LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE (NSC)

GRADE 10



HISTORY

NOVEMBER 2022

QUESTION PAPER

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an Addendum of 14 pages

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.

   This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: TRANSFORMATIONS IN THE SOUTHERN AFRICA
   QUESTION 2: COLONIAL EXPANSION AFTER 1750
   QUESTION 3: SOUTH AFRICAN WAR AND UNION

   SECTION B: ESSAY QUESTIONS

   QUESTION 3: TRANSFORMATIONS IN THE SOUTHERN AFRICA
   QUESTION 5: COLONIAL EXPANSION AFTER 1750
   QUESTION 6: SOUTH AFRICAN WAR AND UNION

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follows:

   4.1. At least ONE must be a source-based question and at least ONE must be an essay question.

   4.2. The THIRD question may be either a source-based question or an essay question.

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

6. When answering questions, you should apply your knowledge, skills and insight.

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the answers correctly according to the numbering system used in this question paper.

9. Write clearly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer ONE question from this section. Source material that is required to answer these questions may be found in the ADDENDUM.

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

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

1.1. **Study Source 1A**.

1.1.1. Who, according to the source, helped Shaka to become chief of the Zulus upon the death of Senzangakhona? (1 x 1) (1)

1.1.2. Mention THREE Shaka's military innovations which he introduced to consolidate and produce a powerful military machine? (3 x 1) (3)

1.1.3. Identify THREE ways in which Shaka fostered a new Zulu national identity? (3 x 1)(3)

1.1.4. Why do you think the Customary Nguni festivals were important in fostering a new national identity? (1 x 2) (2)

1.1.5. Explain the concept *monarch* in your ow words (1 x 2) (2)

1.1.6. Using information in the source and your own knowledge explain why Shaka can be regarded as a founder of the powerful Zulu monarch. (2 x 2) (4)

1.2. **Read Source 1B**.

1.2.1 What major changes, according to the source, were caused by the development of Shaka's military system? (2 x 1) (2)

1.2.2 What, according to the source, were the main effects of Shaka wars? (2 x 1) (2)

1.2.3 Identify THREE leaders, according to the source, that moved northwards far into the central African interior due to their fear of Shaka. (3 x 1) (3)

1.2.4 Explain the term '*Mfecane*', in the context of Shaka's wars during his reign (1 x 2) (2)

1.2.5 Using the information in the source and your own knowledge, comment on the consequences of Shaka's wars. (1 x 2) (2)

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1.3. Compare Source 1A with Source 1B. Explain how the information in Source 1A supports the evidence in Source1B with regard to the effect of Shaka wars on the Mfecane (1 x 2) (2)

1.4. Read Source 1C

1.4.1. Explain the messages that are conveyed in the photograph. (2 x 2) (4)

1.4.2. Comment on the usefulness of this photograph for a historian researching the methods used by Shaka during the Zulu wars. (1 x 2) (2)

1.5. Study Source 1D.

1.5.1. Who, according to the source, invented stories to turn Shaka into a myth? (2 x 1) (2)

1.5.2. What, according to the source, did the colonial-era white writers do to turn Shaka into a despotic monster? (1 x 2) (2)

1.5.3. Explain what Nathaniel Isaacs meant by 'Make them out be as bloodthirsty as you can...' in the historical recording of leadership of Shaka and Dingane? (1 x 2)(2)

1.5.4. Using information in the source and your knowledge explain why Nathaniel Isaacs wrote to a fellow author, Henry Francis Fynn, advising him to smear Shaka and his successor? (2 x 2)(4)

1.6. Using the information from the sources as well as your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Shaka consolidated a powerful Zulu military kingdom in the 18th century (6)

[50]

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

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1. Refer to Source 2A.

2.1.1. How, according the source, were Moshoeshoe preferred to rule his people (4 x 1) (4)

2.1.2. Explain the concept *diplomacy* in the context of Moshoeshoe's leadership of the Basotho Kingdom (1 x 2) (2)

2.1.3. Use information in the source and your own knowledge to explain why Moshoeshoe needed the services of 'Matona'? (2 x 2) (4)

2.1.4. Mention TWO leadership qualities of Moshoeshoe as perceived by many writers. (2 x 1) (2)

2.1.5. What according to the source, were Arbousset description of Moshoeshoe? (2 x 1) (2)

2.2. Refer to Source 2B

2.2.1 What according to the source shows that by the time the Orange Free State was established Moshoeshoe was at the height of his power? (2 x 1) (2)

2.2.2 How, according to the source, did the following view the Basotho taking cattle and horses from Boer farms?

(a) The Boers (1 x 1) (1)

(b) Basotho chiefs (1 x 1) (1)

2.2.3 Use information in the source and you own knowledge to explain why Moshoeshoe avoided war with the OFS (2 x 2) (4)

2.2.4 When did the OFS declare war on the Basotho Kingdom? (1 x 1) (1)

2.2.5 Quote TWO evidence from the source to prove that the Boers were assisted (2 x 1) (2)

2.3. Study source 2C

2.3.1. When did British Colony and the Boer sign the Bloemfontein Convention? (1 x 1) (1)

2.3.2. How, according to the source, did Basotho respond to the demarcation of new borders in favour of the trekkers? (1 x 2) (2)

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2.3.3. Explain why do you think the British sold guns to the trekkers, but would not sell to the Basotho? (1 x 2)(2)

2.3.4. Using information in the source and your own knowledge explain the impact of Moshoeshoe's agreement with British colony? (1 x 2) (2)

2.3.5. Explain the concept *Independence* in your own words (1 x 2) (2)

2.4. Compare Source 2B and 2C. Explain how Source 2B support 2C regarding the role played by British in the Basotho- Boer conflicts? (1 x 2)(2)

2.5. Consult source 2D

2.5.1. What massage do you think is conveyed in the source? (2 x 2) (4)

2.5.2. Comment on the effect of the Basotho-Boer wars on the Basotho Kingdom? (1 x 2) (2)

2.5.3. How useful do you think this source will be to a historian researching the impact on the Basotho – Boer war on Basotho Kingdom territory? (1 x 2) (2)

2.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Moshoeshoe lost power to the British protectorate in the 19th century. (6)

[50]

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

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow.

3.1. Refer to Source 3A.

3.1.1 Which legislation, according to the source, was passed by the white minority government in 1913 to address the issue of the "Native question"?(1 x 1) (1)

3.1.2 Explain the term *native* in your own words (1 x 2) (2)

3.1.3 What percentage, according to the source, did the Land Act provide (allocate) land to the following nationals::
(a) Africans (1 x 2)(2)
(b) Whites (1 x 2)(2)

3.1.4 On what condition, according to the source, does a person other than a native not allowed to enter into any land agreement or transaction from a native? (2 x 1)(2)

3.1.5 Using information in the source and your own knowledge explain why you think the 1913 Land Act had a profound effect on the African population across the country. (2 x 2) (4)

3.2. Refer to Source 3B.

3.2.1 Explain the concept *squatter* in the context of land disposition in South Africa in 1913 (1 x 2) (2)

3.2.2 When, according to the source did the government passed the Native Land Act? (1 x 2) (2)

3.2.3 Quote evidence in the source to prove that some natives and farmers were not aware (ignorant) about rules attached to the new contracts (2 x 1) (2)

3.2.4 According to the source, what was the penalty for registering landless Native with accommodation? (2 x 1) (2)

3.2.5 Using information in the source and your own knowledge, explain what is implied by 'a native found himself, not actually a slave, but a pariah in the land of his birth' (1 x 2)(2)

3.3. Refer to Source 3C.

3.3.1 Where according the source, did Zachariah Maye reside for many years before the eviction? (1 x 1)(1)

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3.3.2 Explain why Zachariah Maye was not satisfied with the master's eviction order to dispose his stock? (1 x 2)(2)

3.3.3 What do you think the notice, 'Pass Malgas to look for a place to trek' meant? (1 x 2) (2)

3.3.4 Mention FOUR things Zachariah Maye had while wandering about looking for a place to reside? (4 x 1) (4)

3.3.5 Using in formation in the source and your own knowledge explain why do you think the eviction notice resulting from the Land Act of 1913 was unfair to the natives? (2 x 2)(4)

3.4. Refer to Source 3D.

3.4.1 Explain the messages that are conveyed by the source? (2 x 2) (4)

3.4.2 Comment on the usefulness of the source to a historian researching about the effect of the Land Act of 1913 (1 x 2) (2)

3.5. Study Sources 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D with regard to conditions affecting the black South Africans as a results of the Land Act of 1913. (1 x 2) (2)

3.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the 1913 Land Act intensified land dispossession among black South Africans. (6)

[50]

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SECTION B: ESSAY QUESTIONS

Answer ONE question from this section

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA.

'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'
Do you agree? Critically discuss

[50]

QUESTION 5: COLONIAL EXPANSION AFTER 1750

To what extend the British take-over of the Cape contributed to the change of labour patterns in the Cape in the 1830's? **[50]**

QUESTION 6: THE SOUTH AFRICAN WAR OF 1899- 1902

Critically discuss the roles and experiences of Blacks in the South African between 1899 to 1902 period **[50]**

TOTAL [150]

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ADDENDUM

This addendum consists of 14 pages.

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

SOURCE 1A

This source focuses on how Shaka re-organise the Zulu chieftaincy.

Dingiswayo was so impressed by Shaka that in 1816 he helped him become chief of the Zulus upon the death of Senzangakhona. Among the Zulu, Shaka consolidated a number of military innovations – some developed by Dingiswayo, … to produce a powerful military machine. 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. Military strategies, such as the 'horn' formation by which Zulu regiments encircled their enemies, were perfected. When Dingiswayo was killed, Shaka with his military machine avenged his mentor's death, … Shaka then incorporated the Mthethwa under his rule and established the Zulu state as the dominant power among the northern Nguni.

Shaka fostered a new national identity 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. Through such means, Shaka developed a Zulu consciousness that transcended the original identities and lineages (families) of the various peoples who were his subjects. Shaka 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; … He also welcomed British traders to his kingdom and sent diplomatic emissaries (representatives) to the British king.

[From https://www.google.com/search?- Accessed on 10 Oct 2022.

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SOURCE 1B

The source below explains the nature of Shaka wars

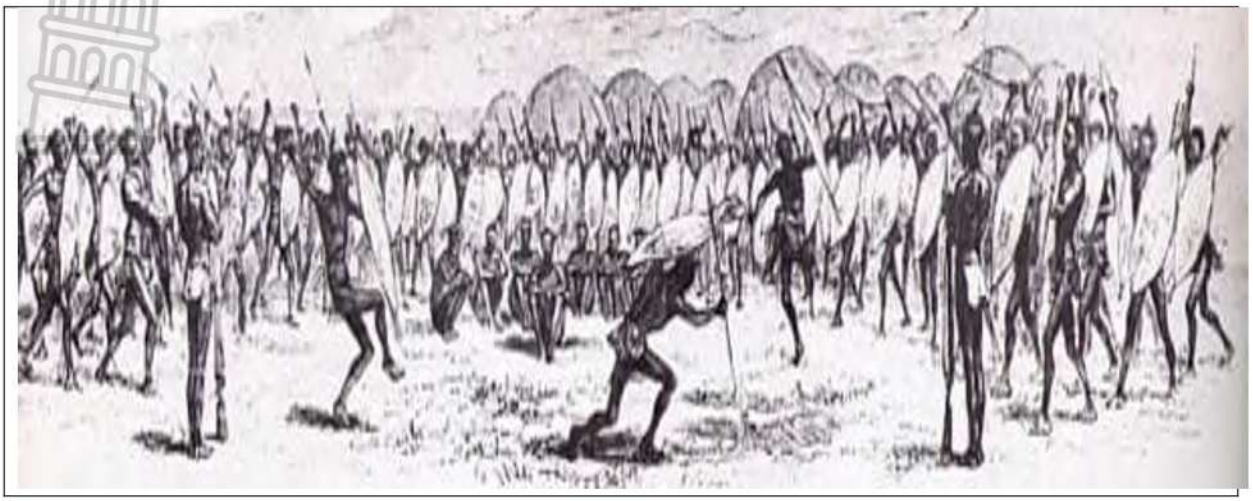
The development of Shaka's military system caused major economic and social changes. So much youth was concentrated at the royal barracks that it resulted in a massive transfer of economic potential to a centralised state. However, the cattle wealth of the whole community throughout the kingdom was greatly improved; even though most of the herds were owned by the king and his chiefs and indunas, all shared in the pride roused by the magnificence of the royal herds as well as the pride of belonging to the unequalled military power of the Zulu.

Effects of Shaka's wars: His wars were accompanied by great slaughter and caused many migrations. Their effects were felt even far north of the Zambezi River. Because they feared Shaka, leaders like Zwangendaba, Mzilikazi, and Shoshangane moved northwards far into the central African interior and in their turn sowed war and destruction before developing their own kingdoms. Some estimate that during his reign Shaka caused the death of more than a million people. Shaka's wars between 1818 and 1828 contributed to a series of forced migrations known in various parts of southern Africa as the Mfecane, Difaqane, Lifaqane or Fetcani. Groups of refugees from Shaka's assaults, first Hlubi and Ngwane clans, later followed by the Mantatees and the Matabele of Mzilikazi, crossed the Drakensberg to the west, smashing chiefdoms in their path. Famine and chaos followed the wholesale extermination (killing) … Old chiefdoms vanished and new ones were created.

[From https://www.sahistory.org.za/people/shaka-zulu. Accessed on 27 October 2022.

SOURCE 1C

This painting shows *a muster and dance at Shaka's kraal in 1927.* It highlights the extent Shaka continues to receive the traditional Zulu reverence towards a dead monarch, as in a praise song in which he has been *called "Shaka the Unshakeable.*



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SOURCE 1D

This source describes Shaka as a brutal and cruel man during his reign in building the Zulu Nation

His reputation for brutality was concocted (to invent a story) by **biased** colonial-era white (historians) and unreliable Zulu storytellers who turned the man into a myth.

Dr Wylie describe his book, *Myth of Iron: Shaka in History*, as anti-biography because the material for a trustworthy biography did not exist. 'There is a great deal that we do not know, and never will know', he said.

Worse, the academic found that colonial-era white writers **distorted** and exaggerated the meagre historical record to turn Shaka into a **despotic** monster.

Nathaniel Isaacs, who wrote about Shaka in *Travels and Adventures* in Eastern Africa, published in 1836, wrote to a fellow author, Henry Francis Fynn, advising him to smear Shaka and his successor, Dingane: 'Make them out be as bloodthirsty as you can and endeavour to give an estimation of the number of people they have murdered during their reign(s).' This would help sell Fynn's book and encourage British annexation of Zulu lands, which would mean a 'fortune' for both authors. Dr Wylie said this had set the tone for future distortions, such as the 1980s television series Shaka Zulu, starring Henry Cele.

[From: http://www.guardian.co.uk/world/2006/may/22/rorycarroll.mainsection. Accessed 26 OCT 2022

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

SOURCE 2A

This source is highlighting the exemplary ethical qualities and creative organisational leadership of King Moshoeshoe

Moshoeshoe preferred to rule his people by consensus (agreement), leading them subtly (making use of clever methods) round to his way of thinking in the Pitso, the public gathering where events (and/or issues) of national importance were discussed. His open-handed style of leadership thus enabled him to establish a kingdom, which was to be the envy of many. … he disposed (encouraged) even-handed justice, he did not retaliate (fight back) against people like Rakotsoana the cannibal chief who had wronged him, he gave sanctuary and aid to refugees, and he was not too proud to pay tribute to other rulers, such as King Shaka Zulu, for diplomatic advantage.

… Building on the traditional methods he learnt from his youth, Moshoeshoe attracted and retained the services of able Matona (advisers) representing different interests and points of view. Moshoeshoe was able to prove that diversity can be a binding thing.… Besides integrity and courage, many writers have noted Moshoeshoe's remarkable capabilities of marked talent for diplomacy, lack of vengefulness (desire for revenge) and overwhelming conciliatory (peacemaking) policy, astuteness (intelligence), superior military and political talent. For these traits and his personality he was greatly admired. Moshoeshoe was the ideal chief – physically strong, a man of great personal magnetism. Casalis, describing his first encounter in 1833 with Moshoeshoe, wrote, "I felt at once that I had to do with a superior man, trained to think and to command others and above all, himself". Arbousset described the chief's cheerfulness and charm thus, "He speaks to everyone without distinction of age or rank. His memory is so good that he seems to know the name and history of each of his subjects….

[From Macrothink Institute Journal of Public Administration and Governance.29 Oct 2022]

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SOURCE 2B

This source below explains conflict between Basotho and the Boers,

By the time the Orange Free State was established, Moshoeshoe was at the height of his power. He had defeated the Tlokoa in 1853. There were now about 100 000 people under his control. This included all the major African groups in the area except for the Rolong.

Soon after 1854, the Basotho started taking cattle and horses from Boer farms. The Boers called this stock theft, but the chiefs on the frontier thought that they had a right to take Boer stock. As one of the chiefs said:

"They have taken away my country and those who have done it must feed me".

Tension between the Basotho and the OFS increased. The Basotho argued that Boer complaints were exaggerated because they were looking for an excuse to declare war on the Basotho. Moshoeshoe himself said:

"However, Moshoeshoe did not want war with the OFS. He was always afraid that the British would side with the OFS in a war".

War against the OFS

In March 1858, the OFS declared war on the Basotho kingdom. 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

From Macrothink Institute Journal of Public Administration and Governance.29 Oct 2022]

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SOURCE 1C

The source focuses on how Moshoeshoe saved Basotholand from the Dutch invasion

Despite the treaty between the British and the Basotho, the British gave control of the area to the trekkers at the Bloemfontein Convention of 1854. The Convention resulted in the demarcation of new borders in favour of the trekkers which included land that was part of the Basotho kingdom. Subsequently some Basotho raided cattle from Boer farms in the Caledon River valley which resulted in wars between the Orange Free State and the Basotho. The Sotho won most of the battles, but the Boers became stronger as they had the advantage of guns.

The British sold guns to the trekkers, but would not sell to the Basotho. Moshoeshoe made peace with the fact that the only way for the Basotho to keep any of their land was if they requested protection by the British. In 1868 Moshoeshoe made an agreement with the British that the Basotho kingdom would become a British colony called Basotholand. In 1870 Moshoeshoe died. Even though the Basotho kingdom became a British colony, Moshoeshoe was still able to save it from trekker takeover. Basotholand did not become a part of South Africa, but gained independence from Britain in 1966 and was called Lesotho

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SOURCE 2D

The source below is a map illustrating the conquered Basotho territory by the Boers in1850s



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

SOURCE 3A

The source below explains provisions of the Native Land Act of 1913 in South Africa.

One major step taken by the white minority government in addressing the issue of the "Native question" was passing of the Native Land Act on the 19 June 1913. This act had a profound effect on the African population across the country. It also laid down the foundation for other legislation which further entrenched dispossession of African people and segregation later of Coloured and Indian people.

The Act defined a "native" as "any person, male or female, who is a member of an aboriginal race or tribe of Africa; and shall further include any company or other body of persons, corporate or unincorporate, if the persons who have a controlling interest therein are natives." Evidently, this affected millions of Africans. The Act's most catastrophic provision for Africans was the prohibition from buying or hiring land in 93% of South Africa. In essence, Africans despite being more in number were confined to ownership of 7% South Africa's land. Section 1, sub section 'a' of the 1913 Natives Land Act states, "a native shall not enter into any agreement or transaction for the purchase, hire, or other acquisition from a person other than a native, of any such land or of any right thereto, interest therein, or servitude thereover." However, Africans were permitted to buy and sell land in reserves or scheduled areas while Whites were prohibited from owning land in these places as the Act stated:

- A person other than a native shall not enter into any agreement or transaction for the purchase, hire, or other acquisition from a native of any such land or of any right thereto, interest therein, or servitude there over.

https://www.sahistory.org.za/article/natives-land-act-1913- Accessed on 04 September 2022

SOURCE 3B

This source below explain conditions in South Africa after the passing of the Land Act in 1913.

Awaking on Friday morning, June 20, 1913, the South African Native found himself, not actually a slave, but a pariah in the land of his birth.

A squatter in South Africa is a native who owns some livestock and, having no land of his own, hires a farm or grazing and ploughing rights from a landowner, to raise grain for his own use and feed his stock. Hence, these squatters are hit very hard by an Act which passed both Houses of Parliament during the session of 1913, received the signature of the Governor-General on June 16, was gazetted on June 19, and forthwith came into operation.

But the great revolutionary change thus wrought by a single stroke of the pen, in the condition of the Native, was not realized by him until about the end of June. As a rule many farm tenancies expire at the end of the half-year, so that in June, 1913, not knowing that it was impracticable to make fresh contracts, 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 under a penalty of 100 Pounds, or six months' imprisonment. Then only was the situation realized.

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SOURCE 3C

This is an extract from a book, *Native Land Act 1913 Specific Cases of Evictions and Hardship*, by R.W Msimang. It is about the Oath given by Zachariah Maye during his eviction as a result of the operations of the Natives Land Act.

1. I have resided as a squatter in the Farm Theron District Kroonstad. I have resided in this farm for many years.

2. Before I received the eviction notice, my master came to me and told me to sell all my stock, because his grass was being finished. I asked him "how we shall live if we sell our stock, because there is myself, my wife and two children working for him." He said I must dispose of my stock. During all these many years, either his late father or himself never said that my stock was finishing the grass or made any complaint about my property.

3. He then gave me notice on the following day-this is a true copy. "Pass Malgas to look for a place to trek." J. THERON,

4. I have wife and three Children, 20 head of cattle, and 50 sheep and 1 horse. I am now wandering about looking for a place to reside on or to place my stock.

This man has tried hard to find a place and cannot. His old master might be willing to take him back but without his stock. —This Daye is forced to dispose of his only wealth and means of subsistence. Can't something be done for him? It is too hard that a man who has lived on this farm for years with the same average number of stock, should now be suddenly told that the grass is being finished by the livestock and he must either dispose of it or leave the farm and be actually given a permit to trek

https://www.sahistory.org.za/archive/natives-land-act-1913-specific-cases-evictions-and-hardship-rw-msimang- Accessed on 03 September 2022

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SOURCE 3D

This source below is a picture showing displaced native women and children after the passing of the 1913 Natives Land Act.



From Turning Points in History, Book 4, Industrialisation, Rural Cha*nge and Nationalism – Acessed on 02 Nov 2022]*

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

http://www.guardian.co.uk/world/2006/may/22/rorycarroll.mainsection.

https://www.google.com/search

https://www.sahistory.org.za/archive/natives-land-act-1913-specific-cases-evictions-and-hardship-rw-msimang-
https://www.sahistory.org.za/article/natives-land-act-1913-
https://www.sahistory.org.za/people/shaka-zulu

Macrothink Institute Journal of Public Administration and Governance.

Turning Points in History, Book 4, Industrialisation, Rural Cha*nge and Nationalism*

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