



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**



GRADE 10



**HISTORY
EXEMPLAR PAPER**

2023

**TIME: 2 hours
MARKS: 100**

.N.B. This question paper consists of 7 pages including the cover page.

INSTRUCTIONS AND INFORMATION



1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: THE FRENCH REVOLUTION.

QUESTION 2: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750.

SECTION B: ESSAY QUESTIONS

QUESTION 3: 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 will be found in the ADDENDUM.
3. SECTION B consists of TWO essay questions.
4. Answer TWO questions as follows:
 - 4.1 ONE source-based question and ONE essay question.
5. When answering questions, candidates should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage candidates.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer ONE question, from this section. Source material to be used to answer questions is contained in the ADDENDUM.

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

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

1.1 Use Source 1A.

- 1.1.1 Define the concept “*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 XV1 as a ‘tyrant’? (1 x 2) (2)
- 1.1.3 Mention THREE reasons, according to the source, why the peasants were unhappy with King Louis XV1’s rule. (3 x 1) (3)
- 1.1.4 Explain the effects that the ‘sealed letters’ had on ordinary French citizens. (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.2.1 How much money according to the source did Louis XV1 receive from donations? (1 x 1) (1)
- 1.2.2 Which items, according to the source, contributed to the French monarchy’s:
(a) Largest income (1 x 2) (2)
(b) Largest expenditure (1 x 2) (2)
- 1.2.3 What does the expenditure for the army tell you about the rule of the monarchy in France? (1 x 2) (2)
- 1.2.4 Why, do you think, the ordinary French people would be unhappy with Royal Household expenditure? (1 x 2) (2)

1.3 Consult Source 1C.

- 1.3.1 Identify THREE possessions, in the source, of the woman’s husband. (3 x 1) (3)
- 1.3.2 Why, do you think, the woman complained about France being a ‘sad country’? (2 x 2) (4)
- 1.3.3 Comment on the meaning of the words ‘might have been taken for sixty or seventy’ in the context of rule of the absolute monarchy in France. (1 x 2) (2)

- 1.3.4 Quote evidence from the source which suggests that the peasant woman worked hard. (1 x 2) (2)
- 1.3.5 Explain the reliability of this source to a historian regarding the unfair taxation of the 3rd estate. (1 x 2) (2)
- 1.4 Refer to Sources 1A and 1B, explain how Source 1C supports Source 1B regarding the taxation of the French people under Louis XV1's rule. (1 x 2) (2)
- 1.5 Study 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 regarding three classes in France? (2 x 2) (4)
- 1.5.3 Using the information in the source and your own knowledge, explain how the nobility added to the financial burden of the peasants. (1 x 2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the factors that contributed to the outbreak of the French Revolution in 1789. (6)

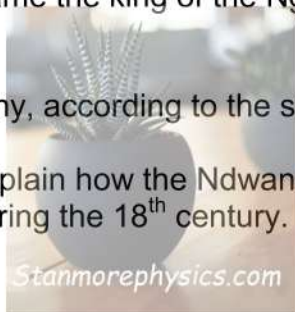
[50]

QUESTION 2: HOW DID ZWIDE TRANSFORM THE NDWANDWE CHIEFDOM IN THE 1770s?

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

2.1 Use Source 2A.

- 2.1.1 Define the concept *amabutho* in your own words. (1 x 2) (2)
- 2.1.2 According to the source, what happened to the chiefs who disobeyed Zwide? (1 x 2) (2)
- 2.1.3 Name the king of the Ngwane chiefdom as indicated in the source. (1 x 1) (1)
- 2.1.4 Why, according to the source, did Zwide attack the Ngwane chiefdom? (1 x 2) (2)
- 2.1.5 Explain how the Ndwandwe Kingdom consolidated its power during the 18th century. (1 x 2) (2)



2.2 Refer to Source 2B.

- 2.2.1 Give THREE ways in which Dingiswayo tried to control trade in Delagoa Bay. (3 x 1) (3)
- 2.2.2 State the strategy, in the source, that the Ndwandwe and Mthethwa used when attacking an enemy. (1 x 2) (2)
- 2.2.3 Explain, why Dingiswayo entered into an alliance with the Mbundu? (1 x 2) (2)
- 2.2.4 Comment on why African kingdoms needed 'more effective armies' during that period. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 Name the THREE chiefdoms of the Northern Nguni, according to the source. (3 x 1) (3)
- 2.3.2 Which chiefdom, according to the source, was defeated by Ndwandwe? (1 x 1) (1)
- 2.3.3 How did the defeat by Ndwandwe affect the Mthethwa chiefdom? (2 x 2) (4)



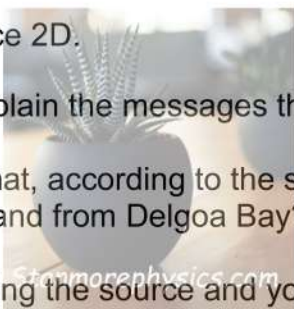
2.3.4 Quote evidence from the source that indicates a major change in Zulu army under Shaka. (1 x 2) (2)

2.3.5 Name the region from the source where the Zulu became a dominant force. (1 x 2) (2)

2.3.6 Explain the usefulness of this source for a historian researching the origins and lifestyle of the Ndwandwe Kingdom. (1 x 2) (2)

2.4 Refer to Sources 2B and 2C. How does the information in Source 2B support the evidence in Source 2C regarding the state formation in southern Africa? (1 x 2) (2)

2.5 Study Source 2D.



2.5.1 Explain the messages that are conveyed in the picture. (2 x 2) (4)

2.5.2 What, according to the source, was carried by men to and from Delgoa Bay? (1 x 2) (2)

2.5.3 Using the source and your own knowledge, explain how Ndwandwe exercised authority over his people. (2 x 2) (4)

2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Zwibe transformed the Ndwandwe chiefdom in the 1770s (6)

[50]

SECTION B: ESSAY QUESTIONS

Answer ONE question from this section.

Your essay should be about THREE pages long.

QUESTION 3: THE FRENCH REVOLUTION

Critically discuss how the meeting of the Estates General and the signing of the Tennis Court Oath challenged the old order in France. **[50]**

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750

Discuss how King Shaka is portrayed by the different schools of thought. **[50]**

TOTAL 100



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**ADDENDUM
EXEMPLAR PAPER**

This addendum consists of 8 pages

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

This extract focuses on King Louis XVI's rule of France and the use of the Lettre de cachet on the people of France.

People at the time were not happy with the fact that France was an absolute monarchy. The king had power over everything, whatever he said had to be done whenever he wanted it to be done. Many claimed that King Louis XVI abused his power and that he was a tyrant. One major thing that made the French people angry was his use of 'sealed letters' known as 'lettres de cachet' to the French. These letters were letters of execution or imprisonment. The king would sign his name on the paper and send the letters to his ministers, who could fill in any name that they wanted. These letters made the people feel insecure of their lives, even if they had done nothing wrong they always had to fear that a minister would not get along with them and then they may receive a letter.

During King Louis XVI's time of power around 14 000 of these letters were issued among his people. People were angry that the King had complete power over them and their families, but they were also angry about the laws that the whole government had issued. Taxes were issued according to social class, and privileges like voting and even freedom of speech depended on a person's status. Overall, the French were upset with their whole political system.

[From [https://www.internationalschooltoulouse.net/y9student work/rachelle.htm](https://www.internationalschooltoulouse.net/y9student%20work/rachelle.htm). Accessed on 23 March 2023.]

SOURCE 1B

This table shows the French monarchy's income and expenditure during 1786, four years before the French Revolution.

INCOME	
Royal lands and forests	51,2 million livres*
Donations	20,6 million livres
Direct taxes	163 million livres
Indirect taxes	219 million livres
Royal monopolies	17,5 million livres
TOTAL:	471,3 MILLION LIVRES
EXPENDITURE	
Royal household	42 million livres
Foreign affairs	14,4 million livres
Army	107 million livres
Navy	51,8 million livres
Public works	14,9 million livres
Charity	19 million livres
Salaries and pensions	47,8 million livres
Interest payments on debts	261 million livres
Cost and expenses	65,4 million livres
Other	9,6 million livres
TOTAL: 622,9 MILLION LIVRES	
*livres – French money	



[From *The French Revolution* by P Martin]

SOURCE 1C

This extract focuses on the experience of a French peasant woman in 1789. It highlights her family's suffering because of the payment of taxes to the landlords.

Walking up a long hill to ease my horse, I was joined by a poor woman, who complained of the times, and that it was a sad country. She said her husband had but a bit of land, one cow, and a poor little horse yet they had about 20 kg of wheat and three chickens to pay as feudal dues to one lord, and about 75 kg of oats, one chicken, and one franc, to pay to another, besides very heavy tailles and other taxes. She had seven children, and the cow's milk helped to make the soup ... It was said, at present, that something was to be done by some great people for such poor ones, but she did not know who nor how, but may God send us better, she said, because the tailles and the feudal dues are crushing us.

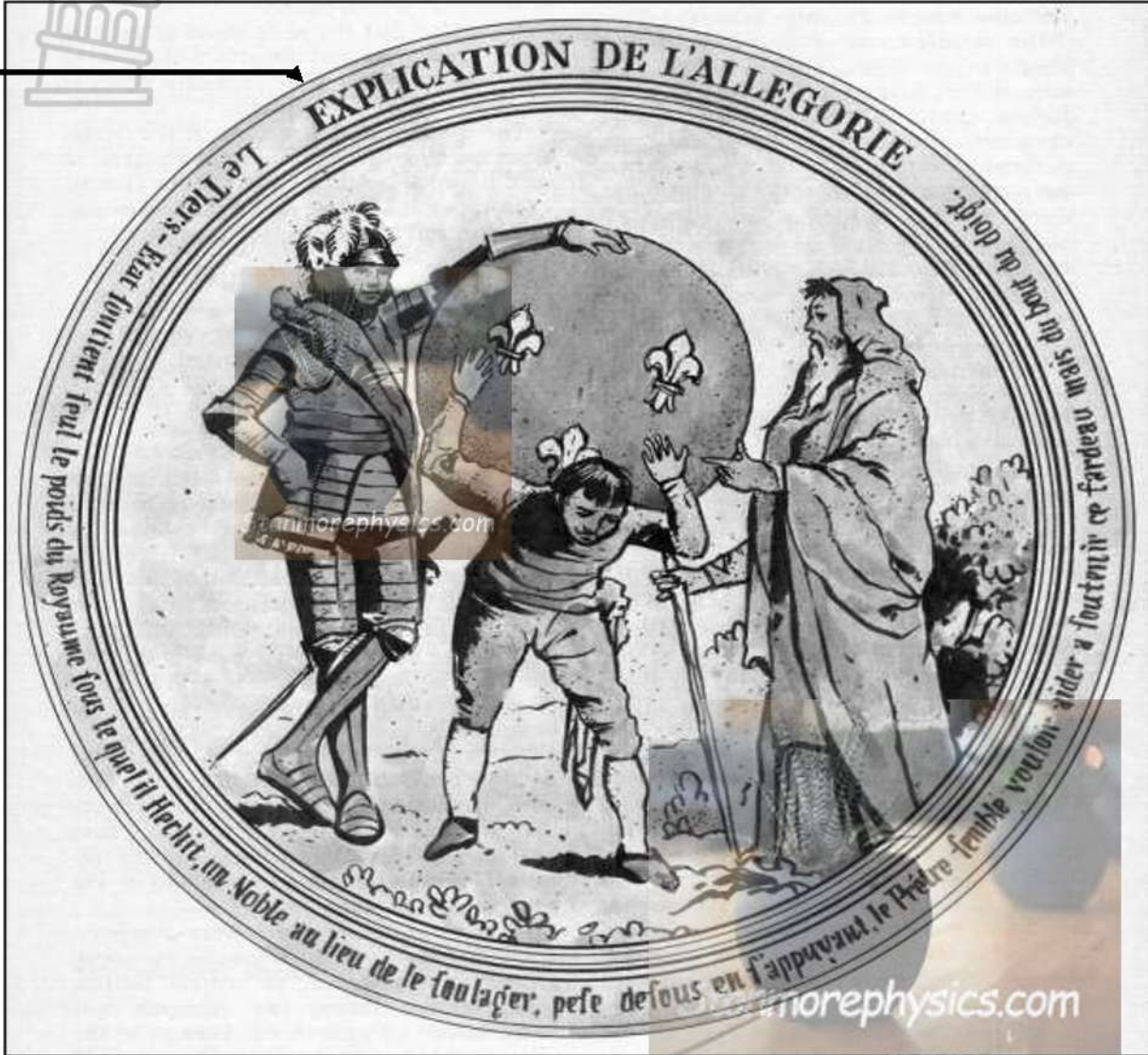
This woman, at no great distance, might have been taken for sixty or seventy, her figure was so bent and her face so lined and hardened by labour, but she said she was only twenty-eight.

[From *Travels in France during the Years - 1788 and 1789* by Arthur Young]



SOURCE 1D

This cartoon depicts a peasant carrying the burdens (weight) of the monarchy on his shoulders. The nobility, on the left-hand side of the cartoon, increases the burden. The priest on the right-hand side of the cartoon, who represents the clergy, is seen reluctantly trying to assist the peasant with his burdens.



[From Timelines – Grade 10 by Stanmorephysics.com]

TRANSLATION OF WORDS AROUND THE CARTOON:

Explanation of the image – The third estate carries all the weight of the monarchy, the noble presses on it to increase the weight and the priest seems to help him merely with one finger.

QUESTION 2: HOW DID ZWIDE TRANSFORM THE NDWANDWE CHIEFDOM IN THE 1770s?

SOURCE 2A

This is an extract from the *Illustrated History of South Africa* which attempts to explain the factors that led to political changes on the East Coast.

Zwide, who became chief of the Ndwandwe in 1770, transformed his small chiefdom into a powerful kingdom. Young men were under the authority of the chief for certain time and formed age sets or amabutho. Zwide used these amabutho to form an army. Zwide sent his army to conquer neighbouring chiefdoms who disobeyed him or would not submit to him. Some were killed.

When the Ngwane King, Sobhuza claimed the right to use crop lands near the Phongola River, Zwide sent the Ndwandwe army to attack the Ngwane. The Ngwane were forced to move northwards into what is present – day Swaziland in about 1816.

[From *Illustrated History of South Africa*]

SOURCE 2B

This is an extract adapted from the *Illustrated History of South Africa* which explains why changes took place between 1800 and 1820.

The Mbundu state was situated in Southern Mozambique and could control trade between what is now Kwazulu Natal and Delagoa Bay.

When Dingiswayo became chief of the Mthethwa, one of the first steps he took was to organise a caravan to take cattle and ivory to trade at Delagoa Bay. He entered into an alliance with Mbundu and made all trade his exclusive right. He brought them under the control of the Mthethwa. Dingiswayo also tried to expand his kingdom westward to enlarge the area for cattle and hunting elephant.

At the same time, the Ndwandwe tried to expand westward along the southern banks of the Phongola River for the same reasons as Mthethwa expansion. The scene was set for conflict between Dingiswayo and Zwide. After defeating the Mthethwa and putting Dingiswayo to death, Zwide immediately set about bringing the Mbundu under Ndwandwe control.

Trade requirements might have stimulated the introduction and development of the amabutho system. Hunting needed to be organised more systematically and competition and conflict required more effective armies.

[From *Illustrated History of South Africa*]

SOURCE 2C

This source is a description of the Ndwandwe origins and lifestyle. It is taken from *The Reader's Digest Illustrated History of South Africa*.

The Hlubi, Ngwane, Mthethwa, Qwabe and Ndwandwe were among the first of Northern Nguni Chiefdoms (in what is now Kwazulu Natal) to consolidate into larger unit, and recent research suggests that from the late 1790s to the early 1800s, it was these chiefdoms, especially the Ndwandwe who were responsible for the disruptions in the eastern parts of the country rather than Shaka, as previously believed. When the Ndwandwe were wielding power in the early 1800s, the Zulu Chiefdom was still only a small part of the Mthethwa confederacy, and Shaka had not come to power.

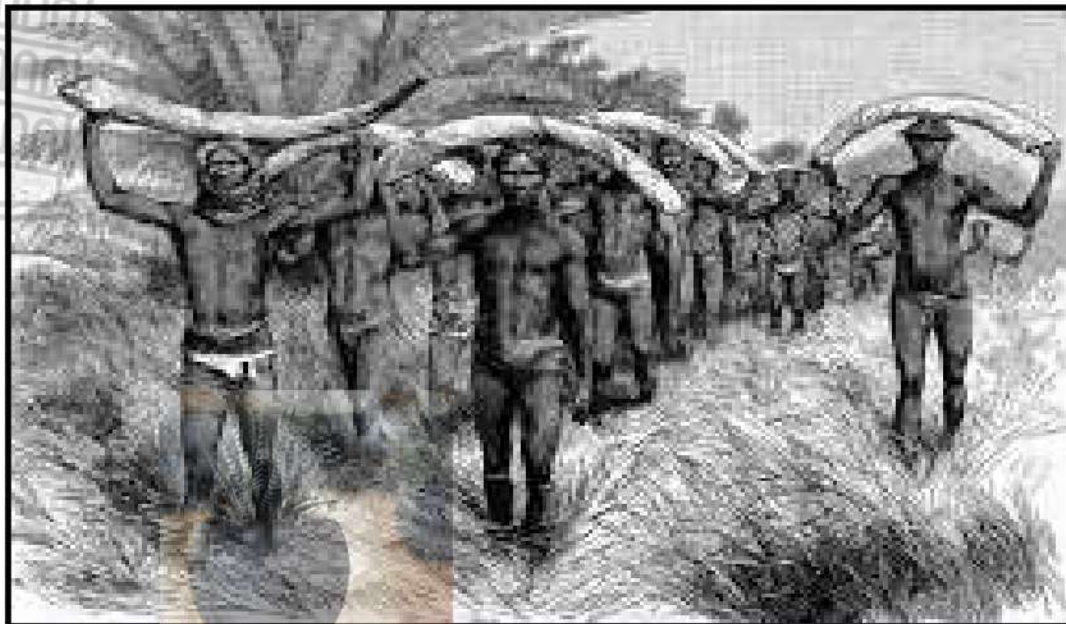
Once the Ndwandwe had defeated the Mthethwa, Zwide turned his attention to the Zulu state. The Zulu had been part of the Mthethwa kingdom, but under the leadership of Shaka, the Zulu state had grown to dominate the area between the Umfolozi and Thukela rivers. Shaka was a fearless soldier who had transformed his amabutho into a well- disciplined and motivated army. In 1819 the Ndwandwe attacked the Zulu who controlled the Phongola – Thukela region. The Ndwandwe were defeated and the Zulu occupied their land. The Zulu were now the dominant power in the Phongola –Thukela region. The Ndwandwe fled north-eastwards after their defeat and set off a chain of wars.

Stanmorephysics.com

[From *The Reader's Digest Illustrated History of South Africa*]

SOURCE 2D

This source is a photograph showing men carrying elephant tusk at the coast of Delagoa Bay.



Stanmorephysics.com

[From Western Cape Archives]



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GRADE 10

HISTORY

MARKING GUIDELINES

EXEMPLAR PAPER

These marking guidelines consist of 16 pages.

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 sources• Selection and organisation of relevant information from sources• Define historical concepts/terms	40% (20)
LEVEL 2	<ul style="list-style-type: none">• Interpretation of evidence from sources• Explain information gathered from sources• Analyse evidence from sources	40% (20)
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 sources and draw independent conclusions	20% (10)

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

- In the marking of 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 that need to be addressed) as well as the level of the question are indicated in italics.

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 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 candidate has used relevant evidence to address the question.

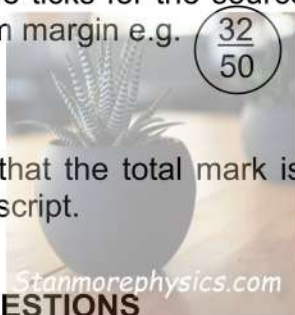
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- 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.



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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise 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 particular centre.
- Candidates 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-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners'

opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized [^]
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A ✓
- Interpretation 1 ✓
- Line of argument LOA ⇕

.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).



C	LEVEL 4	

- (b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL MARKS: 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>	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence used to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>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.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p>LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						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
- Answer 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: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE FRENCH REVOLUTION IN 1789?

- 1.1 1.1.1 [Definition of a historical term from Source 1A – L1]
- When a king has full power over his country/monarchy
 - Any other relevant response (Any 1 x 2) (2)

- 1.1.2 [Extraction of evidence from Source 1A – L1]
- France was an absolute monarchy
 - The king had power over everything
 - The king issued arrest warrants
 - Any other relevant response (Any 1 x 2) (2)

- 1.1.3 [Extraction of evidence from Source 1A – L1]
- Peasants felt insecure
 - Peasants feared to receive a letter of imprisonment
 - Peasants hated the complete power of the king (Any 3 x 1) (3)

- 1.1.4 [Interpretation of evidence from Source 1A – L2]
- It was used by the officials to persecute ordinary people
 - They were an instrument for absolute monarchy
 - They were used as warrants of arrest
 - Any other relevant response (any 2 x 2) (4)

1.2

- 1.2.1 [Extraction of information from Source 1B – L1]
- 20,6 million livres (1 x 1) (1)

- 1.2.2 [Extraction of information from Source 1B – L1]
- Indirect taxes
 - Interest payments on debts (2 x 1) (2)

- 1.2.3 [Interpretation of information from Source 1B – L2]
- The monarchy wasted the resources of the people of France
 - The monarchy was wasteful and did not care about the French citizens
 - Any other relevant response (1x 2) (2)

- 1.2.4 [Interpretation of evidence from Source 1B – L2]
- It contributed to their economic hardships
 - They did not have a fair share in finances of the country
 - Any other relevant response (2 x 2) (4)

1.3.1 [Extraction of information from Source 1C – L1]

- A bit of land
 - One cow
 - A poor little horse
- (3 x 1) (3)

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

- Her husband had only a few possessions but still they had to pay these feudal dues
 - The feudal dues they had to pay was all the food they had
 - They were already poor and now it only made them poorer
 - Any other relevant response
- (2 x 2) (4)

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

- People lived like slaves under the absolute monarchy
 - The political and economic hardships affected their physical well being
 - Any other relevant response
- (1 x 2) (2)

1.3.4 [Determining the reliability of the Source 1C-L3]

The source is reliable because:

- It is written by an established author
 - The author had firsthand experience of the suffering of the French people
 - Any other relevant response
- (1 x 2) (2)

1.4 [Comparison of evidence in Sources 1B and 1C – L3]

- Source 1B refers to different types of taxes that people had to pay and Source 1C outlines the burden of taxation on ordinary French people
 - Source 1B shows that indirect taxes were a heavy burden than any other form of taxation and in Source 1C the woman is complaining about feudal dues the family had to pay to one lord
 - Any other relevant response
- (1 x 2) (2)

1.5

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

- Peasants
 - Nobles
 - Clergy/priests
- (3 x 1) (3)

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

- Peasants were heavily taxed
- The clergy/priest contributed to the burden of the peasant
- Any other relevant response

(2 x 2) (4)

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

- The nobility would impose more taxes
- They didn't pay any taxes
- They lived from the taxes of the ordinary people
- Any other relevant response

(1 x 2) (2)

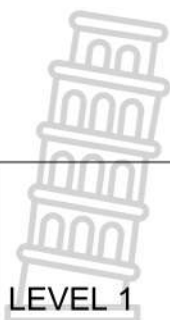
1.6 [Interpretation, analysis, evaluate and synthesis of information from the relevant sources -L3]

Candidates may use the following points to answer the question:

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Factors that contributed to the French Revolution

- French people were not happy about absolute Monarchy rule. (Source 1 A)
- King was abusing power was tyrant. (Source 1A)
- Louis XVI handed out an arrest warrant to anyone opposed his rule. (Source 1A)
- The French government spent more than the estate income. (Source 1B)
- Royal was extravagant. (Own knowledge)
- Marie Antoinette was popular as she was from Austria. (Knowledge)
- Tax collectors were corrupt as the income of the state was less than the expenditure of the state. (Source 1B)
- Peasants were the one carries the burden of the country (source 1D)
- Both first and second estates were in a better position than peasants. (Source 1D)



Use the following rubric to allocate a mark

LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. shows no or little understanding of the factors that contributed to the outbreak of the French Revolution in 1789• Uses evidence partially to report on topic or cannot report on topic	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of understanding of the factors that contributed to the outbreak of the French Revolution in 1789• Uses evidence in a very basic manner	Marks: 3 - 4
LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. demonstrates a thorough understanding of the factors that contributed to the outbreak of the French Revolution in 1789• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	Marks: 5 - 6

**QUESTION 2: HOW DID ZWIDE TRANSFORM THE NDWANDWE CHIEFDOM
IN THE 1770s**

2.1

2.1.1 [Definition of a historical term from the source 2A-L1]

- The use of the army to consolidate political power
- The process by which a society organizes itself military conflict
- Any other relevant response (1 x 2) (2)

2.1.2 [Extraction of information from the source 2A-L1]

- There were killed. (1 x 2) (2)

2.1.3 [Extraction of evidence from source 2A- L1]

- Sobhuza (1 x 1) (1)

2.1.4 [Extraction of information from Source 2A-L1]

- Claimed the right to use crop lands near the Phongola. (1 x 2) (2)

2.1.5 [Interpretation of evidence from the source]

- Zwide used the military power to defeat the neighbouring chiefdoms
 - Any other relevant. (1 x 2) (2)

2.2

2.2.1 [Extraction of information from the source 2B-L1]

- He organized a caravan to take cattle and ivory trade at delagon bay.
- He entered into an alliance with Mbulu.
- Made all his exclusive rights. (3 x 1) (3)

2.2.2 [Interpretation of evidence from the source]

- They used the chest and horns battle formation.
- Any other relevant response (1 x 2) (2)

2.2.3 [Interpretation of evidence from the source]

- He wanted to gain from trade to and from Delagoa Bay
- Any other relevant. (1 x 2) (2)

2.2.4 [Interpretation of evidence from Source 2B- L2]

- Most chiefdoms in the region were in a process of state formation
- There was competition for resources and power
- Political disputes were settled through wars
- Any other relevant response

(2 x 2) (4)

1.3

2.3.1 [Extraction of information from the Source 2C-L1]

- Hlubi
- Ngwane
- Qwabe
- Ndwandwe



Any three (3 x 1) (3)

2.3.2 [Extraction of evidence from Source 2C-L1]

- Mthethwa

(1 x 1) (1)

2.3.3 [Interpretation of evidence from the source 2C-L2]

- The Mthethwa Chiefdom lost its confederacy status.
- It would no longer control trade in the region
- Any other relevant response

(2 x 2) (4)

2.3.4 [Extraction of evidence from Source 2C-L1]

- transformed his amabutho into a well- disciplined and motivated army

(1 x 2) (2)

2.3.5 [Determining the usefulness of Source 2D-L3]

The source is useful because:

- It indicates the chiefdoms existing at that time
- The information on state formation can be corroborated by other sources
- Any other relevant

(1 x 2) (2)

2.4 [Comparison of evidence in Sources 2B and 2C L3]

- Source 2B indicates the prominent role of Ndwandwe in region

and Source C refers to the defeat of Mthethwa by Ndwandwe

- Source 2B outlines militarization in the region and Shaka's rise to power by using the army is indicated in Source
- Any other relevant response

(1 x 2) (2)

2.5

2.5.1 [Interpretation of evidence from Source 2D-L2]

- Ivory trade was one of the main economic activities in the region
- Men were used to carry the ivory to the trading centers
- Any other relevant response

(2 x 2) (4)

2.5.2 [Extraction of evidence from Source 2D-L1]

- Ivory

(1 x 2) (2)

2.5.3 [Interpretation of evidence from Source 2D-L2]

- Leaders of the chiefdoms were able to interact with Europeans
- They were able to get guns that were used in military expeditions
- Any other relevant response

(2 x 2) (4)


2.6

Candidates could include the following in their response

- Zwide used amabutho to form an army.
- Zwide sent his army to conquer neighbouring chiefdoms and brought these people under Ndwandwe control.
- King Zwide ruled over a powerful centralised kingdom with a large army.
- Zwide ruled over a powerful, centralised kingdom with a large army.
- Zwide used the chest and Horn's battle formation.
- Any other relevant response

(6)

Use the following rubric to allocate a mark

 <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 Zwide transformed the Ndwandwe chieftdom in 1770s. • 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 Zwide transformed the Ndwandwe chieftdom in 1770s. • Uses evidence in a very basic manner to write a paragraph. 	<p>Marks 3-4</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Demonstrate thorough understanding of how Zwide transformed the Ndwandwe chieftdom in the 1770s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>Marks 5-6</p>



(6)

SECTION B- ESSAY QUESTION

QUESTION 3: The French revolution

[Plan and construct and original argument based on relevant evidence using analytical and interpretative skills – L3]

Synopsis

Candidate should critically discuss how the meeting of the Estates General and the Tennis Court Oath challenged the old order in France.

MAIN ASPECTS

- Introduction: Candidates should critically discuss the statement and take an appropriate line of argument

ELABORATION

- Proposed new taxation on the French people
- Rejection of a general tax on land by the estates/ social classes
- Meeting of the Estates General called in May 1789 for financial reforms
- Had not met for 175 years
- Country affected by financial problems
- Members of the Third Estate demanded double representation
- The king at first refused
- The king eventually agreed
- Third Estate comprised 98 per cent
- Clearly the Third Estate represented the overwhelming majority of the French population
- That was the beginning of the changes
- The Third Estate decided to change its name National Assembly
- On 20 June 1789 the Third Estate found the hall for their meeting locked
- They then met in the nearby indoor tennis court where they took an Oath
- It was known as The Tennis Court Oath
- The National Assembly vowed work until a new constitution for France had been drawn up
- It was an act of defiance against the King
- More clergy and nobility joined the Third Estate
- The revolution had begun
- After three days the King made concessions:
 - For example that letter de cachet might be abolished
 - Any other relevant responses
- Conclusion: Candidates should tie up their argument with the relevant conclusion.

[50]

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750.

(Recall, interpretation, and comprehension of historical knowledge).

SYNOPSIS

Learners must examine the different views of Shaka

Main Aspects

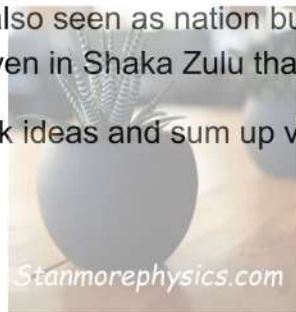
Introduction: Candidates should explain the different perspectives on Shaka and ascertain their validity

Elaboration

- Role played by Shaka in expanding and uniting Zulu Kingdom
- Views of traders at Port Natal were very negative
- These views were based on based on European prejudice
- Traders wanted land and protection and for the British government at Cape to send them soldiers for protection.
- Shaka also seen as nation builder
- View given in Shaka Zulu that Shaka was an astute leader

Conclusion: link ideas and sum up view on Shaka

[50]



TOTAL [100]