



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 10

HISTORY
JUNE 2024

MARKS: 100

TIME: 2 hours



This question paper consists of 6 pages and an addendum of 6 pages.

INSTRUCRTIONS 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: THE FRENCH REVOLUTION

QUESTION 2: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750

SECTION B: ESSAY QUESTIONS

QUESTION 3: COURSE OF THE FRENCH REVOLUTION

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750

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. Answer any TWO questions as follows:
 - 4.1 ONE source-based question must be answered (and you CANNOT answer TWO source based questions).
 - 4.2 ONE essay question must be answered including ONE source-based question, (and you cannot answer TWO essay questions).
5. You are advised to spend ONE hour per question.
6. When answering questions, learners should apply their 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 to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE BIASED SOCIAL ORDER AND THE TROUBLED ECONOMY LEAD TO THE REVOLUTION IN 1789?

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

1.1 Refer to Source 1A

1.1.1 Name the THREE traditional divisions or orders that separated the French society? (3 x 1) (3)

1.1.2 Define the word *Privileges* in your own words. (1 x 2) (2)

1.1.3 What does the source suggest by the statement “Because these privileges were passed on primarily through inheritance, they tended to constrain social mobility?” (2 x 2) (4)

1.1.4 What, according to the source, did the writers of Enlightenment propose should determine social standing? (1 x 2) (2)

1.2 Consult Source 1B

1.2.1 Name the controller general of finances who arranged the summoning of an assembly of “notables”. (1 x 1) (1)

1.2.2 List the THREE groups that constituted the assembly of notables as mentioned in the source. (3 x 1) (3)

1.2.3 Using the source and your own knowledge, explain why France found itself having a budget deficit. (2 x 2) (4)

1.2.4 What changes according to the source were designed to eliminate the budget deficit? (1 x 1) (1)

1.2.5 What, do you think was the cause of the revolt of the aristocratic bodies, notably the *parlements*? (1 x 2) (2)

1.3 Refer to sources 1A and 1B. explain how evidence in Source 1A differs with the information in Source 1B regarding the outbreak of the revolution. (1 x 2) (2)

1.4 Use Source 1C

1.4.1 Define the word *Revolution* in the context of the French Revolution. (1 x 2) (2)

1.4.2 What, according to the source did the people of France do about their fate for generations? (1 x 1) (1)

1.4.3 Comment, on why there was a change at the advent of the 18th century. (2 x 2) (4)

1.4.4 Name FOUR philosophers in the source, in France at the time of the revolution. (4 x 1) (4)

1.4.5 What, according to the source, would help to uncover the laws that governed society and could also condemn practices such as absolutism? (1 x 1) (1)

1.4.6 Explain why do you think they implied by the statement “To deliver society from such evil, they adopted the watchwords: liberty, equality and fraternity which was to become the slogan of the French Revolution”. (1 x 2) (2)

1.5 Refer to Source 1D

1.5.1 Name the TWO estates in France that are shown and mentioned in the source enjoying privileges over the peasants. (2 x 1) (2)

1.5.2 What do you think is the message of the visual source? (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT LINES (about 80 words) explaining how did the biased social order and the troubled economy in France lead to the revolution in 1789? **(8)**
[50]



QUESTION 2: WHAT HELPED MOSHOESHOE TO BUILD THE BASOTHO NATION OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?

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

2.1 Study Source 2A

2.1.1 What is the name that Lepoqo was also known by, as mentioned in the source? (1 x 1) (1)

2.1.2 What TWO activities, according to the source led him to be called as such? (2 x 1) (2)

2.1.3 How did Moshoeshoe, as mentioned in the source, became the chief of the Bamokoteli? (1 x 2) (2)

2.1.4 Using the source and your own knowledge, explain how Moshoeshoe was able to build the Basotho nation during the period known as the 'Mfecane' or Difaqane (1813-1830). (2 x 2) (4)

2.1.5 What does the source mean with the words "he warded off attacks from many enemies"? (2 x 2) (4)

2.2 Refer to Source 2B

2.2.1 Quote THREE reasons from the source that led to migration in the region. (3 x 1) (3)

2.2.2 How, according to the source, Moshoeshoe attract people through the protection he was able to provide? (2 x 2) (4)

2.2.3 Define the word *Difaqane/Mfecane* in your own words. (1 x 2) (2)

2.2.4 What can you deduce from the words "He strengthened his new nation by raiding local Thembu and Xhosa groups for cattle and adopting the use of horses and firearms". (2 x 2) (4)

2.2.5 Which new fighting skill helped Moshoeshoe defeat the Griqua and Korana that expanded his control in the Caledon valley as mentioned by the source? (1 x 2) (2)

2.3 Refer to sources 2A and 2B, explain how evidence in Source 2A supports the information in Source 2B regarding how Moshoeshoe build the Basotho Nation. (1 x 2) (2)

2.4 Study Source 2C

2.4.1 What did Moshoeshoe decide to do in order to protect the Bamokoteli? (1 x 2) (2)

2.4.2 Name TWO tributes that both the Bamokoteli and Moshoeshoe gave to Shaka. (2 x 1) (2)

2.4.3 Explain to what extent you agree with the statement that “Shaka responded by telling his kgotla that Moshoeshoe was wise to do so”. (1 x 2) (2)

2.5 Study Source 2D

2.5.1 Why do you think the photographer took this picture? (2 x 2) (4)

2.5.2 What does the clothing style that Moshoeshoe and his council tell you about them? (1 x 2) (2)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT LINES (about 80 words) explaining what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the difaqane wars? (8)
[50]

SECTION B: ESSAY QUESTIONS

Answer ONE question and not TWO questions, in this section.

Your essay should be about TWO pages long.

QUESTION 3: WHICH EVENTS DURING THE REVOLUTION HELPED TO REMOVE LOUIS XVI FROM THE THRONE IN THE 1700S?

“The calling the Estates General and the events that followed, led to the execution of Louis XVI and were significant enough to cause a revolution”.

Explain to what extent do you agree with the statement above. Use relevant evidence to discuss the events that led to the fall of the French monarchy to support your line of argument. [50]

QUESTION 4: HOW DID THE BATSWANA CLANS RISE TO BECOME GREAT CHIEFDOMS AFTER 1750S?

“The ability to evolve and organise into bigger groups due to environmental pressure and to trade with other groups led to the rise of the Batswana chiefdoms”.

Critically discuss the statement. Support your line of argument with relevant evidence. [50]

TOTAL: 100



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ADDENDUM



This addendum consists of 6 pages.

QUESTION 1: HOW DID THE BIASED SOCIAL ORDER AND THE TROUBLED ECONOMY LEAD TO THE REVOLUTION IN 1789?

SOURCE 1A

The following extract focuses on the socio-economic differences between the different estates in France.

In addition to economic differences, early modern French society was legally stratified by birth. Its three traditional divisions, or "orders," were the clergy, the nobility, and the common people. Nobles ruled over commoners, but even among commoners, specific individuals (such as officeholders) or groups (such as a particular guild or an entire town) enjoyed privileges unavailable to outsiders. Because these privileges were passed on primarily through inheritance, they tended to constrain social mobility—although without preventing it, since they could also be bought or sold. Thus individuals and groups constantly negotiated with one another and with the crown for more and better privileges. Even as these privileges maintained a close grip on eighteenth-century imaginations, writers of the Enlightenment found them too rooted in tradition and proposed that talent supersede birth as the main determinant of social standing. Even when based on merit, they argued, social differences should not be defined by law, as they were in the old regime's orders. Traditionalists countered that a hierarchy of social orders was necessary to hold society together.

When the King called for an Estates-General in 1789, the social tensions plaguing the old regime emerged as a central issue of the Revolution. Traditionally, estates representatives had belonged to one of the three orders of society, and in principle each order had an equal voice before the King. Because nobles dominated the clergy, however, the majority of representatives actually came from the two privileged orders, even though they stood for only 5 percent of the population at most.

[From: <https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/social-causes-of-revolution>. Accessed on 19 February 2024]

SOURCE 1B

The source below highlights part of the economic difficulties that France faced.

The Revolution took shape in France when the controller general of finances, Charles-Alexandre de Calonne, arranged the summoning of an assembly of "notables" (prelates, great noblemen, and a few representatives of the bourgeoisie) in February 1787 to propose reforms designed to eliminate the budget deficit by increasing the taxation of the privileged classes. The assembly refused to take responsibility for the reforms and suggested the calling of the Estates-General, which represented the clergy, the aristocracy, and the Third Estate (the commoners) and which had not met since 1614. The efforts made by Calonne's successors to enforce fiscal reforms in spite of resistance by the privileged classes led to the so-called revolt of the "aristocratic bodies," notably that of the *parlements* (the most important courts of justice), whose powers were curtailed by the edict of May 1788.

[From: [French Revolution | History, Summary, Timeline, Causes, & Facts | Britannica](#). Accessed on 19 February 2024]

SOURCE 1C

The source below highlights part of the economic difficulties that France faced.

For many generations, the people of France had accepted their fate without much reaction. However, the advent of the 18th century saw the rise of the era of enlightenment. (an era which represented a new way of thinking about mankind and the environment). The main advocates of this movement were the philosophers, men like Voltaire, Diderot, Montesquieu and Rousseau.

- They were convinced that it was possible for man to uncover laws which governed society, politics and the economy through reason.
- They condemned practices such as absolutism, feudalism and clericalism because they could not be justified by reason.
- To deliver society from such evil, they adopted the watchwords: liberty, equality and fraternity which was to become the slogan of the French Revolution

[From: *New Generation History* by Carol-Anne Stephenson et al]

SOURCE 1D

The source below depicts “The life of people under the Ancien Regime” showing the monarchy, the clergy and the Nobles riding on the back of the 3rd Estate peasant.



[From: <https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/social-causes-of-revolution>. Accessed on 19 February 2024]

QUESTION 2: WHAT HELPED MOSHOESHOE TO BUILD THE BASOTHO NATIONS OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?

SOURCE 2A

The source below explains about how Moshoeshoe became the chief of the Bamokoteli.

Also known as Moshesh, Mosheshwe or Mshweshwe. His name was allegedly changed from Lepoqo after a successful raid in which he had sheared the beards of his victims – the word ‘Moshoeshoe’ represented the sound of the shearing.

In 1820 Moshoeshoe succeeded his father, Mokhacane, as the chief of the Bamokoteli. His first settlement was at Butha Buthe, but he later built his stronghold at Thaba Bosiu (Mountain of the Night). He united various groups of refugees during the Shaka wars, a period known as the ‘mfecane’ or difaqane (1813-1830), into the Basotho nation. From his capital at Thaba Bosiu, he warded off attacks from many enemies, including Shaka’s Zulus and Mzilikazi’s Ndebele.

[From: <https://www.sahistory.org.za/people/king-moshoeshoe>. 20 February 2024]

SOURCE 2B

The extract below explains how Moshoeshoe received refugees and built a nation.

In the late 1810s and early '20s, European land invasions, labour needs, and trade heightened Southern African disturbances and led to migration in the region. Moshoeshoe led his people south to the nearly impregnable stronghold of Thaba Bosiu (“Mountain at Night”) in the western Maloti Mountains, where his following expanded to other African peoples attracted by the protection he was able to provide. He eventually united the various small groups to form the Sotho nation, called Basutoland by English-speaking persons. He strengthened his new nation by raiding local Tembu and Xhosa groups for cattle and adopting the use of horses and firearms. In the cold Highveld he was able to defeat mounted Griqua and Korana raiders with his own mounted cavalry and expanded his control into the Caledon valley.

[From: <https://www.britannica.com/biography/Moshoeshoe>. Accessed 20 February 2024]

SOURCE 2C

This source explains how Moshoeshoe was strategic in pre-empting a move to avoid a war between the Basotho and AmaZulu.

Moshoeshoe decided he had to make a plan to protect the Bamokoteli, and so he decided to seek out Shaka Zulu. Shaka and the Zulus were not only powerful, they were also known to be enemies of Matiwane. Moshoeshoe sent a group of Bamokoteli men to where Shaka was staying at the time, the Gibixhegu military kraal. The Bamokoteli presented Shaka with a tribute of lion and leopard skins, elephant tusks and great plumes of feathers. They told King Shaka that Moshoeshoe wanted to be of service when he was needed.

They also told him that even though it took them three weeks to reach the Zulu kraal, for they lived west of the Drakensberg region, they would continue to send tributes to Shaka. Shaka responded by telling his kgotla that Moshoeshoe was wise to do so. The Bamokoteli were to deliver tributes every full moon to prove that Moshoeshoe was trustworthy. Then Shaka said to Poho, leader of the Bamokoteli group of messengers, that the Zulus would never steal any Bamokoteli cattle. He even sent 50 oxen with them for Moshoeshoe.

[From: <https://www.news24.com/citypress/Voices/our-story-no-4-moshoeshoe-forges-a-nation-20160822>. Accessed 20 February 2024]

SOURCE 2D

This photograph shows Moshoeshoe (seated and wearing a long western style hat) together with his traditional council.



[From: https://www.sahistory.org.za/sites/default/files/800pxking_moshoeshoe_of_the_basotho_with_his_ministers.jpg. Accessed 20 February 2024]

ACKNOWLEDGEMENTS

Visual sources and historical evidence were taken from the following:

[French Revolution | History, Summary, Timeline, Causes, & Facts | Britannica](#). Accessed on 19 February 2023

<https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/social-causes-of-revolution>.

<https://www.britannica.com/biography/Moshoeshoe>. Accessed 20 February 2024

<https://www.britannica.com/biography/Moshoeshoe>. Accessed 20 February 2024

<https://www.news24.com/citypress/Voices/our-story-no-4-moshoeshoe-forges-a-nation-20160822>. Accessed 20 February 2024]

<https://www.sahistory.org.za/people/king-moshoeshoe>. 20 February 2024

https://www.sahistory.org.za/sites/default/files/800px-king_moshoeshoe_of_the_basotho_with_his_ministers.jpg. Accessed 20 February 2024

New Generation History by Carol-Anne Stephenson et al





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MARKING GUIDELINE

MARKS: 100

This marking guideline consists of 15 pages.



1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical Skills	Weighting of questions
Level 1	<ul style="list-style-type: none"> Extract evidence from the sources Selection and organisation of relevant information from sources Define historical concepts/terms 	40%
Level 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40%
Level 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in source and draw independent conclusions 	20%

1.2 The information below indicates how source-based questions are assessed:

- In the marking of the source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering ‘to what extent’ questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and the structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the student has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to write a paragraph.

- At the end of the paragraph, indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____ . _____
_____ . _____ . _____
Level 2 ✓✓✓✓

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based-question and then write the mark on the right hand bottom margin e.g.

35
50

- Ensure that all the total mark is transferred accurately to the front/back cover of the script.

2 ESSAY QUESTIONS

2.1 The essay questions require learners to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organize and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

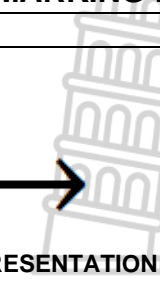
2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the centre.
- Learners may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source questions, learners should be credited for any other relevant answer.

2.3 Global assessment of the essay

- Keep the synopsis in mind when assessing the essay.
- During the reading of the essay, ticks need to be awarded for a relevant Introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
 <p>PRESENTATION</p> <p>→</p> <p>CONTENT</p> <p>↓</p>	Well planned and structured essay. Good synthesis of information. Developed an original well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47-50	43-46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43-46	40-42	38-39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38-39	36-37	34-35	30-33			
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection			30-33	28-29	26-27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26-27	24-25	20-23	
LEVEL 2 Question inadequately addressed. Sparse content.					20-23	18-19	14-17
LEVEL 1 * Question inadequately addressed or not at all. Inadequate or irrelevant content.						14-17	0-13

*** Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- * Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE BIASED SOCIAL ORDER AND THE TROUBLED ECONOMY LEAD TO THE REVOLUTION IN 1789?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*

- The clergy
- The nobility
- The common people (3 x 1) (3)

1.1.2 *[Definition of a historical term from Source 1A – L1]*

- Special rights that were reserved for the nobles and the clergy in France.
- Preferential treatment or rights that were enjoyed only by the first two estates and they excluded the common people.
- Any other relevant response (1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- The privileges in France could only be earned through birth right and nobody could earn them.
- Because people could not buy or work for the privileges, it was impossible to change from one social level or estate to another.
- Merit did not allow people of lower classes to move to the upper estates because they did not have they could only belong to the social structure they were born in.
- Any other relevant answer. (2 x 2) (4)

1.1.4 *[Extraction of evidence from Source 1A – L1]*

- They proposed that talent supersede birth as the main determinant of social standing. (1 x 2) (2)

1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- Charles-Alexandre de Calonne (1 x 1) (1)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- Prelates
- Great noblemen
- And a few representatives of the bourgeoisie (3 x 1) (3)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- Privileged classes paid little to no tax
- France had been involved in wars including American war of independence and had to borrow a lot of money for that effort.

- Only the lower and poorer classes paid taxes in France.
 - Any other relevant answer. (2 x 2) (4)
- 1.2.4 [Extraction of evidence from Source 1B – L1]
- Increasing the taxation of the privileged classes. (1 x 1) (1)
- 1.2.5 [Interpretation of evidence from Source 1B – L2]
- The notables did not want to pay taxes
 - Any other relevant answer. (1 x 2) (2)
- 1.3 [Comparison of information in Sources 1A and 1B – L3]
- Source 1A says social tensions were the central issue of the revolution and Source 1B says that the refusal by assembly of notables to accept fiscal reforms by increasing the taxes of the privileged classes led to the revolution taking place.
 - Any other relevant answer. (1 x 2) (2)
- 1.4
- 1.4.1 [Definition of a historical term – L2]
- The forceful change of government under Louis XVI as monarch to become a republic
 - Any other relevant answer. (1 x 2) (2)
- 1.4.2 [Extraction of evidence from Source 1C – L1]
- Accepted their fate without much reaction. (1 x 1) (1)
- 1.4.3 [Interpretation of evidence from Source 1C – L2]
- There was a new way of thinking about mankind and the environment.
 - Common people of France had heard how common people in places like Britain and the USA had started to get rights.
 - The French people were tired of the traditional life under feudalism and wanted change.
 - Any other relevant answer (2 x 2) (4)
- 1.4.4 [Extraction of evidence from Source 1C – L1]
- Diderot
 - Voltaire
 - Montesquieu
 - Rousseau (4 x 1) (4)
- 1.4.5 [Extraction of evidence from Source 1C – L1]
- Through reason (1 x 1) (1)
- 1.4.6 [Interpretation of evidence from Source 1C – L2]

- The philosophers acted to free the French commoners by fighting through the slogan which wanted freedom, equality of the people and the right to belong to any group (fraternity) an individual wanted to belong to.
- Any other relevant answer (1 x 2) (2)

1.5

1.5.1 [Extraction of evidence from Source 1D – L1]

- The Clergy
- The Nobles (2 x 1) (2)

1.5.2 [Interpretation of evidence from Source 1D – L2]

- The 3rd estate or the peasants were the worst ill-treated people in France
- The king, nobles and the clergy enjoyed the privileges at the expense of the peasants.
- The king, the nobles and the clergy lived in luxury through bondage of the 3rd estate. (1 x 2) (2)

1.6 [Interpretation, evaluation and synthesis from relevant sources – L3]

Learners could include the following aspects in their response:

- France was divided into three traditional divisions (Clergy, nobility and the common people)
- Specific individuals enjoyed privileges, and these privileges were inherited.
- This practice impeded social mobility.
- Writers of enlightenment were against these feudal practices
- Social tensions exploded when the king called for the Estate General which was dominated by the two dominant estates. (Source 1A)
- Calonne called for the assembly of notables giving impetus to the revolution
- In all attempts, the rich refused to pay taxes leaving it to the 3rd estate. (Source 1B)
- The French never fought the ancient regime until the coming of the age of enlightenment
- There was a new way of thinking dominated by the philosophers who wanted reason to be the ultimate part of decision making.
- They adopted a rallying cry: Liberty, equality and Fraternity which became a rallying cry of the revolution. (Source 1C)

Use the following rubric to allocate marks:

<p>Level 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how did the biased social order and the troubled economy in France led to the revolution in 1789. • Uses evidence partially or cannot write a paragraph 	<p>MARKS 0 – 2</p>
<p>Level 2</p>	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of how the biased social order and the troubled economy in France led to the revolution in 1789. • Uses evidence in a very basic manner to write a paragraph 	<p>MARKS 3 – 5</p>
<p>Level 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the biased social order and the troubled economy in France led to the revolution in 1789. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6 - 8</p>

[8]
[50]



QUESTION 2: WHAT HELPED MOSHOESHOE TO BIULD THE BASOTHO NATION OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*

- Moshesh
- Moshweshwe
- Mshweshwe

(1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A – L1]*

- Successful raid
- He had sheared the beards of his victims

(2 x 1) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*

- Moshoeshoe succeeded his father

(1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*

- Moshoeshoe united various groups of people fleeing the Difaqane wars to form Basotho nation.
- He offered people refuge and would also give them mafisa cattle to help them restore their lives and they became loyal to him.
- He offered them protection and many came to join his group for safety.
- Any other relevant answer

(2 x 2) (4)

2.1.5 *[Interpretation of evidence from Source 2B– L2]*

- Moshoeshoe was very good in his defence strategy and was able to defeat or overcome his enemies.
- He used Thaba Bosiu very well to escape his enemies and succeeded in warding off their attacks.
- Any other relevant answer

(2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B– L1]*

- European land invasions
- Labour needs
- Trade

(3 x 1) (3)

2.2.2 *[Extraction of evidence from Source 2B– L1]*

- He led his people to the nearly impregnable strong hold of Thaba Bosiu
- He eventually united the various small groups to form the Sotho nation.

(2 x 2) (4)

2.2.3 *[Definition of historical concept – L1]*

- A period of wars in Southern Africa that brought with it increased migrations.
- Any other relevant answer

(1 x 2) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*

- Moshoeshoe was also attacking other groups and took their cattle by force.
- He had adopted western style of fighting by using guns and horses to his advantage.
- The Basotho did not become a strong nation by running and hiding from their enemies, but they would attack other groups also
- Any other relevant answer (2 x 2) (4)

2.2.5 *[Extraction of evidence from Source 2B – L1]*

- Mounted cavalry (1 x 2) (2)

2.3 *[Comparison of evidence in Sources 2A and 2B to determine the similarities – L3]*

- In both sources he built his nation at Thaba Bosiu where he gave them refuge.
- In source 2A Moshoeshoe united various groups refugees and in Source 2B he united various small groups to form the Sotho nation
- Any other relevant answer (1 x 2) (2)

2.4

2.4.1 *[Extraction of evidence from Source 2C – L1]*

- He decided to seek out Shaka Zulu (1 x 2) (2)

2.4.2 *[Extraction of evidence from Source 2C – L1]*

- Bamokoteli presented with a tribute of lion and leopard skins, elephant tusks and great plumes of feathers.
- Moshoeshoe wanted to be of service when he was needed. (2 x 1) (2)

2.4.3 *[Interpretation of evidence from Source 2C – L2]*

Agree to a greater extent

- Moshoeshoe was wise because he was able to prevent wars with Shaka by giving him tributes
- He was wise because there will be peace between AmaZulu and Basotho
- Any other relevant answer (1 x 2) (2)

2.5

2.5.1 *[Interpretation of evidence from Source 2D – L1]*

- To show who Moshoeshoe and his council were
- To show that Moshoeshoe had adopted western ideas and clothing
- To show that Moshoeshoe depended on his council for decisions.
- Any other relevant answer (2 x 2) (4)

2.5.2 *[Extraction of evidence from Source 2A – L1]*

- They had adopted western style of clothing and knowledge.
- They were willing to modernise.
- Any other relevant answer. (1 x 2) (2)

2.6 *[Interpretation, evaluation and synthesis from relevant sources – L3]*

Learners could include the following aspects in their response:

- Moshoeshoe became the leader of the Bamokoteli through succeeding his father Mokhachane.
- He built his stronghold at Thaba Bosio.
- There he united various groups of refugees who had fled the difaqane attacks to form Basotho nation.
- He was good in protecting his own because he successfully defended them from the likes of Shaka and Mzilikazi (Source 2A).
- Many people were attracted to Moshoeshoe due to the protection that he offered his people.
- He strengthened his nation by raiding groups such as the Tembu and Xhosa.
- He also defeated the Kora and the Griqua showing he was a great warrior.
- He protected his people from Shaka by making peace with him and paying tributes to him and promising to be of service to him (Source 2C).
- Moshoeshoe is believed to have adapted to the western ideas like using guns, horses and clothing (Sources 2B and 2C).

Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the Difaqane wars. • Uses evidence partially or cannot write a paragraph 	MARKS 0 – 2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the difaqane wars • Uses evidence in a very basic manner to write a paragraph 	MARKS 3 – 5
Level 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the Difaqane wars • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]

QUESTION 3: THE FRENCH REVOLUTION

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Learners need to explain to what extent they agree with the statement that the calling of the Estates General and the events that followed, led to the execution of Louis XVI and were significant to enough to cause a revolution. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Learners should include the following aspects in their response:

Introduction: Learners need to explain to what extent do they agree with the statement that the calling of the Estates General and the events that followed, led to the execution of Louis XVI and were significant to enough to cause a revolution. They should support their line of argument with relevant historical evidence.

ELABORATION

- Causes of the revolution (Background)
 - Feudalism which gave privileges to the nobles and disadvantaged the peasants.
 - Absolute Monarchy that gave unlimited powers to the king and ordinary people voiceless.
 - Economy which was bankrupt and was a burden to the third estate because they were the ones paying most of the taxes in France.
 - Calling of the Estates General
 - Callone proposes taxes on the rich landowners but it is rejected
 - Parliament of Paris rejects land tax on the rich
 - The calling of the Estates general after 175 years
 - Voting blocs (voting by estates) in the Estates General questioned by the Third Estate
 - The king doubles the representation of the Third Estate
 - Tennis Court Oath
 - 4 May 1789 Estates General met in the palace of Versailles
 - Third estate calls itself the National Assembly
 - 20 June 1789 the national Assembly is locked out of the palace but they gather at the indoor tennis court and take an oath to never disband until they had written a new constitution.
 - All estates join the National Assembly at the order of the king to write a new constitution. (1st phase of the revolution)
 - The Storming of the Bastille
 - The King decided to enforce his power and amassed his army in Paris
 - 14 July 1789 the people storm the Bastille in order to get arms and ammunition
 - Abolition of the feudal right and privileges
 - Declaration of the Rights of Man
 - Royal family moved to Paris
 - The Escape of the royal family to Varennes
 - Execution of the King and the queen
 - The reign of terror
 - Any other relevant answer
-
- Conclusion: learners should tie their argument with relevant conclusion. **[50]**

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750S?

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Learners need to critically discuss the statement that the ability to evolve and organise into bigger groups due to environmental pressure and to trade with other groups led to the rise of the Batswana chiefdoms.

MAIN ASPECTS

Learners should include the following aspects in their response:

Introduction: Learners need to critically discuss the statement that the ability to evolve and organise into bigger groups due to environmental pressure and to trade with other groups led to the rise of the Batswana chiefdoms.

ELABORATION

- Political Changes
 - They lived in the eastern flank of South Africa in Highveld area
 - Groups like Barolong and the Batlhaping grew to become large and dominant
 - Chiefs made and broke alliances and that contributed to the fall of others and the rise of others.
 - Some became powerful through alliances with the Kora and the Griqua
- Increased conflict
 - Growth in population due to introduction of food sources like maize, space needed to accommodate more people.
 - Drought started to overtake Batswana and had to fight for the little resources
 - Cattle raids became widespread in the Batswana territories
 - Fought over the hunting grounds
- Trade and competition
 - They lived at the crossroads of trade routes
 - They traded with the Griqua and the Kora from the south giving them access to the Cape
 - Traded with indigenous people
 - They worked with iron and copper and also grew dagga
 - Traded with white colonialists and traders from the East coast.
- The influence of the Griqua and the Kora
 - Groups like the Batlhaping traded, intermarried and lived with or near the Griqua and the Kora
 - It gave them advantage over other groups in trade
 - They could access European goods that they could sell to other groups of people
 - They also had access to guns and ammunition that helped their defences
- Organisation into larger groups
- Any other relevant response
- Conclusion: learners should tie their argument with relevant conclusion.

[50]

TOTAL: 100