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GRADE 10

NOVEMBER 2017

**HISTORY
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 21 pages.

1. SOURCE BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1 (L1)	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	40% (20)
LEVEL 2 (L2)	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
LEVEL 3 (L3)	<ul style="list-style-type: none"> Interpret and evaluate evidence from the 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 following information below indicates how to 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.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks ✓✓✓✓

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____ • _____
 _____ • _____ • _____
 ✓✓✓✓

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin 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 essays 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 answer.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learners will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinion supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question

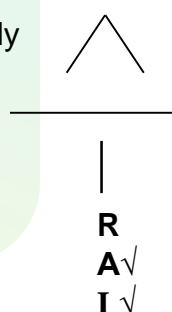
2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the extended writing, ticks need to be awarded for a relevant introduction (indicated by a bullet in memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum) and a relevant conclusion (indicated by a bullet in the memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



2.5 The Matrix

2.5.1 Use of analytical matrix in the marking of essay.

In the marking of essays, with reference to page 6, the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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 essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

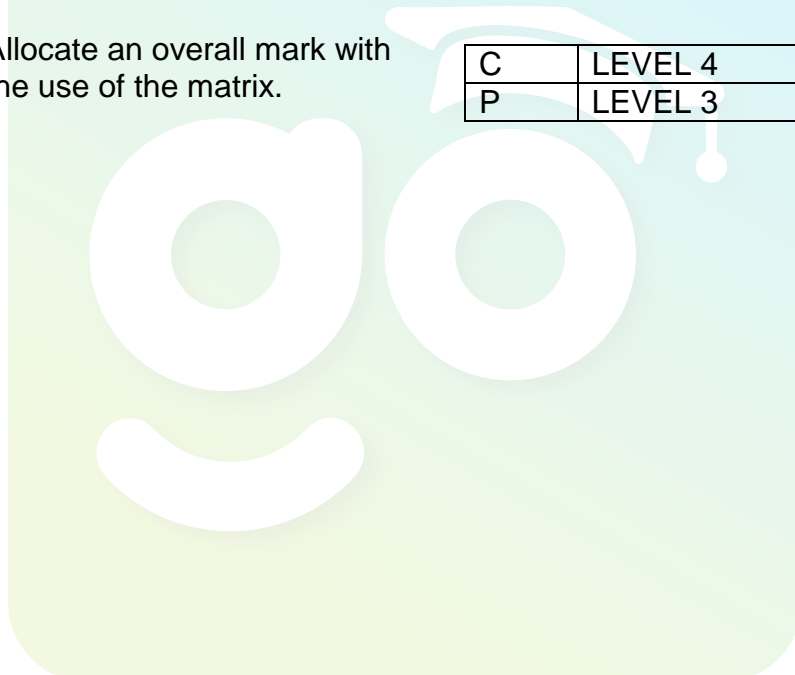
C	LEVEL 4	

- (b) The second reading of 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	



MARKING MATRIX FOR ESSAY: TOTAL: 50

	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.
PRESENTATION →							
CONTENT ↓							
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 or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not 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

SECTION A: SOURCE-BASED QUESTION**QUESTION 1: HOW WAS SHAKA PERCEIVED IN THE BUILDING OF THE ZULU NATION?**

- 1.1 1.1.1 [*Extraction of information from Source 1A – L1*]
 • Francis Fynn
 • Nathaniel Isaacs (2 x 1) (2)
- 1.1.2 [*Interpretation of evidence from Source 1A – L2*]
 • They wanted to make their work interesting
 • They wanted to sell their books
 • They wanted the British authorities to take control of Port Natal
 • It would mean a fortune for both authors
 • Any other relevant response (Any 2 x 2) (4)
- 1.1.3 [*Extraction of evidence from Source 1A – L1*]
 • Bloodthirsty
 • Murderer (2 x 1) (2)
- 1.2 1.2.1 [*Extraction of information from Source 1B – L1*]
 • Brilliant
 • Courageous
 • Intelligent (3 x 1) (3)
- 1.2.2 [*Definition of a concept from Source 1B – L1*]
 • Is a leader who does not listen to other people's views
 • Absolute ruler who does not allow opposition
 • Any other relevant explanation (Any 1 x 2) (2)
- 1.2.3 [*Evaluate the usefulness of Source 1B – L3*]
 • It gives a balanced account of Shaka
 • It shows the positive side of Shaka
 • The source indicates Shaka did what he could to build a strong Zulu nation
 • He commemorates Shaka as a legend for building of the Zulu nation
 • Any other relevant response (Any 2 x 2) (4)
- 1.2.4 [*Extraction of evidence from Source 1B – L1*]
 • Shaka went against customs of the people
 • He over-used the army
 • Allowing his soldiers little time for normal pursuits of peace (3 x 1) (3)

- 1.3 1.3.1 [*Extraction of evidence from Source 1C – L1*]
This series reached an enormous audience and received wide coverage. (1 x 2) (2)
- 1.3.2 [*Extraction of evidence from Source 1C – L1*]
 - It advocated inter-racial co-operation
 - Change the view of people labelling the Zulus as barbarians
(Any 1 x 2) (2)
- 1.3.3 [*Extraction of evidence from Source 1C – L1*]
 - The depiction of the control exerted by the traders over Shaka
 - The use of a White narrator
(Any 1 x 2) (2)
- 1.4 1.4.1 [*Extraction of evidence from Source 1D – L1*]
 - Spear
 - Shield
(2 x 1) (2)
- 1.4.2 [*Interpretation of evidence from Source 1D – L2*]
 - Shortened the spear
 - Attacked bull-horn form
 - Strict discipline imposed in his warriors
 - Led them run bare feet over thorns/warm coals
 - Any other relevant response
(Any 2 x 2) (4)
- 1.4.3 [*Interpretation of evidence from Source 1D – L2*]
 - He was a warrior
 - He is powerful
 - He is confident
 - Any other relevant response
(Any 2 x 2) (4)
- 1.4.4 [*Interpretation of evidence from Source 1D – L2*]
 - To kill his enemies at close range
 - It was easier to handle and throw at the enemy
 - Any other relevant response
(Any 2 x 2) (4)
- 1.4.5 [*Interpretation of evidence from Source 1D – L2*]
 - To protect themselves during fighting
 - To prevent them from being stabbed during fighting
 - To avoid being beaten by the knobkerrie
 - Any other relevant response
(Any 2 x 2) (4)

1.5 [Interpretation, analysis and evaluation of evidence from relevant sources and own knowledge – L3]

Candidates could include the following aspects in their response:

- Shaka was perceived as a despotic man (Source 1A and 1C)
- Shaka was bloodthirsty and a murderer (Source 1A)
- Shaka was a mighty, innovative warrior and a charismatic leader who united warring tribes into a nation (Source 1B)
- Shaka was a clever man with foresight and intuition (Source 1B)
- Shaka slaughtered thousands of his own people (Source 1A)
- Shaka built a strong Zulu nation (Own knowledge)
- Shaka was a legendary king and brilliant general (Source 1B)
- The television series was released to change view
- Strong warrior (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how Shaka was perceived in the building of the Zulu nation • Uses evidence partially or cannot write a paragraph 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how Shaka was perceived in the building of the Zulu nation • Uses evidence in a basic manner to write a paragraph 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant sources, e.g. demonstrates a thorough understanding of how Shaka was perceived in the building of the Zulu nation • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 5 – 6

(6)
[50]

QUESTION 2: HOW DID BRITISH CONTROL CHANGE THE POLITICAL, ECONOMICAL AND SOCIAL LANDSCAPE OF THE CAPE?

- 2.1 2.1.1 *[Definition of historical concept from Source 2A – L1]*
- A slave is a person who is someone else's possession
 - A slave is a person who works hard without payment
 - Any other relevant explanation (Any 1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- They worked long hours under poor conditions
 - Often not given enough healthy food
 - Lived in overcrowded and dirty conditions (Any 1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- According to the British law, slavery was unconstitutional
 - The way they were treated was unfair and inhumane
 - Missionaries pressurised the British government to change their policy
 - It was immoral
 - Any other relevant response (Any 1 x 2) (2)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
Abolition of Slavery Act (1 x 2) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- (a)
- Were set free
 - Could re-unite with their families
 - Could become paid labourers
 - Most became workers for their ex-masters
 - Any other relevant response (Any 1 x 2) (2)
- (b)
- Lose labourers
 - Lose money
 - Any other relevant response (Any 1 x 2) (2)
- 2.2 2.2.1 *[Extraction of information from Source 2B – L1]*
- Missus
 - Baas (2 x 1) (2)
- 2.2.2 *[Extraction of information from Source 2B – L1]*
- They were mad with rage
 - They were irritated (Any 1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Some slaves were treated well by their masters
 - Some owners were kind to their slaves
 - Some owners were cruel
 - Some owners did not feed their slaves properly, rations were often small
 - Slaves were often sjambokked by their owners
 - Any other relevant response (Any 2 x 2) (4)

2.2.4 *[Analysis of evidence from Source 2B – L3]*

JUSTIFIED

- Because the British abolished slavery
- He was free at last from the cruel treatment of his master
- His master drove his slaves off his farm

Any other relevant response

OR

NOT JUSTIFIED

- Because Katie's master was kind to her
- Katie's master did not drive her off the farm

Any other relevant response

(Any 2 x 2) (4)

2.3 2.3.1 *[Definition of concepts from Source 2C – L1]*

- To take someone else's land by force

Any other relevant explanation

(Any 1 x 2) (2)

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

- Saw themselves as superior
- They saw themselves as the stronger race and more civilised
- Saw no value in Xhosa culture and society

Any other relevant response

(Any 1 x 2) (2)

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

- They had guns
- They had horses
- They were militarily stronger

(Any 1 x 2) (2)

2.3.4 *[Extraction of evidence from Source 2C – L1]*

- They wanted to change Xhosa into wage labourers
- They saw no value in Xhosa culture and society
- They claimed to be doing that to keep the peace

Any other relevant response

(Any 1 x 2) (2)

2.4 2.4.1 *[Extraction of information from Source 2D – L1]*

Xhosa chief

(1 x 1) (1)

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

- He believed it will drive the colonists off their land into the sea
- He was a believer in ancestors
- Also believed that they will have better/more cattle and grain

Any other relevant response

(Any 1 x 2) (2)

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

The prophecy made by a Xhosa young girl that the Xhosas must kill their cattle and burn their grain

(1 x 2) (2)

2.4.4 *[Extraction of information from Source 2D – L1]*

- Cattle and people he led
- He lost his chieftaincy
- People left him to search for food and became labourers

(3 x 1) (3)

2.4.5 *[Extraction of information from Source 2D – L1]*
Nongqawuse (1 x 2) (2)

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

- Lost their land to the British
- Became labourers
- Led to starvation

 Any other relevant response (Any 1 x 2) (2)

2.5 *[Interpretation, analysis, evaluation of evidence from the relevant sources – L3]*

Candidates could include the following aspects in their response:

- Slaves were set free (Source 2A)
 - Reunited with their families (own knowledge)
 - Become craftsmen (own knowledge)
 - People lost their fertile land and cattle (Source 2D)
 - Xhosa became labours of white settlers (Source 2C)
 - People become homeless (Source 2D)
 - Many Africans worked on white owned industries and mine (own knowledge)
 - Xhosa land was annexed by the British (Source 2C)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how British control changed the political, economic and social landscape of the Cape • Uses evidence partially or cannot write a paragraph 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of how British control changed the political, economic and social landscape of the Cape • Uses evidence in a basic manner to write a paragraph 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant sources, e.g. demonstrates a thorough understanding of how British control changed the political, economic and social landscape of the Cape • 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 SOUTH AFRICAN WAR NOT ONLY AFFECT THE AFRIKANERS, BUT ALSO BLACK SOUTH AFRICANS?

- 3.1 3.1.1 *[Extraction of information from Source 3A – L1]*
- Disrupted the migrant labour system
 - Deprived them from income to buy grain, pay rent and tax
 - Blacks had to move back to already overpopulated rural area (3 x 1) (3)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2]*
- They had very little or no food in the camps
 - No medical care provided
 - Free rations were provided in exceptional cases
 - Housing was inadequate as they had to build their own huts
 - Living conditions were poor
 - Any other relevant response (Any 2 x 2) (4)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Labour tenants
 - Cash tenants
 - Share-croppers (3 x 1) (3)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Rations were usually provided
 - They were given wages of 40 to 50 shillings
 - They did not like the Boers because of discrimination
 - They thought that if Britain can win the war they will live better lives in South Africa
 - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of information from Source 3B – L1]*
- The British created separate camps for Blacks from the start of the war
 - Maintenance spent on white camps were a lot higher than that spent on the Black camps due to the fact that Blacks had to build the country (Any 1 x 2) (2)
- 3.2.2 *[Extraction of information from Source 3B – L1]*
- 14 154 (1 x 1) (1)
- 3.2.3 *[Evaluate the usefulness of evidence in Source 3B – L3]*
- It shows the way Blacks were mistreated in the concentration camps hardly getting any food
 - Living conditions were harsher in Black concentration camps than in whites' camps
 - Higher death rate in black concentration camps
 - Any other relevant response (1 x 2) (2)
- 3.3 3.3.1 *[Definition of historical concepts 3C – L1]*
- (a)
- Is a fighting tactic to attack the enemies while not prepared
 - Hit-and-run
 - Any other relevant explanation (Any 1 x 2) (2)
- (b)
- A small group of Boer soldiers that use guerrilla tactic
 - Any other relevant response (Any 1 x 2) (2)

- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- Burning down farms
 - Destroying dams
 - Seizing farm animals
- (3 x 1) (3)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- British scorched earth policy
- (1 x 2) (2)
- 3.3.4 *[Interpretation of evidence from Source 3C – L2]*
- To end the war
 - To cut the Boers' food supplies and medical care
 - To drive women and children off into the open fields who were helping their men
 - To morally destroy the Boers that will force them to give up
- Any other relevant response
- (Any 2 x 2) (4)
- 3.3.5 *[Interpretation of evidence from Source 3C – L2]*
- Boers developed a deep hatred towards the British
 - Some Boers refused to stop the war – 'bittereinders'
 - Led to the end of the war
 - Treaty of Vereeniging was signed
 - Any other relevant response
- (Any 2 x 2) (4)
- 3.4 3.4.1 *[Extraction of information from Source 3D – L1]*
- Sarah's mother and her younger siblings were also placed in a concentration camp as punishment for feeding passing Boers
- (1 x 2) (2)
- 3.4.2 *[Extraction of information from Source 3D – L1]*
- To escape the British forces, she moved from farm to farm for several months
- (1 x 2) (2)
- 3.4.3 *[Interpretation of evidence from Source 3D – L2]*
- Women provided food for fighting men
 - Women provided medical care for the sick and wounded
 - Some fought side by side with the men
- Any other relevant response
- (Any 1 x 2) (2)
- 3.4.4 *[Analysis of evidence from Source 3D – L3]*
- Both sources commemorate women
 - Written source speaks of bravery of Sarah
 - Visual source monument erected for the bravery
 - Both sources show Boer women played a vital role during the war
 - Both sources mention that women were sent to concentration camps
- Any other relevant response
- (Any 1 x 2) (2)

3.5 [Interpretation, analysis, evaluation of evidence from the relevant sources – L3]

Candidates could include the following aspects in their response:

- Blacks were removed from farms and placed in concentration camps (Source 3A)
- Most blacks lost an income (Source 3A)
- Black death rate high because of starvation and diseases (Source 3B)
- Took the cattle and burned down the farms (Source 3C)
- Dams were destroyed (Source 3C)
- Women and children taken to concentration camps (Source 3D)
- Women not safe and joined the war and became soldiers (Source 3D)

Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of the impact that the South African War had on Afrikaners and Black South Africans • Uses evidence partially or cannot write a paragraph 	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the impact that the South African War had on Afrikaners and Black South Africans • Uses evidence in a basic manner to write a paragraph 	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant sources, e.g. demonstrates a thorough understanding of the impact that the South African War had on Afrikaners and 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

Answer at least ONE question, but not more than TWO questions from this section.

**QUESTION 4: TRANSFORMATION IN THE SOUTHERN AFRICA AFTER 1750:
THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING
MOSHOESHOE.**

‘In building the Sotho kingdom, Moshoeshoe was a diplomat.’

Do you agree with the statement? Substantiate your answer with relevant examples.

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

SYNOPSIS

Candidates should explain how diplomatic Moshoeshoe was in the building of the Basotho Kingdom.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a line of argument and indicate whether they agree with the statement or not.

Elaboration:

- Moshoeshoe's diplomacy
 - Moshoeshoe was a clever, loving leader who gave refugees a place to stay
 - Southern Sotho were united into a nation by Moshoeshoe, a leader with both military and diplomatic skills
 - He welcomed and protected the frightened fleeing people
 - In dealing with Kora and Griqua attacks, he used diplomacy and force
 - He bought off attackers with gifts of cattle
 - Defended his people by moving them to Thaba Bosui Mountain to easily guard attackers
 - Routes were few to the mountain, plenty of water to support 3000 people and animals
- Mafisa
 - Moshoeshoe lent cattle to impoverished people
 - Moshoeshoe helped refugees through Mafisa
- Relationship with Trekboers
 - Moshoeshoe accepted Trekboers
 - He gave them the right to use land
 - He lived peacefully with Trekboers
 - He was careful not to sign any document or accepted gifts
 - He wanted to ensure that they did not later allege that they bought the land

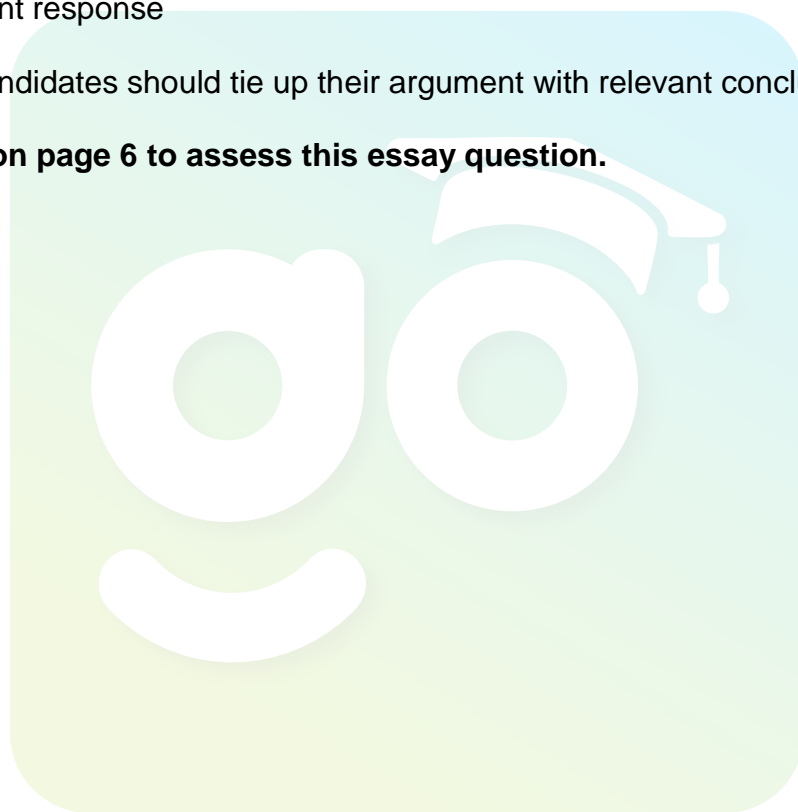
- Boers and Moshoeshoe
 - Moshoeshoe allowed some Boers to stay as guests in the Caledon Valley
 - Trading between them increased
 - Basotho exchange grain and cattle to Boers for guns and gunpowder
 - Conflict between Boers and Basotho started in 1840s when the Boers claimed they owned the land they occupied
- Moshoeshoe's relations with his neighbours
 - Used relationships with his neighbours to strengthen his Kingdom
 - Sent tribute to Shaka in the hope that he will be left in peace
 - After he defeated the Ndebele he treated them well
 - Invited missionaries which helped and advised Moshoeshoe in dealing with white people
 - During various battles Moshoeshoe asked for protection from Britain in 1868
 - Basotho became British territory but still managed to preserve his kingdom

Any other relevant response

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

Use the rubric on page 6 to assess this essay question.

[50]



QUESTION 5: COLONIAL EXPANSION AFTER 1750: CO-OPERATION AND CONFLICT IN THE HIGHVELD

How did the Colonial Expansion after 1750 led to cooperation and conflict in the Highveld?

Critically discuss the conflict between the British, Boers and Basotho's and the attempts made by the British to resolve it.

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

SYNOPSIS

Candidates should critically discuss the conflict between the Boers, British and Moshoeshoe and how it was resolved.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates can give background on the rise of Moshoeshoe and his relationship with the Boers

Elaboration:

- Boers came from the Cape, come into contact with Moshoeshoe while looking for land to settle in
- Bitter struggle of land between Moshoeshoe and Boers
- Reasons for the conflict between Boers and the Basotho
 - Conflict was over land between the Caledon and Orange rivers
 - The most fertile part was the Caledon river
 - At first Basotho and Boers lived peacefully
 - However in the 1830s Basotho were under pressure from different groups living in that area
 - Boer population increased and demand for land was growing
- Attempts to resolve the conflict
 - In 1843 Napier and Moshoeshoe signed a Treaty of Friendship
 - Boers were unhappy and to avoid conflict, Moshoeshoe loaned them land
 - Tension increased when Boers claimed the land as their permanent property
 - In 1850 Major Warden drew a new boundary favouring the Boers

- Moshoeshoe's reaction to the Warden Line
 - White settlers received basically all the land they requested
 - Warden's plan was to divide and rule
 - The Warden Line destroyed the Basotho's
 - They lost most of their fertile land
 - Moshoeshoe would lose control over thousands of his subjects
 - He refuses to accept the Warden Line
 - Raids and stealing of cattle continue and Moshoeshoe gets blamed
 - In 1851 Warden attacked the Basotho but was defeated at Viervoet
 - This was disastrous for the British
 - In 1852 Cathcart attacked Basotho
 - The British are defeated at Berea mountain
 - He sent a letter to Cathcart hoping for peace
- The Bloemfontein Convention
 - Orange Free State got independence
 - Areas between Vaal and Orange rivers were given to Boers
 - Moshoeshoe was not consulted
 - This caused further conflict
- Tension between Moshoeshoe and the Boers increased
 - In 1854 Basotho took cattle and horses from the Boer farms
 - Britain stopped selling Africans weapons which made Moshoeshoe's kingdom become weak
 - In 1858 Orange the Free State declared war on the Basotho
 - Peace Treaty was signed
 - In 1865 a war broke out between Basotho and Orange Free State
 - Basotho won but suffered greatly – Moshoeshoe wanted peace
- Basotho came under British rule
 - Moshoeshoe appealed for help to the British
 - British agreed to take over Basotho kingdom in 1868
 - Basotholand was annexed, Basotho people became British subjects
 - Moshoeshoe died in 1870 and buried on Thaba Bosiu

Any other relevant response

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

Use the rubric on page 6 to assess this essay question.

[50]

QUESTION 6: SOUTH AFRICAN WAR AND THE UNION. THE NATIVE LAND ACT OF 1913

‘The Land Act of 1913 was the final nail in the coffin for Black South Africans in the 20th century and a step to Apartheid.’

Discuss this statement with reference to the social and economic impact of the Land Act and how it laid the foundation for the system of apartheid.

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

SYNOPSIS

Candidates should discuss the social and economic impact of the 1913 Land Act and how it laid the foundation for the system of apartheid.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance and show how Black South Africans was affected by the 1913 Land Act.

Elaboration:

- In 1913, the new all White parliament passed the Native Land Act
- Main purpose of the Act was to divide South Africa legally into White and Black territories
- To give White people more land to farm on and make Blacks available labourers to White run mines and industries
- Stipulations of the Act
 - Black people who were 70% of the population at the time confined 7–8% of the land
 - White people who comprised 20% of the population possessed 92–93% of the land
 - Black people remained in the “White South Africa” if they were legally employed by Whites as labour tenants
 - Black people could only be rent tenants, labour tenants, share-croppers
- Economic effect of the Act
 - Thousands of Black people could not obtain employment
 - Those who did not want to work, were thrown off the farms with their livestock
 - Blacks were forced to become low paid farm labourers and labour tenants
 - Most of the land allocated to Blacks was not suitable for farming
 - This meant Africans had to seek work to support their families
 - Africans could never become successful commercial farmers in competition with the Whites because of the land Act
 - Africans were at the mercy of being employed by mining companies and landowners and paid very little wages

- Social effect of the Act
 - Blacks were evicted with their livestock
 - They wandered around in all weather conditions
 - The law stated that giving landless Black people a place to stay could result in a penalty of 100 pounds or imprisonment
 - Reserves for Blacks were often far away and also overcrowded
 - Conditions there were very poor with soil erosion, malnutrition and increase of diseases
 - They often killed their livestock or had to sell their weakening livestock
 - The amount of land allocated for Blacks was insufficient
- Reaction to the Native land Act
 - Founding of the SANNC was the first opposition to the Act
 - Sol Plaatje and other SANNC members went to rural areas investigating the hardships of the Land Act
 - They witnessed the African people's suffering under the Act
 - Sol Plaatje and the SANNC repeatedly called for the repealing of the Act
 - In 1914 SANNC delegation went to Prime Minister, Louis Botha to protest against the Act
 - Their appeal was unsuccessful
 - SANNC travelled to Britain to present their grievances to British government against the Act
 - This attempt was unsuccessful British government refused to intervene
 - SANNC established to fight the discrimination against black South Africans
- Land Act as the forerunner of apartheid system
 - In 1923 Urban Areas Act continued enforcing segregation
 - In 1924 to intensify segregation 'civilised labour policy' was passed
 - In 1950 Bantustans policy created
 - In 1950s Group Areas Act made forced removals
 - This had a severe negative impact on majority of the population while benefitting the White minority

Any other relevant response

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

Use the rubric on page 6 to assess this essay question.

[50]

TOTAL: 150