)
  - Labour tenants
  - Share croppers (3 x 1) (3)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Black sharecroppers proved to be a good competition for wealthier white farmers, which is the reason why they were opposed to sharecropping.
  - Black farmers preferred to become independent through sharecropping rather than working for white farmers as cheap labourers thus affecting labour negatively in white farms.
  - Any other relevant answer. (2 x 2) (4)
- 3.1.5 *[Extraction of evidence from Source 3A – L1]*
- Black competition for land. (1 x 2) (2)
- 3.1.6 *[Extraction of evidence from Source 3A – L1]*
- Pressure from politically powerful white farmers
  - To prevent Africans from competing with whites in the land market
  - To force sharecroppers and cash tenants to become wage labourers or labour tenants. (3 x 1) (3)
- 3.2
- 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Were thrown off the farms. (1 x 2) (2)
- 3.2.2 *[Explanation of a concept in context from Source 3B – L2]*
- The small and scattered pieces of land in South Africa that were exclusively earmarked for the use by the indigenous people forming about 7-13% of South Africa’s land as stipulated in the Native Land Act of 1913.
  - Any other relevant (1 x 2) (2)

- 3.2.3 *[Interpretation of evidence from Source 3B– L2]*
- The government was not willing to allow any white person to rent a piece of land to the blacks, and would severely punish any offender.
  - Any other relevant response (1 x 2) (2)
- 3.2.4 *[Extraction of evidence from Source 3A – L1]*
- Conditions there were very poor, with soil erosion and malnutrition and disease increasing. (1 x 2) (2)
- 3.3
- 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- Sol Plaatje (1 x 2) (2)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- Native life in South Africa (1 x 2) (2)
- 3.3.3 *[Interpretation of evidence from Source 3C – L1]*
- The passing of the 1913 Land Act made a native a reject and an outcast in their land of origin.
  - Black people lost all their rights in South Africa when The Native Land Act was passed and were worse than slaves.
  - Any other relevant answer (2 x 2) (4)
- 3.3.4 *[Interpretation of evidence from Source 3C – L1]*
- When the government used coercion or force to move black people from their land and property, through the Land Act of 1913.
  - Any other relevant answer (1 x 2) (2)
- 3.3.5 *[Interpretation of evidence from Source 3C – L2]*
- Black South Africans had nowhere to go, and did not know where to go after they were evicted from the farms.
  - They seemed to be in dire situation resembling that of refugees of war as they moved aimlessly in search of places to stay in fear of the white authorities.
  - Blacks wondered around looking for places to stay with great fear of what the whites were doing to them.
  - Any other relevant answer (2 x 2) (4)

- 3.4  
3.4.1  [Interpretation of evidence from Source 3C – L2]
- The photo shows the commitment of Sol Plaatje in exposing the suffering of Black natives because of the Native Land Act of 1913.
  - To show how Sol Plaatje took great effort riding a bicycle through South Africa, to expose the cruelties of the Native Land Act.
  - Any other relevant answer (1 x 2) (2)

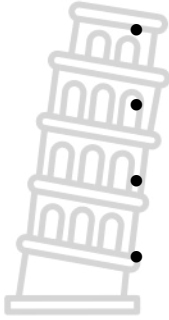
- 3.4.2 [Interpretation of evidence from Source 3C– L2]
- He wanted to expose the cruelties of the Native Land Act of 1913.
  - He wanted to build a true reflection of the negative consequences of the Land Act by doing thorough research in order to write an accurate account.
  - He was a member of the ANC and he was fighting for the rights of Africans who had been dispossessed of their land.
  - Any other relevant answer. (1 x 2) (2)

- 3.5 [Comparison of evidence from Sources 3C and 3D to ascertain how they support each other – L3]
- Source 3C tells of Sol Plaatje traveling through South Africa recording the effects of the Native Land Act and Source 3D Shows Sol Plaatje on a bicycle that is said he used to travel South Africa in order to record the effects of 1913 Land Act.
  - Both sources claim that Sol Plaatje was responsible of recording the effects of the Native Land Act.
  - Both sources highlight that Sol Plaatje was travelling through South Africa recording the effects of the of 1913 Native Land Act.
  - Any other relevant Source (1 x 2) (2)

- 3.6 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

Candidates could include the following aspects in their responses:

- The government passed the Native Land Act of 1913 to prevent Africans from competing with Whites in the market (Source 3A)
- Majority of black South Africans stayed in white owned farms because they had been dispossessed off their land (Source 3A).
- Black farmers who were either sharecroppers or cash tenants were a threat to the white farmers (Source 3A).
- White farmers pressured the government to pass the Native Land Act of 1913 (Source 3B).
- Blacks were thrown off their farms including their livestock (Source 3B).
- They started to wander around South Africa like refugees seeking space in the reserves to settle (Source 3B).
- In the reserves they suffered poverty, soil erosion, malnutrition and diseases (Source 3C).



- The reserves were very far away and were becoming overcrowded (Source 3C).
- The black people were made homeless after being forcibly removed from White owned farms (Source 3C).
- Blacks had become pariahs or rejects in the land of their birth and were worse off than slaves (Source 3C).
- Any other relevant responses.

Use the following rubric to allocate marks:

<p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of what was the negative impact of the Natives’ Land Act of 1913 on the South African societies</b></li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	<p><b>MARKS 0 – 2</b></p>
<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent on the topic e.g. <b>What was the negative impact of the Natives’ Land Act of 1913 on the South African societies?</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<p><b>MARKS 3 – 5</b></p>
<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding what was the negative impact of the Natives Land Act of 1913 on the South African societies</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<p><b>MARKS 6 – 8</b></p>

(8)

[50]



## SECTION B: ESSAY QUESTIONS

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

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

#### SYNOPSIS

In writing this essay, learners should take a stance and explain if they agree or not that The Voortrekkers of the Cape found life under British control intolerable due to Anglicization, Ordinance 50 and lack of freedom to govern themselves.

#### MAIN ASPECTS

Learners could include the following aspects in their answer:

**INTRODUCTION:** Learners should take a line of argument by either AGREE or DISAGREE that the Voortrekkers of the Cape found life under British control intolerable due to Anglicization, Ordinance 50 and lack of freedom to govern themselves.

#### ELABORATION

- Political, Social and changes introduced by the British at the Cape
- Abolition of slave trade, followed by total ban on slavery
- Anglicising institutions like schools and churches
- English becoming a dominant language and Dutch being neglected by British authorities
- Ordinance 50 of 1828 - leading to shortage of labour Boers response to the changes
- Trekboers organised themselves and migrated towards the Natal colony and the North
- Rejected the British authority as exemplified by Retief manifesto
- Believed that British authorities discriminated against them in favour of British settlers, Xhosas and the Khoisan communities
- Went across the Orange river and Vaal river establishing boer republics.
- Encroaching into native kingdoms or chiefdom lands made difficult times for the Boers, but they had advanced technology

#### CONCLUSION

Learners should tie up their argument with an acceptable and relevant conclusion.

**[50]**

## QUESTION 5: THE SOUTH AFRICAN WAR FROM 1899-1902

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

### SYNOPSIS

Learners are expected to explain the South African War, by showing the strategies and tactics that were used by both the British and the Boers during the South African War including the role played by Africans, Coloureds, Indians, women and children in this war.”

### MAIN ASPECTS

Learners should include the following aspects in their answer:

Introduction: Learners should a stance and explain if they support the stance or not that the South African War was called The Anglo-Boer War because it was seen as a white man’s war, but Africans, Coloureds, Indians, women and children played a role in this war.”

### ELABORATION

- The British deploy their armies along the Borders of the Boer Republics.
- The Boers give the British an ultimatum.
- 9 October 1899 the war breaks out with Boer pre-emptive attack.

First phase of the S.A. War

Boer offensive

- Conventional Battles between the British and the Boers.
- Battles of Modderspruit and Nicolson’s Neck won by the Boers.
- Boers besiege Ladysmith, Mafeking and Kimberly.
- General Redvers Buller lost many battles and was ultimately replaced by Lord Kitchener.

British offensive

- January 1900, Britain sent in reinforcements.
- This gave them an upper hand over the Boers.
- Ladysmith and Kimberly are saved for Boer sieges.
- March 1900 the British take control of the Orange Free State capital of Bloemfontein.
- About 14 000 Boer fighters surrender to the British but other decide to pursue guerrilla warfare.
- Lord Kitchener employs scorched Earth Policy
- Farms and town are destroyed and Boer women, children and the old are taken to the concentration camps by the British Army.
- High death rates in the concentration camps due to unsanitary conditions, malnutrition and diseases.

#### Other factors in the war

- Involvement of *Bitter einders* in the war prolonging the war.
- Boer women and children acted as spies, cooks and nurses in the country.
- Boers and British use black people, including Africans, Coloureds and Indians.
- Most of the black gave their loyalty to the British with the hope of freedom after the war.
- Many served as cooks, cleaners, scouts etc. and did not do actual fighting.
- The involvement of Emily Hobhouse in exposing the concentration camps and ending the war.
- Klerksdorp meetings between the Boers and the British in 1902.
- The signing of the treaty of Vereeniging on 31 May 1902.

#### CONCLUSION

- Learners should tie up the discussion with a conclusion relevant to the essay.

**[50]**



## QUESTION 6: THE SOUTH AFRICAN WAR AND UNION

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

### SYNOPSIS

Learners are expected to explain the extent in which black people in South Africa positively supported the formation of the Union of South Africa and its discriminatory policies.

### MAIN ASPECTS

Learners should include the following aspects in their answer:

- Introduction: Learners should take stance and explain to either a LARGER/ GREATER or LESSER extent did black people in South Africa positively support the formation of The Union of South Africa and its discriminatory policies.

### ELABORATION

Background:

- The South African War and the involvement of blacks in this war.
- The Surrender of the Boers
- Sir Alfred Milner rule before 1910
- Reconciliation between the British and the Boer

Body:

- Klerksdorp meetings between the Boers and the British in 1902.
- The signing of the treaty of Vereeniging on 31 May 1902.
- The formation of the SANNC
- Delegations sent to Britain, petitions and court action.
- The role of Merriman in challenging discrimination against blacks
- The 1913 Native Land Act.
- Any other relevant answer

### CONCLUSION

- Learners should tie up the discussion with a conclusion relevant to the essay.

[50]

TOTAL: 150

