

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 10**

**NOVEMBER 2017**

**HISTORY**

**MARKS: 150**

**TIME: 3 hours**

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

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A and SECTION B based on prescribed content framework of 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 THE 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 questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage candidates.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

**SECTION A: SOURCE-BASED QUESTION**

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

**QUESTION 1: HOW WAS SHAKA PERCEIVED IN THE BUILDING OF THE ZULU NATION?**

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

**1.1 Refer to Source 1A.**

1.1.1 Who, according to the source, were the TWO authors that wrote negative things about Shaka? (2 x 1) (2)

1.1.2 Use the information in the source and your own knowledge to explain why they wrote negative things about Shaka in their books. (2 x 2) (4)

1.1.3 Quote TWO negative words that were used in their books to describe Shaka. (2 x 1) (2)

**1.2 Consult Source 1B.**

1.2.1 Name THREE positive words in the source that are used to describe Shaka as a leader. (3 x 1) (3)

1.2.2 Explain the term *despotic*. (1 x 2) (2)

1.2.3 Explain how useful this source will be to a historian investigating Shaka's reign. (2 x 2) (4)

1.2.4 What, according to the source, were the reasons for the fall of Shaka? (3 x 1) (3)

**1.3 Use Source 1C.**

1.3.1 Quote evidence from the source that indicates that this was a popular series. (1 x 2) (2)

1.3.2 What, according to the source, was the purpose of the series? (1 x 2) (2)

1.3.3 Why, according to the source, was the series criticised? (1 x 2) (2)

## 1.4 Study Source 1D.

- 1.4.1 Identify TWO traditional weapons in the photo. (2 x 1) (2)
- 1.4.2 Use your own knowledge to explain the military tactics Shaka used to destroy his enemies. (2 x 2) (4)
- 1.4.3 What message is the photograph portraying about Shaka? (2 x 2) (4)
- 1.4.4 Use your own knowledge to explain why Shaka decided to use short spear in battles. (2 x 2) (4)
- 1.4.5 Use your own knowledge to explain why warriors used the long shield during war. (2 x 2) (4)

- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about six lines (60 words) explaining how Shaka was perceived in building of the Zulu kingdom.

(6)  
**[50]**

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

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

**2.1 Consult Source 2A.**

- 2.1.1 Define the historical concept *slave*. (1 x 2) (2)
- 2.1.2 How, according to the source, were slaves treated? (1 x 2) (2)
- 2.1.3 Use the source and your own knowledge to explain why the British emancipated the slaves at the Cape. (1 x 2) (2)
- 2.1.4 Which law, according to the source, ended slavery? (1 x 2) (2)
- 2.1.5 Using the source and your own knowledge, explain the effects that the abolition of slavery had on:
- (a) Slaves (1 x 2) (2)
- (b) Slave owners (1 x 2) (2)

**2.2 Refer to Source 2B.**

- 2.2.1 Quote TWO words that were used by slaves to address their superiors. (2 x 1) (2)
- 2.2.2 What, according to the source, was the reaction of Katie Jacob's master to the liberation of slaves? (1 x 2) (2)
- 2.2.3 Using the source and your own knowledge, explain why slaves reacted differently to the news of emancipation. (2 x 2) (4)
- 2.2.4 Use your own knowledge to explain whether the reaction of Katie's future husband can be justified? Substantiate your answer. (2 x 2) (4)

**2.3 Study Source 2C.**

- 2.3.1 Define the term *annexation* in your own words. (1 x 2) (2)
- 2.3.2 Using the source and your own knowledge, describe the attitude colonialists had towards the Xhosa. (1 x 2) (2)
- 2.3.3 Use your own knowledge to explain why it was possible for the colonists to annex the Xhosa's land. (1 x 2) (2)
- 2.3.4 Extract the reasons from the source as to why the British annexed the Xhosa's land. (1 x 2) (2)

## 2.4 Refer to Source 2D.

- 2.4.1 Who, according to the source, was Sarhili? (1 x 1) (1)
- 2.4.2 Use your own knowledge to explain why Sarhili implemented the prophecy. (1 x 2) (2)
- 2.4.3 Use your own knowledge to explain what lies Sarhili is referring to. (1 x 2) (2)
- 2.4.4 What, according to the source, did Sarhili lose because of listening to these lies? (3 x 1) (3)
- 2.4.5 Name the girl that made the prophecy about the killing of the cattle. (1 x 2) (2)
- 2.4.6 Use your knowledge to explain the devastating effects that the cattle killing had on the Xhosas. (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 how the British control changed the political, economic and social landscape of the Cape.

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**QUESTION 3: HOW DID THE SOUTH AFRICAN WAR NOT ONLY AFFECT THE AFRIKANERS, BUT ALSO BLACK SOUTH AFRICANS?**

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

**3.1 Consult Source 3A.**

- 3.1.1 Quote the disastrous consequences from the source that the war had on Black families. (3 x 1) (3)
- 3.1.2 Using the source and your own knowledge, explain the hardship Blacks had to endure in the concentration camps. (2 x 2) (4)
- 3.1.3 Identify the THREE type of Black farmers that were taken from Boer farms to the concentration camps. (3 x 1) (3)
- 3.1.4 Use the source and your own knowledge to explain why most Black men preferred to work in the British army. (2 x 2) (4)

**3.2 Refer to Source 3B.**

- 3.2.1 Extract evidence from the source that shows that there were separate camps created during the war. (1 x 2) (2)
- 3.2.2 How many black people, according to the source, died in the concentration camps? (1 x 1) (1)
- 3.2.3 Explain the usefulness of this source to a historian studying the treatment of Blacks in the concentration camps. (1 x 2) (2)

**3.3 Study Source 3C.**

- 3.3.1 Define the following historical terms:
- (a) Guerrilla tactics (1 x 2) (2)
- (b) Commandos (1 x 2) (2)
- 3.3.2 How, according to the source, did Lord Roberts punish civilians? (3 x 1) (3)
- 3.3.3 Use your knowledge and name the policy that were used by the British to burn down the Boer farms. (1 x 2) (2)
- 3.3.4 Use your own knowledge to explain why the British decided to destroy the Boers' property. (2 x 2) (4)
- 3.3.5 Use your own knowledge to explain the effects that the burning of farms had on the Boers. (2 x 2) (4)

- 3.4 Read Source 3D.
- 3.4.1 Extract evidence from the written source that show women and children were also sent to concentration camps as punishment. (1 x 2) (2)
- 3.4.2 How, according to the source, was Sarah able to escape the British forces? (1 x 2) (2)
- 3.4.3 Use the source and your own knowledge to explain the role that women played during the war. (1 x 2) (2)
- 3.4.4 Explain how the written source compliment (support) the visual source regarding the involvement of the women during the South African war. (1 x 2) (2)
- 3.5 Using the information in the relevant sources and own knowledge, write a paragraph of about six lines (about 60 words) explaining how the South African War not only affected the Afrikaners, but also Black South Africans. (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.

**[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.

**[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 20<sup>th</sup> 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.

**[50]****TOTAL: 150**