

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 10**

**NOVEMBER 2019**

**HISTORY**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 9 pages and an addendum with 10 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: THREE source-based questions under SECTION A and THREE essay questions under SECTION B.

**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 IN THE HIGHVELD

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

2. SECTION A consists of THREE source-based questions. Source materials that are required to answer these questions will be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer three questions as follows:
  - 4.1 At least ONE source-based question must be answered and at least ONE essay must be answered.
  - 4.2 The THIRD question can be either a source-based question or an essay.
5. When answering the questions, you should apply your knowledge, skills and insight.
6. You will be disadvantaged by merely rewriting the sources as answers.
7. Number the answers correctly according to the numbering system used in this question paper.
8. 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 to be used to answer these questions is contained in the ADDENDUM.

**QUESTION 1: WHY WERE THE ZULUS CONSIDERED TO BE THE MOST FEARSOME WARRIORS IN AFRICA UNDER SHAKA?**

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

**1.1 Use Source 1A.**

- 1.1.1 Provide TWO pieces of evidence from the source that suggest that Shaka was not the hereditary successor. (2 x 1) (2)
- 1.1.2 Who succeeded Senzangakhona as a leader of the Zulus? (1 x 1) (1)
- 1.1.3 According to the source, what was the first thing Shaka did when he became the leader of the Zulus? (2 x 1) (2)
- 1.1.4 Identify a traditional weapon that Shaka introduced to his regiments or army. (1 x 1) (1)
- 1.1.5 Explain why Shaka was referred to as an outcast. (1 x 2) (2)
- 1.1.6 Using the information in the source and your own knowledge explain why Shaka introduced the short stabbing spear. (1 x 2) (2)
- 1.1.7 Comment on how Shaka's diplomatic skills made him a powerful Zulu leader. (1 x 2) (2)

**1.2 Read Source 1B.**

- 1.2.1 Provide the THREE most important military tactics that were used by Shaka during his battles. (3 x 1) (3)
- 1.2.2 Explain what Shaka meant by his war cry, 'victory or death'. (1 x 2) (2)
- 1.2.3 How, according to the source, would you describe the following:
- (a) The male amabutho (1 x 2) (2)
- (b) The female amabutho (1 x 2) (2)
- 1.2.4 Comment on the statement that, 'Shaka built up his forces, which soon became the terror of the land'. (1 x 2) (2)
- 1.2.5 Using the information in the source and your own knowledge, explain why Shaka's military tactics were successful in conquering other kingdoms. (2 x 2) (4)

- 1.3 Use Source 1C.
- 1.3.1 Provide TWO quotes from the source that suggest that Shaka became very cruel after the death of his mother. (2 x 1) (2)
- 1.3.2 Comment on how Nandi contributed towards Shaka becoming a great leader. (1 x 2) (2)
- 1.3.3 Explain what is meant by this statement, 'Shaka loved his mother almost to the point of worship'. (1 x 2) (2)
- 1.3.4 Why, according to the source, did Shaka kill people? (1 x 2) (2)
- 1.4 Consult Source 1D.
- 1.4.1 Identify THREE attacking positions as shown in the photograph. (3 x 1) (3)
- 1.4.2 Explain how Shaka's military formation was successful in defeating his enemies. (1 x 2) (2)
- 1.4.3 Compare Source 1B with Source 1D. Explain how the information in Source 1B supports the evidence in Source 1D regarding Shaka's military strategy. (2 x 2) (4)
- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why the Zulus under Shaka were considered to be the most fearsome warriors in Africa. (6)
- [50]**

**QUESTION 2: HOW DID COLONIALISM IMPACT NEGATIVELY ON THE LIVES OF BOTH THE XHOSAS AND BOERS IN THE CAPE?**

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

**2.1 Consult Source 2A.**

- 2.1.1 Why, according to the source was Britain interested in taking control of South Africa? (2 x 1) (2)
- 2.1.2 Define the term *colonialism* in your own words. (1 x 2) (2)
- 2.1.3 Comment on the negative impact that colonialism had on the lives of both the Xhosas and the Boers in the Cape Colony. (2 x 2) (4)
- 2.1.4 Use the information in the source and your knowledge and explain why the Boers disliked the British rule. (2 x 2) (4)

**2.2 Refer to Source 2B.**

- 2.2.1 What, according to the source, did Nongqawuse report to her family after her encounter with the man? (2 x 1) (2)
- 2.2.2 How, according to the source, did the Xhosa paramount chief, Sarhili respond to the prophecies? (2 x 2) (4)
- 2.2.3 Describe in your own words how this prophecy would have led to the defeat of the white man. (1 x 2) (2)

**2.3 Study Source 2C.**

- 2.3.1 Quote TWO phrases from the source that suggest that the Xhosa's independence and freedom was taken away from them. (2 x 1) (2)
- 2.3.2 Name any FOUR changes that the British Governor brought to the defeated Xhosa nation. (4 x 1) (4)
- 2.3.3 Comment on the attitude of the British Governor, Harry Smith regarding the future of the Xhosas in South Africa. (1 x 2) (2)
- 2.3.4 Explain in your own words what the Governor meant with 'naked and wicked'. (1 x 2) (2)
- 2.3.5 Using the source and your own knowledge, explain the negative role played by the British on the Xhosas. (2 x 2) (4)
- 2.3.6 Explain the usefulness of this source for students researching the effects of British colonialism on the Xhosa people. (2 x 2) (4)

- 2.4 Use Source 2D.
- 2.4.1 Identify the person that wrote this manifesto. Use the visual clue in the photograph. (1 x 1) (1)
- 2.4.2 In which newspaper was this manifesto published? (1 x 1) (1)
- 2.4.3 Why, according to the source, did the Boers decide to leave the Cape Colony? (2 x 1) (2)
- 2.4.4 What conclusions can be drawn from the Boers attitude towards the emancipation of slaves? (1 x 2) (2)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the negative effects that colonialism had on the lives of both the Xhosas and the Boers in the Cape Colony. (6)

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**QUESTION 3: WHAT WERE THE CONDITIONS INSIDE THE BRITISH CONCENTRATION CAMPS DURING THE SOUTH AFRICAN WAR?**

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

**3.1 Read Source 3A.**

- 3.1.1 What role did Blacks play during the South African War? (4 x 1) (4)
- 3.1.2 Explain what is meant the '*white man's war*'. (1 x 2) (2)
- 3.1.3 Comment on the British response to the Barolong after they had assisted them in saving Mafikeng. (1 x 2) (2)
- 3.1.4 List FOUR ways in which the South African War affected black farmers. (4 x 1) (4)
- 3.1.5 Explain why Black South Africans felt betrayed by the British after the war. (2 x 2) (4)

**3.2 Study Source 3B.**

- 3.2.1 What, according to the source, prompted the girl to sing the national anthem? (1 x 2) (2)
- 3.2.2 What conclusions can be drawn from the source regarding the British attitude towards Boer women and children? (1 x 2) (2)
- 3.2.3 How, according to the source, did the Boers respond to the treatment of their women and children in the concentration camp? (2 x 1) (2)

**3.3 Consult Source 3C.**

- 3.3.1 Use the information in the source to describe the conditions in the concentration camps. (4 x 1) (4)
- 3.3.2 Comment on how the treatment of the Afrikaner women and children was regarded as barbaric. (2 x 2) (4)
- 3.3.3 What, according to the source, was the consequence of food shortage in the camps? (1 x 1) (1)
- 3.3.4 Name the English woman who helped the women and children in the concentration camps. (1 x 1) (1)
- 3.3.5 How does Source 3A complement (support) Source 3C in describing the conditions in the concentration camps? (2 x 2) (4)

- 3.4 Use Source 3D.
- 3.4.1 What do you think was the intention of the photographer in publishing this picture? (2 x 2) (4)
- 3.4.2 Explain how Afrikaners might have felt about the British after viewing this picture. (1 x 2) (2)
- 3.4.3 Name the TWO diseases in the source that led to the death of children in the concentration camps. (2 x 1) (2)
- 3.5 Use the relevant sources and your own knowledge and write a paragraph of SIX lines (60 words) explaining the conditions inside the British concentration camps during the South African War. (6)
- [50]**

**SECTION B: ESSAY QUESTIONS**

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

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

‘Moshoeshoe was described as a nation builder and a diplomat in building the Sotho kingdom.’

Do you agree with the statement? Substantiate your answer with relevant examples. **[50]**

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

‘The conflict between the Xhosa and the settlers was about land and cattle.’

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

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

Critically discuss how the Native Land Act of 1913 laid the foundations for the system of apartheid. **[50]**

**TOTAL: 150**













