KWAZULU-NATAL PROVINCE

EDUCATION

REPUBLIC OF SOUTH AFRICA

UMGUNGUNDLOVU DISTRICT

HISTORY



MARKING GUIDELINES

These marking guidelines consist of 19 pages.

1. SOURCE-BASED QUESTIONS

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

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

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

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

1.3 Assessment procedures for source-based questions

- Use a tick (✓) 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 bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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 guidelines), 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 ↕

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	

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(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.

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 conclusion 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 reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing 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

QUESTION 1: HOW DID THE BOERS RESPOND TO BRITAIN TAKING OVER THE CAPE?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Afrikaners (1 x 2) (2)

1.2.1 *[Definition of a historical term – L1]*
- Anglicisation was the initiation of English as the medium of instruction in South Africa
- Any other relevant response (1 x 2) (2)

1.3.1 *[Extraction of evidence from Source 1A – L1]*
- the Boers resented anglicisation
- Britain's anti-slavery policies (2 x 1) (2)

1.4.1 *[Extraction of evidence from Source 1A – L1]*
- Transvaal
- Orange Free State (2 x 1) (2)

1.5.1 *[Interpretation of evidence from Source 1A – L2]*
- they were fighting for domination of South Africa
- Their relations reached a huge tension as they were now going to compete for resources
- Any other relevant responses (2 x 2) (4)

1.6.1 *[Extraction of evidence from Source 1A – L1]*
- 1877 (1 x 1) (1)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*
- the Voortrekkers did not want to be under British control again (1 x 2) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- They wanted to be free from British influence
- They wanted to establish a settlement of their own
- They wanted to grow their economy
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The Voortrekkers were able develop their economy
- The local communities received protection from the Boers and they were exposed to new technologies
- Voortrekkers needed labour from the local communities
- The local communities lived on the land and grazed their cattle
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Extraction of evidence from Source 1B – L1]*
- 'inboekelinge' (1 x 2) (2)

1.3

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

- Potchefstroom
- Pretoria
- Ohrigstad-Lydenburg (3 x 1) (3)

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

- Their economy was dependent on forced labour
- To take control over land and resources
- Any other relevant response (any 1 x 2) (2)

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

- other Boers who faced difficult conditions decided to join the British since their journey was well organised and they were powerful
- Any other relevant response (1 x 2) (2)

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

- Pedi
- Swazi
- Kwena
- Hurutse (4 x 1) (4)

1.3.5 *[Determining the usefulness of Source 1C – L3]*

The source is USEFUL because:

- It highlights the emergence of the Boer commando estates and their endeavours as they moved towards the interior
- It highlights the relationship between the Boers and African chiefdoms
- Any other relevant response (any 1 x 2) (2)

1.4

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

- The Boers were determined to establish a settlement of their own
- Most of the Boers moved to the Transvaal
- The Dutch settled at the most fertile land
- The Boers lived in make-shift homes
- Any other relevant response (any 2 x 2) (4)

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

- To show the first civilisation of Transvaal
- To highlight the hardships experienced by the Boers
- Any other relevant response (any 1 x 2) (2)

1.5 *[Comparison of Sources 1C and 1D to show similarities – L3]*

- Both sources mention that the Boers settled in the Transvaal
- Any other relevant response (1 x 2) (2)

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

Candidates could include the following aspects in their response

- The Boers left the Cape
- They established their own settlement in the Transvaal and Orange Free state
- They did not want to be controlled by the British
- they disagreed with the policies of the British
- They fought a war with the British
- They became allies with the local chiefs.
- Any other relevant response

(6)

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the Boers responded to Britain taking over the Cape.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the Boers responded to Britain taking over the Cape.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the Boers responded to Britain taking over the Cape.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

[50]

QUESTION 2: HOW DID THE DEVELOPMENT OF THE MINING INDUSTRY AFFECT THE LIVES OF BLACK SOUTH AFRICANS?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- The First Diamond Law (1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Land would be confiscated (1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Cecil John Rhodes
- Barney Barnato (2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- They fought for control in the mining industry
- Cecil John Rhodes bought a claim in the big mining company called De Beers Mining
- Any other relevant response (any 1 x 2) (2)

2.1.5 *[Extraction of evidence from Source 2A – L1]*
- Cecil John Rhodes formed De Beers Mining Company Ltd.
- Barnato formed Diamond Mining Company (2 x 1) (2)

2.2

2.2.1 *[Definition of a historical term – L1]*
- Migrant workers refer to workers who move from rural areas to urban areas and back home again
- Any other relevant response (1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- destroying the family unit
- destroying the social structure of the chiefdom (2 x 1) (2)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Their wages were low
- There was no housing for them
- Mine workers did not want to support black families
- The chamber of mines did not want to invest in schools and hospitals (4 x 1) (4)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- it was because of their black skin colour
- blacks were treated as inferior
- blacks were treated as second-class citizens
- mine owners were interested in making huge profits at the expense of black miners
- Any other relevant response (any 2 x 2) (4)

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

- Alcohol
- Prostitutes (2 x 1) (2)

2.3

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

- The compounds were overcrowded
- Rights of mine workers were violated e.g. Right to privacy
- Unhygienic conditions
- Any other relevant response (any 2 x 2) (4)

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

- the treatment was inhumane
- they were deprived of their human rights
- Their dignity was compromised
- Any other relevant response (any 2 x 2) (4)

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

- They shared rooms - No privacy
- It was a male only compound
- They were not allowed move freely - right of movement
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of Sources 2B and 2C to show similarities – L3]*

- Source 2B mentions that the migrant workers were not allowed to live with their families and Source 2C shows males living in one room
- Source 2b mentions conditions at the mines were deplorable and Source 2C shows these deplorable conditions
- Any other relevant response (any 1 x 2) (2)

2.5

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

- Racial tension (1 x 1) (1)

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

- White workers had necessary skills and experience, while black workers had none
- The more unskilled workers were employed, the larger profits the mine owners received
- Any other relevant response (any 1 x 2) (2)

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

a)

- Industrial and Commercial Worker's Union (ICU)

b)

- African Mineworkers' Union (AMWU) (2 x 1) (2)

2.5.4 *[Determining the usefulness of Source 2D – L3]*

The source is USEFUL because:

- it highlights the true insight about the reaction of black workers
- it mentions the formation of the mine workers union for black workers
- it shows evidence of how resistance was spurred leading up to 1948
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response

- Black miners with not allowed to live with their families
- Overcrowded compounds led to diseases
- Black miners used their money on alcohol and prostitution
- Owners of mines did not support blacks
- The development of mining led to urbanisation
- There was no right to movement
- Mining led to tension between blacks and white
- Blacks worked as unskilled labourers and earned low wages
- Any other relevant answer

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the development of the mining industry affected the lives of Black South Africans.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the development of the mining industry affected the lives of Black South Africans.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the development of the mining industry affected the lives of Black South Africans.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

[50]

QUESTION 3: HOW DID THE NATIVE LAND ACT OF 1913 AFFECT BLACK SOUTH AFRICANS?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Black competition for land (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- The government (1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- To reserve fertile land for whites.
- To prevent black South Africans from owning the land
- To set aside the land less than 7.5 percent as reserves where Africans could buy land
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Extraction of evidence from Source 3A – L1]*
- Thousands of African sharecroppers and cash tenants were evicted from their land (1 x 2) (2)

3.1.5 *[Definition of a historical term – L1]*
- A tenant farmer who gives a part of each crop as rent
- A farmer who works the land that is rented from its owner
- Any other relevant response (any 1 x 2) (2)

3.1.6 *[Interpretation of evidence from Source 3A – L2]*
- Black South Africans lost their land
- They became low paid farm labourers
- They were forced to kill or sell their livestock
- Any other relevant response (any 1 x 2) (2)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 7 percent of South African land (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Economic stability and welfare disrupted by the land act
- With termination of sharing, they lost means of income
- Land was not reached and opportunities for further accumulation of land through purchasing (buying) were severely limited
- This intensified poverty (any 1 x 2) (2)

3.2.3 *[Extraction of evidence from Source 3B – L1]*
- African could no longer rent or lease land outside the scheduled areas
- Termination of sharing (any 1 x 1) (1)

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

- It created divisions because black South Africans lived in the reserves and whites lived in towns
- It created inequality between black and whites
- Any other relevant response (any 1 x 2) (2)

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

- They lost means of income
- Contributed to poverty rate
- Forcing male Africans to leave their households to work in South African mines
- This was the beginning of migrant labour system which disrupted many African family lives and stability (any 3 x 1) (3)

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

- It implies that the 1913 Land Cct created division between black and white South Africans
- Blacks became poor as a result of 1913 Land Act
- Led to the sufferings of black South Africans socially and economically
- It deprived black South Africans of their right to own land
- Any other relevant response (any 1 x 2) (2)

3.3

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

- She had to transfer her darling from the cottage to the jolting ox-wagon
- Two days out the little one began to get severely ill
- Its soul was released from its earthily bonds (died)
- They had no rights or tittle to the farmlands through which they trekked
- The deceased had to be buried but where, when and how? (any 4 x 1) (4)

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

- Kgobadi family lost their land
- They lost their baby
- They had to bury their baby on the stolen grave
- Any other relevant response (any 2 x 2) (4)

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

- It implies that even little children were denied the right to have a proper burial because their only crime was that they were black
- It implies that even the criminals were entitled to a proper grave if they were white
- Children were denied rights in their ancestral land
- Any other relevant response (any 1 x 2) (2)

3.3.4 *[Determining the usefulness of Source 3C – L3]*

The source is USEFUL because:

- it shows the cruelty of 1913 Land Act on the Kgobadi family
- It explains the sufferings faced by Kgobadi family after eviction
- Any other relevant response (any 1 x 2) (2)

3.4

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

- It shows the effects of 1913 Native Land Act
- It shows land restitution was at a slow pace after 1994
- It shows land issue in South Africa after 1994
- After 1994 the Land Act of 1913 was repealed
- Any other relevant response (any 2 x 2) (4)

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

- It is because South Africa became a democratic country in 1994
- The Native Land Act was no longer applicable
- The government wanted to return the land taken from black South Africans
- Any other relevant response (any 1 x 2) (2)

3.5 *[Comparison of Sources 3C and 3D to show similarities – L3]*

- Both sources highlight the effects of 1913 Land Act on black South Africans
- Both sources reveal the pain and sufferings caused by the 1913 Land Act on black South Africans
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response

- Native Land Act of 1913 had economic and social impact on black South Africans (Source 3A)
- Black South Africans lost their land (Source 3A)
- The government restricted black land ownership in South Africa (Source 3A)
- African sharecroppers and cash tenants were removed from their land and were forced to become low paid farm labourers (Source 3A)
- Black South Africans were restricted to seven percent of the land (Source 3B)
- The Act led to socio-economic injustice (Source 3B)
- The Act violated the rights of black South Africans to own land (Own knowledge)
- The Act restricted their freedom of movement (Own knowledge)
- Black South Africans were given infertile land (Own knowledge)
- The Act led to the infringement of black South African rights to be buried with dignity like Kgobadi family
- The Act created a division between black and white South Africans (Source 3C)
- The 1913 Land Act had long lasting effects even after 1994 (Source 3D)
- Land restitution is at a slow pace (Source 3D)
- Black South Africans are still poor as a result of 1913 Land Act (Own knowledge)
- Any relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the Native Land Act of 1913 affected Black South Africans.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the Native Land Act of 1913 affected Black South Africans.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the Native Land Act of 1913 affected Black South Africans.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

[50]

QUESTION 4

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

Shaka maintained a fierce discipline and for the slightest fault men were put to death. Most people hated him because of his cruelty to them.

Do you agree with the above statement? Support your line of argument with relevant historical evidence.

SYNOPSIS

Candidates should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how Shaka maintained a fierce discipline and for the slightest fault men were put to death. If the candidates disagree with the statement, they need to substantiate their lines of argument with relevant historical evidence.

MAIN ASPECTS

- Introduction: Candidates should take a stance by indicating whether they agree or disagree with the statement. They should also provide an outline of how they would support their line of argument

ELABORATION

- Shaka as a young soldier in the Mthethwa army
- Showed great bravery and leadership skills
- Dingiswayo's role in Shaka becoming the Zulu chief
- Shaka taking over as a leader in the region
- His role as a leader of Amabutho
- Reorganisation the Zulu army
- Skills used to train soldiers
- Methods/ strategies
- Building of the Zulu nation
- Views surrounding his treatment of soldiers
- Different perspectives by writers
- Treatment of his soldiers
- Expectations from his soldiers
- Punishment met to defaulters
- Circumstances leading to his death

Conclusion: Learners should tie up their argument with a relevant conclusion. **[50]**

QUESTION 5

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

Explain to what extent the migrant labour system disrupted the African way of life in the entire South African region.

SYNOPSIS

Candidates need to explain to what extent the migrant labour system disrupted the African way of life in the entire South African region. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by explaining to what extent the migrant labour system disrupted the African way of life in the entire South African region. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Migrant labour took away fathers from their homes
- Men had to leave women to head families
- Children lost the father figure especially boys
- Relationships between father, mother and children was broken
- Some men were young and unmarried
- Many children born outside wedlock, due to compound system
- Lived in closed compound
- No freedom of movement/ Alcoholism
- Overcrowded condition
- Earned low wages
- Worked as unskilled workers
- Blacks were not allowed to vote
- Poor treatment from authorities

Conclusion: Learners to tie their argument with relevant conclusion. **[50]**

QUESTION 6

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

Critically discuss the role and experiences of Black South Africans in the South African War from 1899 to 1902.

SYNOPSIS

Candidates should critically discuss the role and experiences of Black South Africans in the South African War from 1899 to 1902.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a critical stance discussing the role and experiences of Black South Africans in the South African War from 1899 to 1902. They should also indicate how they intend supporting their line of argument.

ELABORATION

Both Boers and Britain used Blacks for their benefits during the South African War.

- Blacks were used as spies
- They were used also used as messengers
- Some were used as gun bearers, scout, drives and labourers
- Up to 30 000 armed Black soldiers fought on the British side
- Blacks used to protect blockhouses
- Assisted British to burn farms in the scorched earth campaigns
- Black women also worked as spies and messengers
- Some blacks were removed from their farms
- Blacks were put in concentration camps
- Were treated differently from whites
- They lost their crops, cattle's and land
- They lost their independence
- Many died with no heroic recognition

Conclusion: Candidates should tie their argument with a relevant conclusion. **[50]**