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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 10

HISTORY

NOVEMBER 2024

MARKS: 150

TIME: 3 hours

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This question paper consists of 9 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 in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: COLONIAL EXPANSION AFTER 1750

   QUESTION 2: SOUTH AFRICAN WAR AND UNION FROM 1899 TO 1902

   QUESTION 3: THE NATIVE LAND ACT OF 1913

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: COLONIAL EXPANSION AFTER 1750

   QUESTION 5: THE SOUTH AFRICAN WAR FROM 1899 TO 1902

   QUESTION 6: SOUTH AFRICAN WAR AND UNION FROM 1899 TO 1913

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can 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 can either be a source-based question or an essay question.

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

6. When answering questions, learners should apply their 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 neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions in this section.
Source material to be used to answer these questions is contained in the ADDENDUM

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

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

1.1.1 Since when, according to the source, had the Dutch been at the Cape? (1 x 1) (1)

1.1.2 Define the historical term *colonialism* in your own words. (1 x 2) (2)

1.1.3 Quote a reason from the source why the VOC could no longer afford to administer its colony. (1 x 1) (1)

1.1.4 Comment on the statement, "When the British took control of the Cape for the second time in 1806, they brought with them new ideas of governance". (1 x 2) (2)

1.1.5 Using the information in the source and your own knowledge, comment on what do you think are the reasons that the British took control of the Cape for the second time? (2 x 2) (4)

1.2 Read Source 1B.

1.2.1 When according to the source, was slave trade abolished in Britain? (1 x 1) (1)

1.2.2 State TWO groups of people from the source, who could still be sold. (2 x 1) (2)

1.2.3 What were the TWO implications, according to the source, of abolition of slave trade in the Cape colony? (2 x 1) (2)

1.2.4 Mention FOUR ways on how the lives of slaves were improved by passing new laws. (4 x 1) (4)

1.2.5 Comment on the implication of the statement "The freed slaves at the Cape were given nothing to help them start a new life. They did not receive money, land or training." (1 x 2) (2)

1.2.6 Why do you think many slaves moved to the cities to find work? (2 x 2) (4)

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1.3 Use Source 1C.

1.3.1 Why do you think this photograph was taken? (1 x 2) (2)

1.3.2 Explain why black migrant labourers were made to stay in the mine compounds in South African mines. (1 x 2) (2)

1.4 Consult Source 1D.

1.4.1 What was the reason, according to the source, many black people were forced to become migrant workers? (1 x 1) (1)

1.4.2 Explain the term *migrant worker* in your own words. (1 x 2) (2)

1.4.3 Comment on the statement "This was the only way to earn money but still kept ties with their old way of life in their farms (home)." (2 x 2) (4)

1.4.4 Which companies, according to the source, had to find ways to force rural Africans into migrant labour? (1 x 1) (1)

1.4.5 Name THREE results according to the source, that happened when the British and the Boer governments in South Africa introduced taxes to force Black South African workers in to migrant labour. (3 x 1) (3)

1.5 Refer to Sources 1C and 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the migrant labour system in South Africa. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explain how British colonial control of South Africa led to indigenous populations being coerced into labour force? (8)

[50]

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

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

2.1 Refer to Source 2A.

2.1.1 Identify the FOUR states, that existed in what was to become South Africa. (4 x 1) (4)

2.1.2 Whom, according to the source controlled:

(a) The Cape Colony and Natal. (1 x 1) (1)

(b) The Transvaal and the Orange Free State. (1 x 1) (1)

2.1.3 Comment on the statement: "Most African Kingdoms had been defeated, but some had managed to retain control over limited amounts of land." (1 x 2) (2)

2.1.4 Which mineral, according to the source ran for many kilometres underground? (1 x 1) (1)

2.1.5 Explain the implications of the statement "People from overseas in ships, and travelled from all over southern Africa in ox-wagons or on foot, walking long distances." (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 What, according to the Source, are TWO reasons that made it expensive for individuals to operate a gold mine? (2 x 1) (2)

2.2.2 Name TWO, now famous men according to the source, who provided leadership in the early gold-mining days. (2 x 1) (2)

2.2.3 Comment on the implication of the words "These men soon began to work in partnership and created mining companies." (1 x 2) (2)

2.2.4 What, according to the source was the Chamber of Mines? (1 x 2) (2)

2.2.5 What do the words in the source "It became a very powerful association that used its power to benefit the mine owners" mean? (1 x 2) (2)

2.2.6 Define the historical term *capitalist* in your own words. (1 x 2) (2)

2.2.7 Using the information in the source and your own knowledge, what were objectives of this association that benefitted the mine owners? (1 x 2) (2)

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2.3 Use Source 2C.

2.3.1 What, according to the source, was the TWO chief consideration of the authorities? (2 x 1) (2)

2.3.2 Explain the implications of the statement "the chief consideration was ensuring a labour supply and undermining black competition on the land." (1 x 2) (2)

2.3.3 List THREE, according to the source, the designs that forced black people into labour markets. (3 x 1) (3)

2.3.4 Explain, what made the employers and authorities to entrench the labour migrancy? (1 x 2) (2)

2.3.5 What are the implications of the statement "The preservation of communal areas from which migrants could be drawn had the effect of lowering wages, by denying Africans rights within the urban areas" on black society? (1 x 2) (2)

2.4 Consult Sources 2A and 2C. Explain how evidence in Source 2C contrast with information in Source 2A on how people in general, migrated into urban areas of South Africa. (1 x 2) (2)

2.5 Consult Source 2D.

2.5.1 Why do you think this photograph was taken? (1 x 2) (2)

2.5.2 Explain what this picture means about the emergence of a capitalist class called Randlords and their lifestyle. (1 x 2) (2)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why did different social classes emerge in South Africa after the discovery of minerals. (8)

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

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

3.1 Refer to Source 3A.

3.1.1 Which people, according to the source, lived and worked on white owned land outside of the reserves? (1 x 1) (1)

3.1.2 Why, according to the source, were they allowed to stay on these white owned lands? (1 x 1) (1)

3.1.3 List THREE types of tenants that are mentioned in the source. (3 x 1) (3)

3.1.4 Comment on what is implied by the statement 'The wealthier white landowners were opposed to sharecropping as they complained that it took away their cheap labour, as Africans preferred to be sharecroppers rather than low paid farm workers. (2 x 2) (4)

3.1.5 What, according to the source, were white land owners unhappy about? (1 x 2) (2)

3.1.6 State THREE reasons, in the source, why the Native Land Act of 1913 was passed by the government. (3 x 1) (3)

3.2 Use source 3B.

3.2.1 What, according to the source happened to the thousands of black people who could not obtain such employment, or perhaps did not want it? (1 x 2) (2)

3.2.2 Define the concept *Black reserves/Homelands* in the context of the Native Land Act of 1913. (1 x 2) (2)

3.2.3 What does the statement 'The law also stated that to provide landless black person with a place to live was forbidden under the penalty of 100 pounds (a great deal of money at the time) or six months' imprisonment? (1 x 2) (2)

3.2.4 What type of conditions, according to the source, existed in the reserves? (1 x 2) (2)

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3.3 Consult Source 3C.

3.3.1 Name, the person, in the source who travelled about South Africa to record the effects of the passing of the Land Act of 1913. (1 x 2) (2)

3.3.2 Which book, according to the source, was published in 1916? (1 x 2) (2)

3.3.3 Explain, the implication of the statement "Awaking on Friday morning, June 20, 1913 [The day the Natives' Land Act had been passed], the South African Native found himself, not actually a slave, but a pariah [outcast] in the land of his birth." (2 x 2) (4)

3.3.4 Define the concept *Forced removals* in the context of Native Land Act of 1913. (1 x 2) (2)

3.3.5 Comment on the meaning of the statement "They wandered about the countryside in search for shelter and a place to stay. It looked, he wrote, as if these people were so many fugitives escaping from war, with the enemy pressing hard on their heels." (2 x 2) (4)

3.4 Study Source 3D.

3.4.1 Explain why the photographer took this picture of Sol Plaatje. (1 x 2) (2)

3.4.2 Why, according to your interpretation, did Sol Plaatje take a journey to record the effects of the Native Land Act of 1913. (1 x 2) (2)

3.5 Refer to Sources 3C and 3D, explain how the visual source supports the written source regarding the recording of the effects of the Native 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 EIGHT lines (80 words) and explain to what extent was the impact of the Natives Land Act of 1913 negative on the South African societies? (8)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions in this section. Your essay should be about THREE pages long

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

"The Voortrekkers of the Cape found life under British control intolerable due to Anglicization, Ordinance 50 and lack of freedom to govern themselves."

Do you agree with the statement? Use relevant evidence to support your line of argument. **[50]**

QUESTION 5: THE SOUTH AFRICAN WAR FROM 1899 TO 1902

"The South African War was called The Anglo-Boer War because it was seen as a white man's war, but Africans, Coloureds and Indians played a role in this war."

Critically discuss this statement and use relevant historical evidence to support your line of argument. **[50]**

QUESTION 6: THE SOUTH AFRICAN WAR AND UNION FROM 1899 TO 1910

Explain to what extent did the segregationist government succeed in creating the Union of South Africa with its discriminatory policies which won the support of black people in the early 1900s.

Use relevant evidence to support your line of argument. **[50]**

GRAND TOTAL: 150

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GRADE 10

HISTORY

NOVEMBER 2024

ADDENDUM

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

SOURCE 1A

This source below refers to the beginning of European colonialism that started at the Cape by the Dutch and they were followed by the British.

The Dutch had been at the Cape since 1652 and had set up a refreshment station there. After many successful years at the Cape, the VOC was beset by problems. By the late 18th century, the VOC was bankrupt and could no longer afford to administer its colony. In 1803 the Cape was given back to the Dutch government.

In 1806 a British fleet landed at the Cape and troops occupied Cape Town. The Dutch eventually surrendered and Britain took over the Cape Colony for the second time. Black and white inhabitants were now British subjects.

When the British took control of the Cape for the second time in 1806, they brought with them new ideas of governance They encouraged the expansion of agricultural production and the Cape began exporting wheat, wine and merino wool.

[From: New Generations History: Learner's book: Stephenson C, et al]

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SOURCE 1B

The source below explains about the changing patterns of labour in South Africa when slaves we released by the British.

The abolition of slave trade in 1807 in Britain meant that there was a ban on importing new slaves to the colonies. However, people who were already enslaved and their new born children still remained slaves and could still be sold. These new laws meant that slaves became more expensive, because there were fewer slaves available. In the Cape colony, all slaves now had to be registered and the sale of slaves was more carefully controlled. During the next few years, laws were passed to improve the life of slaves, for instance allowing them to marry, allowing them, 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.

All slaves in the British colonies were eventually freed in December 1834, but they had to work for their former owners for the next four years, until December 1838, before they were truly free to leave. The freed slaves at the Cape were given nothing to help them start a new life. They did not receive money, land or training. Some continued to do the same kind of work, either with their former owners, or at different farms. Many slaves moved to the city to find work. Others moved to the mission stations, where Christian slaves were given plots of land. Some slaves tried to reunite with their families.

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SOURCE 1C

The visual source below showing African migrant workers in a mine compound where their movement was strictly controlled to avoid theft and escaping from the mines.



[From: The History of South Africa – Show Me South Africa (showmesa.co.za): Accessed 22/07/2024]

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SOURCE 1D

The source below explains how black South Africans were forced into migrant labour.

When mining first started, many black South Africans were forced to become migrant workers. This was the only way to earn money but still kept ties with their old way of life in their farms (home).

- Under the system, workers would work for a contract period of three to twelve months and then go back home to their families in the reserves.
- Mine owners soon found that if wages were too low, migrant workers often chose not to return to work but to rather stay on their farms.

The mining companies had to find ways to force rural Africans into migrant labour. With the help of the British and Boer governments in South Africa, they found way to do this. Most Africans were subsistence farmers; they did not take part in money economy.

- 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.

[From: New Generations History: Learner's book: Stephenson C, et al]

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

SOURCE 2A

The source below describes the South African society before it became a unitary (one) state.

South Africa in 1886 was not one country yet. There were four different states. These were the Cape colony, Natal, Transvaal and the Orange Free State. The Cape colony and Natal were ruled by Britain as colonies. The Transvaal and the Orange Free State were Boer republics. Most African Kingdoms had been defeated, but some had managed to retain control over limited amounts of land.

The gold ran for many kilometres underground. Many thousands of people came to the Witwatersrand to seek their fortune. People from overseas in ships, and travelled from all over southern Africa in ox-wagons or on foot, walking long distances. As more railway tracks were laid, more people came by train.

[er's book: Johanesson, B, et al

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SOURCE 2B

The source below highlights the creation of the capitalist class in South Africa which began with the mineral revolution in the 19th century.

It was too expensive for individuals to operate a gold mine. much machinery was needed and expensive technologies had to be developed. Leadership in the early gold-mining days was provided by a small group of now famous men including Cecil John Rhodes, Barney Barnato and Alfred Beit, who had already made their fortune in the diamond mines. These men soon began to work in partnership and created mining companies.

In 1899, the mine owners – also known as the Randlords – joined together to form a mine-owners' association called a Chamber of Mines. It became a very powerful association that used it power to benefit the mine owners. They worked together to agree on how to deal with common problems – how to find workers and how to keep wages as low as possible. The profits from the mines were taxed and the tax was paid to the Transvaal government.

[From: Focus History Learner's book: Johanesson, B, et al]

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SOURCE 2C

The source below describes how different races were treated on South Africa leading to the creation of poor black migrant labour class.

For the white authorities, however, the chief consideration was ensuring a labour supply and undermining black competition on the land. Conquest, land dispossession, taxation and pass laws were designed to force black people off the land and channel them into labour markets, especially to meet the needs of the mines.

Gradually, the alternatives available to Africans were closed, and the decline of the homestead economy made wage labour increasingly essential for survival. The integration of Africans into the emerging urban and industrial society of South Africa should have followed these developments, but short-term, recurrent labour migrancy suited employers and the authorities, which sought to entrench the system.

The closed compounds pioneered on the diamond fields, as a means of migrant labour control, were replicated at the gold mines. The preservation of communal areas from which migrants could be drawn had the effect of lowering wages, by denying Africans rights within the urban areas and keeping their families and dependants on subsistence plots in the reserves.

Africans could be denied basic rights if the fiction could be maintained that they did not belong in "white South Africa", but to "tribal societies" from which they came to service the "white man's needs". Where black families secured a toehold in the urban areas, local authorities confined them to segregated "locations".

[From: The History of South Africa - ShowMe South Africa (showmesa.co.za): Accessed 22/07/2024]

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SOURCE 2D

The photograph below is a photograph of First of the Randlord mansions, Hohenheim. It was the home to Sir Lionel Phillips and his wife Lady Florence Phillips. It was the first house built in Parktown in 1892 to1894



[From: https://commons.wikimedia.org/w/index.php?search=Randlords&title: Accessed: 22/07/2024]

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

SOURCE 3A

The source below gives light to why it became important to pass the Land Act in 1913.

At the start of 20th century, most Africans in South Africa lived and worked in the reserves or on white owned land outside of the reserves. These Africans were either wage labourers or tenants.

There were three types of tenants:

- Cash tenants (rent tenants) – paid rent in cash to the land owner
- Labour tenants – worked for the land owner in return for the use of some of the land for themselves;
- Sharecroppers – used the land of a white farmer and shared the crop with him

Sharecropping benefitted both the white farmer and the sharecropper. The wealthier white landowners were opposed to sharecropping as they complained that it took away their cheap labour, as Africans preferred to be sharecroppers rather than low paid farm workers.

They called upon the government to make sharecropping illegal. Before the Natives land act of 1913, Africans were able to buy land taken from their ancestors back from the whites. Many white landowners were unhappy about this black competition for land and called for the government to restrict black land ownership.

Largely because of the pressure from the politically powerful white farmers, the government passed the natives Land Act of 1913. To prevent Africans from competing with whites in the land market and to force sharecroppers and cash tenants to become wage labourers or labour tenants.

[From: New Generations History: Learner's book: Stephenson C, et al]

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SOURCE 3B

The source describes the horrible conditions in which many black people found themselves in after they had been pushed off the land through the Land Act of 1913.

> The results were that many thousands of black people, who could not obtain such employment, or perhaps did not want it, were thrown off the farms, often with their livestock. They wandered about – men, women and children – in all weather conditions, trying to find a place where they could stay. The law also stated that that to provide landless black person with a place to live was forbidden under the penalty of 100 pounds (a great deal of money at the time) or six months imprisonment. The reserves were often very far away, and were also becoming more and more overcrowded. Conditions there were very poor, with soil erosion, malnutrition and disease increasing.
>
> [From: Focus History Learner's book: Johanesson, B, et al]

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SOURCE 3C

The following source explains the experiences of Sol Plaatje who had travelled through South Africa to record the effects of the Land Act on Native South Africans.

In 1913 he (Sol Plaatje) travelled about parts of South Africa to observe and report on the conditions of black people after the passing of the Natives' Land Act. This led to the publication in 1916 of his book, *Native Life in South Africa.*

The first sentence of his now famous book reads: 'Awaking on Friday morning, June 20, 1913 [The day the Natives' Land Act had been passed], the South African Native found himself, not actually a slave, but a pariah [outcast] in the land of his birth'. In this book, Plaatje tells from the first-hand experience of the sufferings of those black people who were made homeless after their forced removal from white owned farms. They wandered about the countryside in search for shelter and a place to stay. It looked, he wrote, 'as if these people were so many fugitives escaping from war, with the enemy pressing hard on their heels'.

[From: Focus History Learner's book: Johanesson, B, et al]

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SOURCE 3D

The photograph below is of Sol Plaatje, the founding member of the ANC and activist who travelled through South Africa on his bicycle, recording the suffering of Native South Africans after the passing of the Native Land Act of 1913.



[From: Sol Plaatje and the antinomies of writing against 'South Africa' – The Mail & Guardian (mg.co.za): accessed 27/07/2024]

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ACKNOWLEDGEMENTS

1. https://commons.wikimedia.org/w/index.php?search=Randlords&title
2. Sol Plaatje and the antinomies of writing against 'South Africa' – The Mail & Guardian (mg.co.za)
3. Stephenson C, et al, *New Generations History: Learner's book*, Maskew Miller Longman, Cape Town, 2017
4. Stephenson, C, et al, *New Generation History Grade 10: Learners' book*, New Generation, Durban, 2013
5. The History of South Africa - ShowMe South Africa (showmesa.co.za)

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