



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 10**

**HISTORY  
EXEMPLAR 2012**

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 9 pages and an addendum of 10 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.
2. SECTION A consists of THREE source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.
3. SECTION B consists of SIX essay questions.
4. Do NOT answer TWO essay questions from the same theme.
5. Answer THREE questions as follows:
  - 5.1 At least ONE must be a source-based question and at least ONE must be an essay question.
  - 5.2 The third question can be either a source-based question or an essay question.
6. When answering questions, candidates should apply their knowledge, skills and insight.
7. A mere rewriting of the sources as answers will disadvantage candidates.
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 and not more than TWO questions from this section.

**QUESTION 1: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE FRENCH REVOLUTION IN 1789?**

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

- 1.1 Read Source 1A.
- 1.1.1 Define the term *absolute monarchy* in your own words. (1 x 2) (2)
- 1.1.2 Why, according to the source, did the French people refer to King Louis XVI as a 'tyrant'? (1 x 2) (2)
- 1.1.3 Explain the effects that the 'sealed letters' had on ordinary French citizens. (2 x 2) (4)
- 1.1.4 Give THREE reasons why the peasants were unhappy with King Louis XVI's rule. (3 x 1) (3)
- 1.2 Study Source 1B.
- 1.2.1 Which items contributed to the French monarchy's:
- (a) Largest income (1 x 2) (2)
- (b) Largest expenditure (1 x 2) (2)
- 1.2.2 How much money did King Louis XVI receive from donations? (1 x 1) (1)
- 1.2.3 Using the information from the source as well as your own knowledge, identify and explain which ONE of the listed expenditure items you think contributed to the French Revolution. (1 x 2) (2)
- 1.2.4 How do you think the French monarchy could have reduced its expenditure? (1 x 2) (2)
- 1.3 With reference to Sources 1A and 1B, what arguments did ordinary French citizens use to justify their unhappiness against King Louis XVI's rule? Your response should be about SIX lines (about 60 words) in length. (6)
- 1.4 Refer to Source 1C.
- 1.4.1 Why, do you think, did most women complain about France being a 'sad country'? (1 x 2) (2)
- 1.4.2 Identify the THREE possessions that the woman's husband had. (1 x 3) (3)
- 1.4.3 Explain how taxes such as the 'taille' affected poor French families. (1 x 2) (2)

## 1.5 Consult Source 1D.

- 1.5.1 Identify the THREE figures in the cartoon. (3 x 1) (3)
- 1.5.2 What messages does the cartoon convey? (2 x 2) (4)
- 1.5.3 Explain how the nobility added to the burdens of the peasants. (2 x 2) (4)
- 1.5.4 How can this cartoon be used to explain the causes of the French Revolution? Use the visual clues from the source as well as your knowledge to formulate your response, which should be about SIX lines (about 60 words) in length. (6)  
**[50]**

**QUESTION 2: WHAT ROLE DID KING SHAKA PLAY IN THE FORMATION OF THE ZULU KINGDOM?**

Study Sources 2A, 2B and 2C to answer the following questions.

**2.1 Study Source 2A.**

- 2.1.1 Which THREE chieftainships did Shaka combine to form the Zulu nation? (3 x 1) (3)
- 2.1.2 What was the significance of Senzangkhona's death? (1 x 2) (2)
- 2.1.3 How did Shaka mourn the death of his mother Nandi? (1 x 2) (2)
- 2.1.4 What explanation do historians give for the manner in which Shaka reacted to his mother's death? (2 x 1) (2)
- 2.1.5 Why, according to the source, did Shaka have a strong army? (1 x 3) (3)
- 2.1.6 Explain the concept *Mfecane* in your own words. (1 x 2) (2)
- 2.1.7 Comment on whether Mzilakazi was justified in fleeing from the AmaZulu. (2 x 2) (4)
- 2.1.8 Explain to what extent the information in this source can be regarded as a reliable account of the Mfecane. (3 x 2) (6)

**2.2 Read Source 2B.**

- 2.2.1 Name TWO leadership characteristics of Shaka. (2 x 1) (2)
- 2.2.2 Why, according to Wylie, was it wrong to refer to Shaka as a mass murderer? (1 x 2) (2)

- 2.3 Compare Sources 2A and 2B. Explain how these sources differ in their assessment of Shaka. Your response should be about SIX lines (about 60 words) in length. (6)

**2.4 Refer to Source 2C.**

- 2.4.1 Give TWO results of the Mfecane. (2 x 1) (2)
- 2.4.2 'Shaka ruled like a despot.' Explain whether you agree with this portrayal of Shaka. (2 x 2) (4)
- 2.4.3 Why, do you think, would the majority of Zulus have supported Shaka's land policy? (2 x 2) (4)

- 2.5 The traditional view amongst some historians was that the Mfecane led to the rise of King Shaka. Using the information from the sources as well as your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining whether this is an accurate view of King Shaka. (6)

**[50]**

**QUESTION 3: WHAT WAS THE IMPACT OF THE 1913 NATIVES LAND ACT ON BLACK SOUTH AFRICANS?**

Study Sources 3A, 3B, 3C and 3D to answer the following questions.

3.1 Refer to Source 3A.

- 3.1.1 What 'major test' did the SANNC face after it was established in 1912? (1 x 1) (1)
- 3.1.2 Why, do you think, was the 1913 Natives Land Act imposed on black South Africans? (1 x 2) (2)
- 3.1.3 Name TWO areas that tenant farmers were forced to move to as a result of the 1913 Natives Land Act (2 x 1) (2)
- 3.1.4 According to Sol Plaatje, the 1913 Natives Land Act had turned black South Africans into inferior positions. State TWO. (2 x 1) (2)
- 3.1.5 How do you think the 1913 Natives Land Act affected black South African families? (4)

3.2 Study Source 3B.

- 3.2.1 What demand, according to the source, did the landlord impose on Maria? (1 x 2) (2)
- 3.2.2 Define the concept *indenture* in your own words. (1 x 2) (2)
- 3.2.3 Why did the landlord set Maria's thatched cottage on fire? (1 x 2) (2)
- 3.2.4 Where did Maria go when she was forced off the farm? (1 x 1) (1)
- 3.2.5 Explain how the human rights of Maria were violated. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 Who, according to the source, influenced the landlord to change his mind regarding the implementation of the 1913 Natives Land Act? (1 x 1) (1)
- 3.3.2 Quote evidence from the source that suggests that Mr V's wife was ready to oppose the 1913 Natives Land Act. (1 x 2) (2)
- 3.3.3 Why was the 1913 Natives Land Act regarded as unjust? (1 x 3) (3)
- 3.3.4 What evidence from the source suggests that the crowd was happy with Mr V's speech? (2 x 1) (2)

- 3.4 Use Sources 3B and 3C. It has been argued that interviews with eye-witnesses can be reliable in the reconstruction of the past. Write a paragraph of about SIX lines (about 60 words) explaining the reliability of Sources 3B and 3C regarding the impact that the 1913 Natives Land Act had on tenant farmers. (6)
- 3.5 Refer to Source 3D.
- 3.5.1 What message does the photograph convey regarding the SANNC as an organisation? (1 x 2) (2)
- 3.5.2 Refer to the source and give the names of the following delegates:
- (a) The president of the SANNC (1 x 1) (1)
- (b) A national executive member of the SANNC (1 x 1) (1)
- 3.5.3 As a historian studying the effects of the 1913 Natives Land Act, explain the limitations of this photographs as historical evidence. (2 x 2) (4)
- 3.6 Compare Sources 3A and 3D. Explain how these sources support each other regarding the role of the SANNC in attempting to protest against the 1913 Natives Land Act. Your response should be about SIX lines (about 60 words) in length. (6)
- [50]**

**SECTION B: ESSAY QUESTIONS**

Answer at least ONE question and not more than TWO questions from this section.

**QUESTION 4: THE WORLD AROUND 1600**

Answer either QUESTION 4A or QUESTION 4B. Do NOT answer both questions.

**QUESTION 4A**

Discuss the changes that societies underwent during the period 1340 to 1850 in any ONE of the following empires:

4.1 The Ming Dynasty

4.2 The Songhai Empire

4.3 The Mughal Empire

**[50]****OR****QUESTION 4B**

The world in 1500 was different from the world we live in today. It was a world in which no one continent or culture dominated the rest. Each had its own strengths and weaknesses, but they were equal.

Explain to what extent you agree with the above statement by referring to a case study from any ONE of the following empires:

4.1 The Ming Dynasty

4.2 The Songhai Empire

4.3 The Mughal Empire

**[50]**



**QUESTION 5: EXPANSION AND CONQUEST DURING THE 15<sup>th</sup> to 18<sup>th</sup> CENTURIES**

Answer either QUESTION 5A or QUESTION 5B. Do NOT answer both questions.

**QUESTION 5A**

Discuss the process of colonisation and its consequences on indigenous societies. Select either Spain or Portugal as an example of a colonial power to support your answer.

**[50]****OR****QUESTION 5B**

The slave trade had a huge impact on the indigenous people living at the Cape in the 18<sup>th</sup> century.

Do you agree with the statement? Substantiate your answer by using relevant examples.

**[50]****QUESTION 6: COLONIAL EXPANSION AFTER 1750**

Answer either QUESTION 6A or QUESTION 6B. Do NOT answer both questions.

**QUESTION 6A**

Discuss the consequences of colonial expansion on indigenous communities living in the interior of South Africa. Select a relevant example to support your answer.

**[50]****OR****QUESTION 6B**

Moshoeshoe has been referred to as a military strategist, diplomat, negotiator, reconciler and nation builder.

Assess the accuracy of this statement by referring to Moshoeshoe's role in unifying the Basotho kingdom.

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