



education

Lefapha la Thuto la Bokone Bophirima
Noord-Wes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

PROVINCIAL ASSESSMENT

GRADE 10

HISTORY

NOVEMBER 2019

MARKS: 150

TIME: 3 hours

This question paper consists of 7 pages and an addendum of 8 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: SOUTH AFRICAN WAR AND UNION FROM 1899 – 1910

SECTION B: ESSAY QUESTIONS

QUESTION 3: COLONIAL EXPANSION AFTER 1750

QUESTION 4: SOUTH AFRICAN WAR AND UNION FROM 1899 – 1910

2. SECTION A consists of TWO source based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of TWO essay questions.
4. A total of THREE (3) questions must be answered as follows:
 - 4.1 At least ONE must be a source based question and ONE an essay question.
 - 4.2 The THIRD question can either be a source based or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering 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. Start EACH question on a NEW page.
10. 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.

QUESTION1: WHAT TRANSFORMATIONS TOOK PLACE IN SOUTHERN AFRICA AFTER 1750 WHICH LED TO THE EXPANSION OF SOUTHERN TSWANA CHIEFDOMS?

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, was the ancestor of Setswana speaking people who lived in the Bushveld region? (1 x 1) (1)

1.1.2 List THREE products that the Tswana speaking people successfully farmed with since the 18th century. (3 x 1) (3)

1.1.3 Define the concept *settlement* in your own words. (1 x 2) (2)

1.1.4 What, according to the source, was wood used for by the Tswana speaking people? (3 x 1) (3)

2.1 Refer to Source 1B.

1.2.1 How, according to the source, do we know that Tswana speaking people traded with other regions? (2 x 1) (2)

1.2.2 Name THREE tribes that the Tswana speaking people had trading links with during the 18th century. (3 x 1) (3)

1.2.3 Comment on the usefulness of the information in this source for a historian researching about the expansion of Southern Tswana people during the 18th century. (2 x 2) (4)

1.2.4 Using the information in the source and your own knowledge, explain how the Tswana Chiefdoms grew larger and more powerful during the 18th century. (2 x 2) (4)

1.3 Refer to Source 1C.

1.3.1 What do you think were the everyday activities of the following people in Dithakong (Tswana) village:

a) The Tswana women (1 x 2) (2)

b) The Tswana men (1 x 2) (2)

- 1.3.2 Comment on what you think was implied by the statement “a multitude of houses stretching as far as the eyes could see . . .” in the context of the expansion of the Tswana villages. (2 x 2) (4)
- 1.3.3 According to the visual source, which materials were used to build the houses in Dithakong village? (2 x 1) (2)
- 1.4 Refer to Source 1D.
- 1.4.1 Name the THREE neighbouring states of the Tswana settlements referred to in the source. (3 x 1) (3)
- 1.4.2 What, according to the source, led to various Tswana chiefdoms to build alliances with each other for protection? (2 x 1) (2)
- 1.4.3 Which settlement, according to the source, expanded due to competition for resources during this period? (1 x 1) (1)
- 1.5 Compare Sources 1C and 1D. Explain how the information in Source 1D supports the visuals in Source 1C regarding the expansion of the Tswana villages during the 1800s. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the factors that led to expansion of the Southern Tswana chiefdoms during the period 1750 to 1920. (8)

[50]

QUESTION 2: HOW DID THE 1913 LAND ACT INTENSIFY THE LAND DISPOSSESSION AMONG BLACK SOUTH AFRICANS?

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

2.1 Refer to Source 2A.

- 2.1.1 Explain the term *Natives Land Act* in the context of the implementation of apartheid legislation in South Africa. (1 x 2) (2)
- 2.1.2 What, according to the source, influenced the passing of the Native Land Act of 1913? (1 x 2) (2)
- 2.1.3 List TWO ways that are emphasized by the Act to prevent African farmers to compete with white farmers. (1 x 2) (2)
- 2.1.4 Why, according to the source, do you think that the dispossession of the land from the Black South Africans was well planned? (2 x 2) (4)
- 2.1.5 What, according to the source, led to the 1913 Land Act to affect both the African sharecroppers and each tenant in a negative way? (1 x 2) (2)
- 2.1.6 Explain why you think the 1913 Land Act had achieved the objectives of the white Afrikaners. (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 Quote evidence from the source that shows that Feinberg was not in favour of the 1913 Land Act. (1 x 1) (1)
- 2.2.2 Explain to what extent did the 1913 Land Act disrupts the economic activities of both the black and white farmers. (1 x 2) (2)
- 2.2.3 List THREE ways in which the 1913 Land Act brought poverty in the lives of African people. (3 x 1) (3)
- 2.2.4 Compare Sources 2A and 2B. Explain how the evidence in Source 2B supports the information in Source 2A with regard to poverty affecting the black South Africans. (2 x 2) (4)

2.3 Refer to Source 2C.

- 2.3.1 According to the source, what evidence shows that Mrs. Kgobali has been evicted from her farm? (1 x 2) (2)
- 2.3.2 What evidence in the source shows that the owner of the Orange Free State farm was cruel? (1 x 1) (1)

- 2.3.3 What criticism, according to the source, is leveled against the 1913 Land Act? (2 x 2) (4)
- 2.3.4 What messages are conveyed by this source with regard to the negative impact of the Land Act to the black South African farmers? (2 x 2) (4)
- 2.4 Refer to Source 2D.
- 2.4.1 According to the information in the source, what has forced the women to prepare the food outside in the open field? (1 x 1) (1)
- 2.4.2 Comment on the usefulness of the cartoon to a historian researching about the 1913 Land Act. (2 x 2) (4)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the 1913 Land Act intensified land dispossession among black South Africans. (8)
- [50]**

SECTION B: ESSAY QUESTIONS**QUESTION 3: COLONIAL EXPANSION AFTER 1750.**

‘After the British took over the control of the Cape from the Dutch in 1803, the policy of Anglicization was immediately introduced at the Cape. This policy meant that English would be used as a medium of instruction at Schools, Court of Laws, Churches and in any Government institution.’

Do you agree with the above statement? Explain in detail the changes made by the British government at the Cape and show how the Boers responded to these changes.

[50]**QUESTION 4: THE SOUTH AFRICAN WAR OF 1899- 1902**

‘The discovery of gold in the Transvaal during the 1880s attracted many people, especially the foreigners who worked as skilled labourers at these newly established gold mines. The majority of these foreigners were the British subjects who later demanded the franchise rights from Transvaal government.’

Discuss this statement by showing how Britain became involved in the war with the Transvaal government until the two states ultimately signed the Treaty of Vereeniging in 1903.

[50]**TOTAL: 150**