LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL
SENIOR CERTIFICATE (NSC)

GRADE 10



This memorandum consists of 24 pages.

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1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• **Extract evidence from sources** • **Selection and organisation of relevant information from sources** • **Define historical concepts/terms**	**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.
- 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.

- **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. 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

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 argument (planned, structured and has 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 first 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 all about and how it relates to the question posed (line of argument)
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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2.4.4 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

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/irrelevant content selection.			30– 33	28– 29	26– 27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20– 23	18– 19	14– 17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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
- Questions 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

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QUESTION 1: HOW SHAKA CONSOLIDATED A POWERFUL ZULU MILITARY KINGDOM IN THE 18TH CENTURY?

1.1

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

- Dingiswayo (1 x 1) (1)

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

- All young men were incorporated into age regiments and given military training.
- A short stabbing spear was introduced …, giving Shaka's army an advantage in close combat.
- The 'horn' formation by which Zulu regiments encircled their enemies, were perfected. (3 x 1) (3)

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

- By stressing the Zuluness of the state.
- All subjects of the state became Zulu and owed the king their personal allegiance.
- Zulu traditions of origin became the national traditions of the state.
- Customary Nguni festivals, such as planting and harvest celebrations, became occasions on which Shaka gathered vast numbers of his people and extolled (celebrate) the virtues of the state (3 x 1) (3)

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

- They assist in developing a Zulu consciousness that transcended the original identities and lineages (families) of the various peoples under the Zulu Kingdom.
- Any other relevant answer (1 x 2) (2)

1.1.5. *[Explanation of historical concept from Source 1B – L1]*

- A political system based upon the undivided sovereignty or rule of a single person.
- Any other relevant answer (1 x 2)(2)

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

- He consolidated a number of military innovations to produce a powerful Zulu military machine
- He incorporated the Mthethwa under his rule and established the Zulu state as the dominant power among the northern Nguni.
- He fostered a new national identity by stressing the Zuluness of the state
- He consolidated his power through a series of wars against neighbouring peoples.
- His armies raided for cattle and food; they attacked any who challenged the authority of the Zulu monarch
- Any other relevant response. (2 x 2) (4)

1.2

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

- Economic changes
- Social changes (2 x 1) (2)

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

His wars

- Were accompanied by great slaughter
- caused many migrations (2 x 1)(2)

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

- Zwangendaba
- Mzilikazi
- Soshangane (3 x 1) (3)

1.2.4. [*Explanation of historical concept from Source 1B – L2]*

- A period of movements and dislocation of nations in Southern Africa because of Shaka's wars and cruelty.
- Any other relevant answer (1 x 2) (2)

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

- Killing of millions people
- Resulted to forced migration / Mfecane
- Caused famine and chaos
- New groups formed
- Any other relevant answer (1 x 2) (2)

1.3 *[Comparing information from Sources 1B with 1C-L3]*

- Source 1A says Shaka consolidated his power through a series of wars against neighbouring peoples and 1B says Shaka's wars between 1818 and 1828 contributed to a series of forced migrations known in various parts of southern Africa as the Mfecane
- Any other relevant answer (1 x 2) (2)

1.4

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

- It shows that Shaka received the traditional Zulu reverence towards a dead monarch, as in a praise song in which he has been *called "Shaka the Unshakeable*.
- It shows that Shaka was viewed as an *unshakeable king*
- Any other relevant answer (2 x 2) (4)

1.4.2. *[Interpretation of evidence from Source 1C – L3]*

Useful

- It highlights how Shaka warriors danced and celebration towards dead monarchs
- It depicts Shaka as an *unshakeable king*
- Any other relevant answer (1 x 2) (2)

1.5

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

- Biased colonial-era white (historians)
- Unreliable Zulu storytellers (2 x 1) (2)

1.5.2 [*Extraction of evidence from Source 1D – L2*]

- distorted and exaggerated the meagre historical record, (1 x 2) (2)

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

- To estimate bigger number of people they have murdered during their reign
- Any other relevant answer (1 x 2) (2)

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

- This would help sell Fynn's book
- To encourage British annexation of Zulu lands
- It would mean a 'fortune' for both authors,
- Any other relevant answer (2 x 2) (4)

1.6 *[Interpretation, evaluation and synthesis of information from the sources – L3]*

Candidates could include the following aspects in their response:

- He consolidated a number of military innovations to produce a powerful Zulu military machine (1A)
- He incorporated the Mthethwa under his rule and established the Zulu state as the dominant power among the northern Nguni. (1A)
- He fostered a new national identity by stressing the Zuluness of the state (1A)
- He consolidated his power through a series of wars against neighbouring peoples.(1A)
- His armies raided for cattle and food; they attacked any who challenged the authority of the Zulu monarch (1A & 1C)
- The development of Shaka's military system caused major economic and social changes (1B)

- Shaka's wars between 1818 and 1828 contributed to a series of forced migrations known in various parts of southern Africa as the Mfecane (1B)
- Colonial-era white writers distorted and exaggerated the meagre historical record to turn Shaka into a despotic monster (1D)

The following rubric can be used to assess the paragraph

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of **how Shaka consolidated a powerful Zulu military kingdom in the 18th century** • Uses evidence partially to write a paragraph on the topic	Marks: 0 - 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of **how Shaka consolidated a powerful Zulu military kingdom in the 18th century** • 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 Shaka consolidated a powerful Zulu military kingdom in the 18th century** • Uses evidence very effectively in an organise paragraph that shows an understanding of the topic	Marks: 5 - 6

[50]

QUESTION 2: HOW THE MOSHOESHOE LOST POWER TO THE BRITISH PROTECTORATE IN THE 19TH CENTURY?

2.1

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

- consensus (agreement)
- Subtly
- Open-handed style
- Even-handed justice (4 x 1) (1)

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

- Moshoeshoe act of dealing with people and enemies in a friendly and tactful way
- Any other relevant explanation (1 x 2) (2)

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

- To building on the traditional methods he learnt from his youth
- To represent different interests and points of view
- To be advised
- Any other relevant response (Any 2 x 2) (4)

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

Integrity and courage

- talent for diplomacy
- lack of vengefulness (desire for revenge)
- (peacemaking) policy
- Astuteness (intelligence)
- Any other relevant answer (Any (2 x 1) (2)

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

- cheerfulness
- charm (2 x 1) (2)

2.2

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

- He had defeated the Tlokoa in 1853.
- There were now about 100 000 people under his control (2 x 1) (2)

2.2.2. [Extraction of evidence from Source 2B– L2]

(a) Stock theft (1 x 1)(1)

(b) They had a right to take Boer stock (1 x 1)(1)

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

- He distrusted his agreement with the British
- He was always afraid that the British would side with the OFS in a war".
- Any other relevant answer (2 x 2) (4)

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

- March 1858 (1 x 1) (1)

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

- The British came to their aid by supplying them with weapons.
- The Boers were also helped in this war by Moshoeshoe's old enemies, the Tlokoa (2 x 1)(2)

2.3.

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

- 1854 (1 x 1) (1)

2.3.2. [Extraction of evidence from Source 2C– L2]

- Some Basotho raided cattle from Boer farms in the Caledon River valley (1 x 2)(2)

2.3.3. [Interpretation of evidence from Source 2C – L2]

- The British wanted the Boers to win the war against the Basotho
- Any other relevant response (1 x 2)(2)

2.3.4. [Interpretation of evidence from Source 2C – L2]

- Moshoeshoe was still able to save the kingdom from trekker takeover.
- Basotholand did not become a part of South Africa, but gained independence from Britain in 1966 and was called Lesotho
- Any other relevant response (1 x 2)(2)

2.3.5 *[Explanation of historical concept from Source 2C – L1]*

- A state where a country is free from colonization
- Self-rule
- Any other relevant answer (1 x 2) (2)

2.4. [*Compare information from source 2B and 2C –L3]*

- Source 2B Says the British supplied Boers with weapon and 2C say she British sold guns to the trekkers, but would not sell to the Basotho
- *Any other relevant answer* (1 x 2) (2)

2.5.

2.5.1. [[Interpretation of evidence from Source 2D – L2

- It shows that the Sotho lost some land in their resistance against the Free Staters,
- It showed that Basotho boundaries was reduced
- It showed that arable land was lost
- Any other relevant response. (2 x 2) (4)

2.5.2. *Interpretation of evidence from Source 2D – L2*

- It meant that Basotho's boundaries was hugely reduced
- Lost land ownership
- Any other relevant answer (1 x 2) (2)

2.5.3. *[Determining the usefulness of Source 2D – L2*

- It is a map indicating the areas lost by Basotho territory by the Boers in1850s
- Any other relevant answer (1 x 2)(2)

2.6 *[Interpretation, evaluation and synthesis of information from the sources – L3]*

Candidates could include the following aspects in their responses:

- Moshoeshoe preferred to rule his people by consensus (agreement (2A)
- He did not retaliate (fight back) against people, he gave sanctuary and aid to refugees (2A)
- Moshoeshoe attracted and retained the services of able Matona (advisers) (2A)
- Source 2A is a photograph showing Moshoeshoe (centre) with his advisors
- The Boers and the Sotho community lived peacefully alongside each other by the Caledon River Valley (2C)
- Basotho lost land (2C)
- The British gave control of the area to the trekkers at the Bloemfontein Convention of 1854 (2D)
- Basotho raided cattle from Boer farms in the Caledon River valley which resulted in wars between the Orange Free State and the Basotho (2D)
- Moshoeshoe requested protection by the British (2D)
- 1868 Moshoeshoe made an agreement with the British that the Basotho kingdom would become a British colony called Basotholand (2D)
- Moshoeshoe was able to save it from trekker takeover (2D)
- 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 how **Moshoeshoe lost power to the British protectorate in the 19th century.** • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding on how **Moshoeshoe lost power to the British protectorate in the 19th century.** • Uses evidence in a basic manner to write a paragraph.	MARKS 3–4
Level 3	• Uses relevant sources e.g. demonstrates a thorough understanding on how **Moshoeshoe lost power to the British protectorate in the 19th century.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 5–6

(6) [50]

QUESTION 3: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?

3.1

3.1.1 [*Extract evidence from source 3A – L1*)

- Native Land Act (1 x 1) (1)

3.1.2 [*Explain historical concept 3A – L2*]

- A person who is a member of an aboriginal race or tribe of Africa
- Any other relevant answer (1 x 2) (2)

3.1.3 [*Extract evidence from source 3A – L1*)

(a) Africans- 7% (1 x 2) (2)
(b) Whites- 93% (1 x 2) (2)

3.1.4 *[Extraction of evidence from source 3A – L2)*

- Purchase
- Hire,
- Other acquisition (2 x 1) (2)

3.1.5 *[Interpretation of evidence from source 3A – L2)*

- It was the first act that successfully categorised land according race
- It laid down the foundation for other legislation which further entrenched dispossession of African people
- Any other relevant answer (2 x 2) (4)

3.2

3.2.1 [*Explanation of historical concept – L2*)

- Black South Africans who owns some livestock but denied land for farming or grazing and ploughing rights
- Any other relevant answer (1 x 2) (2)

3.2.2 [*Extract evidence from source 3B – L1]*

- 19 June 1913 (1 x 2) (2)

3.2.3 [*Extract evidence from source 3B – L1*)

- Some Natives unwittingly went to search for new places of abode, which some farmers, ignorant of the law, quite as unwittingly accorded them.
- It was only when they went to register the new tenancies that the law officers of the Crown laid bare the cruel fact that to provide a landless Native with accommodation was forbidden (2 x 1) (2)

3.2.4. [*Extract evidence from source 3B* – L1)

- A penalty of 100 Pounds,
- Six months' imprisonment (2 x 1) (2)

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

- It meant that the Native Land Act treated natives as if they were foreigners (outcast) in their own/ home country
- Any other relevant answer (1 x 2) (2)

3.3

3.3.1 [*Extract evidence from source 3C* – L1)

- Farm Theron District Kroonstad (1 x 1) (1)

3.3.2 [*Interpretation of information from source 3C – L2)*

- He couldn't understand how he was going to support his family if he sells his stock
- Any other relevant answer (1 x 2) (2)

3.3.3 [*Interpretation of evidence from source 3C – L1*)

- It was instruction for Zachariah Maye to move out and find his own place '
- Any other relevant answer (1 x 2) (2)

3.3.4 [*Extract evidence from source 3C – L1*)

- A wife
- Three Children,
- 20 head of cattle
- 50 sheep
- 1 horse (4 x 1) (4)

3.3.5 [*Interpretation of evidence from source 3C – L1)*

- It displaced natives from their homes
- It forced natives to agree to sell their stock or face eviction
- Any other relevant answer (2 x 2) (4)

3.4

3.4.1 [*Interpretation of information from source 3D – L2*]

- It depicts the effects of the 1913 Native Land Act
- It shows that the passing of the 1913 Natives Land Act displaced native women and children
- Any other relevant answer (2 x 2)(4)

3.4.2. [*Determine the usefulness of the information from Source 3D – L1*]

- Useful
- It shows that the passing of the 1913 Natives Land Act displaced native women and children
- Any one of the following (1 x 2) (2)

3.5. [*Comparing Sources 3C and 3D L3]*

- Source 3C says Zachariah Maye and his family were evicted as a result of the Natives Land Act and Source 3D shows that the passing of the 1913 Natives Land Act displaced native women and children t
- Any other relevant response (1 x 2) (2)

3.6 [*Interpretation, understanding and synthesis of evidence from Sources 3A, 3B, 3C and 3D – L3]*

- The Native Land Act was passed on the 19 June 1913 to address the Native question" (3A)
- Sol Plaatjie says 'Awaking on Friday morning, 20 June 1913, the South African native found himself, not actually a slave, but a pariah in the land of his birth.'(3B)
- White farmers who gave landless Native accommodation faced a penalty of 100 Pounds, or six months' imprisonment. (3B)
- Zachariah Maye and his family was given a notice to dispose of my stock or face eviction as a result of the Natives Land Act (3C)
- He had to wonder about with his wife and three Children, 20 head of cattle, and 50 sheep and 1 horse looking for a place to reside (3C)
- The passing of the 1913 Natives Land Act displaced native women and children(3D)
- Any other relevant response

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little on how the 1913 Land Act intensified land dispossession among 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 to the topic e.g**. shows some understanding on how the 1913 Land Act intensified land dispossession among 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 on how the 1913 Land Act intensified land dispossession among black South Africans** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5-6**

(6)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: TRANSFORMATIONS IN SOUTH AFRICA

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

SYNOPSIS

- Candidates need to discuss whether it was the Ndwandwe that dominated and controlled the foothills and valleys between the Mkuze and Black Mfolozi Rivers under the leadership of Zwide in the 1800s

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss whether it was the Ndwandwe that dominated and controlled the foothills and valleys between the Mkuze and Black Mfolozi Rivers under the leadership of Zwide in the 1800s

ELABORATION

- The re-organisation of the Ndwandwe tribe
- The 1790 widespread warefare as tribes compete for land
- Smaller clans joined with stronger chiefdoms
- Armies formed according to age groups, Amabutho
- Controlling of land over other groups
- Raiding neighbours
- Controlling trade routes
- The warefare between the Ndwandwe and Mthethwa
- The dominance of the Ndwandwe in Zululand
- Conclusion: Candidates should tie up their argument with relevant conclusion.

[50]

QUESTION 5: COLONIAL EXPANSION IN SOUTHERN AFRICA

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

SYNOPSIS
Candidates need to determine the extent in which the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's

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

- Introduction: Candidates should determine the extend in which the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's
- The candidates should take a clear line of argument based on how the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's

ELABORATION

- South Africa under Dutch- VOC
- The Khoi resistance attempts to change their pastoralist way of life.
- Otto Mentzel, the traveller
- The Abolition of Slavery Act: Ordinance 50 of 1828 – declaring that the Khoi-khoi be of equal status with colonists
- The Masters and Servants Act of 1841
- Wage earners
- Independent farmers

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

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QUESTION 6: THE SOUTH AFRICAN WAR AND THE UNION

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

SYNOPSIS

Candidates should critically discuss the roles and experiences of Blacks in the South African between 1899 to 1902 period

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates will critically discuss the roles and experiences of Blacks in the South African between 1899 to 1902 period

Elaboration:

- The South African War of 1899-1902 was essentially a 'White man's' war
- There was an unwritten agreement between the Boers and the British that Blacks would not be armed in the war, neither side adhered to this agreement.
- The British believed that the Boers would be easily defeated and that any military collaboration from groups of Blacks would not be decisive in winning the war
- Another 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
- Republican law forbade the carrying of arms by Blacks, but because many Boers were pressed into service, they allowed their servants to carry arms
- 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. 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.
- 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

- The British army also provided the Kgatla chief and Kgama of the Ngwato with 6000 and 3000 rounds of ammunition respectively, to defend the Bechuanaland Protectorate
- In Natal, the Zulu Native Police were armed with rifles and a number of them were mounted. However, after the war, Blacks who had served as scouts or fighting men were denied campaign medals which they were entitled to
- It is apparent that both sides would deny that armed Blacks served with them, each accusing the other of doing so,
- Black poverty was a major spur to enlistment in the British army
- Many Black people were held in concentration camps around the country
- Blacks in the concentration camps were not given adequate food and did not have proper medical care, which resulted in many deaths
- The death toll at the end of the war in the Black concentration camps was recorded as 14154, but it is believed that the actual number was considerably higher
- After the war the Black camps remained under military control even after the white camps had been transferred to civilian controll
- Any other relevant response
- Conclusion: Candidates should tie up their argument with relevant conclusion

(50)

TOTAL [150]

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