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GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG WEST DISTRICT

NSC – CAPS

GRADE 10

HISTORY
(2025 JUNE EXAMINATION)

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Examiner: PLC EXAM PAPER

This Question Paper consists of 4 pages

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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 QUESTION

QUESTION 1: TRANSFORMATION IN SOUTHERN AFRICA: THE RISE OF THE NDWANDWE KINGDOM UNDER ZWIDE AND

SECTION B: ESSAY QUESTION

QUESTION 2. TRANSFORMATION IN SOUTHERN AFRICA: THE RISE OF THE NDEBELE KINGDOM UNDER MZILIKAZI

2. **Answer all questions**
3. **You are advised to spend ONE hour per question**
4. **When answering questions, candidates should apply knowledge, skills and insight.**
5. **You will be disadvantaged by merely rewriting the sources as answers.**
6. **Number the answers correctly according to the numbering system used in this question paper. 7. Write neatly and legibly**

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SECTION A: SOURCE-BASED QUESTION

QUESTION 1: HOW DID THE NDWANDWE KINGDOM UNDER CHIEF ZWIDE DEVELOP INTO A POWERFUL KINGDOM BETWEEN 1750-1820'S.

1.1 Refer to Source 1A

1.1.1 What, according to the source was the reason for conflict amongst different kingdoms. (1 X 2) (2)

1.1.2 List THREE resources that led to conflict amongst the growing population of chiefdom. (3 X 1) (3)

1.1.3 Define the term Amabutho in the context of the Ndwandwe kingdom. (1 X 2) (2)

1.1.4 Why, according to the source, was Amabutho so loyal to Chief Zwide? (1 X 1) (1)

1.1.5 Using information from the source and your own knowledge, explain why Amabutho were important during the rise of the Ndwandwe Kingdom? (2 X 2) (4)

1.2 Refer to Source 1B

1.2.1 What, according to the source, caused the elephant hunting to spread further Southward? (1 X 2) (2)

1.2.2 Using the information in the source and your own knowledge, explain how the chiefs managed to increase their power and wealth? (2 X 2) (4)

1.2.3 Quote TWO pieces of evidence from the source that suggests that the Ndwandwe and Mthethwa were the first groups the to have a large, centralised kingdoms. (2 X 1) (2)

1.3 Consult Source 1C

1.3.1 Explain the messages conveyed by this source regarding the role played by Amabutho in ivory trading. (2 X 2) (4)

1.3.2 What does the illustration tell you about the character of the Ndwandwe Amabutho? (1 X 2) (2)

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1.4 Study Source 1A and 1C. Explain how the information in Source 1A supports the evidence in Source 1C regarding the Amabutho 's role in the Ndwandwe kingdom. (2 X 2) (4)

1.5 Study Source 1D

1.5.1 Name TWO chiefs that battled for control of resources. (2 X 1) (2)

1.5.2 Define the concept autocratic in your own words. (1 X 2) (2)

1.5.3 Explain what is meant by the statement 'its history has been overshadowed by the successor Zulu state' regarding the Ndwandwe's powerful kingdom. (1 X 2) (2)

1.5.4 Identify TWO Chief Zwide's generals who regrouped and established their kingdoms after Shaka's defeat. (2 X 1) (2)

1.5.5 Explain the usefulness of this source to a historian researching the Ndwandwe Kingdom. (2 X 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT line (about 80 words) explaining how the Ndwandwe kingdom under Chief Zwide developed into a powerful kingdom. (8)

[50]

SECTION B

ESSAY QUESTION

QUESTION 2: THE RISE OF THE NDEBELE KINGDOM

Explain to what extent the Northern interior of Southern African was affected by the rise of the Ndebele Kingdom under the leadership of Mzilikazi in 1820.

Use relevant evidence to support your line of argument.

[50]

Grand Total=100

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GAUTENG PROVINCE
EDUCATION
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GAUTENG WEST DISTRICT

NSC – CAPS

GRADE 10

HISTORY
(2025 JUNE EXAMINATION)
MARKING GUIDELINE

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1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	• Historical skills	Weighting of questions
LEVEL 1	•Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms	30% (15)
LEVEL 2	•Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources	40% (20)
LEVEL 3	•Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

- Use a tick (ü) 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 (üüüü); (1 x 2) which translates to one reason and is given two marks (üü).
- If a question carries 4 marks then indicate by placing 4 ticks (üüüü).

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Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- **Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.**
- **Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.**
- **At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2, or 3) as indicated in the holistic rubric and a brief comment e.g.**

_____ . _____ . _____

_____ . _____ √√√√√

Level 2

Used mostly relevant evidence to write a basic paragraph

- **Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g 32/50**
- **Ensure that the total mark is transferred accurately to the front/back cover of the answer script.**

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

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The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will not be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- **The learner's interpretation of the question**
- **The appropriate selection of factual evidence (relevant content selection)**
- **The construction of an argument (planned, structured and has an independent line of argument)**

2.4 Assessment procedures of the essay

2.4.1 **Keep the synopsis in mind when assessing the essay.**

2.4.2 **During the reading of the essay, ticks need to be awarded for a relevant <u>introduction</u> (which is indicated by a bullet in the marking guideline), the <u>main</u> <u>aspects/body</u> of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant <u>conclusion</u> (which is indicated by a bullet in the marking guideline). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.**

2.4.3 **The following additional symbols can also be used:**

2.4.4 **introduction, main aspects and conclusion not properly contextualised Λ**

- **wrong statement _____** • **irrelevant statement I**

I

- **repetition R**
- **analysis A**
- **interpretation 1**

LOA Line of Argument

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2.4.5 **Keep the PEEL structure in mind when assessing an essay.**

P	**Point: The candidate introduces the essay by taking a line of argument/making a major point.** **Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.**
E	**Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).**
E	**Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.**
L	**Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.**

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2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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(a) **The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).**

C	**LEVEL 4**	

(b) **The second reading of essays will relate to the level (on the matrix) of presentation. Allocate an overall mark with the use of the matrix.**

C	**LEVEL 4**	
P	**LEVEL 3**	
C	**LEVEL 4**	**}26–27**

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P	LEVEL 3	

COMMENT

Some omissions in content coverage.

Attempts to sustain a line of argument

MARKING MATRIX FOR ESSAY TOTAL MARKS: 50
Guidelines for allocating a mark for level 1:

Question not addressed at all/totally irrelevant content, no attempt to structure the essay =0

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → CONTENT ↓	Very well planned and structured essay. Good synthesis of information. Developed an original wellbalanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion. Evidence used to support the conclusion drawn from the evidence to support the line of argument.	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. No attempt to draw a conclusion.	Little or no attem to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47-50	43-46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43-46	40-42	38-39				

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LEVEL 5 **Question answered to a great extent.** **Content adequately covered and relevant.**	**38-39**	**36-37**	**34-35**	**30-33**	**28-29**		
LEVEL 4 **Question recognizable in answer. Some omissions or irrelevant content selection**			**30-33**	**28-29**	**26-27**		
LEVEL 3 **Content selection does relate to the question, but does not always relate to the question.** **Omissions in coverage.**				**26-27**	**24-25**	**20-23**	
LEVEL 2 **Question inadequately addressed.** **Sparse content.**					**20-23**	**18-19**	**14-17**
LEVEL 1 **Question inadequately addressed or not at all. Inadequate or irrelevant content.**						**14-17**	**0-13**

Answer 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

SECTION A: SOURCE-BASED QUESTION

QUESTION 1: HOW DID THE NDWANDWE KINGDOM UNDER CHIEF ZWIDE DEVELOP INTO A POWERFUL KINGDOM BETWEEN 17501820'S.

1.1

1.1.1 [Extraction of evidence from Source 1A-L1]

The growing population that put great on resources.

(1 X 2) (2)

1.1.2 [Extraction of evidence from Source 1A-L1]

- Land
- Cattle
- Food

(3 X 1)(3)

1.1.3 [Explanation of historical concept in context from Source 1A-L2]

- Amabutho were the Ndwandwe's army responsible for protecting the Ndwandwe kingdom.

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- They were regiments chosen by Chief Zwide to be part of his army and they were known as hunters of elephants for ivory.
- They were men who were initiated by King Zwide into becoming his army and they fought and defeated the neighbouring kingdoms and turned the Ndwandwe into one of the most powerful kingdoms of its time.
- Any other relevant response

(1x2) (2)

1.1.4 [Extraction of evidence from Source 1A-L1]

- The chief would provide them with land and wives.

(1x1) (1)

1.1.5 [Interpretation of evidence from Source 1A-L2]

- They Chief Zwide's army.
- They protected the Ndwandwe kingdom against the invaders.
- Chief Zwide used the army to defeat the smaller chiefdoms which were then incorporated into the Ndwandwe kingdom.
- They were elephant hunters that contributed positively to the Ndwandwe's ivory trade.
- Any other relevant response

(2x2) (4)

1.2

1.2.1 [Extraction of evidence from Source 1B-L1]

- Demand for ivory from ships at Delagoa Bay was increasing.

(1x2) (2)

1.2.2 [Interpretation of evidence from Source 1B-L2]

- Chief Zwide traded with the Europeans and the neighbouring chiefdoms exchanging goods such as cattle, ivory and hides for cloth, beads and metal.
- He had a strong army which fought and defeated the small kingdoms which were incorporated into the Ndwandwe Kingdom
- He gained loyalty from his army because he assisted them to build their own homesteads and have their own families.
- His strong leadership helped in building stability and unity within his kingdom.
- He had a powerful army that served as guards against foreign invaders
- Controlled trade along Delagoa Bay.
- Any other relevant response

(2x2) (4)

1.2.3 [Extraction of evidence from Source 1B-L1]

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- Before the Ndwandwe and Mthethwa rise to power there had been no large, centralised state
- Previously when one chiefdom had grown too large it had split into new small Chiefdoms.

(2x1) (2)

1.3

1.3.1 [Interpretation of evidence from Source 1C-L2]

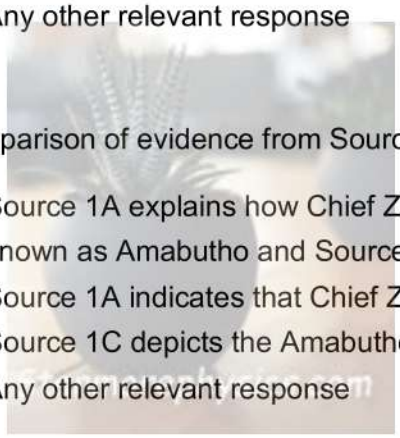
- Amabutho were young men who were trained as elephant hunters.
- They hunted elephants to get the ivory as it was important for trade.
- Amabutho were hunting elephants because these animals were precious because their tusk was a form of wealth.
- Amabutho were brave worriors who risked their lives while hunting down the wild elephants for ivory.
- Any other relevant response

(2x2) (4)



1.3.2 [Evaluation of evidence from the Source 1C-L2]

- They were disciplined worriors
- They were applauded for their bravery
- They were loyal to Chief Zwide and the Ndwandwe kingdom.
- They were militant
- They were courageous and willing to go an extra mile to please their leader, Chief Zwide.
- Any other relevant response (1x2) (2)



1.4[Comparison of evidence from Sources 1A and 1C-L3]

- Source 1A explains how Chief Zwide established and controlled group of young men known as Amabutho and Source 1C show the young regiments trained as hunters.
- Source 1A indicates that Chief Zwide used Amabutho to hunt elephants for ivory and Source 1C depicts the Amabutho hunting elephants for ivory.
- Any other relevant response (2x2) (4)

1.5

1.5.1 [Extraction of evidence from Source 1D-L1]

- Zwide
- Dingiswayo (2x1) (2)

1.5.2 [Explanation of concept from Source 1D-L1]

- Relates to someone who has absolute power

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- Demanding people to obey you without being questionedthe
- To be too oppressive over other people
- Having strict control over people you govern
- Any other relevant response (1x2) (2)

1.5.3 [Interpretation of evidence from Source 1D-L2]

- The Ndwandwe Kingdom was not given the recognition because people thought that the only Zulu kingdom that achieved dominance and superiority was the kingdom under the leadership of King Shaka.
- In most cases powerful Zulu kingdom is associated with Shaka's tribe while forgetting the crucial role played by leaders like Chief Zwide who ruled the Zulus before King Shaka.
- Any other relevant response (1x2) (2)

1.5.4 [Extraction of evidence from Source 1D-L1]

- Soshangane
- Zwangendaba (1x2) (2)

1.5.5 [Ascertain the usefulness of evidence in Source 1D-L3]

The source is useful because

- It explains how kingdoms fought to gain access to resources.
- It depicts how history overlooked the dominance of the Ndwandwe because of Shaka's popularity.
- It describes how Zwide's legacy continues through his generals.
- It explains the regrouping of the Ndwandwe and establishment of Mozambique and Tanzania kingdom.
- Any other relevant response (2x2) (4)

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

Candidates should include the following aspects in their response:

- Chiefdoms developed into large kingdoms by controlling trade (Source 1A)
- There was competition to control trade and the chiefdoms-controlled trade routes and became more powerful. (Source 1A)
- Large states such as the Ndwandwe developed to protect themselves against Portuguese and Brazilian slave traders. (Source 1A)
- Chief Zwide established and controlled the Amabutho who were used to hunt elephants for ivory. (Source 1A)
- Chief Zwide trained young men as known as Amabutho turned them into his army (own knowledge)
- He provided Amabutho with land and wives and they then became loyal to him. (Source 1A)
- Amabutho were used by Zwide to defeat the smaller chiefdoms which were incorporated into the Ndwandwe kingdom (own knowledge)

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- Chief Zwide attacked and defeated the Mthethwa (source 1A)
- Zwide controlled elephant hunting and ivory trade which increased his power and control (Source 1B)
- Amabutho helped through hunting for ivory that was in high demand for trade (Source 1C)
- The Ndwandwe became a dominant force in the east (Source 1D)
- Zwides' generals strengthened Zwide's legacy by developed kingdoms after Shaka's defeat.
- Any other relevant response.



Use the following rubric to allocate a mark

	• Uses evidence in an elementary manner i.e. **shows no or little understanding of how the Ndwandwe kingdom**	
LEVEL 1	**under Chief Zwide developed into a powerful kingdom.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS: 0-2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows an understanding of how Ndwandwe kingdom under Chief Zwide developed into a powerful kingdom.** • Uses evidence in a very basic manner.	**MARKS:3-5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how the Ndwandwe kingdom under Chief Zwide developed into a powerful kingdom.** • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS:6-8**

(8)

[5

SECTION B: ESSAY QUESTIONS

QUESTION 2: THE RISE OF THE NDEBELE KINGDOM

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[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills-L3]

SYNOPSIS

Candidates should state to what extent the Northern interior of Southern Africa was affected by the rise of the Ndebele Kingdom under the leadership of Mzilikazi.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a line of argument stating to what extent the Northern interior of Southern Africa was affected by the rise of the Ndebele Kingdom under the leadership of Mzilikazi who led the Ndebele away from the Zulu Kingdom, then migrated across the Drakensberg to the west of the Usutu River.

Candidates should indicate how they intend supporting their line of argument.

ELABORATION

TO A GREAT EXTENT

- Mzilikazi was the grandson of Zwide of the Ndwandwe and a member of the Khumalo clan.
- During the Zulu–Ndwandwe conflict, Mzilikazi switched his allegiance from Zwide to Shaka, whom he served as a military commander.
- After a successful military expedition, Mzilikazi appears to have made Shaka angry by refusing to hand over the required number of cattle as tribute.
- Therefore in 1821 Mzilikazi led the Ndebele away from the Zulu Kingdom. They migrated across the Drakensberg to the west of the Usutu River.
- Mzilikazi appeared to have been a ruthless general who conquered and incorporated the people he came across in his flight.
- His resilience and tenacity are indicated by how he built a new nation in totally unknown territories.
- The Ndebele fell upon the Pedi between the Olifants/Lepelle River and the Steelpoort/Tubatse River and broke up this tribe.
- The Ndebele then moved to the area on the banks of the Vaal River near present-day Potchefstroom and Heidelberg.

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- Here they attacked the Taung and Fokeng (Kololo) and acquired large herds of cattle.
- The Ndebele stayed here between 1823 and 1827, even though they were often attacked by the Taung and the 'Bergenaars' of the Kora leader Jan Bloem. Mzilikazi and his Ndebele then moved away from these raiders, north of the Magaliesberg, to a spot between the Elands/Kgetleng River and the Pienaars/ Moretele River.
- Mzilikazi became the undisputed ruler of the region to the north of the Vaal River.
- The Bergenaars and the Taung continued to attack the Ndebele and stole many cattle but were in turn defeated by them in a campaign. In 1831 Mzilikazi launched a campaign against the Sotho.
- His forces attacked Thaba Bosiu, King Moshoeshoe's stronghold, unsuccessfully. Near the end of 1831, Mzilikazi attacked the Phuthing of Ratsebe. After a raid by the Tswana, Griqua and Kora, Mzilikazi moved near Kuruman in the Mosega Valley.
- The Ndebele were also involved in a great but inconclusive battle against Dingane's Zulu forces at the Sand River. Both sides suffered massive losses. In 1832 Mzilikazi attacked the Hurutshe under Mokgathla in the Marico Valley.
- Mokgathla fled and the remaining Hurutshe were assimilated with the Ndebele Mzilikazi and the missionary Robert Moffat had a good relationship.
- Any other relevant responses
- Conclusion: Candidates should tie up their argument with relevant conclusion.
- **LESS EXTENT:**
- Candidates may take up an argument against the statement, to show the negative effects of the rise of the Ndebele Kingdom under the leadership of Mzilikazi.
- .Violence and Displacement: The Ndebele, under leaders like Mzilikazi, were known for their military prowess and aggressive expansionist policies. They disrupted the lives of other communities in the region, leading to violence and displacement.
- Raiding and Cattle Theft: The Ndebele were also known for raiding other communities, often targeting cattle and other resources. This practice further destabilized the region and led to conflict and resentment.

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- British Expansion: The Ndebele Kingdom was eventually conquered by the British, leading to the establishment of a colonial state in the region. This had a profound impact on Ndebele society and culture.
- Land Confiscation and Forced Labor: The colonial government implemented policies that led to land confiscation and forced labour for Ndebele people. These policies created economic and social hardship.
- Cultural Suppression: The colonial authorities also sought to suppress Ndebele culture and traditions, promoting a sense of cultural inferiority.
- Succession Disputes: The Ndebele kingdom also experienced internal conflicts and succession struggles, which contributed to instability and violence.
- Accusations of Witchcraft: Accusations of witchcraft were sometimes used as a political weapon to eliminate rivals or gain power within the kingdom.
- Ndebele and Shona Relations: The Ndebele and Shona peoples, who inhabited the same region, experienced periods of conflict and tension, which further destabilized the region.
- Displacement and Loss of Resources: The Ndebele's expansion and raiding activities caused significant displacement and loss of resources for other communities in the region.
- Cultural and Social Disruption: The Ndebele's military and political dominance disrupted the social and cultural fabric of other communities, leading to lasting effects.

Conclusion: Candidates should tie up their argument with relevant conclusion.

[50]

Grand total =100 marks

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