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Province of the
EASTERN CAPE
EDUCATION

DEPARTMENT OF EDUCATION

PROVINCE OF THE EASTERN CAPE

HISTORY

GRADE 10

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TERM 3

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COMMON TASK 5 - 2023

TIME: 1 HOUR **MARKS: 50**

building blocks for growth

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QUESTION 1: HOW DID BRITISH COLONIALISM IMPACT ON THE LIVES OF THE PEOPLE OF THE CAPE COLONY?

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

1.1 **Refer to Source 1A**.

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

1.1.2 Who, according to the source, appeared to Nongqawuse? (1x1) (1)

1.1.3 What, according to the source, were the instructions to Nongqawuse for the Xhosa nation? (2 x 1) (2)

1.1.4 Extract evidence from the source, that were used to justify the failure of the prophecy. (1 x 1) (1)

1.1.5 Use your own knowledge to explain the effects of Nongqawuse's prophecy on the Xhosa nation. (1 x 2) (2)

1.2 **Consult Source 1B.**



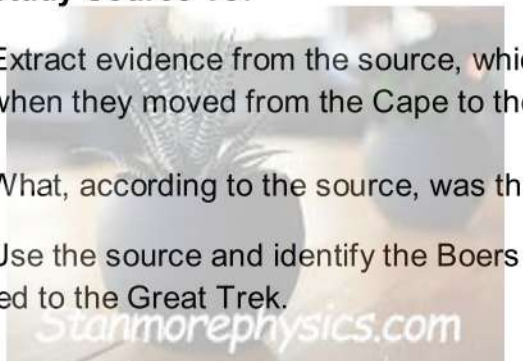
1.2.1 Who, according to the source, were the indigenous people of the Cape in 1652? (1x1) (1)

1.2.2 What impact, did this law (Ordinance 50) have on the indigenous people at the Cape Colony? (2x1) (2)

1.2.3 Explain, why you think, the missionaries made a positive change upon their arrival in the Cape Colony. (2 x 2) (4)

1.2.4 Comment on the consequences (end results) of the Ordinance 50 on the Boers. (1x2) (2)

1.3 **Study Source 1C**.



1.3.1 Extract evidence from the source, which suggests the expectations of the Boers when they moved from the Cape to the interior. (3x1) (3)

1.3.2 What, according to the source, was the Boers reaction to Anglicisation? (2x1) (2)

1.3.3 Use the source and identify the Boers dissatisfaction with the missionaries which led to the Great Trek. (4 x 1) (4)

1.3.4 Explain why the Boers were interested in getting more land. (2 x 2) (4)

1.3.5 Comment on the attitude of the Boers towards the Blacks in the Cape Colony. (2 x 2) (4)

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1.4 Read Source 1D.

1.4.1 Name the famous South African historical event the person in the picture is regarded to be responsible for? (1 x 2) (2)

1.4.2 Use relevant sources and your own knowledge and explain whether her prophecy came true (2 x 2) (4)

1.4.3 Comment on the usefulness of the source for a historian researching the Prophecy of Nongqawuse of 1856 - 1857. (2 x 2) (4)

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 British Colonialism impact on the lives of the people of the Cape Colony. (6)

[50]

OR

QUESTION 2: COLONIAL EXPANSION AFTER 1750 – CO-OPERATION AND CONFLICT IN THE HIGHVELD



There was a lot of conflict and co-operation in the Highveld between the British, Boers and the Basotho.

Discuss this statement with reference to how the British were successful in resolving the conflict. **[50]**

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ADDENDUM

SOURCE 1A

This source below focuses on Nongqawuse's prophecy to the Xhosa people. Nongqawuse, … was a prophetess of the Great Xhosa cattle killing of 1856–1857.

Nongqawuse was an orphan living with her uncle Mhlakaza at the Gxarha River in independent Xhosa land ... One day in April 1856, she informed her household that she had encountered two stranger spirits from another world who told her that the entire nation would rise from the dead provided that the Xhosa slaughtered all their cattle and destroyed all their corn. The reason given was that people and animals alike had been defiled (spoiled) by witchcraft and that the living must cleanse themselves from all contamination (uncleanness) so that new people and pure cattle would rise.

Nongqawuse's prophecies were embraced (welcomed) by the overwhelming majority of the Xhosa people ... Even worse, they had seen their cattle herds decimated (killed) by an alien disease of bovine lung sickness, thus giving credence (trust) to the prophetic message that, "They have been wicked (evil) and everything belonging to them is therefore bad." A small minority of Xhosas, known as amagogotya (stingy ones) refused to slaughter their cattle and this refusal was used by Nongqawuse to rationalise (justify) the failure of the prophecy over a period of fifteen months (April 1856–June 1857).

SOURCE 1B

This article outlines Ordinance 50 and its effects on the lives of the people in the Cape Colony.

At times called the 'Magna Carta of the Coloured people', this law (Ordinance 50) in 1828 gave 'Hottentots and other free persons of colour' the same rights as whites in the Cape Colony. When the Dutch settled at the Cape in 1652, the indigenous people they found in the area were Khoikhoi (previously called Hottentots). In law, these people were free ... Over time, many Khoikhoi lost their cattle and economic independence and became labourers for whites. Over time too, a growing group of people of mixed parentage (whites, Khoikhoi and slaves) was created and were joined by freed slaves ...

Simultaneously (at the same time) with the British occupation of the Cape in the 1790s, missionaries, fresh from Britain already in the throes of the antislavery movement, arrived to begin work with these very people. For the next several decades, they led the fight to alleviate (ease) discrimination and exploitation.Generally, the British colonial officials wanted to avoid trouble from the white settlers and were reluctant (doubtful) to take action ... However, missionaries still complained about abuse and the inequality suffered by the 'Coloured People'. … Ordinance 50 was the result. It stated that henceforward, 'Hottentots and other free persons of colour' were to be subject to no laws to which whites were not also subject, including the 'vagrancy' practices and pass requirements. Freedom to move and freedom to own land were explicitly (clearly) decreed (declared). It therefore forbade (stopped) any racially discriminatory legislation and decreed (declared) equality before the law ...

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SOURCE 1C

The following source focusses on the causes of the Great Trek. The Great Trek was a massive (big) movement – Great Journey or migration of the dissatisfied Afrikaners.

The Afrikaners (Boers and their servants) from the Cape Colony moved into the interior of South Africa to get a free safe haven, as they also hoped to establish a settlement of their own, free from British influence and interference ... They also moved away from the colonial administration of the British and those who trekked were semi-nomadic pastoralists who wanted large areas of land between 1830–1840s.

The movement of the Boers involved slightly over 14 000 people who wanted to establish settlements of their own ... When the British settled at the Cape, they initiated (started) Anglicisation and the area became a British colony. The Boers were forced to adopt English as an official language, which others resented and became very unhappy. When the British came to the Cape Colony, they favoured the Africans, introduced the black Circuit Courts where Africans could sue their Boer masters ... The British introduced the 50th Ordinance in 1828. The Ordinance favoured Africans to work for the people whom they voluntarily chose. The role of Christian missionaries led to the discontent (dissatisfaction) of the Boers who now moved dissatisfied with the triumph of the latter's work.

The slave trade and slavery were abolished at the Cape Colony in 1834 ... There was also land shortage as a result of over population, which forced the Boers to move away ... The Boers considered themselves a chosen race of God. They did not want to mix with the Africans.

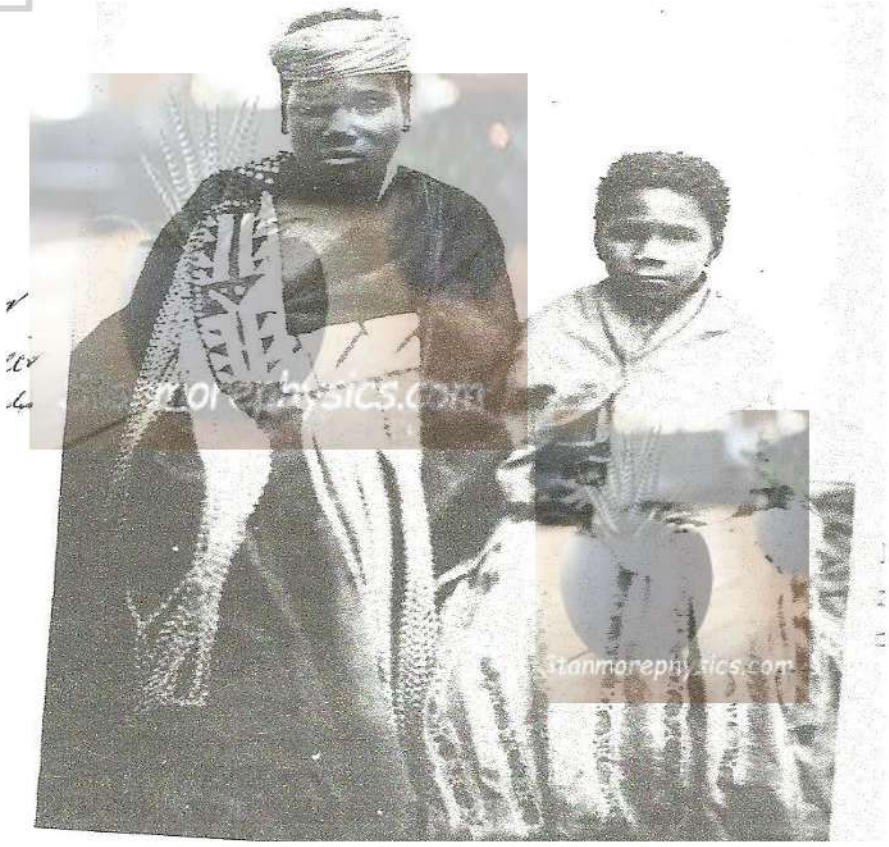
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SOURCE 1D

This photograph shows Nongqawuse with fellow prophetess, Nonkosi.

In 1856 a young Xhosa girl, Nongquawuse, claimed to have been contacted by two strangers who said that they had been sent from the ancestors with a message for the Xhosa people.



A staged picture of Nongquawuse two years after the cattle killing.

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HISTORY

GRADE 10

TERM 3: COMMON TASK

SOURCE-BASED // ESSAY QUESTION

MARKING GUIDELINES

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QUESTION 1: HOW DID BRITISH COLONALISM IMPACT ON THE LIVES OF THE PEOPLE OF THE CAPE COLONY?

1.1. Refer to Source 1A

1.1.1. *[Extraction of evidence from source 1A -L1]*

- The policy or practice of acquiring full or partial political control over another country, occupying with settlers, and exploiting it economically. (2 x 1) (2)
-

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

- Two stranger spirits (1 x 1) (1)

1.1.3 *[Extraction of evidence from Source 1A –L1]*

- They must slaughter their cattle.
- They must destroy their corn. (2 x 1) (2)

1.1.4 *[Extraction of evidence from Source 1A – L1]*

- A small minority of Xhosas, known as amagogotya, refused to slaughter their cattle. (1 x 1) (1)

1.1.5 *[Interpretation and analysis of evidence from Source 1A – L2]*

- Many Xhosa lost their cattle through killing them
- Many were left without food because they destroyed their corn Any (1x2) (2)

1.2.1. *[Extraction of evidence from Source 1B – L1]*

- Khoi-khoi or Hottentots (1 x 1) (1)

1.2.2. *[Extraction of evidence from Source 1B – L1]*

- Khoi-khoi lost their cattle.
- Khoi-khoi lost their economic independence
- Khoi-khoi was forced to become labourers for whites Any (2 x 1) (2)

1.2.3. *[Interpretation and analysis of evidence from Source 1B – L2]*

- Missionaries fought to eradicate discrimination against indigenous people
- Missionaries ensured indigenous people were not exploited
- Missionaries spoke out against abuse and inequality of Coloured people

Any (2 x 2) (4)

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1.2.4 *[Interpretation and analysis of evidence from Source 1B – L2]*

- Boers no longer had power over Coloured people
- Lost their source of labour Any (1 x 2) (2)

1.3.1 *[Extraction of evidence from Source 1C – L1]*

- They hoped to establish a settlement of their own
- Hope to be free from the British influence and interference.
- wanted freedom from colonial administration of the British
- wanted large areas of land Any (3 x 1) (3)

1.3.2 *[Extraction of evidence from Source 1C – L1]*

- They did not want to adopt English as an official language
- They resented everything English and were unhappy. (2 x 1) (2)

1.3.3 *[Extraction of evidence from Source 1C – L1]*

- Missionaries favoured Africans
- They were the reason for Africans being free to work for who they chose
- They were responsible for the introduction of Ordinance 50
- Role played by the Christian missionaries in the abolition of slavery

(4 x 1) (4)

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1.3.4 *[Interpretation and analysis of evidence from Source 1C – L2]*

- They were farmers
- They wanted to be self-employed
- They did not want to work for British colonists
- wanted a settlement of their own away from British
- Any other relevant response (2 x 2) (4)

1.3.5 *[Interpretation and analysis of evidence from Source 1C – L2]*

- They did not recognise the Africans as their equals
- They regarded Africans as slaves
- They regarded them as an inferior race
- Regarded themselves as chosen race of God
- Any other relevant response (2 x 2) (4)

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1.4.1. *[Extraction of evidence from Source 1D – L1]*

- Xhosa cattle-killing (1 x 2) (2)

1.4.2. *[Interpretation and analysis of evidence from Source 1D – L2]*

Did not come true

- Xhosa lost all their cattle
- Xhosa lost their land to whites
- Xhosa starved / experienced food shortages
- Xhosa became labourers to whites

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1.4.3 *[Interpretation and usefulness of the evidence from Source 1D – L3]*

Useful

- It shows the prophetesses that were responsible for the Xhosa cattle-killing in 1856–1857.
- It shows Nongqawuse and Nonkosi who came with the prophecy.



Not useful

- Picture does not make distinction as to who Nongqawuse is between to persons
- Picture is regarded as staged/possibility of not being authentic
- Picture was taken two years after the actual event (cattle killing)

(2 x 2) (4)

1.5 *[Paragraph- interpretation, analysis and synthesis of information from relevant sources and use of own knowledge -L3]*

- Xhosa were forced to work for the whites (Source 1A)
- All those who did not want to work for the whites were arrested (own knowledge)
- Hottentots lost all the cattle to whites (Source 1B)
- Hottentots were denied their economic independence (1B
- Ordinance 50 was introduced (Source 1B)
- Hottentots had equal rights to whites (Source 1B)
- Hottentots given freedom (Source 1B)

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• The Boers left the Cape for safe haven (Source 1C)

• Cape was anglicised which angered the Boers (Source 1C)

• Blacks worked for whites after the cattle-killing incident (own knowledge)

• Land conflict between the Boers and the Xhosa (own knowledge)

• Frontier wars also had an impact on the lives of the Boers (own knowledge)

• The prophecy put the Xhosas in a disadvantage of being exploited by British. (Source 1D)

• Any other relevant response

Use the following rubric to allocate marks:

LEVEL	CRITERIA	MARKS
Level 1	Uses evidence in an elementary manner. Question not answered. **Shows no or little understanding of how the British colonialism impacted on the lives of the people in the Cape Colony.** Uses evidence partially or cannot write a paragraph.	**0 – 2**
Level 2	Evidence is mostly relevant and relates to a great extent to the topic. **Shows some understanding of how the British colonialism impacted on the lives of the people in the Cape Colony.** Uses evidence in a basic manner to write a paragraph.	**3 – 4**
Level 3	Uses relevant and appropriate evidence. **Demonstrates a thorough understanding of how the British colonialism impacted on the lives of the people in the Cape Colony.** Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**5 - 6**

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QUESTION 2

ESSAY WRITING

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

SYNOPSIS:

MAIN ASPECTS Candidates should include the following aspects in their response:

• Introduction: Candidates need to discuss the role played by the British to resolve the conflict in the Highveld.

ELABORATION:

• Moshoeshoe occupied the Highveld and the arrival of Boers and British changed the Basotho fortunes

• The conflict among the three nations was the land

• When the Boers arrived in the Highveld, Moshoeshoe let them use the land in the Caledon Valley

• At first the Basotho and Boers lived peacefully

• However, in the 1830s Basotho were under pressure from different groups living in that area

• The Boer population increased and demand for land was growing

• In 1843 Napier and Moshoeshoe signed a Treaty of Friendship

• Boers were unhappy, and to avoid conflict, and Moshoeshoe leased them land

• In 1850 Major Warden drew a new boundary favouring the Boers

• The White settlers received basically all the land they requested

• The Griquas the Tlokwa and the Barolong also wanted part of the land

• The Boers increased in numbers and needed more land

• Moshoeshoe realised that he was not a match with the Boers and sought protection from the British

• He made a treaty with the British and agreed on a border for the Sotho kingdom, which included the Caledon River valley

• Moshoeshoe gave up a piece of triangle of land between the Caledon and the Orange Rivers for White settlement

• Henry Warden, a British agent, granted four of Moshoeshoe's sub chiefs independence from his authority

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• Warden's plan was to divide and rule

• The Warden Line destroyed the Basothos and Moshoe refused to accept the Warden Line

• Raids and stealing of cattle continued and Moshoeshoe was blamed

• This led to a war between Moshoeshoe and the British

• The British were defeated twice by the Basotho

• Bloemfontein Convention led to the independence of Orange Free State

• Area between Vaal and Orange Rivers was given to the Boers

• Moshoeshoe was not consulted and this caused further conflict

• Basotho raided cattle from Boer farmers and this led to a series of wars between the Boers and the Sotho

• The British supplied the Boers with arms and banned the sale of arms to the Basotho

• A second Sotho Boer war of 1865–1869 had disastrous results for Moshoeshoe

• He lost support and loyalty from his subordinate chiefs

• Moshoeshoe asked for British protection so as to keep the Basotho land

• In 1868 the Sotho kingdom was declared a British colony called Basotoland

• Moshoeshoe managed to save his kingdom from being taken over by the trekkers

• Any other relevant response

Conclusion: Candidates must tie up their argument with a relevant response.

[50]

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MARKING MATRIX FOR ESSAY: 50

PRESENTATION → / CONTENT ↓	LEVEL 7 Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a 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.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1* Little or no attempt 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				
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 recognisable 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 answer it, or 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

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