Downloaded from SEE academy: www.seeacademy.coza

education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 10

HISTORY

NOVEMBER 2024

MARKING GUIDELINES

MARKS: 150

SEE ACADEMY

These marking guidelines consist of 21 pages.

Copyright reserved

Downloaded from SEE academy: www.seeacademy.coza

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 the sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	40%
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40%
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 source and draw independent conclusions	20%

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

- In the marking of the 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 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.

1.3Assessment 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 the 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 student has used relevant evidence to address the question.

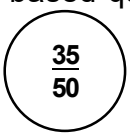
SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

- Re-read the paragraph to evaluate the extent to which the candidate has been able 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.



- Ensure that all the total mark is transferred accurately to the front/back cover of the 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, organize 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 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 questions, learners should be credited for any other relevant answer.

2.3 Global assessment of the essay

- Keep the synopsis in mind when assessing the essay.

- 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 guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

2.4 Assessment procedure of the essay

Keep the synopsis in mind when assessing the essay.

P	**Point:** The learner introduces the essay by taking a line of argument/making a point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The learners 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 learners 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:** Learners should ensure that the line of argument is sustained throughout the essay and is written coherently

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

- Introduction, main aspects and conclusion not properly contextualised **Λ**
- Wrong statement
- Irrelevant statement

  ———
  |
  |
  |
  |
- Repetition **R**
- Analysis A√
- Interpretation I√
- Line of Argument LOA↕

2.5The matrix

2.5.1 Use 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.

1. The first reading of extended writing 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	

2. The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	Level 4	
P	Level 3	

3. Allocate an overall mark with the use of the matrix.

C	Level 4	} 26-27
P	Level 3	

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

GLOBAL ASSESSMENT OF THE ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
→ **PRESENTATION** **CONTENT** ↓	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.	Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	Planned and constructed an argument. Evidence used to support 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 an argument.	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 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
Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

QUESTION 1: HOW DID THE BRITISH COLONIAL CONTROL OF SOUTH AFRICA LEAD TO INDIGENOUS POPULATIONS BEING COERCED INTO LABOUR FORCE?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 1652 (1 x 1) (1)

1.1.2 *[Definition of term from Source 1A – L1]*
- When a country conquers a weaker one and controls it.
- A practice in which an empire controls other countries or territories.
- Any other relevant response. (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- The VOC was bankrupt. (1 x 1) (1)

1.1.4 *[interpretation of evidence from Source 1A – L2]*
- The British changed the new pattern of rule or practice of governing.
- The arrival of the British at the Cape changed the lives of the lives of the people that were already living there.
- The British encouraged the expansion of agricultural production and the begun exporting agricultural production.
- Any other relevant response. (1 x 2) (2)

1.1.5 *[interpretation of evidence from Source 1A – L2]*
- Britain wanted to expand their colonial control to the Cape
- Britain wanted to expand its agricultural production in wheat, wine and merino wool and The Cape was good for it.
- Britain saw the importance that the Cape played in the Indian ocean
  trade, and therefore wanted to monopolise it for their own benefit.
- Any other relevant response. (2 x 2) (4)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 1807 (1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- People who were already enslaved.
- And their new born children. (2 x 1) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Slaves became more expensive, because there were fewer slaves available.
- All slaves now had to be registered and the sale of slaves was more carefully controlled. (2 x 1) (2)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

1.2.4 *[Extraction of evidence from Source 1B – L1]*
- allowing them to marry
- allowing families to live together
- requiring slave owners to give their slaves a reasonable amount of food, shelter and clothing
- limiting their working hours
- and controlling their punishment.
- Any of the FOUR answers. (4 x 1) (4)

1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- The freeing of slaves in the Cape did not guarantee them economic freedom by being given start up packages like land or training.
- The liberation of slaves at the Cape, set them up to voluntarily return to their former masters as wage workers by not empowering them.
- Freed slaves were never going to be allowed to compete against white colonisers.
- Any other relevant response. (1 x 2) (2)

1.2.6 *[Interpretation of evidence from Source 1B – L2]*
- The freed slaves wanted to start a new life in the city by getting a new work.
- They did not want to associate with people who used to abuse them anymore.
- They wanted work that paid them for the work they had done.
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- To show that African workers had become migrant workers.
- To show that African migrant workers were under strict control by their employers.
- Migrant workers' rights were not respected.
- To show the poor living condition of the migrant workers.
- Any other relevant response (1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- African migrant workers stayed in a mining compound so that their movement could be strictly controlled.
- It was a cheaper way of allowing them to live cheaply, with mine companies not being forced to pay them more to afford houses in the urban areas.
- Any other relevant answer (1 x 2) (2)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

1.4

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

- This was the only way to earn money but still kept ties with their old way of life in their farms (home). (1 x 1) (1)

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

- A person that leaves their place of origin to find work in a different place. (1 x 2) (2)

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

- Black African workers did not have any other way of making money except through migrant labour.
- African migrant labourers did not see migrant work as permanent
- They simply wanted to get tax money but not to work permanently as they preferred their traditional way of life.
- Any other relevant response (2 x 2) (4)

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

- The mining companies. (1 x 1) (1)

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

- The colonial government introduced taxes
- The colonial government introduced taxes to force black South African workers to go and find a job in order to pay the taxes.
- In order to pay these taxes, black South African workers had to work in the mines for a number of months at a time.
- In this way, mining companies were getting cheap labour they needed
- This forced labour system led a to a host of social problems, for example the breakdown of family life. (3 X 1) (3)

1.5 *[Comparison of evidence from Sources 1C and 1D to ascertain how they support each other – L3]*

- Source 1C shows African migrant workers in a mine compound at their place of work and Source 1D talks about black workers being forced to work in the mines.
- Both sources highlight the working condition of the migrant workers in a mine compound.
- Any other relevant answer (1 x 2) (2)

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

Candidates could include the following aspects in their responses:

- The British took control of the Cape from the Dutch, firstly in 1803 and again in 1806. (Source 1A)
- They made both black and white inhabitants their colonial subjects. (Source 1A)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

- They introduced ideas of new governance, encouraged expansion of agricultural production. (Source 1A)
- The British then abolished slave trade in 1807. (Source 1B)
- Slaves were totally freed in 1834 without any compensation to help start a new life. (Source 1B)
- There was resistance by indigenous people to work on white farms and businesses because most of African societies were economically independent and self-sufficient. (Own Knowledge)
- The discovery of diamonds and gold in South Africa changed the scenario totally. (Own Knowledge)
- The British introduced taxes on South African societies to force them into the money economy. (Source 1D)
- They firstly worked on contracts of periods ranging from 3 to 12 months. (Source 1D)
- They were forced to live in the mining compounds to avoid absconding from work leaving their families in rural areas. (Sources C and D)
- Any other relevant answer

Use the following rubric to allocate marks:

Leve 1	• Uses evidence in an elementary manner e.g**. shows no or little understanding of how the British colonial control of South Africa led to indigenous populations being coerced into labour force**. • 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 no or some understanding of how the British colonial control of South Africa led to indigenous populations being coerced into labour force**. • Uses evidence in a very basic manner to write a paragraph	**MARKS 3 -5**
Level 3	• Uses relevant evidence e.g**. demonstrates thorough understanding of how the British colonial control of South Africa led to indigenous populations being coerced into labour force**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)

[50]

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

QUESTION 2: WHY DID DIFFERENT SOCIAL CLASSES EMERGE IN SOUTH AFRICA AFTER THE DISCOVERY OF MINERALS?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Cape colony
- Natal
- Transvaal
- Orange Free State (4 x 1) (4)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
(a) Britain (1 x 1) (1)
(b) Boer Republic (1 x 1) (1)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Most African kingdoms and chiefdoms had been conquered by whites and were now under their control.
- Majority of African kingdoms did not have much land under their control because the colonialist had taken possession of the land.
- Any other relevant answer. (1 x 2) (2)

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

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- There were lot European/white migrants from overseas in to South African mines who had travelled by ship.
- Many migrants from Southern Africa used transportation like ox-wagons or walked on foot for long distances to get to the mines.
- Any other relevant answer. (1 x 2) (2)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Much machinery was needed.
- Expensive technologies had to be invented. (2 x 1) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Cecil John Rhodes
- Barney Barnato
- Alfred Beit (2 x 1) (2)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Mining magnates of South Africa opened mining companies that were under partnerships.
- Mines were not controlled by individuals, but by companies that were owned by partners.
- Any other relevant answer. (1 x 2) (2)

2.2.4 *[Extraction of evidence from Source 2B – L1]*
- Mine owners' association (1 x 2) (2)

2.2.5 *[Interpretation of evidence from Source 2B – L2]*
- The chamber of mines was used by the mine owners as a powerful tool to gain advantage.
- Mine owners used the chamber of mines to influence government policy and to exploit labour.
- Any other relevant answer (1 x 2) (2)

2.2.6 *[Definition of historical concept from Source 2B – L1]*
- Mine owners and financiers who controlled both gold and diamond mines in South Africa.
- Any other relevant answer. (1 x 2) (2)

2.2.7 *[Interpretation of evidence from Source 2B – L2]*
- The mine owners used the chamber to help them find workers and influence policy to help keep wages of workers as low as possible.
- The chamber of mines was a tool in which the Randlords influenced the policy of the land to allow them to exploit especially the blacks in mining sector and to push them into labour.
- Any other relevant answer (1 x 2) (2)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Ensuring a labour supply
- Undermining black competition on land ownership (2 x 1) (2)

2.3.2 *[Interpretation of evidence from Source 2C– L2]*
- The mine owners did not want blacks to have land in order to kill their economic independence.
- If blacks did not own the land, it would be easy for them to start working in the mines because of poverty.
- Any other relevant answer (1 x 2) (2)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

2.3.3 *[Extraction of evidence from Source 2C – L1]*
- Conquest
- Land dispossession
- Taxation
- Pass laws (3 x 1) (3)

2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- It was good for the mining companies to have black migrant workers because it allowed them to use them as cheap labour that could be discarded later when not needed thereafter.
- They could exploit them as cheap migrant labour very easily and profit from it than if blacks became citizens with rights.
- Any other relevant answer (1 x 2) (2)

2.3.5 *[Interpretation of evidence from Source 2C– L2]*
- For as long as there were reserves which the natives owned as independent states, they could be denied rights in urban South Africa, therefore they could be exploited by the mining companies as cheap migrant labour.
- Any other relevant answer (1 x 2) (2)

2.4

2.4.1 *[Comparison of evidence from Source 2A and Source 2C– L3]*
- In Source 2A people came from both overseas and Southern Africa to seek their fortune but in Source 2C blacks were forced into labour.
- Any other relevant answer (1 x 2) (2)

2.5

2.5.1 *[Interpretation of evidence from Source 2C – L2]*
- To show the Hohenheim mansion house that was owned by Sir Lionel Philips.
- It is an indication of the wealth of the Randlords and the opulence that they lived under.
- Any other relevant answer (1 x 2) (2)

2.5.2 *[Interpretation of evidence from Source 2C – L2]*
- The photograph shows that there had emerged a very wealthy class of people who lived a life of luxury in places like Parktown.
- It is a primary source that shows that a capitalist class emerged in South Africa made of mine owners known as the Randlords.
- Any other relevant answer (1 x 2) (2)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

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

Candidates could include the following aspects in their responses:

- South Africa was not a single state in the beginning, with the Cape Colony and Natal under the British and Transvaal and Orange Free State under the Boers. (Source 2A)
- The natives had been conquered by the white settlers and owned very little land. (Source 2A)
- Minerals like gold were found and it attracted migrants from overseas and southern Africa. (Source 2A)
- Mining created a new class of capitalists called Randlords, who were men who started with diamond mining, then went into gold mining. (Source 2B)
- They created a chamber of mines, which was an association that helped them forge ways in which they could exploit their labourers. (Source 2B)
- Through land dispossession, pass laws and taxation, blacks were forced to become the labour class and cheap migrant workers. (Source 2C
- They were never considered citizens of urban South Africa, so that they could only serve the interest of white South Africa. (Source 2C)
- 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 why did different social classes emerge in South Africa after the discovery of minerals** • 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. **Why did different social classes emerge in South Africa after the discovery of minerals**. • 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 why did different social classes emerge in South Africa after the discovery of minerals** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)

[50]

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

QUESTION 3: WHAT WAS THE NEGATIVE IMPACT OF THE NATIVES LAND ACT OF 1913 ON THE SOUTH AFRICAN SOCIETIES?

3.1

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

- Most Africans (1 x 1) (1)

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

- These Africans were either wage labourers or tenants. (1 x 1) (1)

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

- Cash tenants (rent tenants)
- Labour tenants
- Share croppers (3 x 1) (3)

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

- Black sharecroppers proved to be a good competition for wealthier white farmers, which is the reason why they were opposed to sharecropping.
- Black farmers preferred to become independent through sharecropping rather than working for white farmers as cheap labourers thus affecting labour negatively in white farms.
- Any other relevant answer. (2 x 2) (4)

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

- Black competition for land. (1 x 2) (2)

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

- Pressure from politically powerful white farmers
- To prevent Africans from competing with whites in the land market
- To force sharecroppers and cash tenants to become wage labourers or labour tenants. (3 x 1) (3)

3.2

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

- Were thrown off the farms. (1 x 2) (2)

3.2.2 *[Explanation of a concept in context from Source 3B – L2]*

- The small and scattered pieces of land in South Africa that were exclusively earmarked for the use by the indigenous people forming about 7-13% of South Africa's land as stipulated in the Native Land Act of 1913.
- Any other relevant

(1 x 2) (2)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

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

- The government was not willing to allow any white person to rent a piece of land to the blacks, and would severely punish any offender.
- Any other relevant response (1 x 2) (2)

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

- Conditions there were very poor, with soil erosion and malnutrition and disease increasing. (1 x 2) (2)

3.3

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

- Sol Plaatje (1 x 2) (2)

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

- Native life in South Africa (1 x 2) (2)

3.3.3 *[Interpretation of evidence from Source 3C – L1]*

- The passing of the 1913 Land Act made a native a reject and an outcast in their land of origin.
- Black people lost all their rights in South Africa when The Native Land Act was passed and were worse than slaves.
- Any other relevant answer (2 x 2) (4)

3.3.4 *[Interpretation of evidence from Source 3C – L1]*

- When the government used coercion or force to move black people from their land and property, through the Land Act of 1913.
- Any other relevant answer (1 x 2) (2)

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

- Black South Africans had nowhere to go, and did not know where to go after they were evicted from the farms.
- They seemed to be in dire situation resembling that of refugees of war as they moved aimlessly in search of places to stay in fear of the white authorities.
- Blacks wondered around looking for places to stay with great fear of what the whites were doing to them.
- Any other relevant answer (2 x 2) (4)

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

3.4

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

- The photo shows the commitment of Sol Plaatje in exposing the suffering of Black natives because of the Native Land Act of 1913.
- To show how Sol Plaatje took great effort riding a bicycle through South Africa, to expose the cruelties of the Native Land Act.
- Any other relevant answer (1 x 2) (2)

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

- He wanted to expose the cruelties of the Native Land Act of 1913.
- He wanted to build a true reflection of the negative consequences of the Land Act by doing thorough research in order to write an accurate account.
- He was a member of the ANC and he was fighting for the rights of Africans who had been dispossessed of their land.
- Any other relevant answer. (1 x 2) (2)

3.5 *[Comparison of evidence from Sources 3C and 3D to ascertain how they support each other – L3]*

- Source 3C tells of Sol Plaatje traveling through South Africa recording the effects of the Native Land Act and Source 3D Shows Sol Plaatje on a bicycle that is said he used to travel South Africa in order to record the effects of 1913 Land Act.
- Both sources claim that Sol Plaatje was responsible of recording the effects of the Native Land Act.
- Both sources highlight that Sol Plaatjie was travelling through South Africa recording the effects of the of 1913 Native Land Act.
- Any other relevant Source (1 x 2) (2)

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

Candidates could include the following aspects in their responses:

- The government passed the Native Land Act of 1913 to prevent Africans from competing with Whites in the market (Source 3A)
- Majority of black South Africans stayed in white owned farms because they had been dispossessed off their land (Source 3A).
- Black farmers who were either sharecroppers or cash tenants were a threat to the white farmers (Source 3A).
- White farmers pressured the government to pass the Native Land Act of 1913 (Source 3B).
- Blacks were thrown off their farms including their livestock (Source 3B).
- They started to wander around South Africa like refugees seeking space in the reserves to settle (Source 3B).
- In the reserves they suffered poverty, soil erosion, malnutrition and diseases (Source 3C).

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

- The reserves were very far away and were becoming overcrowded (Source 3C).
- The black people were made homeless after being forcibly removed from White owned farms (Source 3C).
- Blacks had become pariahs or rejects in the land of their birth and were worse off than slaves (Source 3C).
- Any other relevant responses.

Use the following rubric to allocate marks:

Level 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of what was the negative impact of the Natives' Land Act of 1913 on the South African societies** • 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. **What was the negative impact of the Natives' Land Act of 1913 on the South African societies**? • 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 what was the negative impact of the Natives Land Act of 1913 on the South African societies** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)

[50]

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

SECTION B: ESSAY QUESTIONS

QUESTION 4: COLONIAL EXPANSION IN THE INTERIOR OF SOUTHERN AFRICA AFTER 1750.

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

SYNOPSIS

In writing this essay, learners should take a stance and explain if they agree or not that The Voortrekkers of the Cape found life under British control intolerable due to Anglicization, Ordinance 50 and lack of freedom to govern themselves.

MAIN ASPECTS

Learners could include the following aspects in their answer:

INTRODUCTION: Learners should take a line of argument by either AGREE or DISAGREE that the Voortrekkers of the Cape found life under British control intolerable due to Anglicization, Ordinance 50 and lack of freedom to govern themselves.

ELABORATION

- Political, Social and changes introduced by the British at the Cape
- Abolition of slave trade, followed by total ban on slavery
- Anglicising institutions like schools and churches
- English becoming a dominant language and Dutch being neglected by British authorities
- Ordinance 50 of 1828 - leading to shortage of labour Boers response to the changes
- Trekboers organised themselves and migrated towards the Natal colony and the North
- Rejected the British authority as exemplified by Retief manifesto
- Believed that British authorities discriminated against them in favour of British settlers, Xhosas and the Khoisan communities
- Went across the Orange river and Vaal river establishing boer republics.
- Encroaching into native kingdoms or chiefdom lands made difficult times for the Boers, but they had advanced technology

CONCLUSION

Learners should tie up their argument with an acceptable and relevant conclusion.

[50]

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

QUESTION 5: THE SOUTH AFRICAN WAR FROM 1899-1902

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

SYNOPSIS

Learners are expected to explain the South African War, by showing the strategies and tactics that were used by both the British and the Boers during the South African War including the role played by Africans, Coloureds, Indians, women and children in this war."

MAIN ASPECTS

Learners should include the following aspects in their answer:

Introduction: Learners should a stance and explain if they support the stance or not that the South African War was called The Anglo-Boer War because it was seen as a white man's war, but Africans, Coloureds, Indians, women and children played a role in this war."

ELABORATION

- The British deploy their armies along the Borders of the Boer Republics.
- The Boers give the British an ultimatum.
- 9 October 1899 the war breaks out with Boer pre-emptive attack.

First phase of the S.A. War

Boer offensive

- Conventional Battles between the British and the Boers.
- Battles of Modderspruit and Nicolson's Neck won by the Boers.
- Boers besiege Ladysmith, Mafeking and Kimberly.
- General Redvers Buller lost many battles and was ultimately replaced by Lord Kitchener.

British offensive

- January 1900, Britain sent in reinforcements.
- This gave them an upper hand over the Boers.
- Ladysmith and Kimberly are saved for Boer sieges.
- March 1900 the British take control of the Orange Free State capital of Bloemfontein.
- About 14 000 Boer fighters surrender to the British but other decide to pursue guerrilla warfare.
- Lord Kitchener employs scotched Earth Policy
- Farms and town are destroyed and Boer women, children and the old are taken to the concentration camps by the British Army.
- High death rates in the concentration camps due to unsanitary conditions, malnutrition and diseases.

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

Other factors in the war

- Involvement of *Bitter einders* in the war prolonging the war.
- Boer women and children acted as spies, cooks and nurses in the country.
- Boers and British use black people, including Africans, Coloureds and Indians.
- Most of the black gave their loyalty to the British with the hope of freedom after the war.
- Many served as cooks, cleaners, scouts etc. and did not do actual fighting.
- The involvement of Emily Hobbhouse in exposing the concentration camps and ending the war.

- Klerksdorp meetings between the Boers and the British in 1902.
- The signing of the treaty of Vereeniging on 31 May 1902.

CONCLUSION

- Learners should tie up the discussion with a conclusion relevant to the essay.

[50]

SEE ACADEMY

Downloaded from SEE academy: www.seeacademy.coza

QUESTION 6: THE SOUTH AFRICAN WAR AND UNION

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

SYNOPSIS

Learners are expected to explain the extent in which black people in South Africa positively supported the formation of the Union of South Africa and its discriminatory policies.

MAIN ASPECTS

Learners should include the following aspects in their answer:

- Introduction: Learners should take stance and explain to either a LARGER/ GREATER or LESSER extent did black people in South Africa positively support the formation of The Union of South Africa and its discriminatory policies.

ELABORATION

Background:

- The South African War and the involvement of blacks in this war.
- The Surrender of the Boers
- Sir Alfred Milner rule before 1910
- Reconciliation between the British and the Boer

Body:

- Klerksdorp meetings between the Boers and the British in 1902.
- The signing of the treaty of Vereeniging on 31 May 1902.
- The formation of the SANNC
- Delegations sent to Britain, petitions and court action.
- The role of Merriman in challenging discrimination against blacks
- The 1913 Native Land Act.
- Any other relevant answer

CONCLUSION

- Learners should tie up the discussion with a conclusion relevant to the essay.

[50]

TOTAL: 150

SEE ACADEMY

Copyright reserved