



Western Cape
Government

Education

FOR YOU

HISTORY
GRADE 10
TERM 2 REVISION
2025



<https://css-library.com/causes-of-french-revolution/>

This revision program is designed to assist you in revising the critical content and skills that you have covered during the 2nd term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the examination.

Content

The revision material covers the following content:

- **The French Revolution**
- **Transformations in Southern Africa After 1750**

**SECTION A:
SOURCE BASED QUESTIONS**

ACTION VERBS	MEANING
<ul style="list-style-type: none"> • List, mention, ... according to the source... • Quote evidence from the source • Definition of a concept ... • What do you understand of the concept in the context of... 	<p>The answers are in the source</p> <ul style="list-style-type: none"> • Use 'quotation marks...' when extracting the answer from the source • The concept is defined in the source • The concept as it is understood and used in the content
<p>Explain in your own words...</p>	<p>Use the information and explain what you understand about it. Do not rewrite the information in the source.</p>
<p>Compare similarities/ differences Compare how the sources support each other regarding...</p>	<ul style="list-style-type: none"> • Identify the similarities/differences between two sources in response to the question. • Please note the mark allocation (2x2) means that two similarities must be given. Your response should be: <ul style="list-style-type: none"> • Source A indicates... and Source B ... v v • Both sources indicate that... v v (2x2)
<p>Comment on</p> <p>Comment on the usefulness/ reliability/ limitations/bias of the source regarding...</p>	<p>Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge (2 x 2)</p> <ul style="list-style-type: none"> • The source is useful/ reliable/ limited/ bias because... (2 x 2)

PARAGRAPH WRITING

Use the information in the relevant sources and your own knowledge and write a paragraph...

You need to identify all the relevant sources. Use the information in the source that would answer the question. Refer to the sources you obtained your information from.

E.g. According to Source 1A ... **(8)**



The Source Based Section (Grade 10-12) is always assessed out of 50 marks! This collection of revision questions does not total to 50 marks because the focus is on consolidating various skills in History.



- *Each Source Based section is guided by a KEY QUESTION*
- *Read the key question*
- *Remember it while reading the sources and answering other questions.*
- *This will help you answer the paragraph question.*

SKILLS TIPS: We use certain **KEYWORDS** in source-based questions. These questions must be answered according to certain historical “rules.” The following section will guide you to answer questions by using a few examples to illustrate.

Example 1: Why did “A” happen to “B” according to the source?

- **According to the source:** use the information from the source to answer the question.
- Extract directly from the source // “quote word for word”
- Identify **TWO** events



Example 2: Define “A” in the context of “B”.

- **Context** refers to the circumstances that **form the setting for an idea in terms of which it can be fully understood.**
- Eg how must the term revolution be understood in relation the French Revolution or Mathematics or Geography?



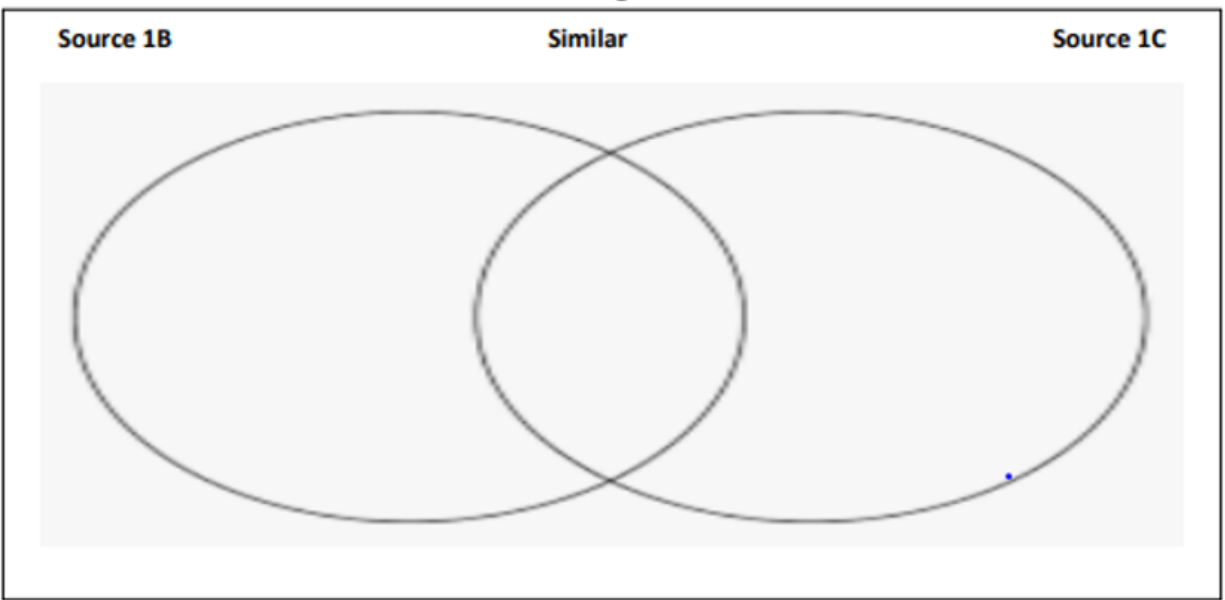
Example 3: Do you agree that “A” happened to “B”? **Provide evidence** from the source to support your answer.

- Evidence is proof/ ‘to make the statement true’

Example 4: How does Source A support Source B regarding...?

- Comparison questions:**
- Read Source 1B and 1C and look for similarities
 - Gather information from both sources which correspond to each other.
 - The History wants to assess how the visual source supports the written source.
 - For example, you will say “Source 1B says...” and “Source 1C confirms this by showing...”. Both sources refer to...
 - Remember: find a **link** in both sources to compare
 - If the mark allocation is (2x2) (4) then you must compare the sources **TWICE**





Example 5: Write a paragraph of about EIGHT lines words (80 words) to explain the causes of the French Revolution.

How to write a paragraph:

- Read the sources (addendum) with understanding and see what information you can use to answer the question
- Bear the key question in mind as you read and analyse each source while you answer the other questions in the Source Based section
- Either highlight or underline information in one colour or write-up information in the margin of the source that can be used to answer the paragraph question
- When you construct your paragraph, you will evaluate the evidence you gathered and select the most appropriate information
- Refer to the sources you obtained your information from e.g. In Source 1C ...
- 'Own knowledge' should be used to help you elaborate on the information that the source gives
- Remember: Focus on the key question not the TOPIC
- Do not use bullet points when you write your answer.
- If you copy parts the source/s you will be awarded no marks!

You will now apply these skills by answering the following questions:

QUESTION 1: WHAT WERE THE CAUSES OF THE FRENCH REVOLUTION?

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

Source 1A

This source examines changes in culture and King Louis XVI's poor leadership as a cause of the French Revolution.

For hundreds of years the people of France had blindly followed the laws of the absolute monarch and accepted their place in life. However, in the 1700s, the culture began to change. The "Era of Enlightenment" presented new ideas such as "liberty" and "equality."

Before the Storming of the Bastille, King Louis XVI had been losing power within the French government. He was a weak king and didn't realize how bad the situation was for the commoners in France. He was unable to make firm decisions to save the fate of France.

The economy was failing, and King Louis XVI kept on appointing and dismissing Finance Ministers. The members of the Third Estate formed the National Assembly to force the king to make reforms. Not only was the king in conflict with the commoners, but the king and the nobles could not agree on reforms.

Taken from: https://www.ducksters.com/history/french_revolution/causes_of_the_french_revolution.php
date accessed: 9 April 2024

- 1.1.1 Define the term absolute monarch in your own words. (1x2) (2)
- 1.1.2 List TWO ideas presented by the "Era of Enlightenment". (2x1) (2)
- 1.1.3 What evidence, according to the source, proves that King Louis XVI was "unable to make firm decisions"? (1x2) (2)
- 1.1.4 Identify TWO groups of people that the King had strife (conflict) with. (2x1) (2)

Source 1B

The diagram below shows how bad the French government's financial situation was in 1786. As the economic situation worsened, the state could only pay its debts by raising more from taxation. The French currency was called the Livres.



From: <http://www.internationalschoolhistory.net/> 03 May 2020

- 1.2.1 How, according to the source, did the French Government raise the largest share of the country's income? (1x1) (1)
- 1.2.2 List four of the biggest expenses that drained the French economy. (4x1) (4)
- 1.2.3 After comparing the totals for France's annual income and expenditure, briefly explain why France was experiencing an economic deficit (shortage) in 1786. (2x2) (4)

1.2.4 Use your own knowledge and explain how the Parisians felt about the expenditure of the royal household.

(1x2) (2)

Source 1C

French political cartoon, entitled "*crushing taxes*". This picture shows a peasant being crushed by the weight of taxes (*taille, gabelle and corvee*) and the social structure of France.



1.3.1 Use your own knowledge to identify the two Estates that the two figures standing on the rock represent.

(2x1) (2)

1.3.2 What is the cartoonist's message regarding the causes of the French Revolution as depicted in the source.

(2x2) (4)

1.3.3 Explain why this source is useful in terms of portraying French society before 1789.

(2x2) (4)

Source 1D

This source analyses the impact that the Age of Enlightenment and the philosophers had as a long-term cause of the outbreak of the French Revolution in 1789.

The Age of Enlightenment occurred during the 18th century, in the decades before the 1789 outbreak of the French Revolution. Although the Enlightenment took place many years before the outbreak of the French Revolution, its ideas had a profound effect on the French Revolution. In fact, many historians today look back on the Enlightenment as a major cause of the revolution.

The ideals of liberty and equality, that were needed to overthrow Louis XVI, emerged first from the writings of important and influential thinkers of the Age of Enlightenment. Specifically, the writings of John Locke, Jean-Jacques Rousseau and Baron de Montesquieu greatly influenced the revolutionaries in France. Each of these three Enlightenment thinkers questioned the traditional authority of an absolute monarch and argued against the rigid class divisions of the estates-system, present in France.

Their questioning of authority and the role of the government inspired the revolutionaries, and ordinary citizens, of France. In general, historians often view the French Revolution as a time when the ideas of the Enlightenment were put into action.

From: <https://www.historycrunch.com/enlightenment-impact-on-the-french-revolution.html#/>
03 May 2020

- 1.4.1 Identify THREE thinkers from the Age of Enlightenment who were influential in France. (3x1) (3)
- 1.4.2 Why, do you think, members of the Third Estate would have found the philosophers' theories appealing. (2x2) (4)
- 1.4.3 Comment on the relationship between the French Revolution and the ideas of the Enlightenment? (1x2) (2)
- 1.5 Using the information in the relevant sources (**A to D**) and your own knowledge, write a **paragraph** of about EIGHT lines (about 80 words) examining the causes of the French Revolution. (8)

SECTION B: ESSAY QUESTION

QUESTION 2: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750

At various stages in history, Shaka's legacy has been reinterpreted to suit societies' needs."

Critically discuss this statement with reference to the legacies of Shaka. [50]

How to write an introduction for a question requesting you to *critically discuss*

Step 1: Read the statement carefully and underline the important words or phrases.

At various stages in history, Shaka's legacy has been reinterpreted to suit societies' needs."

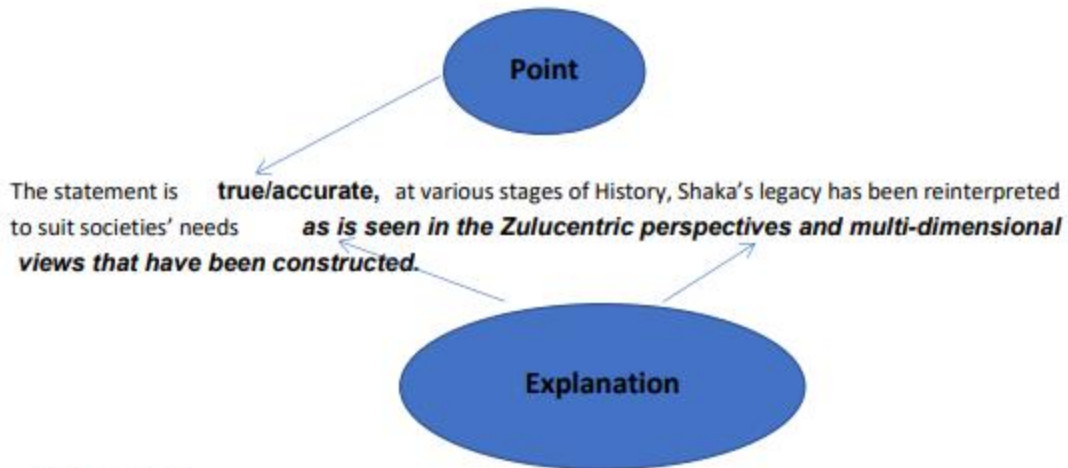
Critically discuss this statement with reference to the *legacies of Shaka*.

Use of the *PEEL* method

Step 2: Give your response as to whether the statement is true, valid or accurate. This is your ***Point***

Step 3: Substantiate your response with a relevant explanation or reason - preferably in one or two sentences. This is your ***Explanation***.

Introduction



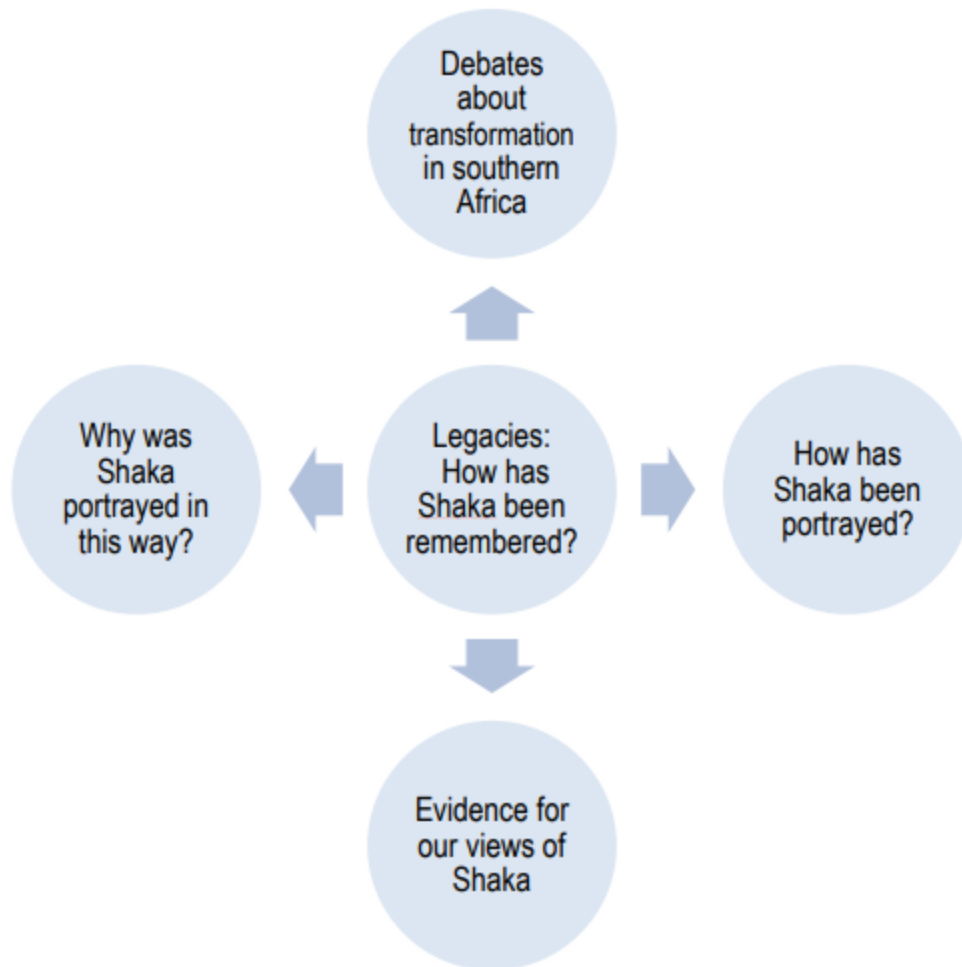
Elaboration

Step 4: Support your point with relevant historical facts/content. This is your **Evidence**

Step 5: Structure your paragraph so that it:

- (1) **Links** with the stance taken in the introduction (line of argument).
- (2) **Links** with the next paragraph to build effective connections between them

Plan your essay, create a mind- map of the main points you will examine in the essay to support your line of argument. We have started the mind map for you.



Conclusion

- *Restate the main point taken in your introduction*
- *Do not present new information*
- *Present one or two general sentences which accurately summarise your argument which support the main point.*

GRADE 10 MEMORANDUM

- 1.1.1 [Definition of a term from Source 1A - L1]
- When a country is ruled by a king who has all the power
 - Monarch refers to a king who rules a country. The title remains in the family. His throne is carried over to his son. Absolute refers to the king's power. He has full control over the government.
 - Any relevant answer. (1x2) (2)
- 1.1.2 [Extraction of evidence from Source 1A - L1]
- liberty
 - equality (2x1) (2)
- 1.1.3 [Extraction of evidence from Source 1A - L1]
- He was unable to make firm decisions to save the fate of France. (1x2) (2)
- 1.1.3 [Extraction of evidence from Source 1A - L1]
- The members of the Third Estate
 - The Noble (2x1) (2)
- 1.2.1 [Extraction of evidence from Source 1B - L1]
- by raising more from taxation (1x1) (1)
- 1.2.2 [Extraction of evidence from Source 1B - L1]
- Interest payments on debts
 - Army
 - Costs and expenses
 - Navy (4x1) (4)
- 1.2.3 [Interpretation of evidence from Source 1B – L2]
- France had an INCOME of 471.6 million livres, but spent SPEND 633.1 million livres.
 - The Government spends more money than it received, therefore, they were bankrupt (2x2) (4)

1.2.4 [Interpretation of evidence from Source 1B – L2]

- They were unhappy with the Government's expenditure because they were taxed heavily, while the government and Nobles spent their money.
- They were unhappy because they remained poor at the expense of the government.
- Any relevant answer (1x2) (2)

1.3.1 [Extraction of evidence from Source 1C - L1]

- Noble
- Clergy (2 x 1) (2)

1.3.2 [Interpretation of evidence from Source 1C – L2]

- The clergy and noble's lifestyles are crashing the third estate (commoners)
- Die third estate are suffering due to heavy taxes
- Die clergy and nobles are oppressing the third estate
- Society is not equal and fair (2x2) (4)

1.3.3 [Interpretation of evidence from Source 1C – L2]

- The source is useful as we can see the artist's interpretation of the unequal society.
- The artist indicates why the economic and social practices contribute to the commoners' (majority) suffering.
- We can see that the commoners suffer from a heavy tax burden.
- We can see that the clergy and nobles are more important than the commoners.
- Any relevant answer. (2x2) (4)

1.4.1 [Extraction of evidence from Source 1D - L1]

- John Locke, Jean-Jacques Rousseau and Baron de Montesquieu (3x1) (3)

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

- The theories questioned traditional authority. The third estate could therefore, get more rights and power. They were tired of being oppressed.
- The theories argued against rigid class divisions. The third estate would like the idea of equality in society.
- Any relevant answer (2x2) (4)

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

- The French Revolution took place due to the ideas of the Enlightenment.
- The ideas of Enlightenment influenced people to question society and that led to the revolution
- Any relevant answer (1x2) (2)

1.5 [Interpretation of evidence from Source 1A-D – L3]

- The paragraph must be marked holistically
- Refer to evidence from all sources
- Mention the burden of the third estate, the hierarchy of society, unfair tax system, the Age of Enlightenment, etc.

Level 1	Use the information in an elementary manner e.g. Little or no understanding of the causes of the French Revolution	Marks 0 – 2
Level 2	Evidence used is mostly relevant and related to the topic e.g. Shows some understanding of the causes of the French Revolution.	Marks 3 – 5
Level 3	Use relevant information e.g. shows a thorough understanding of the French Revolution,	Marks 6 – 8