



**Western Cape
Government**

Education

FOR YOU

HISTORY

REVISION BOOKLET 2025 TERMS 3 and 4

Grade 10

This revision program is designed to assist you in revising the critical content and skills that you have covered during the 3rd and 4th terms. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the examination.

The revision program covers the following topics:

- 1913 Land Act
- Cooperation and conflict on the Highveld
- The South African War of 1899- 1902

ACTION VERBS	MEANING
SOURCE-BASED QUESTIONS	
List, mention, ... according to the source... Quote evidence from the source Definition the concept ... What do you understand by the concept in the context of...	The answers are in the source <ul style="list-style-type: none"> • Use 'quotation marks...' when extracting the answer from the source • The concept is defined in the source • The concept as it is understood and used in the content
Explain in your own words...	<ul style="list-style-type: none"> • Use the information and explain it how you understand it. Do not rewrite the information in the source
Compare similarities / differences Compare how the sources support each other regarding...	<ul style="list-style-type: none"> • Identify the similarities/differences between two sources in response to the question. • Please note the mark allocation (2x2) means two similarities must be given. Your response should be: • Source A indicates... and Source B ...√√ • Both sources indicate that... √√ (2x2)
Comment on Comment on the usefulness/ reliability/ limitations/bias of the source regarding...	<ul style="list-style-type: none"> • Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge (2 x 2) • The source is useful/ reliable/ limited/ bias because... (2 x 2)
PARAGRAPH WRITING	
Using the information in the relevant sources and your own knowledge, write a paragraph...	<ul style="list-style-type: none"> • You need to identify all the relevant sources. Use the information in the source that would answer the question. Refer to the sources you obtained your information from. E.g. According to Source 1A ... (6)



The Source Based Section (Grade 10-12) is always assessed out of 50 marks! This collection of revision questions does not total to 50 marks because the focus is on consolidating various skills in History.



SECTION A: SOURCE-BASED QUESTION



- Each Source Based section is guided by a **KEY QUESTION**
 - Read the key question
- Remember it while reading the sources and answering other questions.
 - This will help you answer the paragraph question.

QUESTION 1: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?

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

1.1 Refer to Source 1A.

1.1.1 Explain the term *Natives Land Act* in the context of segregated South Africa. (1 x 2) (2)

- **According to the source:** use the information from the source to answer the question.
Extract directly from the source.



- **What:** asks for specific information


1.1.2 What, according to the source, influenced the passing of the Native Land Act of 1913? (1 x 2) (2)




- **Why:** the cause, reason or purpose for which

1.1.3 Why do you think the dispossession of the land from the black South Africans was well planned? (2 x 2) (4)


1.2 Refer to Source 1B.

 • **Quote:** you must copy words from the source to answer the question.

- Extract directly from the source.
- Don't forget your quotation marks
- Evidence is proof/ 'to make the statement true'




1.2.1 Quote evidence from the source that shows that Feinberg was not in favour of the 1913 Land Act. (1 x 1) (1)

 • You must evaluate and assess the information in the source.

- Choose **one** line of argument: to a greater extent **OR** to a lesser extent

1.2.2 Explain to what extent the 1913 Land Act disrupted the economic activities of both the black and white farmers. (1 x 2) (2)


 • **Identify/ List/ Name:** write down brief answers with no explanation

- The answers can be extracted directly from the sources.

1.2.3 List THREE ways in which the 1913 Land Act brought poverty in the lives of African people. (3 x 1) (3)

Comparison questions:

- Gather information from both sources which correspond to each other.
- For example, you will say "Source 1A says..." and "Source 1B confirms this by saying..."
- Remember: find a link in both sources to compare
- If the mark allocation is (2x2) (4) then you must compare the sources **TWICE**



1.2.4 Compare Sources 1A and 1B. Explain how the evidence in Source 1B supports the information in Source 1A with regards to poverty affecting the black South Africans. (2 x 2) (4)

1.3 Refer to Source 1C.

1.3.1 What criticism is levelled against the 1913 Land Act? (2 x 2) (4)

1.3.2 What messages are conveyed by this source with regards to the negative impact of the Land Act on the black South African farmers? (2 x 2) (4)

1.4 Refer to Source 1D.



- **Usefulness of the visual source:**
 - Study the contextualisation, visual clues, and text in the source to assess if this source is useful/helpful to a historian

1.4.1 Comment on the usefulness of the cartoon to a historian researching the lasting impact of the 1913 Land Act in post-apartheid South Africa. (2 x 2) (4)

How to write a paragraph:

- Read the sources (addendum) with understanding and see what information you can use to answer the question
- Bear the key question in mind as you read and analyse each source while you answer the other questions in the Source-Based section
- Either highlight or underline information in one colour or write up information in the margin of the source that can be used to answer the paragraph question
- **Determine importance:** when you construct your paragraph, you will evaluate the evidence you gathered and select the most appropriate information to answer the key question
- Refer to the sources you obtained your information from e.g. According to Source 1C ...
- 'Own knowledge' should be used to help you elaborate on the information that the source gives
- **Synthesize:** combine the evidence you collected from the sources with the knowledge that is already in your brain and come up with a good response to the focus question.

1.5 Using the information in the **relevant sources and your own knowledge**, write a

paragraph of about SIX lines (about 60 words) **explaining how the 1913 Land Act intensified land dispossession among black South Africans.** (6)

Addendum of Sources

QUESTION 1: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?

SOURCE 1A

The extract below explains the **economic and social impact** of the Native Land Act of 1913 in South Africa.

Many white landowners were unhappy about black competition for land, and they called for the government to restrict black landownership in South Africa at the beginning of the 20th century, largely because of the pressure from the politically powerful white farmers, the government passed the Native Land Act of 1913. To prevent the Africans from competing with whites in the land market, the Act set aside less than 7,5 percent of South African land as reserves where Africans could buy the land . . .

Thousands of African sharecroppers and cash tenants were evicted from their land and were forced to become low paid farm labourers and labour tenants. Some Africans did not know that there was change in the labour law. These people wandered around the country with their families and livestock looking for another place to stay. They were eventually forced to move to overcrowded reserves, forced to kill or sell their livestock to white farmers. The Act ended the possibility of African farmers becoming commercial farmers. The 1913 Land Act was an Act at the heart of land dispossession and poverty for black South Africans

[From *Foundations of the New South Africa* by J Pampallis]

SOURCE 1B

This is an extract by the historian, HM Feinberg who revealed the **negative impact** of the 1913 Land Act on black South Africans.

Feinberg reveals that black South Africans were restricted to seven percent of South African land they had owned before the passing of the 1913 Land Act. For black South Africans, land was not reached and opportunities for further accumulation of land through purchasing (buying) were severely limited. As a result, their economic stability and welfare were disrupted by the Land Act. Moreover, Feinberg points out that as a result of the Act, Africans could no longer rent or lease land outside the scheduled areas, from their white landlord for the purpose of economic development. This intensified poverty among the black South Africans.

The Land Act also prevented sharing of crops. Before the Act both whites and blacks could share their profit from the agricultural activities, such sharing was able to uplift the African communities. However, with termination of sharing, they lost a means of income. This contributed to the poverty rate, forcing male Africans to leave their households to work in the South African mines. This was the beginning of the migrant labour system which disrupted many African families lives and stability. Before this Act, black South African was self-employed and self-sufficient as they possessed land. "The 1913 Land Act reflects socio-economic injustice of Apartheid of South Africa". According to Feinberg" [Sic.]

[From Feinberg, HM. 1993. *The 1913 Natives Land Act in South Africa: politics, race and segregation in the early 20th century. The International Journal of African Historical Studies* 26(1)]

SOURCE 1C

This source relates to the **pain and plight** of Kgobadi family members who were evicted from a farm in the Orange Free State in 1913.

Mrs. Kgobadi carried a sick baby when the eviction took place, and she had to transfer her darling from the cottage to the jolting ox-wagon in which they left the farm. Two days out the little one began to get severely ill as the result of hardships and exposure on the road, and during the night before we met them, its soul was released from its earthly bonds (died). The death of the child added a fresh perplexity (confusion) to the stricken parents. They had no right or title to the farmlands through which they trekked. They must keep to the public roads - the only places in the country open to the outcasts if they were in possession of a travelling permit. The deceased child had to be buried, but where, when, and how?

This young wandering family decided to dig a grave under cover of the darkness of that night, when no one was looking, and in that crude manner the dead child was interred (buried) and interred amid fear and trembling, as well as the throbs of a torturing anguish, in a stolen grave, lest the proprietor (owner) of the spot, or any of his servants, should surprise them in the act. Even criminals dropping straight from the gallows have an undisputed claim to six feet of ground on which to rest their criminal remains, but under the cruel operation of the Natives' Land Act, little children, whose only crime is that God did not make them white, are sometimes denied that right in their ancestral home.

[From *Native Life In South Africa* - Sol Plaatje]

SOURCE 1D

This source is a cartoon by Zapiro taken from the Sowetan Newspaper published in June 2013. It **shows the land issue (land redistribution) in South Africa** after the dawn of Democracy.



This SB section is based on the QP and Addendum of the November 2019 NW Education Department

SECTION B: ESSAY QUESTION

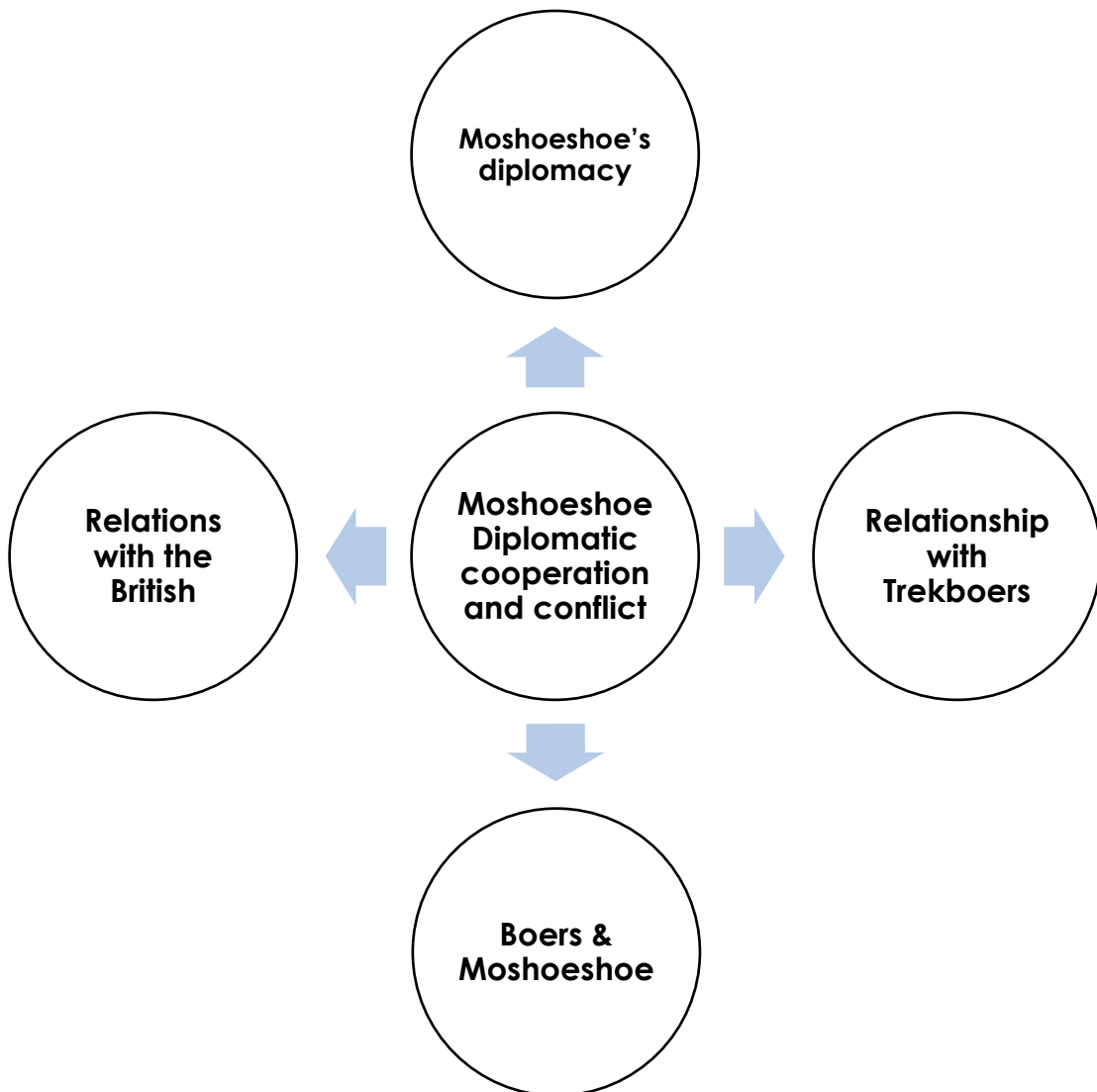
QUESTION 2: CO-OPERATION AND CONFLICT ON THE HIGHVELD

Moshoeshoe used a combination of strategic diplomatic cooperation and conflict as needed to secure the Basotho Kingdom.

Do you agree with the statement? Support your viewpoint with relevant historical evidence.

[50]

Activity 1: Complete a mind map for the key focus areas of content.



Activity 2: Essay Writing

HISTORY ESSAY WRITING FRAME

Question: Analyse the essay question.

- *Underline the key 'instruction' words.*
- *Look out for information detailing the aspects of who? what? when? why?*

Moshoeshoe used a combination of strategic diplomatic cooperation and conflict as needed to secure the Basotho Kingdom.

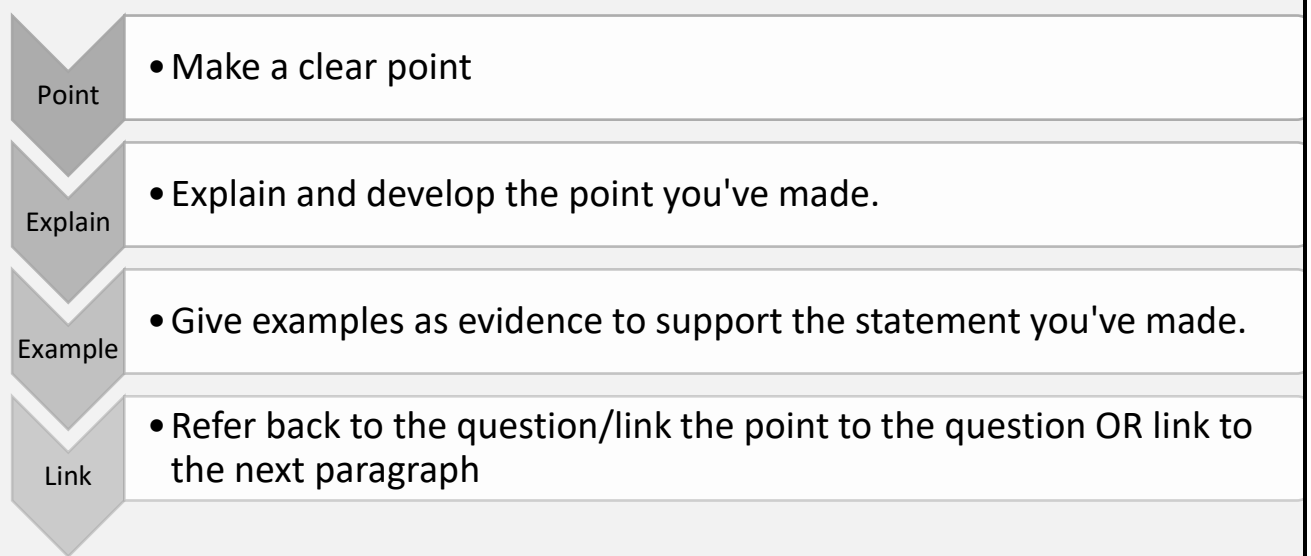
Do you agree with the statement? Support your viewpoint with relevant historical evidence.

[50]

Introduction: Write your introduction below

- Your introduction must relate directly to the question (not topic)
- Your introduction should contextualise the question (who? what? where? when?) and directly address or answer the essay question.
 - It is important to write a strong, powerful, clear introduction

Make use of the PEEL method:



PARAGRAPH 1:

(A) First sentence of first paragraph (PEEL)

(Check: Have you made your key point?)

(B) Development/explanation of point? (PEEL)

(C) Evidence to support your argument. (PEEL)

(D) Check: Have you referred back to the question/linked the point explicitly to the question? YES? // NO?

(E) Link to next paragraph/point? (PEEL)

PARAGRAPH 2:

(A) First sentence of second paragraph

Check: Have you made your key point? YES/ NO

(B) Development/explanation of the point?

(C) Evidence to support your argument?

(D) Check: Have you referred back to the question/linked the point explicitly to the question? YES? // NO?

(E) Link to next paragraph point?

Repeat steps (A) – (E) for each paragraph in your essay.

CONCLUSION:

- *Your conclusion should re-state your line of argument to answer the given question.*
- *It should be the same line of argument that was stated in the introduction and developed in the body of your essay.*

This essay writing frame can be used for structuring any History essay. Use it with the paragraph structuring frame (Point > Explain >Example >Link) and guidelines for writing introductions and conclusions. Adapt this frame to include as many paragraphs as you need.

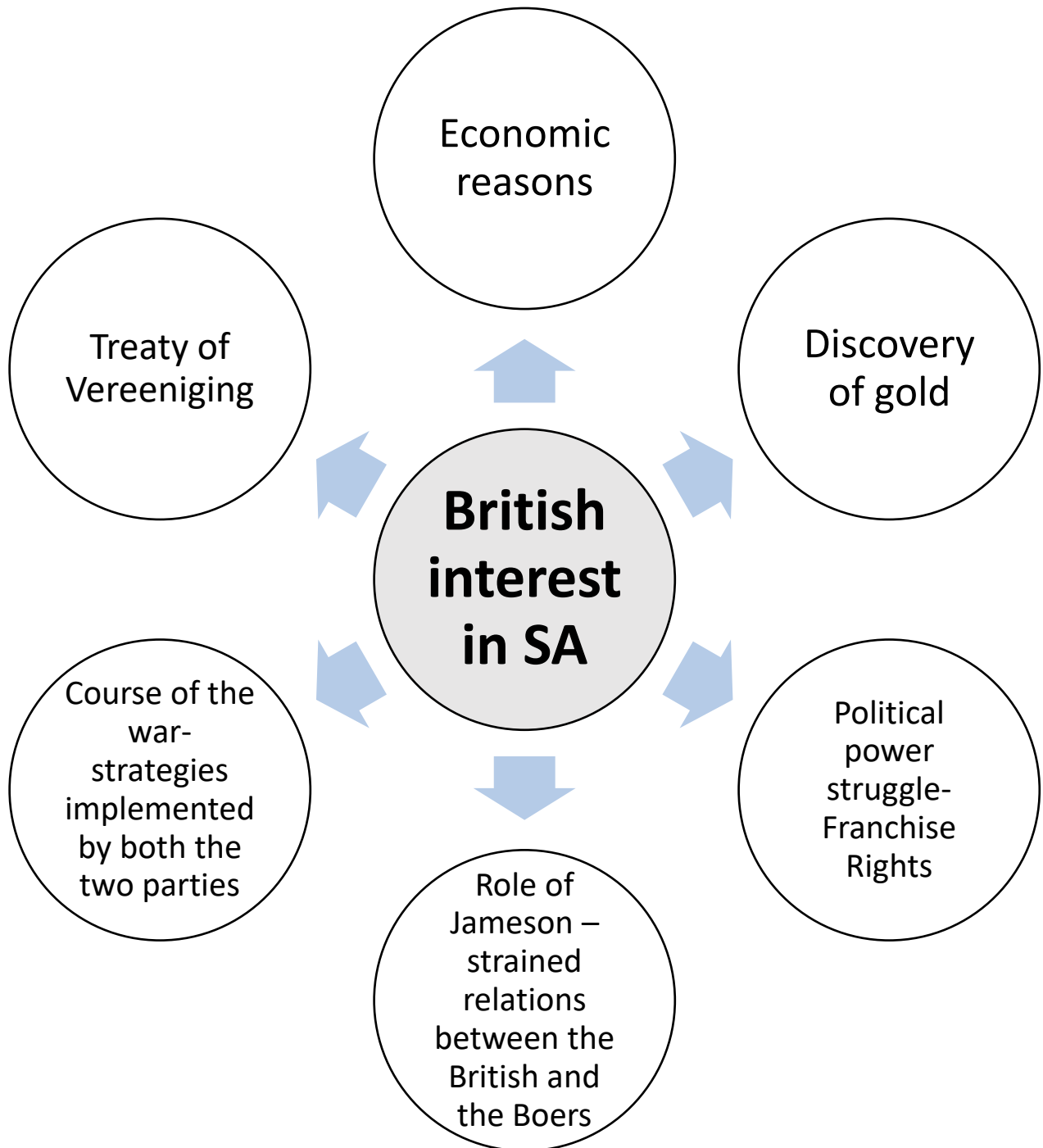
QUESTION 3: THE SOUTH AFRICAN WAR OF 1899- 1902

The discovery of gold in the ZAR during the 1880s attracted many people, especially British foreigners who later demanded the franchise rights from Paul Kruger's government.

Critically discuss this statement by showing how Britain became involved in the war with the Boer government until the signing of the Treaty of Vereeniging in 1902.

[50]

Activity 1: Complete a mind map for the key focus areas of content.



Activity 2: Essay Writing

HISTORY ESSAY WRITING FRAME

Question: Analyse the essay question.

- *Underline the key 'instruction' words.*
- *Look out for information detailing the aspects of who? what? when? why?*

The discovery of gold in the ZAR during the 1880s attracted many people, especially British foreigners who later demanded the franchise rights from Paul Kruger's government.

Critically discuss this statement by showing how Britain became involved in the war with the Boer government until the signing of the Treaty of Vereeniging in 1902.

[50]

Introduction: Write your introduction below

- Your introduction must relate directly to the question (not topic)
- Your introduction should contextualise the question (who? what? where? when?) and directly address or answer the essay question.
 - It is important to write a strong, powerful, clear introduction

Make use of the PEEL method:

Point

- Make a clear point

Explain

- Explain and develop the point you've made.

Example

- Give examples as evidence to support the statement you've made.

Link

- Refer back to the question/link the point to the question OR link to the next paragraph

PARAGRAPH 1:

(A) First sentence of first paragraph (PEEL)

(Check: Have you made your key point?)

(B) Development/explanation of point? (PEEL)

(C) Evidence to support your argument. (PEEL)

(D) Check: Have you referred back to the question/linked the point explicitly to the question? YES? // NO?

(E) Link to next paragraph/point? (PEEL)

PARAGRAPH 2:

(A) First sentence of second paragraph

Check: Have you made your key point? YES/ NO

(B) Development/explanation of the point?

(C) Evidence to support your argument.

(D) Check: Have you referred back to the question/linked the point explicitly to the question? YES? // NO?

(E) Link to next paragraph point?

Repeat steps (A) – (E) for each paragraph in your essay.

CONCLUSION:

- *Your conclusion should re-state your line of argument to answer the given question.*
- *It should be the same line of argument that was stated in the introduction and developed in the body of your essay.*

This essay writing frame can be used for structuring any History essay. Use it with the paragraph structuring frame (Point > Explain >Example >Link) and guidelines for writing introductions and conclusions. Adapt this frame to include as many paragraphs as you need.