



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

**HISTORY
EXEMPLAR PAPER**

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and a 14-page addenda.

148 0 E

INSTRUCTIONS AND INFORMATION

- 1.1 This question paper consists of FOUR questions based on the prescribed content framework for 2006 which is as follows:

QUESTION 1: SLAVERY

QUESTION 2: QUEST FOR LIBERTY

QUESTION 3: THE INDUSTRIAL REVOLUTION

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA BETWEEN
1750 AND 1850

2. Each question counts 50 marks and begins with a key question.
3. Candidates are required to answer any THREE of the four questions. Each question consists of both the source-based question which counts 30 marks and the extended writing which counts 20 marks.
4. In the answering of questions candidates are required to demonstrate application of knowledge, skills and insight.
5. The mere rewriting of sources in the answering of questions will disadvantage candidates.
6. Write neatly and legibly.

The following Learning Outcomes and Assessment Standards are assessed in this exemplar question paper:

Learning Outcomes	Assessment Standards The ability of the candidate to:
Learning Outcome 1	<ul style="list-style-type: none"> • Extract relevant information and data from the sources and organise it logically • Engage with sources of information to judge their usefulness for the task
Learning Outcome 2	<ul style="list-style-type: none"> • Explain historical concepts • Identify the socio-economic and political power relations operating in societies • Explain why there are different interpretations of historical events, peoples' actions and changes
Learning Outcome 3	<ul style="list-style-type: none"> • Understand and convert statistical information (data) to graphical or written information • Plan and construct an argument based on evidence • Use the evidence to reach a conclusion • Communicate knowledge and understanding in a written form

In answering the extended writing candidates must refer to the two levels.

LEVEL OF QUESTIONS
LEVEL 1 <ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question.
LEVEL 2 <ul style="list-style-type: none"> • Plan and construct an argument based on evidence, using the evidence to reach a conclusion • Communicate the argument clearly and coherently

QUESTION 1: SLAVERY**WHAT WAS THE LINK BETWEEN THE ATLANTIC SLAVE TRADE AND RACISM?**

Use Sources 1A, 1B and 1C to answer the following questions:

1.1 Study Source 1A

- (a) What do you think caused Olaudah to faint? (2 x 2) (4)
- (b) Explain why white people looked 'so savage' to Olaudah. (1 x 2) (2)
- (c) Describe the conditions under the decks. (2 x 1) (2)
- (d) 'I now wished for death to relieve me...' Why do you think Olaudah felt this way? (1 x 3) (3)

1.2 Refer to Source 1B.

- (a) Explain your response to the illustration by David Livingstone. (1 x 3) (3)
- (b) How useful do you think this illustration is to a historian studying the slave period? (1 x 2) (2)

1.3 Use Source 1C.

- (a) According to this source, how do you think the slave owners viewed the slaves? (2 x 2) (4)
- (b) From the given illustrations, what impressions do you have of the slave traders? (3 x 1) (3)

1.4 Compare Sources 1A and 1C. Explain the similarities between Olaudah's experiences with the illustrations in Source 1C. (2 x 2) (4)

1.5 Refer to Sources 1A, 1B, and 1C. Why do you think the human rights of slaves were violated? (3)

1.6 Describe the impact of the slave trade on the lives of the Africans.

Use all the sources and your own knowledge to support your argument. (20)
[50]

QUESTION 2: THE QUEST FOR LIBERTY**2.1 HOW DID THE AMERICAN DECLARATION OF INDEPENDENCE CHALLENGE THE OLD BASIS OF POWER?**

Use Sources 2A, 2B and 2C to answer the following questions:

2.1.1 Use Sources 2A and 2B.

- (a) What, according to the source, did the American people regard as their 'inalienable rights'? (2 x 1) (2)
- (b) Explain how governments derive their powers to rule. (1 x 2) (2)
- (c) Why was a Declaration of Independence drawn up? (1 x 2) (2)
- (d) Explain why the struggle was waged against Britain. (1 x 2) (2)
- (e) What important principles of the Declaration do you think could be supported? (1 x 2) (2)
- (f) Using your own knowledge and the information from the sources, describe the influence of this Declaration on peoples elsewhere in the world. (1 x 2) (2)

2.1.2 Refer to Source 2C. What were the FOUR reasons given in the Preamble for the writing of the Constitution? (4 x 1) (4)

2.1.3 Assess the circumstances which led to the Declaration of Independence in America and show how this led a new constitution.

(20)

OR

2.1.4 Explain the reasons for the American Declaration of Independence.

Use relevant information from the sources and your own knowledge to support your argument.

(20)

2.2 **WHAT WERE THE CIRCUMSTANCES IN FRANCE BEFORE THE REVOLUTION?**

Use Sources 2D, 2E and 2F to answer the following questions:

2.2.1 Study Source 2D.

- (a) Explain why the people of France were unhappy. (2 x 1) (2)
- (b) What evidence is there to indicate that France was making constitutional changes? (2 x 2) (4)

2.2.2 Use Source 2E.

- (a) In your own words, explain what Louis XIV meant by 'I am the state'. (1 x 2) (2)
- (b) Explain the concept *absolute monarch*. (1 x 2) (2)

2.2.3 Compare Sources 2E and 2F. What differences in the understanding of power do they bring out? (2 x 2) (4)

[50]

QUESTION 3: THE INDUSTRIAL REVOLUTION**WHAT WERE THE CONDITIONS OF THE WORKING CLASS IN BRITAIN DURING THE INDUSTRIAL REVOLUTION?**

Use sources 3A, 3B and 3C to answer the following questions:

- 3.1 Read through Source 3A.
- (a) Describe the conditions of the house in which the children lived. (2 x 1) (2)
- (b) What do you learn about the children from the line: 'Their clothes were mere bunches of rags kept together by strings'? (1 x 2) (2)
- 3.2 What evidence is there in Source 3A which indicates that the children did not receive schooling? Give TWO examples. (2 x 2) (4)
- 3.3 Comment on the appropriateness of the title 'Ignorance'. (2 x 2) (4)
- 3.4 Refer to Source 3B.
- (a) What message does this source convey? (1 x 2) (2)
- (b) Why do you think child labour was used? (1 x 2) (2)
- 3.5 Read carefully through Source 3C. This source lists the occupants of five houses in Cherry Tree Yard. Copy the table below in you answer book, choose two houses and write the information you can find in the census about the occupants under the following headings:

House address	Family structure	Occupations	Economic status

(2 x 3) (6)

- 3.6 What additional information do Sources 3A and 3B provide about family life and children that Source 3C does not provide? (2 x 2) (4)
- 3.7 Explain what these sources tell us about the control that employers had over children during the Industrial Revolution. (2 x 2) (4)

3.8 During the Industrial Revolution officers were appointed by the local councils to report on the living conditions of poor people in the district.

In the light of this statement, discuss the social and economic conditions in Leeds during the Industrial Revolution.

(20)

OR

3.9 Describe the conditions of the working class, including children, in Britain during the Industrial Revolution.

Use the relevant information in these sources, and your own knowledge to support your argument.

(20)
[50]

QUESTION 4: TRANSFORMATIONS BETWEEN 1750 AND 1850**DID THE MFECANE TRANSFORM SOUTH AFRICA IN THE 1800s?**

Use sources 4A, 4B and 4C to answer the following questions:

4.1 Refer to Source 4A.

- (a) What impression did the early historians create of Shaka? (1 x 2) (2)
- (b) How, according to historians, did the Mfecane affect the African chiefdoms? (3 x 1) (3)
- (c) 'The Voortrekkers entered undisputed territory.' Explain whether you think this statement can be justified as an 'undisputed territory'. (1 x 3) (3)
- (d) Explain whether you can support the historians who wanted to legitimise (make a case for) the Mfecane. (1 x 3) (3)
- (e) In the 1990s most historians felt that Shaka was not solely responsible for the Mfecane. Give THREE reasons for this point of view. (3 x 1) (3)

4.2 Use Source 4B.

- (a) Explain Cobbing's argument for the Mfecane. (1 x 2) (2)
- (b) 'White penetration into Southern Africa...' had devastating consequences for African societies. Using your own understanding of the Mfecane and explain to what extent this statement is accurate. (2 x 2) (4)
- (c) How useful do you think Cobbing's view of the Mfecane is to a historian studying this period? (1 x 2) (2)

4.3 Refer to Sources 4A and 4B. Explain the differences in the interpretations regarding the Mfecane. (2 x 2) (4)

4.4 Refer to Source 4C.

- (a) 'The child was a mere skeleton, unable to stand from weakness.' Explain your response to this kind of child abuse. (2 x 2) (4)

- 4.5 During the 1820s and 1830s slave trade and slave raiders were responsible for migrations and wars associated with *Mfecane*.

Do you agree with this statement? Select relevant information to support your point of view.

(20)

OR

- 4.6 Discuss the internal and external factors that contributed to *Mfecane*.

Select relevant information from all the sources to support your argument.

(20)

[50]

TOTAL: 150

**ADDENDUM 2006
HISTORY**

QUESTION 1: SLAVERY**WHAT WAS THE LINK BETWEEN THE ATLANTIC SLAVE TRADE AND RACISM?****SOURCE 1A**

This is an excerpt from Olaudah Equiano's autobiography. He outlines some of his experiences when he was kidnapped from a village in Nigeria (Africa) and taken aboard a ship to America.

I was now persuaded that I had got into a world of bad spirits, and that they were going to kill me. Their complexions differing so much from ours, their long hair, and the languages they spoke ... united to confirm me in this belief... Quite overpowered with shock and horror, I fainted. When I recovered a little, I found some black people around me, who I believed were some of those who brought me on board, and had been receiving their pay ... I asked them if we were not to be eaten by those white men... They told me I was not. But soon after this the blacks who brought me on board went off, and left me abandoned to despair ... I found some of my own nation and inquired ... what was to be done with us? They gave me to understand that we were to be carried to these white people's country to work for them. I then was a little revived ... but still I feared I should be put to death, the white people looked, as I thought, so savage ...

I was soon put down under the decks, and there I received such a salutation [greeting] in my nostrils, as I had never experienced in my life ... With the loathsomeness (unpleasantness) of the stench and crying together, I was so sick and low that I was unable to eat nor did I have the least desire to eat anything ... I now wished for death to relieve me ...

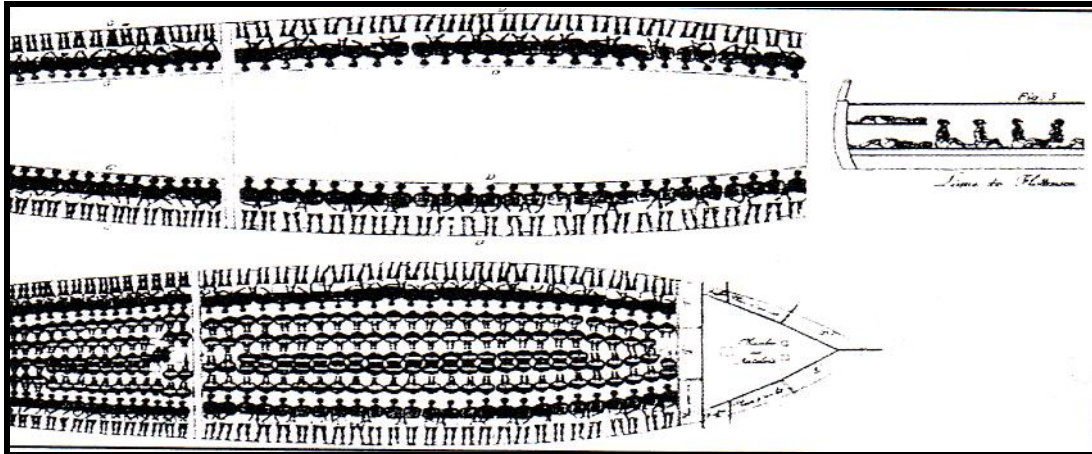
SOURCE 1B

This is a drawing by the British missionary and explorer, David Livingstone. It shows many slaves that were weak and left behind to die.



SOURCE 1C

The first drawing shows hundreds of people being packed into a small ship for transportation across the Atlantic Ocean that might last for four months. The second is a photograph showing the sleeping position of slaves aboard the slave ship.

DRAWING**PHOTOGRAPH**

QUESTION 2: THE QUEST FOR LIBERTY

2.1 HOW DID THE AMERICAN DECLARATION OF INDEPENDENCE CHALLENGE THE OLD BASIS OF POWER?

SOURCE 2A

This is an extract which outlines the reasons for the Declaration of Independence. It was taken from the Mary Evans Picture Library, in *The American Revolution* by D Winterbottom.

The Declaration of Independence

In 1776 a group of wealthy landowners and political leaders from the thirteen colonies met in Philadelphia and drew up the famous Declaration of Independence. The strong language of freedom and equality was designed to unite the different sections of white American society in a common struggle against Britain. Equally strong is the appeal to a new kind of patriotism: a call to American settlers to see themselves as one "American People" – citizens of a new republic based on principles of freedom, equality and democracy.

The Declaration of Independence



SOURCE 2B

This is an extract from the 1776 Declaration, taken from *The American Revolution*, by D Winterbottom. On July 4, 56 men representing the 13 colonies, signed a document that declared their desire to be free from British rule.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed (given) by their Creator with certain inalienable (that cannot be taken away) rights that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights Government is instituted (established) among men, deriving (obtaining) their just powers from the consent of the governed. That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish (get rid of) it, and to institute new Government, laying its foundation on such principles, and organising its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

SOURCE 2C

The Preamble to the United States' Constitution.

We, the people of the United States in order to form a more perfect union, establish justice, insure domestic tranquility (peace), provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity (future generation), do ordain (decree) and establish the Constitution for the United States of America.

2.2 WHAT WERE THE CIRCUMSTANCES IN FRANCE BEFORE THE REVOLUTION?

SOURCE 2D

This is an extract from *The Execution of Louis XVI, 1793* - Eyewitness to History, www.eyewitnesstohistory.com (1999).

Louis XVI, king of France, arrived in the wrong historical place at the wrong time and soon found himself overwhelmed by events beyond his control. Ascending the throne in 1774, Louis inherited a realm driven nearly bankrupt through the opulence (wealth) of his predecessors Louis XIV and XV. After donning (to wear) the crown, things only got worse. The economy spiralled downward (unemployment in Paris in 1788 is estimated at 50%), crops failed, the price of bread and other food soared. The people were not happy. To top it off, Louis had the misfortune to marry a foreigner, the Austrian Marie Antoinette. The anger of the French people, fuelled by xenophobia (dislike of foreigners), targeted Marie as a prime source of their problems.

In 1788, Louis was forced to reinstate France's National Assembly (the Estates General), which quickly curtailed (limited) the king's powers. In July of the following year, the mobs of Paris stormed the hated prison at the Bastille. Feeling that power was shifting to their side, the mob forced the imprisonment of Louis and his family. Louis attempted escape in 1791 but was captured and returned to Paris. In 1792, the newly elected National Convention declared France a republic and brought Louis to trial for crimes against the people.



A painting of Louis XVI

SOURCE 2E

This is an account of life in France during the reign of Louis XVI.

'I am the state'

King Louis XIV (1643-1715)

'We hold our crown from God alone'

Louis XV (1715-1774)

'The power to make laws belongs only to me'

Louis XVI (1774-1793)

These are statements made by French kings. France was an absolute monarchy. This meant that the king had the right to make all appointments, all decisions and all laws. He also had the right to call meetings of the Estates General, the representative body of all the people in France. However, this had not happened for 175 years. It was only when France was facing a major financial crisis in 1789 that the king, Louis XVI, called a meeting of the Estates General.

SOURCE 2F

This is an extract by the philosopher Rousseau published in 1775 which was later banned by the government.

Man is born free. No man has any natural authority over his peers; force alone gives no such right; the power to make laws belongs to the people and only to the people.

QUESTION 3: THE INDUSTRIAL REVOLUTION**WHAT WERE THE CONDITIONS OF THE WORKING CLASS IN BRITAIN DURING THE INDUSTRIAL REVOLUTION?****SOURCE 3A**

Angus Bethune Reach, who wrote this article, was an investigative journalist with the British newspaper, *Morning Chronicle*, in the 1840s. The case study is of Leeds, a growing industrial city in England, in 1849.

Case Study 2: Ignorance

In another house, very close to the last, I found three children left alone but in idleness (with nothing to do). The place was a mess of filth; the scanty (very little) furniture broken, and flung carelessly about – the unmade bed of brown rags - cracked and handleless cups, smeared with coffee grounds, on the floor, amid unemptied slops (dirty water and other kitchen waste) and beside a large brown dish, full of fermenting dough, upon which dust and ashes were rapidly settling as it stood at the fireside. The uncleaned window and the dim light of a winter's afternoon made the place so dark that it was with difficulty I made out these details. There were here three little savages of children – their hair tangled in filthy, clotted masses hanging over their grimy (very dirty) faces. Their clothes were mere bunches of rags, kept together by strings. A wriggle of their shoulders, and they would be free from all such incumbrances (danger) in a moment.

I asked them if they ever went to school. – 'Never'. 'Can you tell your letters?' (Can you read?) – a mere solid stare of ignorance. 'How old are you?' I asked the eldest girl. 'Don't know.' 'Do you know, what is the Queen's name?' – 'No'. 'Where were you born?' – 'Don't know.' The relieving officer (official) said that he believed all the family were Irish. 'Did you ever hear of a place called Ireland?' – 'No'. 'Or of a place called England?' – 'No.' 'Or of a place called Yorkshire?' – 'No.' 'Do you know the name of this town?'

After a pause, the question was answered. The eldest girl did know she lived in Leeds; and this knowledge, with the exception of matters belonging to the daily routine of existence, seemed positively to be the only piece of information in the possession of the family...

SOURCE 3B

This photograph shows some of the child labour that was used in mines and factories during the Industrial Revolution in Britain. These were probably young boys from the mines.



SOURCE 3C

This is an extract from a census carried out in Leeds in 1851. A census is a count of all the people in a country on a certain day. On the form 'do' means 'ditto' or the same as the person above that is same name, or from the same place. 'U' means unmarried.

Street name and number	Name and surname of each Person in the house on the	Relation to head of family	Condition	Age of		Rank, Profession, or Occupation	Where Born
				Male	Female		
7 Cherry Tree Yard	Patrick O'Donnell	Head	Married	24		Hardware Hawker [sells goods]	Ireland
	Bridget do	Wife	do		23		do
	John do	Son		6 months			Yorkshire, Leeds
	Mary Jackson	Mother-in-law	Widow		49	Midwife	Ireland
	George do	Brother-in-law	U	14		Flax Dresser [works with flax making linen cloth]	do
	Bridget Larkin	Lodger	Widow		50	Beggar	do
	Ann do	do	U		23	do	do
	Michael dc	do	U	14		Flax Dresser	do
8 Cherry Tree Yard	Joshua Heselwood	Head	Married	77		Pauper [very poor, getting some money from the parish] – Farm Labourer	Yorkshire, Morley
	Jane do	Wife	do		76	do	do Newton upon Ouse
	William Grayson	Son-in-law	do	27		General Labourer	do Leeds
	Hannah do	Daughter	do		25	Card Spinner [prepares cotton for spinning]	do do
10 Cherry Tree Yard	John Ackroyd	Head	do	36		Shoemaker	do Haworth
	Margaret do	Wife	do		35		do Otley
	John do	Son		9		Scholar	do Bradford
	Mary Ann do	Daughter			7	do	Durham Darlington
	Thomas do	Son		5		do	Yorkshire Bradford
	Hannah do	Daughter			3	do	Durham South Shields
14 Cherry Tree Yard	Agnes Connor	Head	Widow		60	Charwoman	Scotland
	Ellen do	Daughter	U		30	Flax Spinner	Cumberland Wigton
	Edward do	Son	U	26		Engine Tenter [works with machines for stretching cloth]	Yorkshire Leeds
	James do	Son	U	20		Cloth Dresser [prepares material]	do do
	John do	Son	U	16		do do	do do
18 Cherry Tree Yard	Charles Pritchard	Head	Married	50		Pauper Dyer [dyes cloth]	Ireland
	Elizabeth do	Wife	do		40		do
	John do	Son	U	23		Bricklayer Labourer	do

QUESTION 4: TRANSFORMATIONS BETWEEN 1750 AND 1850**DID THE MFECANE TRANSFORM SOUTH AFRICA IN THE 1800s?**

The early nineteenth century was a period of war and great social upheaval throughout much of Southern Africa. What came to be known as the Mfecane (Zulu for 'crushing') or Difaqane (Sotho/Tswana word for 'hammering') dates from 1818, when the Zulu state under the leadership of Shaka started to expand by the conquest of neighbouring peoples. While many of the conquered peoples were absorbed into the Zulu state, others fled or set out on their own paths of conquest in search of a place to settle.

SOURCE 4A

This is an extract from the *Readers Digest* explaining the Mfecane.

The Mfecane - fact or fable?

For generations South African schoolchildren were taught how a tyrannical Zulu king named Shaka was responsible for one of the worst periods of black-on-black violence in the history of the sub-continent: the Mfecane (the 'crushing').

According to the majority of early historians Shaka ordered his men to attack every rival - both big and small - after he had built the most powerful army in Africa. The effect was devastating: tens of thousands of people were killed, dozens of chiefdoms were destroyed or assimilated into new, predatory states and wide areas of the highveld were depopulated. This suited the Afrikaner view of history which claimed that the Voortrekkers entered undisputed territory.

Even historians sympathetic to the struggle of southern Africa's indigenous black people tried to provide the Mfecane with legitimacy. It was, claimed one prominent historiographer, a time of state-building in African societies.

By the 1990s, however, many prominent historians had come to the conclusion that the *Mfecane* did not, indeed in fact, exist. While they agreed that there was indeed disorder among African societies in Natal and on the highveld, they were adamant that Shaka could not be held solely responsible for this.

The least controversial of the reasons offered for the upheaval was the drought of the early 1800s, which sparked fierce competition for resources. The availability of guns from white traders also led to the rise of warlords, it was claimed. Another, far more controversial theory, was that the disorder which plagued the sub-continent was caused by converging imperialistic thrusts'- from the British in the Cape, to acquire labour after the reorganisation of the colony's labour procurement system and from the Portuguese at Delagoa Bay to supply slaves for their plantations in Brazil.

SOURCE 4B

Historian, Julian Cobbing suggested that the *Mfecane* was caused by external factors (slave trade and slave raiders) rather than internal forces (Shaka).

Cobbing argues that the wars and migrations of the 1820s and 1830s were caused primarily by an increasing demand for African slaves by European traders and settlers. The argument here is that the slave trade at Delagoa Bay and Thukela corridor was slow to pick up until the beginning of the nineteenth century when the demand for slave labour increased in Brazil and other markets. African leaders such as Zwibe of the Ndwandwe responded to the demand for slaves by mounting aggressive slave-raiding campaigns into the south, where they came into conflict with Dingiswayo's Mthethwa. The defeat of the Mthethwa at the hands of the Ndwandwe provide an opportunity for the rise of a new state, the Zulu state. The rise of the Zulu state, in this perspective, is seen as a defensive reaction against the slave trading activities of the Ndwandwe.

In addition to slave trade as a motor for the movements in much of the coastal and highveld areas in the early nineteenth century, Cobbing suggests that the white penetration into southern Africa in the early nineteenth century – which had devastating consequences for African societies – was driven by the need to solve the massive demand for slave labour in the Cape Colony... in order to meet the demands from Cape European traders, officials and missionaries organised raiding parties to capture Africans for sale as slaves and labourers in the Cape...These raiding activities were also responsible for the chain reactions of violence and destruction that engulf the sub-continent and gave rise to new states.

SOURCE 4C

Some Christian missionaries had moved into the area from the Cape. In this diary entry written in 1823, one of them, Reverend Hodgson, describes finding an abandoned village:

We saw how people had left their homes quickly. Some of the houses were destroyed and others left in a half ruined state. At a distance we saw three fat dogs. On approaching the centre of the village we saw a little child sitting by a small house, peeping its worn-out face through the upper part of a small kaross with which she was covered. The child was a mere skeleton, unable to stand from weakness.... It must have been at least 15 days without anyone to communicate with, and most likely without food.... The child is a girl of about 6 years of age, towards whom our hearts were moved with compassion.... I discovered the skulls and other bones of another child... It looked as though it had recently been eaten up by the dogs or some wild animals; a fate which, but for our visit, the child we had taken in charge would no doubt in a day or two have shared.

ACKNOWLEDGEMENTS

Extracts and visual sources used in this addendum were taken from the following publications:

1. National Guideline Document on Assessment – Department of National Education.
2. Department of National Education, NCS Grades 10-12, Subject Assessment Guidelines, History, September 2005
3. *History for All Grade 10 Learners Book*, Nasou Publication, 2005.
4. *In Search of History Grade 10 Learner's Book*, Oxford University Press, 2005.
5. *Shuters History Grade 10 Learner's Book*, Shuter and Shooter Publishers, 2005.
6. *New Generation History Grade 10 Learner's Book*, New Generation Publishers, 2005.