



GRADE 10

A large yellow rectangular box with a dashed black border. Inside, there is a background image of potted plants. Overlaid on this image is the text for the exam.

HISTORY

MAY/JUNE EXAMINATION

5 JUNE 2025

Stanmorephysics.com

QUESTION PAPER

MARKS: 100

TIME: 2 HOURS

This addendum consists of 7 pages

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: THE COURSE OF THE FRENCH REVOLUTION

QUESTION 2: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750: THE NDWANDWE KINGDOM

SECTION B: ESSAYS

QUESTION 3: THE FRENCH REVOLUTION: THE CAUSES OF THE FRENCH REVOLUTION

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750: THE RISE OF THE NDEBELE KINGDOM.

2. SECTION A consists of TWO Source Based Questions. Source Material that is required to answer these questions are to be found in the Addendum.
3. SECTION B consists of TWO essay questions.
4. Answer TWO questions as follows:
 - 4.1 ONE question from SECTION A (Source Based Questions)
 - 4.2 ONE question from SECTION B (Essays)
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting of 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 ONE question from this section.

QUESTION 1: HOW DID THE POLITICAL UNREST IN PARIS LEAD TO THE FRENCH REVOLUTION IN 1789?

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


1.1 Study Source 1A.

- 1.1.1 Why according to the source, was France in a major economic crisis during the reign of Louis XVI. Give TWO reasons. (2 x 1) (2)
- 1.1.2 Comment on what is meant by the statement, ancient procedures that disadvantaged the Third Estate, in context of the Louis XVI absolute power? (1 x 2) (2)
- 1.1.3 Define the concept *constitution* in your words (1 x 2) (2)
- 1.1.4 Why were the crowds persuaded by the National Constituent Assembly to support the French revolution. Give THREE reasons from the source. (3 x 1) (3)
- 1.1.5 What is implied by the statement, the rank and file of the regiment now leaned toward the popular cause, in context of the French Revolution? (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 Name, the estate that led the National Constituent Assembly of France, from the source. (1 x 1) (1)
- 1.2.2 Identify, from the source, a pledge taken on 20 June 1789 by members of the Third Estate of France. (1 x 1) (1)
- 1.2.3 Quote evidence from the source, suggest that the National assembly was committed to establish the constitution. (1 x 2) (2)
- 1.2.4 What is the meant by the statement, 'All members of the assembly took a solemn oath never to separate,' in context of the revolution in France. (2 x 2) (4)
- 1.2.5 Give TWO reasons from the source , why the Tennis Court Oath was regarded as the turning-point in course of the French revolution. (2 x 1) (2)

1.3 Refer to Source 1C.

- 
- 1.3.1 Explain the term *Bourgeois* in context of class divisions in France. (1 x 2) (2)
- 1.3.2 Why according to the source, did the Revolutionaries storm the Hôtel des Invalides (1 x 2) (2)
- 1.3.3 Why do you think Bastille remained as a symbol of royal tyranny? (2 x 2) (4)
- 1.3.4 Quote evidence from the source, that suggests that the crowds of protestors were uncontrollable. (3 x 1) (3)

1.4 Use Source 1D.

- 1.4.1 What messages are conveyed by the artist regarding the tensions in France during 1789? (2 x 2) (4)
- 1.4.2 How useful is this source to a historian researching the events that occurred in France, Paris on the morning of 14 July 1789? (1 x 2) (2)
- 1.5 Study Sources 1B and 1C. Explain how the evidence in Source 1B supports the information in Source 1C regarding the storming of Bastille? (1 x 2) (2)
- 1.6 Using the information from relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the political unrest in Paris led to the French Revolution in 1789? (6)

[50]

QUESTION 2: HOW DID ZWIDE BUILD THE NDWANDWE INTO A LARGER KINGDOM?

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

2.1 Use Source 2A

- 2.1.1 Identify THREE resources that led to conflict amongst growing populations of chiefdoms. (3x1) (3)
- 2.1.2 How according to the source did some chiefdoms manage to develop into large kingdoms? (1x2) (2)
- 2.1.3 Explain the importance of the Delagoa Bay trade on the Portuguese traders. (1x2) (2)
- 2.1.4 How, according to the source, did Zwide respond to the Portuguese and Brazilian slave raiders who operated from the Delagoa Bay? (1x2) (2)
- 2.1.5 Comment on the importance of Amabutho in the rise of Ndwandwe kingdom under Zwide. (2x2) (4)
- 2.1.6 Why, according to the source, were the Amabutho so loyal to Zwide? (2x1) (2)
- 2.1.7 Explain how the Ndwandwe became the most powerful state. (1x2) (2)

2.2 Consult Source 2B

- 2.2.1 What, according to the source, limited the powers of the King? (1x1) (1)
- 2.2.2 Quote evidence from the source that suggests that Zwide was an autocratic ruler. (2x1) (2)
- 2.2.3 Identify the cause of the conflict between the Ndwandwe and the Mthethwa Kingdoms. (1x1) (1)

2.3 Refer to Source 2C

- 2.3.1 According to the source, who were deeply involved in the Mfecane? (3x1) (3)
- 2.3.2 Quote TWO pieces of evidence in the Source that shows that Zwide fought different kingdoms. (2x1) (2)
- 2.3.3 According to the source, why did Zwide come into conflict with Dingiswayo? (2x1) (2)



2.3.4 Explain why Shaka's army was considered strong. (2x2) (4)

2.3.5 Explain the usefulness of Source 1C to a historian studying the rise of Ndwandwe Kingdom. (1x2) (2)

2.4 Study source 2D

2.4.1 Explain a message conveyed in 2D to a historian studying the rise of Ndwandwe Kingdom. (2x2) (4)

2.4.2 Comment on the weapons used by the army to fight the opponents. (1x2) (2)

2.4.3 Why do you think this photograph would have been published in the media? (1x2) (2)

2.5 Refer to Source 2C and 2D. Explain how the evidence in 2C supports the information in Source 2D regarding the rise of Ndwandwe kingdom. (1x2) (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 how Zwide built the Ndwandwe into a larger kingdom? (6)

[50]

SECTION B: ESSAY QUESTIONS

Answer ONE essay question from this Section:

QUESTION 3: THE FRENCH REVOLUTION: THE IMPACT OF THE REVOLUTIONARY IDEAS ON THE REST OF THE WORLD.

The collapse of the Ancien Regime was inevitable due to the growing dissatisfaction among the Third Estate and the failure of the monarchy to implement meaningful reforms.

Critically discuss the above statement with reference to causes of the French Revolution of 1789. [50]

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750: THE RISE OF THE NDEBELE KINGDOM.

Mzilikazi played a significant role in building and growth of the Ndebele Kingdom using Amabutho from 1821 to 1838.

Do you agree with this statement? Substantiate your line of argument by using relevant historical evidence. [50]



GRADE 10

HISTORY

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ADDENDUM

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MARKS: 100

TIME: 2 HOURS

This addendum consists of 10 pages

QUESTION 1: HOW DID THE POLITICAL UNREST IN PARIS LEAD TO THE FRENCH REVOLUTION IN 1789?

SOURCE 1A

The source below focuses on the Estate general meeting which was called by King Louis XVI May 1789.

During the reign of Louis XVI, France faced a major economic crisis, partially initiated by the cost of intervening in the American Revolution and exacerbated (worsened) by a deteriorating (weakening) system of taxation.

On May 5, 1789, the Estates-General convened to deal with this issue, but were held back by ancient procedures that disadvantaged the Third Estate (the commoners). On June 17, 1789, the Third Estate reconstituted themselves as the National Assembly, a body whose purpose was the creation of a French constitution. The king initially opposed this development but was forced to acknowledge the authority of the assembly, which subsequently renamed itself the National Constituent Assembly on July 9.

After the Estates General refused to dissolve and transform itself into a National Constituent Assembly during the French Revolution's early months, the people of Paris were highly agitated. Paris close to revolution, showed wide support for the Assembly. The press published the Assembly's debates while political discussions spread into the public squares and halls of the capital. The Palais-Royal and its grounds became the site of an ongoing meeting. The crowd, on the authority of the meeting at the Palais-Royal, broke open the prisons of the Abbaye to release some grenade thrower of the French guards, reportedly imprisoned for refusing to fire on the people.

The Assembly recommended the imprisoned guardsmen to the leniency of the king. They returned to prison and received pardon. The rank and file of the regiment now leaned toward the popular cause.

[From https://www.google.co.za/search?hl=en&sxsrf=APwXEdcQ_dGXqLhDbo5ltMg3Mhncn2xG-A:1684261995563&q=inauthor:%22Charles+River+Charles+River+Editors%22&tbm=bks

Accessed 16 on May 2025.]

SOURCE 1B

The extract below outlines the impact of the Tennis Court Oath signed by the Third estate on 20 June 1789.

The third Estate which declared itself the National Constituent Assembly of France found that the king had locked them out when they arrived at their meeting place. They convened (assembled) at a nearby Tennis Court of Versailles where they took an Oath known as 'Tennis Court Oath'. The Tennis Court Oath was a pledge taken on 20 June 1789 by members of the Third Estate of France.

All member of the assembly took a solemn (earnest) oath never to separate and to come together wherever circumstances may dictate until the constitution of the kingdom shall be established and placed upon a firm foundation. Several sympathetic members of the clergy and nobility joined them and allied themselves to the oath. This oath was taken by six hundred members, surrounded by thousands French public cheering the session.

It later became clear that the king had the intention of dispersing (disbanding) them by sending in armed troop but the full support of the assembly by Parisian labourers and the peasants in the rural prevented him from doing so. The National Constituent assembly came into being. The Tennis Court Oath represented an important turning point in the French Revolution. It showed unity against the monarchy of King Louis XVI. The monarchy effectively lost influence over the direction of events, political power came to be perceived as residing in the people and their representatives rather than the king. Louis XVI's hostile response to the oath further weakened the monarchy and alienated him from much of French society.

[From <https://doi.org/10.1002/9781405198073.wbierp1442> Accessed on 16 May 2025.]

SOURCE 1C

The source below focuses on the events that took place 14 July 1789 when French mob attacked Bastille.

On the morning of 14 July 1789, the partisans (members) of the Third Estate in France, under the control of the Bourgeois Militia of Paris (soon to become Revolutionary France's National Guard), the city of Paris was now in a state of alarm. Earlier stormed the Hôtel des Invalides with the intention of gathering weapons held there. The commandant at the Invalides had in the previous few days taken the precaution of transferring 250 barrels of gunpowder to the Bastille for safer storage.

At this point, the Bastille was nearly empty, housing only seven prisoners. The cost of maintaining a garrisoned medieval fortress for so limited a purpose led to a decision, made shortly before the disturbances began, to replace it with an open public space. Amid the tensions of July 1789, the building remained as a symbol of royal tyranny.

The crowd gathered outside around mid-morning, calling for the surrender of the prison, the removal of the cannon, and the release of the arms and gunpowder. Two representatives of the crowd outside were invited into the fortress and negotiations began. Another was admitted around noon with definite demands. The negotiations dragged on while the crowd grew and became impatient. Around 1:30 p.m., the crowd surged into the undefended outer courtyard. A small party climbed onto the roof of a building next to the gate to the inner courtyard and broke the chains on the drawbridge. Soldiers of the garrison called to the people to withdraw but in the noise and confusion these shouts were misinterpreted as encouragement to enter. Gunfire began, apparently spontaneously, turning the crowd into a mob. The king first learned of the storming only the next morning through the Duke of La Rochefoucauld. "Is it a revolt?" asked Louis XVI. The duke replied: "No sire, it's not a revolt; it's a revolution.

[From <https://www.history.com/this-day-in-history/third-estate-tennis-court-oath>
Accessed on 16 May 2025.]

SOURCE 1D

This painting was designed by French artist Jean-Pierre Houël. It depicts the storming of Bastille in Paris on the morning of 14 July 1789



[From: <https://www.worldhistory.org/image/15733/the-storming-of-the-bastille>
Accessed on 13 May 2025.]

QUESTION 2: HOW DID ZWIDE BUILD THE NDWANDWE INTO A LARGER KINGDOM?

Source 2A

This extract explains the rise of Ndwandwe kingdom under Zwide in the East.

The reason of conflict was the growing population thus putting great pressure on resources such as land, cattle and food. Around the 1800s there was a bad drought hence increasing the competition for food and cattle.

Some chiefdoms developed into large kingdoms as they controlled trade with the Portuguese at the Delagoa Bay. They exchanged ivory for iron and cloth. Around 1800 there was a demand for cattle to supply meat for American whaling ships which used Delagoa Bay as a port. There was competition to control this trade and chiefdoms on the trading routes became more powerful.

Larger states such as Ndwandwe developed to protect themselves against Portuguese and Brazilian slave raiders who operated from the Delagoa Bay. The Ndwandwe became powerful because their chief (Zwide) established and controlled groups of young men of the same age known as the 'Amabutho'. They used these age regiments to hunt elephants for ivory. In return the chief would provide them with land and wives. So, they could step up their own homesteads. Hence remaining loyal to the chief and supporting him.

Under the rule of Zwide which began in approximately 1805 the Ndwandwe became the most powerful kingdom. Zwide used his 'Amabutho' to defeat smaller chiefdoms in the region. His main rival was the Mthethwa kingdom which was ruled by Dingiswayo.

Around 1817 Zwide led an attack on the Mthethwa and defeated them. Where the ruler was captured and killed. Now the Ndwandwe were the most powerful state in the region.

[From <https://quizlet.com/za/711146742/south-africa-in-the-1970s-flash-cards/> Accessed 2 May 2025.]

Source 2B

This source explains how the Ndwandwe chiefdom was transformed into a powerful kingdom by Zwide

The Nguni-speaking peoples lived on the eastern side of southern Africa, in what is known as Kwazulu-Natal today. They lived in fertile, well-watered river valleys between Phongola and Mzimkulu rivers. Chiefs were responsible for allocating land but their power to people was limited because they had no standing armies. This situation began to change after 1750.

Zwide, who became chief of the Ndwandwe in 1770, transformed his small chiefdom into a powerful kingdom. Young men served under the authority of the chief for a certain period and formed the age-sets or Amabutho. Zwide used the age set to form an army. These young men were sent by Zwide to conquer neighbouring chiefdoms and brought these people under Ndwandwe control. Chiefs who disobeyed Zwide and did not want to submit to him were killed. King Zwide ruled over a powerful, centralized kingdom with a large army.

The Mthethwa led by Dingiswayo, challenged the Ndwandwe for the control over the Phongola-Tugela region. The armies of these two kingdoms engaged in a battle on Mbuzi Hill in 1818. Both the Mthethwa and the Ndwandwe used the chest and horns battle formation. Dingiswayo was captured and killed by Zwide. Once the Ndwandwe defeated the Mthethwa, they were poised (in position) to be the dominant kingdom in the Phongola – Mzimkhulu region.

[From www.studymode.com/essays/causes-of-the-Mfecane. Accessed on 15 May 2025.]

Source 2C

This extract explains the interaction of Ndwandwe Kingdom with the Ngwane, Mthethwa and other kingdoms.

The most prominent role players in the mfecane ruled powerful kingdoms in the area. Zwide of the Ndwandwe, Sobhuza of the Ngwane, who later became the Swazi, and Dingiswayo of the Mthethwa were deeply involved in the upheaval. Zwide and Sobhuza fought over land along the Pongola River and Sobhuza was defeated after which he led his people further inland to the area that is known as Swaziland today. After defeating Sobhuza, Zwide came into conflict with Dingiswayo over other resources like land and water.

Both kingdoms were run on military lines. Young men were grouped together in army regiments according to age. Dingiswayo led all his forces against Zwide in 1818 and was trapped and killed in an ambush, which caused the Mthethwa kingdom to dissolve. The Mthethwa nation fell apart after Dingiswayo's death. Zwide realised that Shaka could become a threat and decided to stop him, but was defeated in 1818 by the Zulu's superior strategy and discipline.

The Ndwandwe left their homeland and regrouped. In 1826, under Zwide's successor Sikunyani, they challenged the Zulu forces again and were completely destroyed. By this time Shaka had created an army of 40 000 men who defeated and then robbed other groups for cattle and grain.

From <https://www.sahistory.org.za/article/political-changes-1750-1835> Accessed on 12 May 2025.]

Source 2D

This is an illustration of the Ndwandwe army.



[From <https://www.bing.com/images/search?view=detailV2&id=16E5FA740E643456D78A06EDB72C3BCBCF2ACB6A&thid=OIP>. Accessed on 12 May 2025.]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

http://www.internationalschooltoulouse.net/y9/student_work/rachelle.htm

[https://alphahistory.com/frenchrevolution/wp-](https://alphahistory.com/frenchrevolution/wp-content/uploads/2012/11/burdenofthethirdestate-e1601485170892.jpg)

[content/uploads/2012/11/burdenofthethirdestate-e1601485170892.jpg](https://alphahistory.com/frenchrevolution/wp-content/uploads/2012/11/burdenofthethirdestate-e1601485170892.jpg)

<https://www.bing.com/images/search?view=detailV2&id=16E5FA740E643456D78A06EDB72C3BCBCF2ACB6A&thid=OIP>

<https://quizlet.com/za/711146742/south-africa-in-the-1970s-flash-cards/>

<https://www.sahistory.org.za/article/political-changes-1750-1835>

Martin P. *The French Revolution*

Young Arthur *Travels in France during the years 1787, 1788 and 1789*

www.studymode.com/essays/causes-of-the-Mfecane.





GRADE 10



MARKS: 100

This marking guideline consists of 23 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 sources• Selection and organisation of relevant information from sources• Define historical concepts/terms	30% (15)
Level 2	<ul style="list-style-type: none">• Interpretation of evidence from sources• Explain information gathered from sources• Analyse evidence from sources	50% (25)
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.
- 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 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.



COMMENT

Used mostly relevant evidence to write a basic paragraph.

Level 2 ✓✓✓✓

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g. 32

50

- 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 have an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the textbooks in use at the particular centre will guide the content of the answer.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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 (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 guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example in an essay where there are five (5) main points, there could be about seven (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. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is 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 symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition
- Analysis

R

- Interpretation
- Line of Argument

LOA

I√

A√



2.5 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 essays 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 essays 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	} 26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION N → CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of 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 a line of argument. No attempt to draw a conclusion.	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	28–29		
LEVEL 4 Question 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
- Content selection 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 OUT BREAK OF THE FRENCH REVOLUTION IN 1789?

1.1

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

- partially initiated by the **cost of intervening in the American Revolution** and
 - exacerbated (worsened) by a **deteriorating (weakening) system of taxation.**
- (2 x 1) (2)

1.1.2 [Interpretation of evidence from Source 1A – L2]

- France was using an old autocratic system of rule which did not give the Third Estate any rights
 - Louis XVI used an oppressive system which did not allow the citizens the right of political expression
 - Any other relevant response
- (1 x 2) (2)

1.1.3 [Definition of a concept from Source 1A – L1]

- A constitution is a foundational document that outlines the principles and rules of governing a country.
 - It is a framework of governance that consists of rules, rights and responsibilities of citizens and institutions.
 - It is a document that provides the the basis for law, policies and decision making
 - Any other relevant response
- (1 x 2) (2)

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

- the Estates General refused to dissolve and
 - transform itself into a National Constituent Assembly during the French Revolution's early months,
 - the people of Paris were highly agitated.
- (3 x 1) (3)

1.1.5 [Interpretation of evidence from Source 1A – L2]

- It means that the guardsmen also joined in support of the National Constituent Assembly in revolting
 - The security regiments were in support of the French Revolution and supported opposition against the Ancien regime.
 - After receiving leniency of the king through recommendations from the Assembly the guardsmen became more supportive to the cause of the French Revolution.
 - Any other relevant response
- (2 x 2) (4)

1.2

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

- third Estate (1 x 1) (1)

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

- The Tennis Court Oath (1 x 1) (1)

1.2.3 [Extraction of evidence from Source 1B – L1]

- All member of the assembly took a solemn (earnest) oath never to separate and to come together wherever circumstances may dictate until the constitution of the kingdom shall be established and placed upon a firm foundation. (1 x 2) (2)

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

- It means that they were determined to stick and work together in unity until a firm constitutional foundation had been established.
- It means that vowed to remain solid and united in order for the French Revolution to be successful.
- They committed themselves to be there for each other for the success of the revolution
- Any other relevant response (2 x 2) (4)

1.2.5 [Extraction of evidence from Source 1B – L1]

- It showed unity against the monarchy of King Louis XVI.
- The monarchy effectively lost influence over the direction of events, political power came to be perceived as residing in the people and their representatives rather than the king.
- Louis XVI's hostile response to the oath further weakened the monarchy and alienated him from much of French society. (Any 2 x 1) (2)

1.3

1.3.1 [Definition of a concept from Source 1C – L1]

- It is refers to the middle class- a social group between the the nobility and peasants comprising of merchants, artisans and professionals.
- The working class dominated by urban dwellers and skilled or educated group
- Any other relevant response (1 x 2) (2)

1.3.2 [Extraction of evidence from Source 1C – L1]

- with the intention of gathering weapons held there (1 x 2) (2)

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

- It is where their unfairly imprisoned brothers and sisters were kept
- They associated it with the the lettres de cachet that were used to imprison or oppress them
- They associated it with fulfilling of the oppression/ unfair treatment by the King
- Any other relevant response (2 x 2) (4)

1.3.4 [Extraction of evidence from Source 1C – L1]

- the crowd grew and became impatient
- the crowd surged into the undefended outer courtyard.
- A small party climbed onto the roof of a building next to the gate to the inner courtyard and broke the chains on the drawbridge.
- Soldiers of the garrison called to the people to withdraw but in the noise and confusion these shouts were misinterpreted as encouragement to enter.
- Gunfire began, apparently spontaneously, turning the crowd into a mob. (3 x 1) (3)

1.4

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

- The French revolution was now in full swing with the peasants storming the Bastille as they associated it with royal tyranny.
- It shows the peasants storming the Bastille in attempt to gather weapons
- A lot of people participated in the storming of the Bastille
- The angry protesters were armed with weapons showing that the revolution was turning violent
- Some people were injured or killed as some are lying on the floor
- Any other relevant response (2 x 2) (4)

1.4.2 [Determine the usefulness of information from Source 1B – L3]

Useful

- The source shows that a lot of people participated in the storming of the Bastille
- The source shows that angry protesters were armed with weapons showing that the revolution was turning violent
- The source shows that some people were injured or killed as some are lying on the floor.
- Any other relevant response (1 x 2) (2)

1.5 [Comparison of evidence from Sources 1C and 1D – L3]



- Source 1B says more than 600 Assembly members vowed never to separate and to come together wherever circumstances may dictate and Source 1C partisans of the Third Estate were behind the storming of the Hotel des Invalides.
- Source 1B says the storming had full support of the assembly by Partisan labourers and the peasants in the rural while Source 1C confirms that the crowd gathered impatiently outside

- Source 1B It showed unity against the monarchy of King Louis XVI while in Source 1C says the guardsmen did not attack the protesters which shows that they were no longer in support of the King.
- Source 1B says the monarchy effectively lost influence over the direction of events, political power came to be perceived as residing in the people and their representatives rather than the king while Source 1C explains that soldiers of the garrison failed to control the mob.
- Any other relevant response (1 x 2) (2)

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

- France faced a major economic crisis, partially initiated by the cost of intervening in the American Revolution and exacerbated (worsened) by a deteriorating (weakening) system of taxation. (source 1A)
- Estates-General convened to deal with this issue, but were held back by ancient procedures that disadvantaged the Third Estate (source 1A)
- the Third Estate reconstituted themselves as the National Assembly, a body whose purpose was the creation of a French constitution (source 1A)
- After the Estates General refused to dissolve and transform itself into a National Constituent Assembly during the French Revolution's early months, the people of Paris were highly agitated. (source 1A)
- Paris close to revolution, showed wide support for the Assembly. (1A)
- The press published the Assembly's debates while political discussions spread into the public squares and halls of the capital. (1A)
- The Palais-Royal and its grounds became the site of an ongoing meeting. (1A)
- The crowd, on the authority of the meeting at the Palais-Royal, broke open the prisons of the Abbaye to release some grenade thrower of the French guards, reportedly imprisoned for refusing to fire on the people. (1A)
- They convened (assembled) at a nearby Tennis Court of Versailles where they took an Oath known as 'Tennis Court Oath' (source 1B)
- Several sympathetic members of the clergy and nobility joined them and allied themselves to the oath. (1B)
- the full support of the assembly by Parisian labourers and the peasants in the rural prevented the King from taking any action to stop the Revolution.
- The monarchy effectively lost influence over the direction of events, political power came to be perceived as residing in the people and their representatives rather than the king. Louis XVI's hostile response to the oath further weakened the monarchy and alienated him from much of French society (1B)
- The Third Estate stormed the Hôtel des Invalides with the intention of gathering weapons held there (source 1C)
- The crowd gathered outside around mid-morning, calling for the surrender of the prison, the removal of the cannon, and the release of the arms and gunpowder (source 1C)
- The negotiations dragged on while the crowd grew and became impatient (1C)
- Gunfire began, apparently spontaneously, turning the crowd into a mob (1C)
- The peasants stormed the Bastille (source 1D)
- Any other relevant response (8)

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 little or no understanding of how the political unrest in Paris led to the French Revolution in 1789? • Uses evidence partially to report on topic or cannot report on the topic. 	<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 to the topic, e.g. shows some understanding of how the political unrest in Paris led to the French Revolution in 1789? • Uses evidence in a very basic manner. 	<p>Marks: 3–4</p>
<p>level 3</p>	 <ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how the political unrest in Paris led to the French Revolution in 1789? • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	<p>Marks: 5–6</p>

(6)

[50]

QUESTION 2: HOW DID ZWIDE BUILD THE NDWANDWE INTO A LARGER KINGDOM?

2.1.

2.1.1 [Extraction of evidence from Source 1A – L1]

- Land
- Cattle
- Food

(3 x 1) (3)

2.1.2 [Extraction of evidence from Source 1A – L1]

- They controlled trade with the Portuguese at Delagoa Bay

(1 x 2) (2)

2.1.3. [Interpretation of evidence from Source 1A – L2]

- They were getting commodities which were more valuable than like ivory and cattle than the cloth .

(1 x 2) (2)

2.1.4 [Extraction of evidence from Source 1A – L1]

- He formed a larger state to protect themselves from the Portuguese and Brazilian slave raiders.
- He formed Amabutho to protect his kingdom
- Any other relevant response

(1 x 2) (2)

2.1.5 [Interpretation of evidence from Source 1A – L2]

- The Amabutho were used to hunt elephants for ivory.
- Amabutho had responsibility to fight and give protection to the kingdom
- Any other relevant response

(2 x 2) (4)

2.1.6 [Extraction of evidence from Source 1A – L1]

- He provided them with land and wives.
- Any other relevant response

(1 x 2) (2)

2.1.7 [Interpretation of evidence from Source 1A – L2]

- Zwide used the Amabuthu to defeat the smaller kingdoms.
- Any other relevant response

(1 x 2) (2)

2.2

2.2.1 [Extraction of evidence from Source 1A – L1]

- They had no standing armies. (1x1) (1)

2.2.2 [Extraction of evidence from Source 1A – L1]

- Chiefs who disobeyed Zwide and did not want to submit to him were killed.
- King Zwide ruled a powerful, centralized with a large army. (2x1) (2)

2.2.3 [Extraction of evidence from Source 1A – L1]

- For the control of the control over the Phongola-Tugela region. (1x1) (1)

2.3.

2.3.1 [Extraction of evidence from Source 1A – L1]

- Zwide
- Sobhuza
- Dingiswayo (3 x 1) (3)

2.3.2. [Extraction of evidence from Source 1A – L1]

- “Zwide and Sobhuza fought over land along Pongola river.”
- “Zwide came into conflict with Dingiswayo over other resources like land and water.”
- “Dingiswayo led all his forces against Zwide in 1818 and was trapped and killed in an ambush, which caused the Mthethwa kingdom to dissolve.”
- “Zwide realised that Shaka could become a threat and decided to stop him, but was defeated in 1818.”
- Any two response. (2 x 1) (2)

2.3.3 [Extraction of evidence from Source 1A – L1]

- Land
- Water (2 x 1) (2)

2.3.4 [Interpretation of evidence from Source 1A – L2]

- Shaka created an army of 40 000 men

- Shaka's army had superior strategy and discipline.
- Any other relevant response. (2 x 2) (4)

2.3.5 [Determine the Usefulness Source 2C -L3]

- Source 1B is useful because it explains the interaction of Ndwandwe kingdom with the Ngwane, Mthethwa and other kingdoms.
- It name the most prominent role players in the mfecane who ruled powerful kingdoms in the area.
- Any other relevant response (1x 2) (2)

.2.4.

2.4.1 [Interpretation of evidence from Source 1A – L2]

- Ndwandwe army used spear and shield in fighting its battles
- Ndwandwe army was strong and powerful
- Any other relevant response (2x 2) (4)

2.4.2. [Interpretation of evidence from Source 1A – L2]

- Ndwandwe army used spear to kill and shield to hide
- Ndwandwe used traditional weapons to fight
- Any other relevant response (1x 2) (2)

2.4.3.[Interpretation of evidence from Source 1A – L2]

- To make the public see how powerful were the Ndwandwe army
- Any other relevant response (1x 2) (2)

2.5. [Comparison of evidence from Sources 2C and 2D]

- Source 1C says young men were grouped together in army regiments according to age and Source 1D shows Ndwandwe army comprised of young men of the same age.
- Any other relevant response (1x 2) (2)

2.6.[Interpretation, synthesis and evaluation of information from all the sources-L3]

Candidates may use the following points to answer the question:

- Ndwandwe developed to protect themselves against Portuguese and Brazilian slave raiders who operated from the Delagoa Bay. (Source 1A)

- The Ndwandwe became powerful because their chief (Zwide) established and controlled groups of young men of the same age known as the 'Amabutho'.
- Amabutho were used to hunt elephants for ivory. (Source 1A)
- Zwide used his 'Amabutho' to defeat smaller chiefdoms in the region. (Source 1A)
- After defeating Sobhuza, Zwide came into conflict with Dingiswayo over other resources like land and water. (Source 1B)
- His main rival was the Mthethwa kingdom which was ruled by Dingiswayo. (Source 1A)
- Around 1817 Zwide led an attack on the Mthethwa and defeated them. Where the ruler was captured and killed. (Source 1A)
- Now the Ndwandwe were the most powerful state in the region. (Source 1A)

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 little or no understanding of how Zwide build the Ndwandwe kingdom into a larger state. • 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 some understanding of how Zwide build the Ndwandwe kingdom into a larger state. • 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 how Zwide build the Ndwandwe kingdom into a larger state. • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows the understanding of the topic. 	Marks: 5 – 6

(6)

TOTAL=(50)

SECTION B: ESSAY QUESTIONS

QUESTION 3: THE FRENCH REVOLUTION: THE IMPACT OF THE REVOLUTIONARY IDEAS ON THE REST OF THE WORLD.

The collapse of the Ancien Regime was inevitable due to the growing dissatisfaction among the Third Estate and the failure of the monarchy to implement meaningful reforms. Critically discuss the above statement with reference to causes of the French Revolution of 1789. [50]

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

Synopsis: Learners should discuss the political, social and economic causes that contributed to the French Revolution.

ELABORATION

Introduction: Learners should write a relevant introduction and identify the key factors that contributed to the French Revolution for their line of argument.

Elaboration:

Political Causes.

- Louis XV believed that God gave him the right to rule. (Divine Right of Kings) He claimed absolute power. French people had to obey him without question
- He was doomed to fail because France was in an advanced state of decay.
- He was more interested in hunting and fishing than matters of the state.
- Had a weak personality, dominated by his foreign wife.
- Promoted hated lettres de cachet.
- Marie Antoinette, his wife, very unpopular with the French people.
- She was very extravagant, wasted huge sums of money on clothing, entertainment and gambling. She sided with the nobility.

Economic Causes.

- Financial crisis brought about the downfall of the monarchy.
- Financial crisis brought about by a number of factors:
- Rich did not pay taxes. 47 Taxes paid by poorest of the population.
- Banking system unable to cope with financial crisis.
- Cost of Wars, Seven Years War and American War of Independence.
- Cost of maintaining Palace of Versailles. Huge foreign debt.

Social structure.

- French society was divided into three estate
- First Estate clergy church the army wealthy and powerful
- Second estate the nobility –had feudal rights held the main position in church, army and the government
- 98% of population belonged to the Third Estate the middle-class urban workers and the peasants
- The middle class resented the lack of opportunity and political power and criticized the lack of freedom of speech and inequality before the law
- Workers in Paris were angry about their poor living condition and working
- Peasants were poor and paid out most their income in taxes

Conclusion: Learners should tie up their discussion with a relevant conclusion.



**QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750:
THE RISE OF THE NDEBELE KINGDOM.**

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

SYNOPSIS

Learners should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the South African history writers portrayed Mzilikazi as a strategic military leader in building the Ndebele Kingdom. If the learners disagree with the statement, they need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Learners should include the following aspects in their response.

• Introduction: learners should take a stance by indicating whether they agree or disagree with the statement that Mzilikazi played a significant role in building and growth of the Ndebele Kingdom using Amabutho. They should also provide an outline of how they would support their line of argument.

ELABORATION

- Mzilikazi was from the Khumalo clan under the Zulu kingdom.
- Mzilikazi broke away from Shaka Zulu and decided to flee away with the Khumalo clan.
- They flee to the Northern South Africa where they found the BaSotho kingdom.
- They were referred to as amaNdebele which mean (strangers from the sea)
- Mzilikazi raided other chiefdoms to consolidate his kingdom.
- He captured the kingdoms but did not kill young men.
- He took young men from other chiefdoms and drafted them to his Amabutho.
- He used the chest and horn battle formation to conquer these kingdoms.
- Any other relevant response.

Conclusion: Learners should tie up their discussion with a relevant conclusion.

