GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Ekurhuleni South District

NSC – CAPS

GRADE 10



HISTORY

MARKING GUIDELINES

FINAL EXAMINATION 2023

This Marking Guidelines consist of 24 pages

SOURCE-BASED QUESTIONS

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	**28% (14)**
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	**32% (16)**

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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✔) for each correct answer.
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✔✔✔✔); (1 x 2) which translates to one reason and is given two marks (✔✔).

- If a question carries 4 marks then indicate by placing 4 ticks (✔✔✔✔).

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and 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 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

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 in 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:** 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 and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ∧

• Wrong statement _____

• Irrelevant statement |

|
|

• Repetition R

• Analysis A√

• Interpretation I√

• Line of Argument LOA

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 the essay 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 the essay 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	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	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, well balanced 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.	Very well planned and Structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusio n from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions re ached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusion not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	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 the 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 is 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
- Content selection 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 QUESTIONS

Answer only one source-based question from this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT HAPPENED TO THE INDIGENIOUS POPULATION AT THE CAPE AFTER THE ARRIVAL OF THE BRITISH SETTLERS IN THE 1820s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- Lord Somerset (1x1) (1)

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

- Port Elizabeth
- Grahamstown
- East London (3x1) (3)

1.1.3 *[Explanation of historical concept from Source 1A – L1]*

- Group of people who moved to settle in another state or country
- People who relocated to a new place (region, state, country or continent) and permanently live in that area with the native citizens.
- Any other relevant response (any 1x2) (2)

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

- Settlers who were 'business people' directly benefited the economy, either through paying tax, and creating jobs
- Settlers who traded goods, produce and agricultural products helped to inject more capital into the economy, and enabled trade business to thrive
- Any other relevant response (any 1x2) (2)

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

- In order to consolidate and defend the eastern frontier against the neighbouring Xhosa people
- He wanted British to emerge as a stronger, influential and powerful nation.
- He wanted the immigrants to provide a boost to the English-speaking population (the British).
- Any other relevant response (any 2x2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- In 1807 (1x1) (1)

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

- Khoe
- Tembu
- Gcaleka
- Mpondo (any 3x1) (3)

1.2.3 *[Explanation of historical term from Source 1B – L2]*

- The enslavement and selling of the indigenous population of the Cape
- The practice of buying and selling people as slaves (commodities), especially people from African, Asian descent during slave trade at the Cape or during Atlantic slave trade
- Any other relevant response (any 1x2) (2)

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

- Because of the British's abolishment of slavery or the slave trade in 1807
- Because of the banning of Africans from crossing into the Cape.
- Any other relevant response (any 1x2) (2)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- The image indicates that the slaves were treated as property or commodities, as they are seen being loaded into a ship as cargo in order to be sold
- The treatment of slaves was cruel as they are shown being tied up on their hands and foot
- The slaves had no freedom and were disregarded as full human beings
- The image is portraying the overall experiences and sufferings of Africans, Asians and other groups during Atlantic slave trade
- The image is showing how the Atlantic slave trade was a profitable and serious business during slavery as depicted in the image the number of slaves sold
- Any other relevant response (any 2x2) (4)

1.3.2 *[Evaluation of evidence from Source 1C – L3]*

- The source is useful as it shows that Europeans and Africans had a master and slave type of relationship where Africans were treated as properties of the Europeans

- The source is useful as it teaches us about the cruel treatment of Africans by the Europeans (their masters) during slavery or before slavery was abolished in 1834
- The source teaches us that during slavery Africans had no freedom, no human rights and were treat like properties or commodities that can be owned, bought and sold for profit
- Any other relevant response (any 2x2) (4)

1.4 1.4.1 *[Extraction of evidence from Source 1D – L1]*

- "They thus imported slaves as the cheapest labour option."

(1x1) (1)

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

- Warehouses
- Workshops
- Stores of the VOC
- Hospital
- Administrations
- Farms
- Private homes (any 3x1) (3)

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

- The Dutch, through the Dutch East India Company (VOC), imported many slaves from Asia, including Malaysians and others from Indonesian Islands.
- The Dutch used their experience of controlling, buying and selling slaves through 'Atlantic slave trade' to import many slaves from Asia at cheaper prices/costs.
- Any other relevant response (any 1x2) (2)

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

- They lived a harsh life and they worked very long hours under poor conditions.
- They were often not given enough healthy food and lived in overcrowded and dirty conditions.
- Slaves had no freedom at all and they were locked up at night.
- Any other relevant response (any 2x2) (4)

1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- Source 1C depicts harsh and terrible conditions the slaves experienced, as their hands and legs are seen tied up and Source 1D talks about the harsh lives of the slaves who worked very long hours under poor conditions, who had no freedom at all and were locked up at night
- Source 1C shows that slaves were traded as properties to be sold in the market and Source 1D states that the Dutch imported slaves as the cheapest labour option from variety of place like Africa, Asia etc
- Source 1C depicts the sale of slaves who were loaded in a ship and Source 1D outlines the introduction of slave sales (trade) at the Cape
- Any other relevant response (any 2x2) (4)

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

Candidates could include the following aspects in their responses:

- Introduced new technology to black tribes eg. Firearms (Source 1A)
- It led to the rapid growth of towns such as Grahamstown and Port Elizabeth (Source 1A)
- The movement of the indigenous population was controlled through the Pass Laws. (Source 1B)
- People from the indigenous population were forced to work on farms (Source 1B)
- The indigenous population suffered from the erosion of the best men and women because of slavery (Source 1C)
- They fought many wars and had to maintain their pastoralist way of life. (Source 1D)
- The Ordinance 50 ended some restrictions placed on the Khoe (Khoisan) (Source 1B)
- People were treated as property. (Source 1C)
- People were enslaved, owned and used in every sector. (Source 1D)
- The lives of the slaves were harsh. (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **demonstrates little or no understanding of what happened to the indigenous population at the Cape after the arrival of the British settlers in the 1820s.** • Uses evidence partially to write a paragraph.	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **demonstrates some understanding of what happened to the indigenous population at the Cape after the arrival of the British settlers in the 1820s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3 – 5**

LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of what happened to the indigenous population at the Cape after the arrival of the British settlers in the 1820s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

(8)
[50]

QUESTION 2: WHAT SOCIAL, POLITICAL AND ECONOMIC CHANGES WERE CAUSED BY THE DISCOVERY OF DIAMONDS IN SOUTH AFRICA IN THE 1860s?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- Cecil John Rhodes (1x1) (1)

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

- In 1866
- Kimberley (2x1) (2)

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

- people migrate to areas where gold was discovered
- people moved with the hope of finding wealth
- Any other relevant response (any 1x2) (2)

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

- Because gold mining was new and it would provide more opportunities to make profit, raise more capital and expand mining business
- They wanted to explore and expand their business opportunities through gold mining
- It was another opportunity to create a more competitive and diversified mining industry where they would be dealing with more than one type of mineral resources.
- It would enable them to monopolise the mining industry where they would have influence on overall mining industry.
- Any other relevant response (any 1x2) (2)

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

- To make it to access the gold in the rocks
- To dig deep enough underground
- To reach minerals everywhere underground, including areas where it is difficult to reach them.
- Any other relevant response (any 2x2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- "Sparked a mass migration of thousands of young men and within a year after the discovery approximately 7000 people were already in the region". (1x1) (1)

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

- Roodepoort
- Krugersdorp
- Randfontein (3x1) (3)

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

- Because the political and mining authorities of southern Africa created a labour system that focused on bringing cheaper labour from rural areas in SA. (1x2) (2)

2.2.4 *[Explanation of historical concept from Source 2B – L2]*

- The movement of people from rural areas to find work in the gold mines
- Migration of people from rural areas (villages) to the urban areas in order to work/find jobs in the mines
- Any other relevant response (any 1x2) (2)

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

- The discovery of gold created opportunities for people to find jobs.
- The discovery of gold expanded opportunities in other sectors of the economy where people could find employment.
- It led to the rapid growth and expansion of Johannesburg city which created diversified opportunities and attracted migrants from across the southern Africa.
- Any other relevant response (any 2x2) (4)

2.3 2.3.1 *[Interpretation of evidence from Source 2A – L2]*

- The photograph shows a rapid urbanisation which attracted an influx of people in the city of Johannesburg.
- We can see on the photograph that Johannesburg city grew from a small town into a big city due to rural-urban migration.
- We can see from the source (photograph) that Johannesburg city was predominantly white despite that it attracted integration and diversity of people from all over the world
- Any other relevant response (any 2x2) (4)

2.3.2 *[Evaluation of evidence from Source 3C – L3]*

- The source is primary source because it is an actual photograph about the city of Johannesburg
- The photograph was taken in 1890 which is the time of event and the way Johannesburg was when the photograph was taken
- The source in the form of photograph provides a real picture of how Johannesburg looked like in the early 1890s regarding the influx of people to the JHB city after the discovery of gold.
- Any other relevant response (any 2x2) (4)

2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*

- Theophilus Shepstone (1x1) (1)

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

- Orange Free State
- The South African Republic (2x1) (2)

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

- The mining industry was under a full control of one company, De Beers and one owner, Cecil John Rhodes
- Cecil John Rhodes was a single/individual owner and producer who had no competition in the mining industry.
- The mining production was concentrated in the hands of one individual (Cecil John Rhodes) and one company (De Beers)
- The wealth, profit and all the revenues generated from the mining industry benefited one company owned by one individual
- Any other relevant response (any 2x2) (4)

2.5 *[Comparison of evidence from Sources LB and LC – L3]*

- Source 2B gives us information regarding the number of migrants coming into Johannesburg and in Source 2C we see there were many people in the region / city
- Source 2B tells us how the foundation of Johannesburg was formed and 2C we see how Johannesburg city expanded through more buildings.
- Any other relevant response. (any 2x2) (4)

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

Candidates could include the following aspects in their responses:

- Investors flocked to diamond areas (Source 2A)
- There was an amount of E75 millions of foreign investment (Source 2A)
- Diamond mining were companies established (Source 2A)
- Migration of Blacks from rural areas increased (Source 2B)
- Majority of Blacks became temporary workers.(Source 2B)
- Workers from African states also moved to South African mining areas eg. Botswana, Lesotho and Swaziland. (Source 2B)
- Majority of White people lived in the city (Source 2C)
- Johannesburg developed from a town into a city (Source 2C)
- De Beer consolidated mines controlled by Cecil John Rhodes who became the sole diamond producer (Source 2D)
- Any other relevant response.

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **demonstrates little or no understanding of what social, political and economic changes were caused by the discovery of diamonds in South Africa** • Uses evidence partially to write a paragraph.	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **demonstrates some understanding of what social, political and economic changes were caused by the discovery of diamonds in South Africa.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3 – 5**
LEVEL 3	• Uses relevant evidence e.g**. demonstrates a thorough understanding of what social, political and economic changes were caused by the discovery of diamonds in South Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

(8)
[50]

QUESTION 3: WHAT WERE THE EFFECTS OF THE SOUTH AFRICAN WAR ON BOTH BOERS AND BLACK SOUTH AFRICANS FROM 1899 TO 1902?

3.1 3.1.1 [*Extraction of evidence from Source 3A – L1*]

- "The British for their part had not intended to arm the black people for they shared racial presuppositions of the Boers".

(1x2) (2)

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

- Armed and fought against the Boers
- Harassed Boers wives
- Destroyed Boers possessions.
- Occupied their farms. (any 3x1) (3)

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

- They were disarmed
- They had to return the Boers cattle that had fallen into their hands
- They were forced to leave urban areas, the camps in which they had been interned, and the farms they had occupied.
- They were coerced into returning to the employ of their pre-war masters (4x1) (4)

3.14 *[I*nterpretation of evidence from the *Source 3A – L2*]

- They had the hope that they would be treated better after the war
- They hoped for freedom and equality
- Black people hope they would gain their rights or their land back.
- Any other relevant response (any 2x2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- The Anglo Boer War started in 1899 (1x1) (1)

3.2.2 *[Explanation of historical concept from Source 3B – L1]*

- A soldier/ scout sent to gather information about the enemy's position during the war
- Any relevant response. (any 1x2) (2)

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

- The British did not need people anymore since the war had ended.
- The Blacks were not their priority and they did not value the sacrifices of Blacks despite and that evidence was in their disposal regarding the contributions made by Blacks.
- Any other relevant response (any 1x2) (2)

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

- They believed/hoped that after the war their lives would be improved, and they would obtain freedom and equality.
- They thought that their economic status would change and have equal treatment and rights like the White counterparts.
- They thought that they would be treated better and have better opportunities like the Whites in South Africa.
- Any other relevant answer (any 2x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source3C – L2]*

- The photograph indicates that Afrikaners women and children lived in unhealthy and poor living conditions.
- The photograph further shows how Afrikaner women and children were overcrowded without enough and proper shelter, including bad treatment in the concentration camps.
- As depicted on the photograph', they had no sanitation and clean drinking water
- Any other response (any 2 x 2) (4)

3.3.2 *[Evaluation of evidence from Source 3C– L3]*

- The source is biased against the British as it portrays the British in a negative manner in that they are considered cruel toward Afrikaner women and children.
- The source favours Afrikaners and also runs a form of propaganda to draw sympathy for Afrikaners using the suffering of Afrikaners 'women and children' in the concentration camps.
- The source only shows the suffering of Afrikaners during Anglo-Boer War but it does not show the British suffering during Anglo-Boer war.
- The caption's termed "White Concentration Camp" is pro White Afrikaners and gives an impression that lives of other races who suffered in the concentration camps are not important/priority.
- Any other relevant response (any 2x2) (4)

3.4 3.4.1 *[Extraction of evidence from the source 3D L1]*

- Pretoria
- Bloemfontein (2x1) (2)

3.4.2 *[Explanation of historical concept from Source 3D L2]*

- The camps that were formed by the British army to house the residents of the two Boer Republics of the South African Republic and Orange Free State
- 'Concentration camps' that were built to house families (women ,children and elders) of the Afrikaner soldiers

- Other concentration camps were those built to keep Blacks who were involved alongside the Afrikaners.
- Any other relevant response (1x2) (2)

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

- They were meant to house family of burghers who had surrendered voluntarily.
- To house the families of combat burghers
- To house the families (women, children and elders) of combat Afrikaner soldiers in order to force/corner them to surrender.
- Any other relevant response (any 2x2) (4)

3.5 [Comparison of evidence from Sources 3C and 3D – L3]

- Source 3C shows children who are barefooted, and also look unhappy, hungry and Source 3D describes the condition on the camps as abhorrent (bad).
- Source 3D describes the concentration camps as notorious, entailing that they were known for being bad and terrible and whilst Source 3C clearly shows the terrible conditions in the concentration camps.
- Any other relevant response (any 2X2) (4)

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

Candidates could include the following aspects in their responses:

- Black people were used against the Boers during the Anglo-Boer war, the blacks refused to work for the Boers, Blacks people during the war were armed and fought against the Boers they harassed Boers wives, looted the Boer cattle, destroyed their possessions and also occupied their farms. (Source 3A)
- After the War Blacks were disarmed, they had to return the Boer cattle that had fallen into their hands during the war. (Source 3A)
- The overall contributions and sacrifices made by Blacks during the Anglo Boer War
- The Blacks were ignored after the War has ended hence the war was coined as a White men's war (Source 3B)
- Blacks served as non-enlisted soldiers (Source 3B)
- Blacks were not issued / given medals as it had made Boers insecure and angry (political). (Source3B).
- The statistics and Blacks killed in action were inaccurate. (Source 3B)
- Black people and Boer people were placed in separate concentration camps. (Source 3C)
- The Boer lost political power to the British (Own knowledge)

- After the Anglo- Boer War, the Black South African were further segregated and deprived of more land (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **demonstrates little or no understanding of what were the effects of the South African war on both Boers and Black South Africans from 1899 to 1902.** • Uses evidence partially to write a paragraph.	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **demonstrates some understanding of what were the effects of the South African war on both Boers and Black South Africans from 1899 to 1902.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3 – 5**
LEVEL 3	• Uses relevant evidence e.g**. demonstrates a thorough understanding of what were the effects of the South African war on both Boers and Black South Africans from 1899 to 1902.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: COLONIAL EXPANSION: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750 – THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE

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

SYNOPSIS

Candidates should indicate whether they agree or disagree that Moshoeshoe was a great military strategist, diplomat and a nation builder. Candidates need to demonstrate an understanding of role played by Moshoeshoe's leadership in building Sotho kingdom.

MAIN ASPECTS

Candidates should include the following aspects in their response:
Introduction: Candidates need to take a line of argument and indicate whether they agree or not with the statement.

ELABORATION:

- Moshoeshoe's diplomacy
- Moshoeshoe was a clever, loving leader who gave refugees a place to stay
- Southern Sotho were united into a nation by Moshoeshoe, a leader with both military and diplomatic skills
- He welcomed and protected the frightened fleeing people
- In dealing with Kora and Griqua attacks, he used diplomacy and force
- He bought off attackers with gifts of cattle
- Defended his people by moving them to Thaba Bosiu Mountain to easily guard against attackers
- Routes were few to the mountain, plenty of water to support 3 000 people and animals Mafisa
- Moshoeshoe lent cattle to impoverished people
- Moshoeshoe helped refugees through Mafisa
- Relationship with Trekboers
- Moshoeshoe accepted Trekboers
- He gave them the right to use land
- He lived peacefully with Trekboers
- He was careful not to sign any document or accept gifts
- He wanted to ensure that they did not later allege that they bought the land
- Moshoeshoe allowed some Boers to stay as guests in the Caledon Valley

- Trading with them increased
- Basotho exchange grain and cattle with Boers for guns and gunpowder
- Conflict between Boers and Basotho started in 1840s when the Boers claimed they owned the land they occupied.
- Moshoeshoe's relations with his neighbours
- Used relationships with his neighbours to strengthen his kingdom
- Sent tributes to Shaka in the hope that he would be left in peace
- After he defeated the Ndebele he treated them well
- Invited missionaries who helped and advised Moshoeshoe in dealing with white people
- After various battles Moshoeshoe asked for protection from Britain in 1868
- Basotho land became British territory but Moshoeshoe still managed to preserve his kingdom
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 5: COLONIAL EXPANSION AFTER 1750 – COOPERATION AND CONFLICT ON THE HIGHVELD

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

SYNOPSIS

Candidates should explain to what extent Moshoeshoe was a great military strategist, diplomat and a nation builder, and further demonstrate their understanding of role played by Moshoeshoe's leadership in building Sotho kingdom. Candidates futher need to demonstrate their understanding on how Moshoeshoe came to power and led to the Basotho nation.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:
Candidates need to explain how Moshoeshoe came to power and led to the Basotho nation or any other relevant introduction.

Elaboration:

- Left his father's home to set up his own chiefdom
- 1824 – his followers were attacked by the Tlokoa
- Forced to flee to Thaba Mosiu
- His chiefdom began to grow
- Gave them land
- By 1840 – had 40 000 followers
- Faced various challenges from Griqua and the Koras, White trekboers and Voortrekkers, missionaries and the British
- 1843 – Moshoeshoe concluded a treaty with the British governor – agreed on a border for the Sotho kingdom
- British went against the treaty
- Led to fighting between the British and the Sotho
- Twice the Sotho defeated the British
- Bloemfontein Convention signed
- British gave up their land to the Voortrekkers
- Led to a series of wars between the OFS and the Sotho and wars continued
- Moshoeshoe asked British for protection
- 1868 – Moshoeshoe agreed that the Sotho kingdom could become a British colony called Basutoland
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 6: THE SOUTH AFRICAN WAR AND THE UNION – THE NATIVE LAND ACT OF 1913

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

SYNOPSIS

Candidates must critically discuss the social and economic impact of the Native Land Act of 1913 to the people of South Africa. Candidates should further explain how the Natives Land Act of 1913 laid the foundations for the system of apartheid. In answering this question, Candidates should provide both positive and negative perspectives, argument and counterarguments.

MAIN ASPECTS

Introduction: Natives Land Act of 1913 had laid foundations for the system of apartheid and how it also affected the social and economic lives of the black people in South Africa.

ELABORATION

- Before the Land Act was passed many Black farmers had become successful sharecroppers on White-owned farms.
- Sharecroppers farmed the land and sold the crops they produced
- They gave a share of the profits to the owner of the land.
- The Land Act put a stop to sharecropping.
- Sharecroppers had to work as labourers on white-owned farms
- Or move to the areas set aside in the Land Act as native reserves
- The reserves were overcrowded
- Conditions there were very poor, with soil erosion, malnutrition and diseases increasing.
- It could not support the number of people who were forced to live there.
- Most of the land that was allocated for reserves was not suitable for farming
- This meant that Africans could no longer survive on subsistence farming
- They would have to seek for work outside of the reserves in order to support their family
- The Land Act ended the possibility of Africans ever becoming successful commercial farmers in competition with Whites.
- Because of the desperate situation it caused, this Act meant that Africans were at the mercy of mining companies and white landowners and could be paid as little as possible.
- It led to further exploitation of Black South Africans at the hands of the White minority government.
- As a result, many people had to leave the reserves to find work as labourers on
- White-owned farms, on the mines or in the towns.

- This is exactly what the government wanted.
- People travelled through the countryside looking for places where they could stay.
- They took their livestock and all their belongings with them
- In the end they were forced to sell their stock in order to survive
- The law also stated that to provide a landless black person with a place to live was forbidden
- Under a penalty of 100 pounds or six months imprisonment.
- They no longer had any form of wealth.
- The only way they could make a living was by selling their own labour
- In 1916 the government appointed the Beaumont Commission to investigate the effects of the Land Act.
- Although the commission reported that the reserves were far too small, the government did not take any action.
- Conclusion: Candidates to tie up their argument with a relevant conclusion.

Should the Candidates disagree they need to support their line of argument with relevant evidence **[50]**