



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

NOVEMBER 2020

**HISTORY (VERSION 2)
(EXEMPLAR)**

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 13 pages.

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: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750

QUESTION 2: COLONIAL EXPANSION AFTER 1750

QUESTION 3: SOUTH AFRICAN WAR AND UNION

SECTION B: ESSAY QUESTIONS

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

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

QUESTION 6: THE SOUTH AFRICAN WAR AND THE UNION: THE
NATIVE LAND ACT OF 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 may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: HOW DID SHAKA BECOME A POWERFUL ZULU LEADER?

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

1.1 Refer to Source 1A.

- 1.1.1 When did Shaka become the Zulu chief according to the source? (1 x 1) (1)
- 1.1.2 Why, according to the source, did Shaka decide to use the short spear? (1 x 2) (2)
- 1.1.3 State how Shaka proved to be a brilliant military organiser. (1 x 2) (2)
- 1.1.4 Give a concept for, 'destabilisation of the region that resulted in a great wave of migrations by uprooted tribes'. (1 x 2) (2)
- 1.1.5 How did the Zulu nation grow so fast under Shaka's leadership? (1 x 2) (2)

1.2 Consult Source 1B.

- 1.2.1 How, according to the source, did Shaka earn his reputation as the 'Black Napoleon'? (2 x 1) (2)
- 1.2.2 Identify the weapons that Shaka decided to discontinue using. (2 x 1) (2)
- 1.2.3 Which European leader was Shaka compared to? (1 x 1) (1)
- 1.2.4 Identify TWO items that Henry Francis and his party were searching for. (2 x 1) (2)
- 1.2.5 Comment on the friendship between Shaka and Henry Francis Fynn and his party. (2 x 2) (4)
- 1.2.6 Which country is represented by the Union Jack? (1 x 1) (1)
- 1.2.7 Use the source and your own knowledge to explain how Shaka succeeded in consolidating his empire. (2 x 2) (4)

- 1.3 Study Source 1C.
- 1.3.1 When, according to the source, was Shaka born? (1 x 1) (1)
- 1.3.2 What, according to the source, was the reason for Senzangakhona to ban his son (Shaka) from his tribe? (1 x 2) (2)
- 1.3.3 Quote evidence from the source which proves Shaka's bravery. (1 x 2) (2)
- 1.3.4 Give the names of Shaka's parents. (2 x 1) (2)
- 1.4 Consult Source 1D.
- 1.4.1 What do you think was the intention of the artist in drawing this picture? (2 x 2) (4)
- 1.4.2 Use the source and your own knowledge to explain how a Zulu man today would feel after viewing this drawing. (2 x 2) (4)
- 1.5 Compare Sources 1C and 1D. Explain how the information in Source 1C contradicts (opposes) the evidence in Source 1D regarding the military tactics used by Shaka in building the Zulu nation. (2 x 2) (4)
- 1.6 Using the information in the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Shaka rose to be a powerful Zulu leader. (6)
- [50]**

QUESTION 2: WHAT WAS THE IMPACT OF BRITISH COLONIALISM ON THE POPULATION OF THE CAPE COLONY?

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

2.1 Read Source 2A.

- 2.1.1 What, according to the source, were the ancestral pronouncements allegedly (supposedly) given to Nongqawuse by the 'ancestors'? (2 x 1) (2)
- 2.1.2 State the relationship between Mhlakaza and Nongqawuse. (1 x 1) (1)
- 2.1.3 Comment on, 'She returned carrying the problem in her mouth'. (2 x 2) (4)
- 2.1.4 Where did Nongqawuse meet the 'ancestors'? (1 x 1) (1)
- 2.1.5 Which nation in the source is referred to as 'the innocent nation of Phalo'? (1 x 1) (1)
- 2.1.6 State whether Nongqawuse's prophecy did come true. (1 x 2) (2)

2.2 Consult Source 2B.

- 2.2.1 Which law, according to the source, was repealed (cancelled) by Ordinance 50? (1 x 1) (1)
- 2.2.2 Identify the positive results of Ordinance 50 for the Hottentots. (4 x 1) (4)
- 2.2.3 Comment on why you think the British authorities decided to pass Ordinance 50. (2 x 2) (4)
- 2.2.4 Identify the only defect of Ordinance 50. (1 x 1) (1)

2.3 Use Source 2C.

- 2.3.1 Use the source and your own knowledge to define *The Great Trek*. (1 x 2) (2)
- 2.3.2 List FOUR complaints made in the source by the Boers as the reasons for leaving the Cape Colony. (4 x 1) (4)
- 2.3.3 What other name was given to Ordinance 50? (1 x 1) (1)

- 2.3.4 When did land prices increase? (1 x 2) (2)
- 2.3.5 Comment on the reasons why land was the cause of conflict between the Boers and the Xhosas in the Cape. (2 x 2) (4)
- 2.3.6 Name ONE Trek leader who was also a slave owner. (1 x 1) (1)
- 2.4 Use Source 2D.
- 2.4.1 State why the Great Trek was celebrated in 1938. (1 x 1) (1)
- 2.4.2 Explain the message that is conveyed in the drawing. (2 x 2) (4)
- 2.5 How do Sources 2B and 2C support each other regarding the impact of British colonialism on the Afrikaners? (2 x 2) (4)
- 2.6 Using the information in the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the impact that British colonialism had on the population of the Cape. (6)
- [50]**

QUESTION 3: WHAT WERE THE EFFECTS OF THE SOUTH AFRICAN WAR (1899–1902) ON BOTH BLACK AND AFRIKANER SOUTH AFRICANS?

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

3.1 Use Source 3A.

- 3.1.1 What, according to the source, destroyed the livelihood of Blacks in the Transvaal and the Orange Free State? (1 x 1) (1)
- 3.1.2 How many Black men were forced into labour service, according to the source? (1 x 1) (1)
- 3.1.3 Name the THREE types of Black farmers that were taken from Boer farmers to the concentration camps. (3 x 1) (3)
- 3.1.4 Quote evidence from the source to show that everybody was taken to the concentration camps. (1 x 2) (2)
- 3.1.5 What do you think were the reasons for Black men to work for the British instead of the Afrikaners? (2 x 2) (4)
- 3.1.6 When, according to the source, were separate concentration camps for Blacks established? (1 x 1) (1)

3.2 Read Source 3B.

- 3.2.1 Identify the people who were forcibly moved into the camps. (3 x 1) (3)
- 3.2.2 Which other country, excluding South Africa, used concentration camps? (1 x 1) (1)
- 3.2.3 Why, do you think, the British applied the 'Scorched Earth Policy'? (1 x 2) (2)
- 3.2.4 Quote evidence from the source which proves that the concentration camps were poorly administered. (4 x 1) (4)

3.3 Refer to Source 3C.

3.3.1 Explain the message that is conveyed by the photo. Use the visual clues in the photo to support your answer. (2 x 2) (4)

3.3.2 Explain why you think the woman tried to hide her tears from her companions. (1 x 2) (2)

3.3.3 What awaited the young Boer woman in the concentration camp? (1 x 2) (2)

3.4 Consult Source 3D.

3.4.1 Who, according to the source, was the chief commander of the British forces? (1 x 1) (1)

3.4.2 Use the source and your own knowledge to define the concept *Guerrilla War*. (1 x 2) (2)

3.4.3 What, according to Rees-Mogg, were the reasons for the establishment of the camps? (3 x 1) (3)

3.4.4 Comment on whether the role played by Emily Hobhouse to expose the conditions in the camps was fruitful in preventing more deaths in the camps. (2 x 2) (4)

3.5 Compare Sources 3B and 3D. Explain how the information in Source 3B supports the evidence in Source 3D regarding the impact of the South African war on both Black and Afrikaner communities. (2 x 2) (4)

3.6 Using the information in the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the effects of the South African War to both Black and Afrikaner South Africans. (6)

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SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

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

‘Moshoeshoe has been referred to as a military strategist, diplomat, reconciler, nation builder and a negotiator.’

Assess the validity of this statement by referring to the role Moshoeshoe played in unifying the Basotho kingdom.

[50]**QUESTION 5: COLONIAL EXPANSION AFTER 1750 – COOPERATION AND CONFLICT ON THE HIGHVELD**

‘Explain to what extent the Colonial Expansion after 1750 led to cooperation and conflict on the Highveld between the Boers, British and the Basotho.’

Substantiate your line of argument by using relevant evidence.

[50]**QUESTION 6: SOUTH AFRICAN WAR AND THE UNION – THE NATIVE LAND ACT OF 1913**

‘The Land Act of 1913 impacted negatively on the lives of Black South Africans.’

Critically discuss this statement with reference to the social and economic conditions of Black South Africans after 1913. Substantiate your answer with relevant historical evidence.

[50]**TOTAL: 150**