Downloaded from Stanmorephysics.com

Province of the
EASTERN CAPE
EDUCATION

NOV/DEC EXAMINATIONS

GRADE 10

HISTORY FINAL EXAMINATION 2024

TIME: 3 HOURS **MARKS: 150**

The question paper consists of 9 pages and an addendum of 12 pages.

Stanmorephysics.com

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

INSTRUCTIONS AND INFORMATION

1. This Paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document and the ATP

SECTION A : SOURCE-BASED-QUESTIONS

QUESTION 1: COLONIAL EXPANSION AFTER 1750:

QUESTION 2: SOUTH AFRICAN WAR AND UNION

QUESTION 3: THE NATIVE LAND ACT OF 1913.

SECTION B : ESSAY QUESTIONS

QUESTION 4: COLONIAL EXPANSION AFTER 1750

QUESTION 5: SOUTH AFRICAN WAR AND UNION

QUESTION 6: SOUTH AFRICAN WAR AND UNION

2. Candidates must answer **THREE questions**, either TWO essays and ONE source-based question OR ONE essay and TWO source-based questions.

3. SECTION A consists of THREE Source-Based Questions

4. SECTION B consists of THREE essay questions.

5. Candidates are advised to spend at least ONE hour per question.

6. Candidates will be disadvantaged for merely rewriting sources as answers

7. Write neatly and legibly.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 1: WHAT WERE THE CAUSES AND IMPACT OF COLONIAL EXPANSION ON THE XHOSA IN THE EASTERN FRONTIER?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

1.1 Refer to Source 1A

1.1.1 Where, according to the source, did the Europeans first settle in South Africa. (1 x 1) (1)

1.1.2 Identify THREE groups, in the source, that were affected by the expansion. (3 x 1) (3)

1.1.3 Explain what is implied by the words, 'The resulting struggle was not so much at contest between black and white races.' (2 x 2) (4)

1.1.4 Name FOUR warrior veterans of the South African history, mentioned in the source. (4 x 1) (4)

1.2 Study Source 1B

1.2.1 List THREE groups in the source that were involved in the conflict of Frontier Wars. (3 x 1) (3)

1.2.2 What, according to the source, led to the conflict between the Trek Boers and the Xhosa. Give TWO reasons. (2 x 1) (2)

1.2.3 Explain the term *annexation* in your own words. (1 x 2) (2)

1.2.4 Why do you think the British were able to defeat the Xhosa and drove them to as far as Kei River during the Frontier wars? (2 x 2) (4)

1.3 Consult Source 1C

1.3.1 Who, according to the source, appeared to Nongqawuse? (1 x 1) (1)

1.3.2 What, according to the source, were the ancestral pronouncements and instructions allegedly (supposedly) given to Nongqawuse? (3 x 1) (3)

1.3.3 Using the information in the source and own knowledge, explain whether Nonqawuse's prophecy came true. (2 x 2) (4)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

1.3.4 Quote evidence, from the source, used to justify the failure of the prophecy (1 x 1) (1)

1.3.5 Using the information in the source and your own knowledge, explain the impact of Nongqawuse's prophecy on the Xhosa nation. (2 x 2) (4)

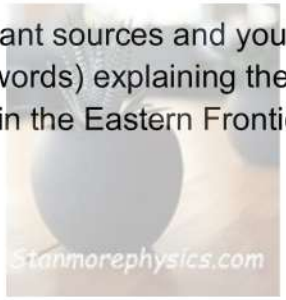
1.4 Consult Source 1D

1.4.1 What messages are conveyed in this poster regarding the Cattle killing. (2 x 2) (4)

1.4.2 Compare Sources 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding Nonqawuse's prophecy. (2 x 2) (4)

1.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining the causes and the impact of colonial expansion on the Xhosa in the Eastern Frontier. (6)

[50]





Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 2: WHAT WAS THE IMPACT OF MINING DEVELOPMENT IN SOUTH AFRICA.

Study Sources 2A, 2B, 2C and 2D to answer the following Questions.

2.1 Refer to Source 2A

2.1.1 Where, according to the source did many workers flock to, during the discovery of gold and diamond. (1 x 1) (1)

2.1.2 Name FOUR African independent states in the source, where people migrated to in South Africa because of mining. (4 x 1) (4)

2.1.3 Define the term *migrant labour system* in your own words. (1 x 2) (2)

2.1.4 Explain why, do you think, people came from all over the world to settle in the mining areas of South Africa. (2 x 2) (4)

2.2. Refer to Source 2B

2.2.1 Identify TWO classes in the source that emerged as a result of the mining industries. (2 x 1) (2)

2.2.2 Why, according to the source, did the Boers not have financial stability? (2 x 1) (2)

2.2.3 Quote TWO pieces of evidence from the source, explaining the members of the Middle Class. (2 x 1) (2)

2.2.4 State THREE reasons from the source, why the positions occupied by the Middle Class were officially reserved for them. (3 x 1) (3)

2.2.5 Using the information in the source and your own knowledge, explain the impact of 'Job Reservation Act' on the wages of the following:

(a) White workers (1 x 2) (2)

(b) Black workers (1 x 2) (2)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

2.3 Refer to Source 2C

2.3.1 What messages are conveyed in this photograph regarding the development of mining in South Africa. (2 x 2) (4)

2.3.2 Explain the usefulness of this source to a historian researching the development of mining industry in South Africa. (2 x 2) (4)

2.4 Refer to Source 2D

2.4.1 Why, according to the source, great amounts of capital were required in the mining industries? Give TWO reasons. (2 x 1) (2)

2.4.2 Name TWO minerals in the source that Coloureds and Africans were prevented from making claims on them. (2 x 1) (2)

2.4.3 Explain what is implied by the statement, "officials instituted a Colour Bar to prevent Coloureds and Africans from making claims on diamonds". (2 x 2) (4)

2.4.4 Using the information in the source and your own knowledge, explain how the Colour Bar racially divided the worker force. (2 x 2) (4)

2.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining the impact of mining development in South Africa. (6)

[50]

Stanmorephysics.com

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT WAS THE SOCIAL AND ECONOMIC IMPACT OF THE 1913 1913 NATIVES LAND ACT ON BLACK SOUTH AFRICANS?

Study Sources 3A, 3B, 3C and 3D to answer the following Questions.

3.1 Refer to Source 3A

3.1.1 When was the Native Land Act passed? (1 x 1) (1)

3.1.2 Name the book that R.W. Msimang documented on notices of eviction. (1 x 1) (1)

3.1.3 Define the concept *Bantustans* in your own words. (1 x 2) (2)

3.1.4 Using the information from the source and your own knowledge, explain the impact of Natives Land Act of 1913 on the following:

(a) White farmers (1 x 2) (2)

(b) African farmers (1 x 2) (2)

3.1.5 How did the African workers in farms respond to Land Act by 1936? (1 x 2) (2)

3.1.6 Name the separate development that was laid down through the Land Act (1 x 1) (1)

3.2 Refer to Source 3B

3.2.1 List TWO demands, according to the source, of Maria's landlord. (2 x 1) (2)

3.2.2 Why, according to the source, did the landlord set Maria's thatched cottage on fire? (1 x 2) (2)

3.2.3 Where did Maria go when she was forced off the farm? (1 x 1) (1)

3.2.4 Identify, according to the source, ages of Marias' children. (3 x 1) (3)

3.2.5 Explain how the human rights of Maria were violated? (2 x 2) (4)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

3.3. Refer to Source 3C

3.3.1 Explain the messages conveyed in this photograph regarding the consequences that the Native Land Act of 1913 had on the lives of Black South African. (2 x 2) (4)

3.3.2 Quote evidence from the photograph that indicates that Black South Africans were degraded (disrespected) (1 x 2) (2)

3.3.3 Explain the usefulness of this source to a historian researching the impact of the Land Act of 1913 on Black South Africans. (2 x 2) (4)

3.4 Study Source 3D

3.4.1 Name the racial group in the source that opposed the Native Land Act (1 x 1) (1)

3.4.2 Name the article that was published by the leader of South African Native National Congress in Ilanga newspaper. (1 x 1) (1)

3.4.3 Quote THREE pieces of evidence from the source, according to John Dube, that the Native Land Bill intended to tell Africans. (3 x 1) (3)

3.4.4 Name any TWO leaders that attended the protest meeting on 9 May 1913. (2 x 1) (2)

3.4.5 Explain what Advocate Alfred Mangena meant with the following statement: "Every clause in the bill was bad". (2 x 2) (4)

3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining the social and economic impact of the Native Land Act of 1913. (6)

[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SECTION B: ESSAY QUESTIONS

Answer at least ONE question or TWO questions essays, but not more than TWO questions in this section.

QUESTION 4: COLONIAL EXPANSION – CO-OPERATION AND CONFLICT ON THE HIGHVELD AFTER 1750

Colonial expansion led to a lot of conflict in the Highveld between the Boers, British and the Basotho Kingdom under Moshoeshoe.

Stanmorephysics.com

Explain to what extent Colonial expansion led to conflict in the Highveld between the Boers, British and the Basotho Kingdom under Moshoeshoe. **[50]**

QUESTION 5: SOUTH AFRICAN WAR AND UNION- BACKGROUND TO SOUTH AFRICAN WAR.

"Since 1806 when Britain occupied the Cape, an aggressive tension between the Boers and the British in 1899 was unavoidable."

Stanmorephysics.com

Do you agree with this statement? Use relevant evidence to support your line of argument. **[50]**

QUESTION 6: SOUTH AFRICAN WAR AND UNION-THE SOUTH AFRICAN WAR (1899-1902).

"Black South Africans participated in the South African War mainly for non-combatant roles but were later involved in the actual battles assisting both the British and the Boer sides."

Critically discuss the experience of Black Africans in the South African War between 1899 and 1902. **[50]**

TOTAL **[150]**

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 1: WHAT WERE THE CAUSES AND IMPACT OF COLONIAL EXPANSION ON THE XHOSA IN THE EASTERN FRONTIER?

SOURCE 1A

The source below explains the arrival of the Europeans in South Africa.

Europeans who came to stay in South Africa first settled in and around Cape Town. As the years passed, they sought to expand their territory. This expansion was first at the expense of the Khoikhoi and the San and later Xhosa land was occupied as well. During the latter half of the 16th century, the Xhosa encountered the east-ward moving White pioneers or Trek Boers in the region of the Fish River. The resulting struggle was not so much at contest between black and white races but a struggle for water, grazing land and space for living between two groups of farmers.

The first frontier war broke out 1780 and marked the beginning of the Xhosa struggle to preserve their land, customs and their way of life. The bitter struggle involved some of the greatest war veterans in the history of South Africa warrior Maqoma (father of the Guerrilla Warfare), Sir Henry Smith (military legend and England General), Chief Hintsa (martyr) and Andriaan van Jaarsveld (known as the ruthless 'red captain' among the Xhosa). It was during these wars that the Trek Boers developed the technique of the Laager as a way of defending themselves against a large enemy force.

[From: www.e-classroom.co.za Accessed on 24 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 1B

The source below highlights the Frontier wars between the Dutch, British and the Xhosa.

The situation in the Eastern Cape led to a great deal of conflict between the Dutch and British settlers on the one side and the Xhosa on the other. Nine wars were fought over land and cattle between 1779 and 1878. This time is known as the 100-year war. The conflict started in 1778 when the Dutch governor of the Cape made the Great Fish River the eastern boundary of the Cape Colony.

The Trek Boers and the Xhosa got into conflict over grazing land and cattle theft. Three frontier wars between Dutch settlers and the Xhosa had already taken place by 1802. However, after the British took over the Cape in 1806, things became much worse. British soldiers were sent in to get Xhosa people off the land that they had been living on for many years. They argued that the Xhosa were stealing cattle from the settlers.

A series of wars was fought between the British and Xhosa. During these Frontier wars, the British gained the upper hand as they had guns and horses. When the Xhosa had been driven as far as the Kei River, the British annexed the land as far as the Keiskamma River.

[https://www.sahistory.org.za Accessed on 24 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 1C

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 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).

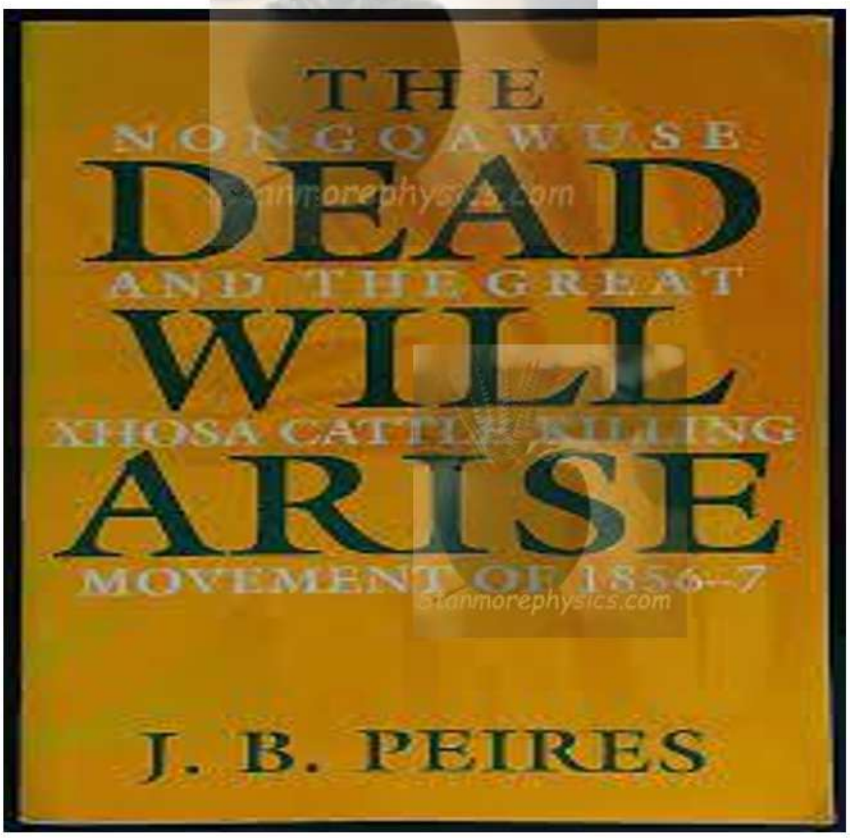
[From xhosaculture.co.za/nongqawuse-xhosa-cattle-killings-1856-57/. Accessed on 24 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 1D

The poster below was produced by a historian JB Peires, it is based on Nonqawuse and the Cattle killing of 1856-1857



[https://www.sahistory.org.za Accessed on 24 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 2: WHAT WAS THE IMPACT OF MINING DEVELOPMENT IN SOUTH AFRICA.

SOURCE 2A

The source below explains the development of mining in South Africa.

The workers that flocked to the Witwatersrand were predominantly from rural areas and were classified as "temporary workers". They were regarded as "temporary workers" because the Political and Mining authorities of southern Africa created a labour system that focused on bringing cheaper labour from rural areas in southern Africa. These workers came from various areas all over Africa which included: areas within the South African borders, men from independent territories such as Botswana, Lesotho and Swaziland and then men who were from other countries such as Mozambique, Angola, Zambia and Tanzania.

This Migrant Labour System can be classified as a rotary system that meant that workers were employed for 18 month contracts and had no certainty of whether their contracts would be extended or not – hence why they were referred to as temporary workers. After their 18 months expired, these workers had to migrate back to their areas of origin. These workers were convinced to take mining jobs because they had to pay "hut tax" that was enforced in 1884 and at this time mining was the most 'stable' source of income as the rural lands were relatively unproductive compared to other areas that were reserved for the 'Europeans'.

[From https://www.sahistory.org.za Accessed on 27 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 2B

The source below highlights the different classes that emerged on mining industries.

The 'Capitalist Class' is also referred to as the "entrepreneurial" class. This class predominantly consisted of the Uitlanders that migrated from Britain. These entrepreneurs mostly consisted of Uitlanders because most of the Boers or Afrikaners did not have the capital or knowledge to invest into the gold mining industry at the time. This was significantly due to the effects of the South African War. The Scorched Earth Policy and Concentration Camp systems implemented by British officials meant that the Boers did not have the financial stability to become big investors post-war. Many of the Afrikaners employed as semi-skilled workers.

The Uitlanders that invested into the diamond mining industry and gold mining industry were referred to as the Randlords. These Randlords controlled most of the holding companies and funding that went into deep-level gold mining as it required large sums of capital.

The 'Middle Class' consisted of the mining specialists and semi-skilled miners. This was also not by accident; these positions were reserved for white South Africans. Because the Afrikaners did not necessarily have the capital to fall in the 'Entrepreneurial' category or had the skills to occupy specialist categories, the skilled job opportunities were reserved for the white Afrikaners. This was officially enforced by legislation known as "Job Reservation'.

Stanmorephysics.com

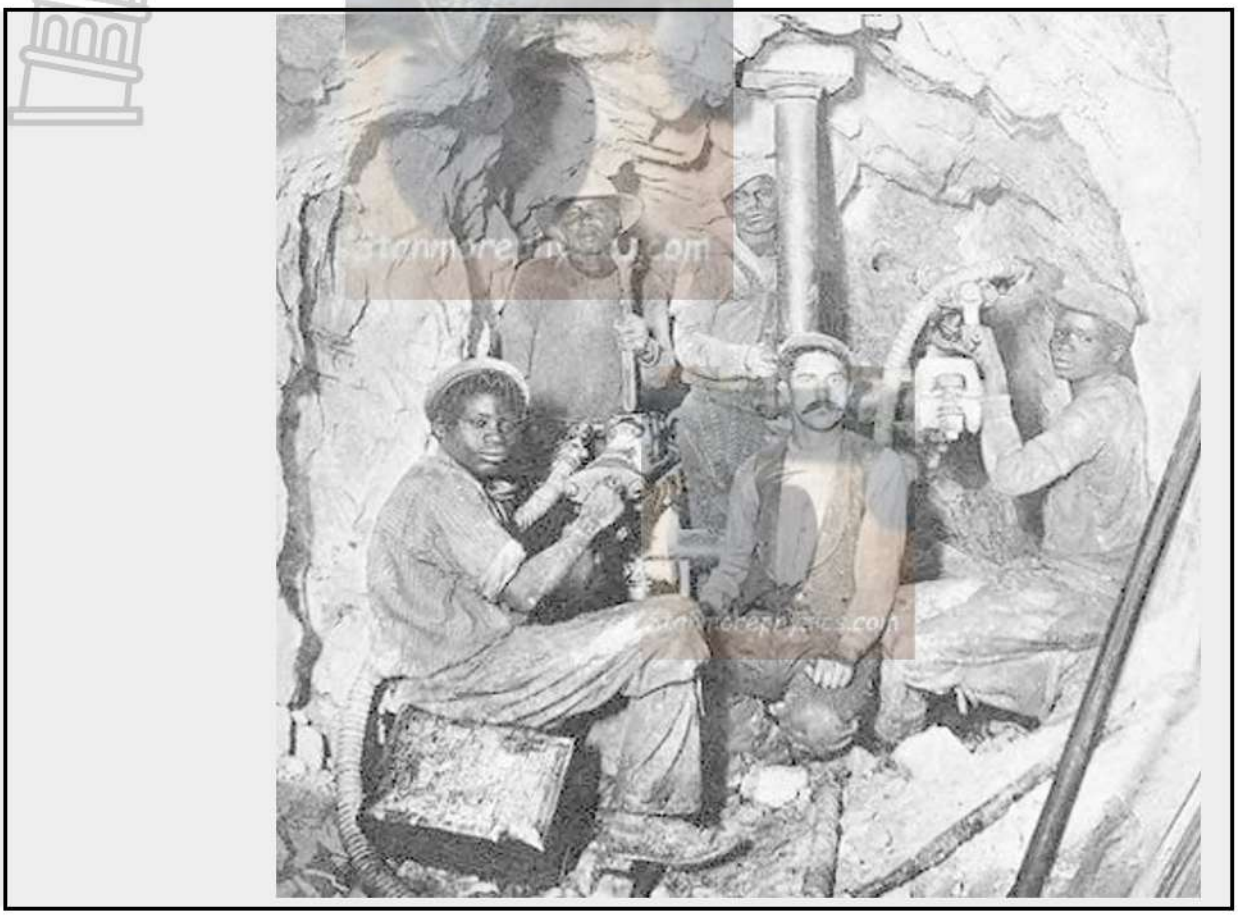
[https://www.sahistory.org.za, Accessed on 27 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 2C

The photograph below shows black and white miners with a drilling machine in the mines.



[From http://www.miningartifacts.org/South-African-Mines.html Accessed on 27 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 2D

The source below explains how the workers were divided and a racially divided industrial work force was created in the mines.

Great amounts of capital were required to make any sort of profit and to protect independent white miners, officials "instituted a color bar to prevent Coloureds and Africans from making claims on diamonds".

Since gold prices were fixed in London, generating profit in the gold mining industry factored on making gold production as cheap as possible. As such, cheap labour became the crucial variable in the gold mining industry and was obtained by setting a color bar that again prevented Coloureds and Africans from making any claims on gold.

This color bar also established a" racially divided workforce" as Whites obtained high-paying skilled or management positions and were able to live with their families in subsidized housing, while Africans were allotted semi or unskilled low-paying jobs and lived in all-male compounds with dozens of men to one room. Africans had also had to carry passes and were monitored within the compounds, in comparison to the Whites who moved freely from the workplace to home.

[From https://www.sahistory.org.za Accessed on 27 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT WAS THE SOCIAL AND ECONOMIC IMPACT OF THE 1913 NATIVES LAND ACT ON BLACK SOUTH AFRICANS?

SOURCE 3A

The source below explains the experience of African farmers and workers after the passing of the Natives Land Act in 1913.

Immediately after the passing of the Land Act, White farmers began issuing notices of eviction to Black people. R.W. Msimang documented some of these notices in his book *Natives Land Act 1913, Specific Cases of Evictions and Hardships etc*. The position of African farmers was weakened further when the government began to offer low-interest loans to White farmers. These loans enabled White farmers to make improvements to their farms and buy agricultural machinery. They could now farm directly on land which had previously been allocated to sharecroppers. By 1936, nearly half of the African workers in towns had migrated from White farms

African farmers who owned land inside and outside the reserves did not receive any aid from the government in the form of loans. They therefore found it increasingly difficult to compete with White farmers who could use improved methods and expand their farms.

Lastly, the Act laid down the foundation for separate development through the development of Bantustans, or Homelands.

[From http:// www.sahistory.org.za.Accessed on 27 September 2024

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 3B

The source below explains the impact that the implementation of the 1913 Natives Land Act had on Maria

Among the squatters on the same farm as Kgabale was a widow named Maria. Her husband in his life-time had lived as a tenant on the farm, ploughing in shares until his death. After his death Maria kept on the contract and made a fair living. Her son and daughter, aged fourteen and sixteen respectively, took turns at herding cattle and assisting the mother in other ways.

… for Maria, being a widow, and her son being but a youth, it was hoped that the landlord would propose reasonable terms for her; but instead, his proposal was that she should dispose of her stock and indenture her children to him. Maria found it difficult to comply with her landlord's demand. … the landlord then is said to have set fire to Maria's thatched cottage, … and Maria, with her bedclothes on her head, and on the heads of her son and daughter, and carrying her three-year-old boy tied to her back, walked off from the farm, driving her cows before her. In parting from … their late home, for one blank and unknown, the children were weeping bitterly.

[impact of land act of 1913 on maria - Search (bing.com) Accessed on 27 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 3C

This photograph shows the impact of the Native Land Act on black South Africans.



[htpps://www.gov.za>1913-natives-act-centenary. Accessed on the 27 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 3D

This source explains the reaction of the Native Africans who were against the Native Land Act of 1913.

The Natives Land Act sparked fierce opposition particularly by Black African people. While the Act was still a Bill in parliament on 21 March 1913, John L Dube, President of the South African Native National Congress (SANNC), published an article "Wrong Policy" in the newspaper ILanga Lase Natal. He criticized the Native Land Bill and stated that it was intended to keep Africans down, to tell them "Get out, to go back to your locations, or else go back to work for your white masters."

Between 28 February and 26 April 1913 African leaders continued criticism of the Land Bill in columns of newspapers. However, this changed dramatically after the first reading of the bill on 25 February. Protest meetings were organized in various parts of the country. On 9 May the first major protest meeting was organized by the SANNC at the Masonic Hall in St. James, Cape Town. In attendance were John L Dube, Saul Msane, Dr CH Hagger, Miss Molteno and advocate Alfred Mangena, who spoke at the meeting. He stated that "every clause in the bill was bad". At the end of May, Dube addressed another protest meeting near the race course in Durban.

[https://www.sahistory.org.za>article>early-resistance. Accessed on 27 September 2024]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Province of the
EASTERN CAPE
EDUCATION

NOV/DEC EXAMINATIONS

HISTORY GRADE 10

2024

MARKING GUIDELINE

Stanmorephysics.com

This marking guideline consists of 25 pages

Stanmorephysics.com

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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	**40% (20)**
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	**20% (10)**

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 guideline, 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 (✓) 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 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.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- 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 ✓✓✓✓

COMMENT

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. 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

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- 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

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

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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 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 guideline) and a relevant conclusion (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 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.

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

- Introduction, main aspects and conclusion not properly contextualised — ∧
- Wrong statement — ———————
- Irrelevant statement — |
- Repetition — R
- Analysis — A✓
- Interpretation — I✓
- Line of Argument — LOA ↕

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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.

(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**.

C	LEVEL 4	
P	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT
Some omissions in content coverage.
Attempts to sustain a line of argument.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

MARKING MATRIX FOR ESSAY: TOTAL: 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**

*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

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 1: WHAT WERE THE CAUSES AND IMPACT OF COLONIAL EXPANSION ON THE XHOSA IN THE EASTERN FRONTIER?

1.1.

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

- Cape Town (1x1) (1)

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

- Khoikhoi
- San
- Xhosa (3x1) (3)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- The struggle was not based on racial issues (conflict)
- It was not based on colour of the skin whether Black or White
- Two groups were farmers, the struggle was based on water, grazing land and space.
- Any other relevant response. (2x2) (4)

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

- Maqoma
- Chief Hintsa
- Andriaan van Jaarsveld
- Henry Smith (4x1) (4)

1.2

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

- The Dutch
- The British
- The Xhosa
- Trek Boers (3x1) (3)

1.2.2 *[Extraction of evidence from Source 1B –L2]*

- Grazing land
- Cattle theft (2x1) (2)

1.2.3 *[Definition of a historical concept from Source 1B - L1]*

- Taking over one's territory (land) without permission.
- Any other relevant response.

(1x2) (2)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

- The British fought with guns and horses and began to dominate small chiefdoms
- The Xhosa fought with spears, spades and stones.
- Any other relevant response (2x2) (4)

1.3

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

- Two stranger spirits (1x1) (1)

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

- The entire nation would arise from the dead
- They must slaughter their cattle.
- They must destroy their corn (3x1) (3)

1.3.3 *[Interpretation of evidence from Source 1C – L2]*

- The prophecy did not come true, as on the expected day the sun rose as usual and nothing happened.
- No nation rose from the dead
- No cattle appeared and grain pits stayed empty
- Any other relevant response (2x2) (4)

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

- A small minority of Xhosas, known as amagogotya, refused to slaughter their cattle. (1x1) (1)

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

- Many Xhosa lost their cattle through killing them
- There was starvation as there was no food to eat
- Some died because of famine
- The Xhosa were forced to seek work on White farmers
- They lost their wealth
- Any other relevant response (2x2) (4)

1.4

1.4.1 *[Interpretation of evidence from Source 1D –L2]*

- The poster highlights that Nongqawuse was responsible for the cattle killing of 1856-1857
- The poster highlights that the dead will arise.
- Any other relevant response

(2x2) (4)

1.4.2 *[Comparison of evidence from Source 1D –L3]*

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- Source 1C states that Nongqawuse's prophecy resulted to the cattle killing. Source 1D poster highlights Nongqawuse as responsible for the cattle killing.
- Both sources highlight that the dead will arise.
- Both sources highlight the prophecy of Nongqawuse.
- Any other relevant response (2x2) (4)

1.5 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

- Europeans settled at the Cape but as the years passed the began to expand their territory. (Source 1A)
- Their expansion resulted to conflict with the Khoisan, San and the Xhosa (Source 1A)
- They struggled for water, grazing land and living space (Source 1A)
- Frontier Wars between the British, Dutch and Xhosa which resulted to the Xhosa being driven to as far as Kei River. (1B)
- British annexed the land of the Xhosa (1B)
- By 1856, the Xhosa had lost much of their land to the White farmers.
- Nonqawuse prophecy that negatively affected the Xhosa nation
- The Xhosa killed thousands of their cattle and started to starve (1C &1D)
- Nongqawuse's prophecy that the dead will rise (1D)
- People died because of starvation.
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding on the causes and the impact of colonial expansion on the Xhosa in the Eastern Frontier.** • 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 e.g. **shows some understanding on the causes and the impact of colonial expansion on the Xhosa in the Eastern Frontier.** • Uses evidence in a basic manner to write a paragraph.	**3 – 4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding on the causes and the impact of colonial expansion on the Xhosa in the Eastern Frontier.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**5 - 6**

(6)

[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 2: WHAT WAS THE IMPACT OF MINING DEVELOPMENT IN SOUTH AFRICA IN THE 1880s?

2.1

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

- Witwatersrand (1x1) (1)

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

- Botswana
- Lesotho
- Swaziland
- Mozambique
- Angola
- Zambia
- Tanzania (4x1) (4)

2.1.3 *[Definition of a historical concept from Source 2A – L1]*

- It is the system in which workers are recruited to work for a contract in the mines from rural areas and neighbouring states
- Any other relevant response (1x2) (2)

2.1.4 *[Interpretation of information from Source 2A – L2]*

- Blacks were seeking for employment
- Foreign capitalists wanted to invest to make money
- They needed wealth
- Fortune seekers
- Any other relevant response (2x2) (4)

2.2

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

- Capitalist / Entrepreneurial
- Uitlanders
- Randlords
- Middle Class (2x1) (2)

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

- The Scorched Earth Policy
- Concentration Camp systems (2 x 1) (2)

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

- Mining specialists
- Semi-skilled miners (2x1) (2)

Free past papers and study resources: studypapers.co.za

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

- Afrikaners did not necessarily have the capital to fall in the 'Entrepreneurial' category.
- The skilled job opportunities were reserved for White Afrikaners.
- Reservation jobs was officially enforced by legislation known as 'Job Reservation' (3x1) (3)

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

(a) They were paid high wages (1x2) (2)

(b) They were paid low wages (1x2) (2)

2.3

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

- The photograph shows that men left their homes to work in the mines as migrant labourers.
- There were both White and Black mine workers.
- Digging gold and diamond required use of drilling machines
- Any other relevant response (2x2) (4)

2.3.2 *[Ascertaining the usefulness of evidence from Source 2C – L3]*

The source is USEFUL because:

- The photograph is an evidence of the development of mining industries in South Africa.
- It highlights that White and Black mine workers were working together in digging gold and diamond.
- It gives us insight of the mining system and drilling machines that were used
- Any other relevant response (2x2) (4)

2.4

2.4.1 *[Extraction of evidence from Source 2D – L1]*

- To make profit
- To protect White miners (2x1) (2)

2.4.2 *[Extraction of evidence from Source 2D – L1]*

- Gold
- Diamond (2x1) (2)

2.4.3 *[Interpretation of evidence from Source 2D – L2]*

- It implies that Blacks and Coloureds were prevented from trying to make any profit from diamond.
- Encouraged foreigners or capitalists to exploit the Blacks for their own profit.
- Blacks and Coloureds prevented from getting rich.
- Any other relevant response (2x2) (4)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

2.4.4 *[Interpretation of evidence from Source 2D – L2]*

- Blacks and Coloureds were to be kept away from better jobs
- Two groups to remain servants of Whites
- Only to allow White workers to be skilled.
- Racist attitude towards Blacks and Coloureds
- Promoted capitalism as the Whites became richer while Blacks remained poor
- Any other relevant response (2x2) (4)

2.5 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

- Many people flocked to the mines from rural areas in South Africa and all over the world.
- Some people flocked to the mines in seeking jobs, capitalists to invest and make money.
- People migrated from countries like Botswana, Lesotho, Mozambique, Angola, Zambia, Swaziland and Tanzania (2A)
- Discoveries of gold and diamond resulted to Migrant labour system (2A)
- Emergence of different classes like Capitalists, Middle Class, Uitlanders, Working class(2B)
- Job Reservation and later Colour Bar introduced to reserve jobs for certain racial groups (2B)
- Enforcement of laws that racially divided workforce (2D)
- Skilled jobs reserved for Whites and highly paid wages while Black Workers were to do unskilled jobs with low wages.
- Blacks and Coloured were prevented from making any profit in the gold and diamond (2D)
- Capitalism emerged as the capitalists became richer while the blacks remained poor.
- Migrant labourers had to pay 'hut tax' which forced them to work in the min to have money to pay the tax.
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding on the impact of mining development in South Africa** • 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 e.g. **shows some understanding on the impact of mining development in South Africa** • Uses evidence in a basic manner to write a paragraph.	**3 - 4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding on the impact of mining development in South Africa** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**5 - 6**

(6)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT WAS THE SOCIAL AND ECONOMIC IMPACT OF THE 1913 NATIVES LAND ACT ON BLACK SOUTH AFRICANS?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*

- 1913 (1x1) (1)

3.1.2 *[Extraction of evidence from Source 3A – L1]*

- *Natives Land Act 1913, Specific Cases of Evictions and Hardships* (1x1) (1)

3.1.3 *[Definition of a historical concept from Source 3A - L1]*

- Policy of apartheid that divided Africans into their different tribes.
- Policy of self-governing and independence 'homelands' for the forced resettlement of the black population in South Africa.
- Any other relevant response (1x2) (2)

3.1.4 *[Interpretation of evidence from Source 3A– L2]*

- (a) - They benefited from the Land Act.
  - White farmers were offered low-interest loans.
  - They could now farm directly on land which had been previously allocated to sharecroppers.
  Any other relevant response. (1x2)

  (b) - They did not benefit instead they lost their land
  - African farmers did not receive any from the government in a form of a loan.
  - They found it difficult to compete with White farmers.
  - They could not use improved methods and expand their farms.
  - Any other relevant response. (1x2) (4)

3.1.5 *[Extraction of evidence from Source 3A – L1]*

- By 1936, nearly half of African workers in towns had migrated from White farms. (1x2) (2)

3.1.6 *[Extraction of evidence from Source 3A – L1]*

- Bantustans / Homelands (1x1) (1)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*

- She should dispose of her stock
- Indenture her children to him (2x1) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*

- Maria could not comply with the landlords' demands. (1x2) (2)

3.2.3 *[Extraction of evidence from Source 3B – L1]*

- She left the farm, not knowing where to go with her children and her cows. (1x1) (1)

3.2.4 *[Extraction of evidence from Source 3B – L1]*

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- Fourteen years
- Sixteen years
- Three (3x1) (3)

3.2.5 *[Interpretation of evidence from Source 3B –L2]*

- The right to have shelter
- The right to own land
- Freedom of choice
- Any other relevant response. (2x2) (4)

3.3

3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- Blacks were disposed of their land
- Economic livelihood taken away/ disrupted
- Seeking work in urban areas
- Forced to become wage labourers
- Any other relevant response (2x2) (4)

3.3.2 *[Extraction of evidence from Source 3C –L1]*

- "Caution beware of Natives" (1x2) (2)

3.3.3 *[[Ascertaining the usefulness of evidence from Source 3C – L3]*

The source is USEFUL because:

- It shows how the Land Act of 1913 impacted negatively on Blacks
- It highlights the racial attitude towards the Blacks
- People wandered around in desperation.
- It shows how Blacks were disposed out of their land
- It shows how people were evicted and dispossessed of their ancestral land
- Any other relevant response (2x2) (4)

3.4

3.4.1 *[Extraction of evidence from Source 3D –L1]*

- Black African people (1x1) (1)

3.4.2 *[Extraction of evidence from Source 3D – L1]*

- "Wrong Policy" (1x1) (1)

3.4.3 *[Extraction of evidence from Source 3D – L1]*

- 'Get out'
- 'Go back to your locations'
- 'Go back to work for your white masters' (3x1) (3)

3.4.4 *[Extraction of evidence from Source 3D – L1]*

- John L Dube
- Saul Msane
- Dr CH Hagger
- Miss Molteno
- Advocate Alfred Mangena (2x1) (2)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

3.4.5 *[Interpretation of evidence from Source 3D –L2]*

- It deprived Black South Africans the right to own land
- It made black South Africans to become outcasts in their land of birth
- Blacks became a source of cheap labour
- It brought sufferings and hardships on Blacks
- Any other relevant response. (2x2) (4)

3.5. *[Interpretation, evaluation and synthesis from relevant sources – L3]*

- Land Act had a negative impact on Africans
- White farmers were provided with low-interest loans (3A)
- Land evicetions were issued out. (3A)
- African farmers did not receive any aid from the government (3A)
- Africans wondered around the country with their families and livestock like Maria (3B).
- People wandered around in desperation.
- Blacks were disposed out of their land through the Land Act
- Blacks were disrespected as people were on them (3C)
- Blacks were forcible removed to the reserves
- The Land Act laid foundation to the Bantustans
- Any other relevant response

Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the social and economic impact of the 1913 Land Act on Black South Africans** • 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 e.g. **shows some understanding of the social and economic impact of the 1913 Land Act on Black South Africans** • Uses evidence in a basic manner to write a paragraph.	**3 - 4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of the social and economic impact of the 1913 Land Act on Black South Africans** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**5 - 6**

(6)
[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SECTION B: ESSAY QUESTIONS

QUESTION 4: COLONIAL EXPANSION-COOPERATION AND CONFLICT IN THE HIGH VELD AFTER 1750.

SYNOPSIS:
Candidates need to ascertain to what extent did Colonial expansion after 1750, lead to conflict in the Highveld between the Boers and Basotho in the Highveld. Candidates must support their line of argument with relevant historical evidence.

MAIN ASPECTS
Introduction : Candidates need to take a stance and give reasons to support the stance and must provide historical evidence to support and sustain the stance.

ELABORATION

The answer should include the following points:

- Moshoeshoe occupied the Highveld and the arrival of Boers changed the Basotho fortunes.
- The reason behind the conflict between the Basotho and the Boers was land.
- When the Boers arrived at the Highveld, Moshoeshoe let them use land in the Caledon Valley.
- At first the Basotho lived peacefully,
- However, in the 1830s Basotho were under pressure from different groups living in the area.
- The Boer population increased and demand for land was growing.
- In 1843 Napier and Moshoeshoe signed a Treaty of friendship.
- When the Boers arrived at the Highveld they were unhappy.
- To avoid conflict Moshoeshoe leased them land in the Caledon Valley.
- The trekkers' later claimed the land as theirs.
- In 1850 Major Warden drew a new boundary favouring the Boers.
- The Griquas, Tlokwa and Barolong also wanted part of the land.
- The boers increased in number and wanted more land.
- Moshoeshoe realized that he was no match to the Boers and sought protection from the British.
- He signed a treaty with the British and agreed on a border for the Sotho Kingdom and this included the Calendon River Valley.
- Moshoeshoe gave up a piece of triangle land between the Calendon and Orange Rivers for White settlement.
- Henry warden, a British Agent, granted four of Moshoeshoes subordinate chiefs independence from his authority.
- This led to war between Moshoeshoe and the British.
- The British were defeated twice by Basotho.
- The British decided to give the Boers the right to settle in the Caledon Valley.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- Basotho raided cattle from Boer farmers and this led to a series of wars between the Boers and the Basotho.
- The British supported Boers with arms and banned arms sales to the Basotho.
- A second Basotho-Boer War from 1865-1869 had disastrous results for Moshoeshoe.
- Moshoeshoe lost support from his subordinate chiefs.
- Moshoeshoe asked for British protection in order to keep the Basotho land.
- In 1868 the Basotho land was declared a British Colony called Basotholand.
- Moshoeshoe managed to save his kingdom from being taken by the Boers.
- Any other relevant response

CONCLUSION: Candidates tie up their argument with relevant evidence.

[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 5: SOUTH AFRICAN WAR AND UNION-BACKGROUND TO SOUTH AFRICAN WAR.

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement that when Britain occupied the Cape in 1806, an aggressive tension between the Boer and British was unavoidable.
Candidates must support their given line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to take a stance and give reasons to support the stance and must provide historical evidence to support and sustain the stance

ELABORATION

The answer should include the following points:

- Background: The Jameson-raid that led to strain relationships between the British and the Boers
- The Uitlander issue-talks failed between Milner and Kruger.
- Jameson Raid-uitlander attack on Kruger's government in the Transvaal failed.
- Outbreak of the South African War-ultimatum send by Transvaal to Britain demanding the withdrawal of all British troops on the Transvaal's frontiers.
- Troops on boarded ships on the way to South Africa should be sent back.
- British government rejected the Transvaal's ultimatum and South African War began on 11 October 1899.
- Phase One: Boer Offensive: Most British troops didn't arrive in South Africa when the war started.
- This gave the Boers a head start to the war.
- The Boers had two main aims was to wipe out the British divisions threatening the republics on their borders.
- To occupy suitable positions in enemy territory where the Boers forces could stop the advance of British reinforcements moving up from the coast.
- The Boers first laid siege to Mafikeng -the town was the main railway depot between Kimberley and Bulawayo.
- The British Lieutenant Baden-Powel were in charge of the defense of Mafikeng.
- The Boers bombarded the town with their superior artillery-the siege lasted for seven months.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- It did not have a military significance but it did prevent a large number of bleary from being useful elsewhere in the war
- As Baden-Powel continued his defense of Mafikeng, the Boers were capturing the villages along the railway line to the South.
- They faced little resistance until they came to Kimberley.
- The British proclaimed a state siege and this went on for four months.
- The Boers also started an offensive in Natal and after the outbreak of the war, there were 14 000 Transvalers along the Natal border with 6000 Free Staters strengthening their side near the Drakensberg.
- At this stage the British had only 12 000 troops stationed at Dundee and Ladysmith.
- The Boers wanted to defeat the British before reinforcements could arrive from overseas.
- They captured a British supply train on the main Natal railway line and occupied the settlement at Elandslaagte.
- The British regained control of that area and the British went back to Ladysmith because they feared the Boers would try to take this town.
- The British arrived first at the Boers surrounded Ladysmith and the siege lasted four months.
- This siege was the most serious tactical error by the Boers in the war because it kept thousands of men out of action.
- Phase Two: British Offensive: Mafikeng, Ladysmith and Kimberley were under siege but this did not threaten the British.
- The British started to bring in more troops from overseas and managed to turn the war in their favour.
- After fierce fighting the British took Kimberley and Ladysmith and moved to Bloemfontein.
- They took Mafikeng and then entered Johannesburg and Pretoria.
- Kruger left the area after being advised to do so for fear of being captured.
- Blacks used to do sanitary work and constructs forts.
- After Britain had taken the Boer republics, both republics were taken over by the British.
- The Boers refused to surrender and continuing with guerilla warfare under the leadership of DeLa Rey, Smuts and Louis Botha.
- Guerrilla warfare-capturing supplies, disrupting communications and undertaking raids on the British army.
- The Boers proved to be difficult for the British to defeat as they had never fought against guerilla tactics before.
- The Boer commandos would operate close to their homes so that they could stay in the areas that they were familiar with, and at the same time, keep in touch with their families.
- The reason the Boers managed to be successful with the guerilla warfare was because they were helped and fed by the rural Boer population, mainly the women and children who had been left behind on the farms.
- The British embarked on a Scorched-Earth Policy: they went to the farms of the Boer commandos, burning the farm houses, killing the livestock and destroying the farmland.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- The aim of this policy was to deny the Boer commandos from receiving supplies from the farms.
- Approximately 30 000 farms were burnt down.
- The Boer women and children were herded into concentration camps.
- These actions were largely responsible for bringing the Boers to negotiate the end of the war.
- Boer women, children and workers were left without food
- British built concentration camps for prisoners of war
- Boers died of diseases, cold and starvation in the concentration camps.
- 1902 Boer commandos could not resist any more and Peace Treaty of Vereeniging singed on 31 may 1902.
- Any other relevant response.

CONCLUSION: Candidates tie up their argument with relevant evidence.



Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 6: SOUTH AFRICAN WAR AND UNION-THE SOUTH AFRICAN WAR (1899-1902).

SYNOPSIS

Candidates need to support or be against the statement which says Black South Africans participated in the South African war mainly as non-combatant roles but were later involved in the actual battles assisting Boers

MAIN ASPECTS

Candidates could include the following aspects in their essays:

Introduction: Candidates need to take a stance and give reasons to support the stance and must provide historical evidence to support and sustain the stance

ELABORATION

Candidates could include the following aspects in their essays:

- The South African War of 1899-1902 was essentially a 'White mans' war.
- It was fought to determine which white authority had real power in South Africa.
- However, Blacks were also involved in the war.
- The Boers and the British agreed that Blacks would not be armed in the war.
- British and Boers did not officially allow Blacks to be armed and did not train them on how to use guns.
- The reason for not wanting Blacks to be given arms was the fear that this would increase the possibility of Black resistance to white control in the future.
- However, as soon as the war started, it was evident that Black people played an indispensable part in military operations.
- Republican law (Boer republics) forbade the carrying of arms by Blacks, but because many Boers were pressed into service, they allowed their servants to carry arms.
- 25 000 blacks fought on the side of the British.
- About 10 000 blacks fought on the side of the Boers
- Provision was made for Coloureds to be called up, but in most cases, this meant an employee going along with his employer.
- On the Boer side, Black people assisted at various levels.
- Most were assigned to the roles of wagon drivers or servants.
- Blacks were also used to stand in on farms of Boers who were commandeered to the war.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- Many were used as "agterryers" who would tend to chores at the camp or see to the horses.
- On the battlefield, the 'agterryer' would carry spare ammunition and spare rifles and even load up the rifles for his master.
- Refusal on the part of the Blacks to serve could see them punished with a fine of 5 pounds, imprisonment or 25 lashes.
- At least 10 000 Black men accompanied the Boer Commandos and, as a rule, labour conscripted by the Boers received no pay.
- On the British side it was estimated that about 100 000 Blacks were employed by the British army and more than 10 000 received arms.
- The British army used Black workers for carrying dispatches and messages, to take care of their horses and assist in the veterinary department.
- They also were used to do sanitary work and construct forts.
- Armed Black sentries guarded blockhouses and were used to raid Boer farms for cattle.
- Black poverty was a major spur to enlistment in the British army.
- For many Black families, the war had disastrous consequences as it disrupted the migrant labour system.
- Most of these were from Boer farms, where they resided as labour tenants, cash tenants or share-croppers.
- Those who entered the camps had very little or no food.
- A major consolation to Blacks entering the British army was the fact that rations were usually included.
- Many Black people were held in concentration camps around the country.
- Black people were practically being starved to death in these camps.
- Blacks in the concentration camps were not given adequate food and did not have proper medical care, which resulted in many deaths.
- Thousands died in the concentration camps
- Those in employment were forced to pay for their food.
- After the war the Black camps remained under military control even after the white camps had been transferred to civilian control.
- Any other relevant answer

- **Conclusion:** Candidates should tie up their argument with a relevant response.

[50]
TOTAL: 150

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 1:	WHAT WERE THE CAUSES AND IMPACT OF COLONIAL EXPANSION ON THE XHOSA IN THE EASTERN FRONTIER?		
	LEVEL 1	LEVEL 2	LEVEL 3
1.1			
1.1.1	1 x 1 =(1)		
1.1.2	3 x 1 =(3)		
1.1.3		2 x 2= (4)	
1.1.4	4 x 1 = (4)		
1.2			
1.2.1	3 x 1 =(3)		
1.2.2	2 x 1 = (2)		
1.2.3	1 x 2 =(2)		
1.2.4.		2 x 2 =(4)	
1.3			
1.3.1	1 x 1 =(1)		
1.3.2	3 x 1 =(3)		
1.3.3.		2 x 2 =(4)	
1.3.4.	1 x 1 =(1)		
1.3.5.		2 x 2 =(4)	
1.4			
1.4.1.		2 x 2 =(4)	
1.4.2			2 x 2 =(4)
1.5			(6)
TOTAL MARKS	20 (40%)	20 (40%)	10 (20%)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 2:	WHAT WAS THE IMPACT OF MINING DEVELOPMENT IN SOUTH AFRICA IN THE 1880s?		
	LEVEL 1	**LEVEL 2**	**LEVEL 3**
2.1			
2.1.1	1 x 1 =(1)		
2.1.2	4 x 1 =(4)		
2.1.3	1 x 2 =(2)		
2.1.4		2 x 2 =(4)	
2.2			
2.2.1	2 x 1 =(2)		
2.2.2	2 x 1 = (2)		
2.2.3	2 x 1 =(2)		
2.2.4.	3 x 1= (3)		
2.2.5		2 x 2 =(4)	
2.3			
2.3.1		2 x 2 =(4)	
2.3.2			2 x 2 =(4)
2.4			
2.4.1.	2 x 1 =(2)		
2.4.2.	2 x 1 =(2)		
2.4.3		2 x 2 =(4)	
2.4.4		2 x 2 =(4)	
2.5			(6)
TOTAL MARKS	20 (40%)	20 (40%)	10 (20%)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT WAS THE SOCIAL AND ECONOMIC IMPACT OF THE 1913 NATIVES LAND ACT ON BLACK SOUTH AFRICANS?			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**
3.1			
3.1.1	1 x 1 =(1)		
3.1.2	1 x 1 =(1)		
3.1.3	1 x 2 =(2)		
3.1.4		2 x 2 =(4)	
3.1.5		1 x 2 =(2)	
3.1.6	1 x 1= (1)		
3.2			
3.2.1	2 x 1= (2)		
3.2.2	1 x 2 =(2)		
3.2.3	1 x 1= (1)		
3.2.4	3 x 1 =(3)		
3.3			
3.3.1		2 x 2 =(4)	
3.3.2		1 x 2 =(2)	
3.3.3			2 x 2 =(4)
3.4			
3.4.1	1 x 1= (1)		
3.4.2	1 x 1= (1)	2 x 2 =(4)	
3.4.3	3 x 1 =(3)		
3.4.4	2 x 1= (2)		
3.4.5		2 x 2 =(4)	
3.5			(6)
TOTAL MARKS	**20** **(40%)**	**20** **(40%)**	**10** **(20%)**

Stanmorephysics.com

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com





Free past papers and study resources: studypapers.co.za