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KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 10

HISTORY

JUNE COMMON TEST

2025

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MARKS: 100

TIME: 2 hours

This question paper consists of 7 pages including the cover page

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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. You are advised to spend ONE hour per 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.

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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: HOW DID THE SOCIAL INEQUALITY CONTRIBUTE TO THE FRENCH REVOLUTION?

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

1.1 Refer to Source 1A.

1.1.1 State evidence from the source indicating that peasants faced economic hardships before the revolution.

(1 x 2) (2)

1.1.2 How, according to the source, did the peasants make a living?

(1 x 2) (2)

1.1.3 List FOUR taxes that peasants had to pay prior to the revolution.

(4 x 1) (4)

1.1.4 Using the source and your own knowledge, explain why the peasants had 'to pay for the use of mills of the landlords if not owning land outright'.

(1 x 2) (2)

1.1.5 Quote evidence form the source showing the negative impact of the cyclical depression of 1787-9 on the peasants.

(1 x 2) (2)

1.2 Read Source 1B.

1.2.1 Mention TWO reasons, in the source, that support the view of the woman that she was living in 'a sad country'.

(2 x 1) (2)

1.2.2 What do you think the poor woman meant by 'taxes are crushing us'?

(1 x 2) (2)

1.2.3 Explain the implication of the statement, 'something was to be done by some great folk (people) for such poor ones' in the context of situation before the revolution.

(2 x 2) (4)

1.2.4 In your view, why was the woman in the source looking older than her real age which is twenty- eight?

(1 x 2) (2)

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1.3 Study Source 1C.

1.3.1 What messages are conveyed by the cartoon regarding the social classes in France in 1789?

(2 x 2) (4)

1.3.2 Name TWO social classes that existed in France before the revolution.

(2 x 1) (2)

1.3.3 What, according to the source, was the role of the nobility?

(1 x 2) (2)

1.4 Look at Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the social inequality in France.

(1 x 2) (2)

1.5 Refer to Source 1D.

1.5.1 Why, according to the Source, the writer refers to the 'pretended utility of the public order as…chimera'?

(1 x 2) (2)

1.5.2 Explain how you think 'the compensation for ability and recognition of the services rendered by the Third Estate' could be achieved.

(2 x 2) (4)

1.5.3 Define the term *treason* in your own words.

(1 x 2) (2)

1.5.4 Comment on the implication of the statement, 'If the privileged order should be abolished, the nation would be nothing less, but something more' in the context of a quest for change in France.

(1 x 2) (2)

1.5.5 Explain the reliability of Source 1D to a historian researching the socio-economic conditions in France before the revolution.

(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 how the social inequality contributed to the French Revolution.

(6)

[50]

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QUESTION 2: HOW DID THE NDWANDWE CHIEFDOM UNDER ZWIDE EXPAND ITS POLITICAL POWER AMONG THE NORTHERN NGUNI CHIEFDOMS IN THE LATE 1700s?

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

2.1 Refer to Source 2A.

2.1.1 Name THREE leaders that emerged in the late 18 and early 19 centuries.

(3 x 1) (3)

2.1.2 Why, according to the source, did Zwide become prominent in the region?

(1 x 2) (2)

2:1.3 Which strategies, according to the source, did Zwide use to defeat his enemies?

(2 x 1) (2)

2.1.4 Who, according to the source, was the sister of Zwide?

(1 x 1) (1)

2.1.5 Using the source and your own knowledge, explain why King Zwide would send Princess Maqinase, to befriend the maidens.

(1 x 2) (2)

2.2 Consult Source 2B.

2.2.1 Which northern Nguni kingdoms were the first to consolidate into larger political entities?

(3 x 1) (3)

2.2.2 State the chiefdom that was defeated by Ndwandwe.

(1 X 1) (1)

2.2.3 Using the source and your own knowledge, explain how the defeat by Ndwandwe affected the Mthethwa chiefdom.

(2 x 2) (4)

2.2.4 Quote evidence from the source that indicates a major change in Zulu army under Shaka.

(1 x 2) (2)

2.2.5 Why, do you think, the Ndwandwe attacked the Zulu chiefdom between Umfolozi and Uthukela rivers?

(1 x 2) (2)

2.2.6 Explain the usefulness of this source to a historian researching the origins of the Ndwandwe kingdom.

(1 x 2) (2)

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2.3 Use Source 2C.

2.3.1 Why, according to the source, did Zwide attack the Zulu chiefdom?

(1 x 2) (2)

2.3.2 What, according to the source, was the outcome of the Battle of Umhlathuze?

(1 x 2) (2)

2.3.3 Why, do you think, the Ndwandwe were surprised by the attack of the Zulu army?

(1 x 2) (2)

2.3.4 Quote evidence from the source that indicates the final defeat of the Zwide kingdom.

(1 x 2) (2)

2.3.5 Using the source and your own knowledge, explain how the defeat of the Ndwandwe changed the political power relations in the region.

(2 x 2) 4)

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 by the cartoon.

(2 x 2) (4)

2.5.2 Why, do you think, the cartoonist captured the essence of the traditional Nguni warfare?

(1 x 2) (2)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the Ndwandwe chiefdom under Zwide expanded its political power among the northern Nguni chiefdoms in the late 1700s.

(6)

[50]

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SECTION B: ESSAY QUESTION

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 Tennis Court Oath challenged the old order in France.

[50]

QUESTION 4: THE TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750: THE LEGACY OF SHAKA

The South African history writers portrayed Shaka as a military genius, a good leader and a hero of the Zulu nation.

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

[50]

TOTAL: 100

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KWAZULU-NATAL PROVINCE
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NATIONAL SENIOR CERTIFICATE

GRADE 10

HISTORY ADDENDUM JUNE COMMON TEST 2025

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This addendum consists of 7 pages

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QUESTION 1: HOW DID THE SOCIAL INEQUALITY CONTRIBUTE TO THE FRENCH REVOLUTION?

SOURCE 1A

The extract below from the book *The French Revolution* by George Rudè. It focuses on the socio-economic situation facing the Third Estate before the Revolution in France.

Half or more of the peasants were poor *mètayers* (sharecroppers) who owned no capital and shed their produce with their landlords on a fifty-fifty basis. A quarter or more were landless labourers or cottagers working for wages and renting tiny plots. The French peasant bore a heavy burden of taxation: he paid tithe to the church, *taille* (direct tax on income or land), *vingtiéme* (a 'twentieth' tax on income) *capitation* (income tax per head) and *gabelle* (salt tax to the state). In addition, the peasants were responsible for varying toll obligations, services and payments, ranging from the corvèe (forced labour on the roads), *cens* (feudal rent in cash) to the *champart* (rent in kind). The peasants were also expected to pay for the use of mills of the landlords if not owning land outright.

The heaviness of these burdens varied greatly from one region to the next. In some areas, they were too onerous (burdensome). But in years of bad harvests and depression, they proved to be universally vexatious (irritating) and intolerable. For example, the cyclical depression of 1787-9 brought poor harvests and shortages, with the price of wheat doubling within two years in mid-summer 1789. The crisis hit the bulk of the peasantry as consumers and producers: as wine-growers, dairy-farmers and wheat-growers.

[From *The French Revolution by* G Rudè]

SOURCE 1B

This is an account by A Young, a British traveller in France just before the Revolution, on how peasants were treated: From his book entitled Travels in France during the years 1787 to 1789.

Walking up a long hill to help my horse, I was joined by a poor woman, who complained of the times and that that it was a sad country. Demanding her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, yet they had a francher (42 pounds) of wheat and three chickens to pay to one Lord; and four *francher* of oats, one chicken and one franc to pay to another, besides very heavy *tailles* (income tax) and other taxes. She had seven children and the cow's milk helped to make the soup. "But why, instead of a horse, do you not keep another cow?" Oh, her husband could not carry his produce so well without a horse. It was said, at present, that something was to be done by some great folk (people) for such poor ones, but she did not know who nor how, but God send us better *"car les tailles et les droits nous ecrasent"* (for the taxes are crushing us)

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

[From *https://www.flowofhistory.com/units/eme/16FC10.Accessed on 20 April 2025*

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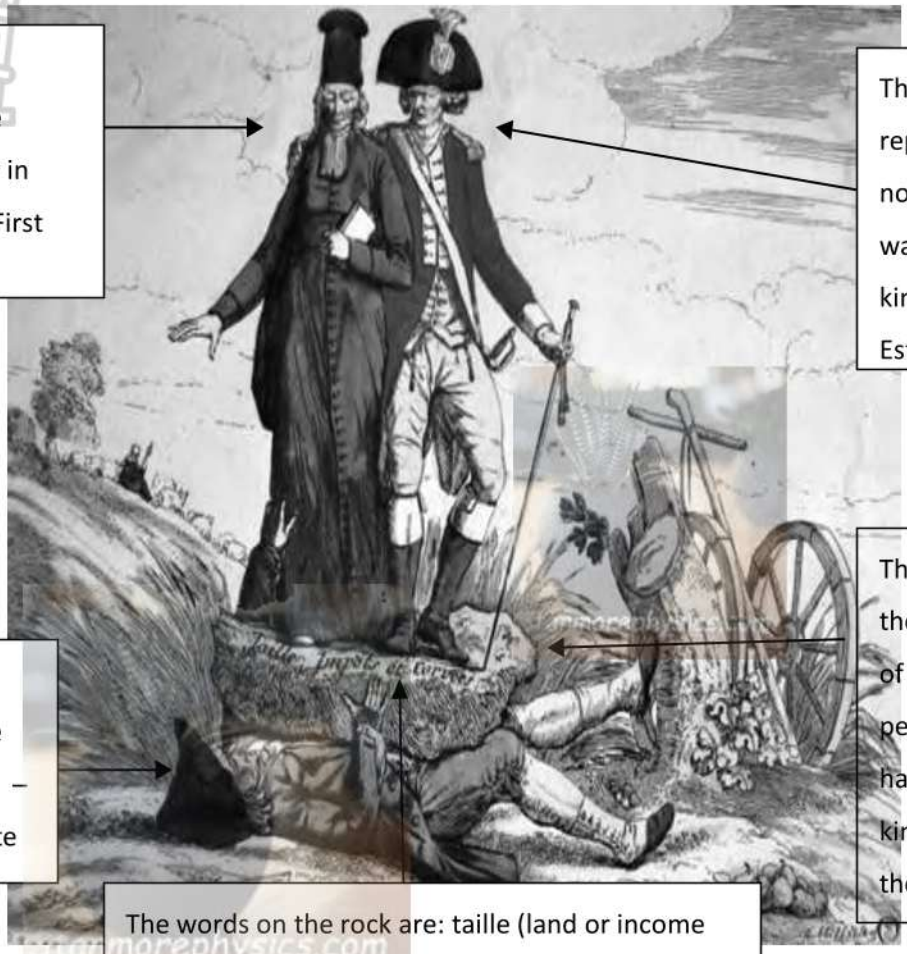
SOURCE 1C

This cartoon from 1789 shows a peasant being crushed by the weight of the clergy and nobles.



This person represents the wealthy clergy in France – The First Estate

This person represents the nobility whose role was to fight for the king - the Second Estate

The rock represents the crushing weight of taxes that the peasants in France had to pay to the king, the clergy and the nobility

This person represents the poor peasants – the Third Estate

The words on the rock are: taille (land or income tax), impost (taxes in general) and corvees (forced labour)

[From *https:// www.crozieronstuff.com/second-estate Accessed on 12 April 2025]*

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SOURCE 1D

The extract below is from a pamphlet titled: *What is the Third Estate* by Abbè Sieyés. It details some of the grievances that the Third Estate had regarding the social order in France before the revolution.

It suffices here to make it clear that the pretended utility of a privileged order for the public service is nothing more than a chimera;(fantasy) that with all that which is burdensome in this service is performed by the Third Estate. Naturally, there has to be compensation for ability and recognition of the services rendered by the Third Estate. Privileged persons have come to usurp (take over) all the lucrative and honourable posts. It is a hateful injustice to the rank and file of the citizens and the same as treason to the public.

Who then shall dare to say that the Third Estate has not within itself all that is necessary for the formation of a complete nation? It is the strong and robust man who has one arm shackled (chained). If the privileged order should be abolished, the nation would be nothing less, but something more. Therefore, what is the Third Estate? Everything; but an everything shackled and oppressed. Nothing can succeed without it, everything would be infinitely better than others.

[From The French Revolution: Beginner's Guide by P Davies]

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QUESTION 2: HOW DID THE NDWANDWE CHIEFDOM UNDER ZWIDE EXPAND ITS POLITICAL POWER AMONG THE NORTHERN NGUNI CHIEFDOMS IN THE LATE 1700s?

SOURCE 2A

The source below describes the rise of the Ndwandwe Kingdom under Zwide.

Zwide kaLanga was the king of the Ndwandwe (Nxumalo) nation from about 1802 to around 1820. He was the son of Langa KaXaba, a Nxumalo king. In the late 18th and early 19th centuries three great leaders emerged in present day South Africa and Eswatini who brought large numbers of clans under their control. These leaders were King Sobhuza of AmaNgwane, King Zwide of the AmaNxumalo and King Dingiswayo of the Mthethwa. As these kings rose to prominence, wars became frequent.

Due to his military strength King Zwide eventually rose to prominence and became a defector ruler of all the Nguni nations in that region. If any king resisted his control, he would launch an attack and bring that king's clan under his control using brutal force and times he used deception and witchcraft. Together with his mother, Queen Ntombazi, a great *inyanga-mthakathi*, traditional healer-cum-witch, King Zwide would send his sister, Princess Maqinase, to befriend the *izintombi*, maidens, of the clan whose Inkosi King Zwide was targeting with the aim to subdue(overcome) and bring his territory under Ndwandwe control.

[*https:// www.heraldonline.cozw/the-rise-and-fall-of-king-zwide-kalinga. Accessed 12 May 2025.*

SOURCE 2B

This source from *The reader's Digest lustrated History of South Africa,* describes the chiefdoms that existed in the region from the late 1700s to early 1800s

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 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 state 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 Zulus who controlled the Umfolozi -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.

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

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SOURCE 2C

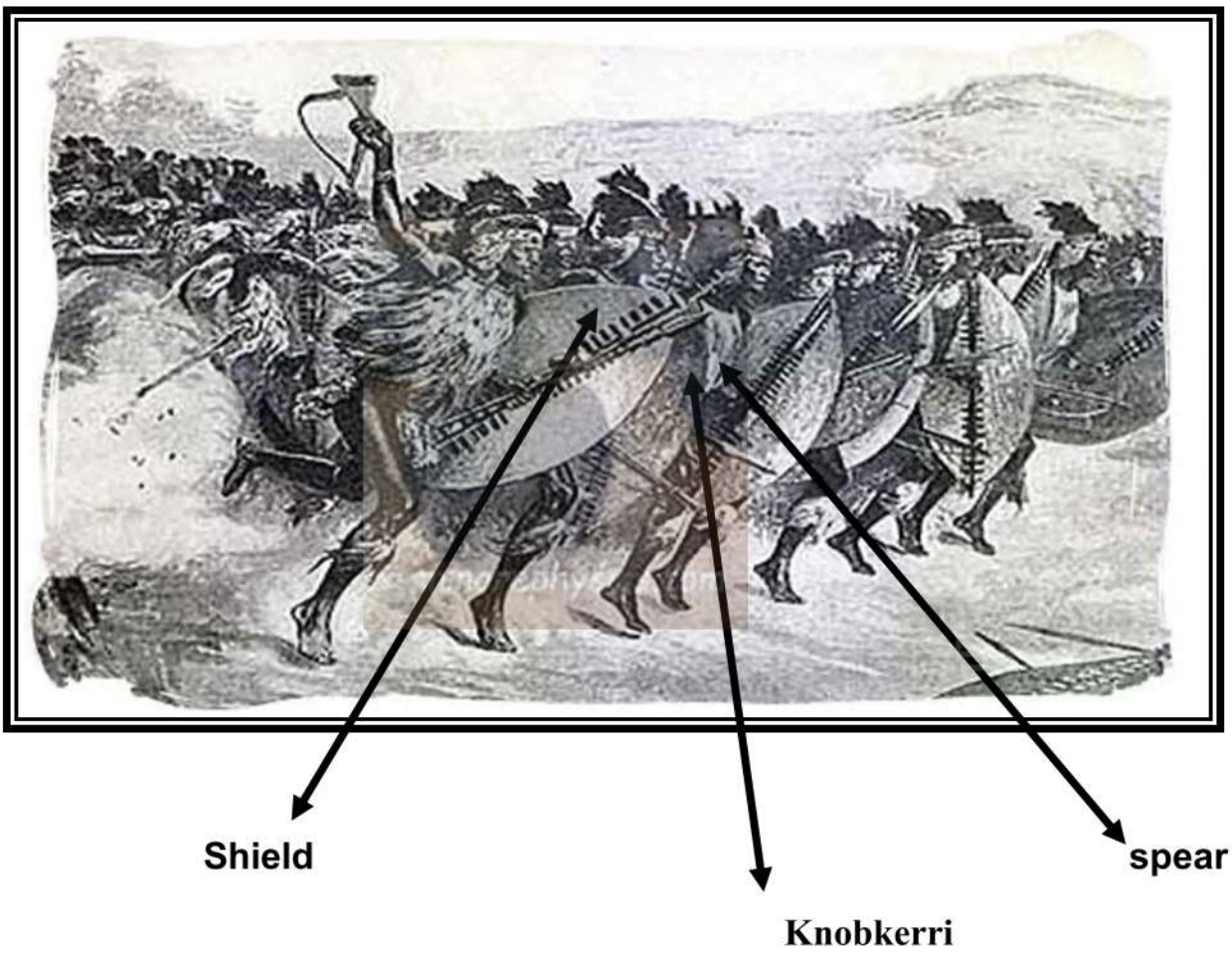
The source outlines how the Ndwandwe chiefdom attempted to strengthen its political power.

Zwide then planned to destroy the Zulu Kingdom to secure Ndwandwe domination of Zululand. He led his army into battle against the Zulu at the Battle of the Mhlathuze River. Unfortunately for Zwide his forces were crossing halfway across the Mhlathuze River when the Zulu forces attacked, the Ndwandwe army was scattered but Zwide was not killed in that battle.
Shaka and his impi [army] then set out to go and kill Zwide before news had broken out that his (Zwide's) army had been defeated. When they approached the gate, they were chanting Zwide, Zwide, Zwide making them think it was their army approaching the gate and thus gained access. When they entered Zwide's homestead they outnumbered his royal guards and killed Zwide. After King Zwide's death, the Zulus marched to the Ndwandwe capital attacking it and taking the Ndwandwe by surprise.

[From *https;//roarafricaroar.wordpress.com*. Accessed 15 February 2025.]

SOURCE 2D

The cartoon below depicts the Ndwandwe-Zulu war of 1817-1819 which stands as a significant and pivotal conflict in the history of South Africa between the growing Zulu Chiefdom and the Ndwandwe Kingdom.



[From https://www.bing.com/search?q=Nguni+attire+during+the+war&cvid=483975b4. Accessed 29 April 2025]

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ACKNOWLEDGEMENTS

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

https:// www.crozieronstuff.com/second-estate

Davies, P. 2009, The French Revolution: A Beginner's Guide (Oneworld Publications, Oxford)

https:// www.heraldonline.cozw/the-rise-and-fall-of-king-zwide-kalanga.

https://roarafricaroar.wordpress.com/2012/01/22/the-forgotten-tribes-of-langa-kaxaba-thendwandwe

https://www.researchoate.net

Illustrated History of South Africa (Reader's Digest Association, New York,1989)

Rudè, G. 1988, *The French Revolution* (George Weidenfeld & Nicolson Limited. London)

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KWAZULU-NATAL PROVINCE
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NATIONAL SENIOR CERTIFICATE

GRADE 10

HISTORY
MARKING GUIDELINES
JUNE COMMON TEST
2025

MARKS: 100

These marking guidelines consist of 16 pages.

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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	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**40%** **(20)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20)**
LEVEL 3	• 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.

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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. 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 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.

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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 ^

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- 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	

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MARKING MATRIX FOR ESSAY: TOTAL MARKS: 50

PRESENTATION → / 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
- 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 = 7–1

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QUESTION 2: HOW DID SOCIAL INEQUALITY CONTRIBUTE TO THE FRENCH REVOLUTION?

1.1

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

- 'Half or more of the peasants were poor'…
- … 'owned no capital and shed their produce with their landlords on a fifty-fifty basis'

(any1 x 2) (2)

1.1.2 *[Extraction of information from Source 1A – L1]*

- …'landless labourers or cottagers working for wages and renting tiny plots'

(1 x 2) (2)

1.1.3*[Extraction of evidence from Source 1A- L1]*

- *taille*
- *vingtiéme*
- *gabelle*
- corvèe
- *cens*
- *champart*

(any 4 x 1) (4)

1.1.4*[Interpretation of information from Source 1A-L2]*

- It was a form of extreme exploitation by the landlords
- Landlords wanted to keep peasants poor
- Any relevant response (1 x 2) (2)

1.1.5*[Extraction of evidence from source 1A-L1]*

- 'brought poor harvests and shortages'

(1 x 2) (2)

1.2

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

- a morsel of land, one cow, and a poor little horse,
- 'francher (42 pounds) of wheat and three chickens to pay to one Lord'…
- ….four *francher* of oats, one chicken and one franc to pay to another
- 'heavy *tailles* (income tax) and other taxes'

(any 2 x 1) (2)

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1.2.2 *[interpretation of information from Source 1B-L2]*

- They could not no longer make a living due to heavy taxation
- Taxation kept them poor
- Any other relevant response

(1 x 2) (2)

1.2.3 *[Interpretation of information from Source 1B- L2]*

- The ordinary people of France should stand up and demand change
- Change was necessary to end exploitation of the peasants
- Any other relevant response

(2 x 2) (4)

1.2.4 *[Interpretation of information from Source 1B- L2]*

- It was because of hard labour
- It was because of poverty
- Any other relevant response

(1 x 2) (2)

1.3

1.3.1 *[Interpretation of evidence from Source 1C-L2]*

- Peasants were suffering in France
- Peasants were paying much tax to the Lords
- Taxes were a heavy burden to the peasants
- Any other relevant response

(2 x 2) (4)

1.3.2 [*Extraction of evidence from Source 3C-L1*]

- The First Estate/ clergy
- The Second Estate/ nobility
- The Third Estate/ Peasants

(any 2 x 1) (2)

1.3.3 *[Extraction of evidence from Source 3C-L1*]

- …'to fight for the king'

(1 x 2) (2)

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1.4 [*Comparison of evidence from Sources 1B and 1C-L3]*

- Source 1B states that the peasants suffered from heavy taxation and Source 1C illustrates/ shows the burden of taxation on the peasants
- Any other relevant response

(1 x 2) (2)

1.5

1.5.1 [*Interpretation of evidence from Source 1D-L1]*

- 'that with all that which is burdensome in this service is performed by the Third Estate'

(1 x 2) (2)

1.5.2 *[Interpretation of information from Source 1D-L2]*

- There should be equal and fair pay in the civil service
- Peasants should be treated like other social classes in France
- Any other relevant response

(2 x 2) (4)

1.5.*3 [Definition of a historical term from Source 1D-L1]*

- The crime of betraying one's country
- An attempt to overthrow the legitimate government
- Any other relevant response

(1x 2) (2)

1.5.4 *[Interpretation of information from Source 1D-L2]*

- The end of the privileged order will bring equality and justice for the oppressed people
- All people would be proud to be French
- Any other relevant response

(1 x 2) (2)

1.5.5 *[Ascertaining the reliability of Source 1D-L3*]

- The pamphlet was written by a member of the Third Estate in France
- The pamphlet was taken from a book by a known author
- Any other relevant response

(any 1 x 2) (2)

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

Learners could include the following points in their responses:

- Peasants were the most exploited class in France (Source 1A)
- They carried heavy tax burden (Source 1A)
- Peasants had to pay for the use of equipment owned by the landlords (Source 1A)
- Peasants suffered from abject poverty (Source 1B)
- Peasants worked hard for a mere survival (Source 1B)
- The monarchy did not care about the ordinary people (own knowledge)
- The upper classes did not pay taxes (Source 1C)
- The peasants were excluded from the higher position in public service (Source 1D)
- The peasants were dissatisfied with the privileges enjoyed by the upper classes (Sources)
- The Third Estate longed for a major change in France (Source 1D)
- Amy other relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of how the social inequality contributed to the French Revolution** • Uses evidence partially to report on topic or cannot report on topic	**Marks: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding **of how the social inequality contributed to the French Revolution** • Uses evidence in a basic manner	**Marks: 3 – 4**
LEVEL 3	• Uses relevant evidence e.g., that shows a thorough understanding **of the how social inequality contributed to the French Revolution** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	**Marks: 5 – 6**

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QUESTION 2: HOW DID THE NDWANDWE CHIEFDOM UNDER ZWIDE EXPAND ITS POLITICAL POWER AMONG THE NORTHERN NGUNI CHIEFDOMS IN THE LATE 1770s?

2.1

2.1.1 *[Extraction of information from Source 2A-L1]*

- 'King Sobhuza of AmaNgwane'
- 'King Zwide of the AmaNxumalo'
- 'King Dingiswayo of the Mthethwa'

(3 x 1) (3)

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

- 'Due to his military strength'

(1 x 2) (2)

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

- He would launch an attack and bring the king's clan under his control using brutal force'
- … 'he used deception and witchcraft'

(1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A-2]*

- 'Princess Maqinase'

(1 x 1) (1)

2.1.5 *[Interpretation of evidence from Source 2A- L2]*

- The aim was to subdue the army and bring his territory under his control
- To shift the attention from winning the war
- Any other relevant response

(1 x 2 (2)

2.2

2.2.1 *[Extraction of information from Source 2B-L1]*

- 'Hlubi'
- 'Ngwane'
- 'Qwabe'
- 'Ndwandwe'

(any3 x 1) (3)

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

- 'Mthethwa''

(1 x 1) (1)

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2.2.3 *[Interpretation of evidence from the source 2B-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)

2.2.4 *[Extraction of evidence from Source 2B-L1]*

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

(1 x 2) (2)

2.2.5. *[Interpretation of evidence from the source 2B-L2]*

- Zwide wanted to expand his territory
- Zwide felt undermined by the Zulu chiefdom
- Any other relevant response

(1 x 2) (2)

2.2.6 [*Extraction of evidence from Source 2B-L1]*

- 'Umfolozi'
- 'Thukela river''

(1 x 2) (2)

2.2.7 *[Determining the usefulness of Source 2B-L3]*

The source is useful because:

- It indicates the chiefdoms existing at that time
- It contains information on the rivalry between the Ndwandwe kingdom and Zulu kingdom
- Any other relevant response

(any1 x 2) (2)

2.3

2.3.1 *[Extraction of evidence from Source 2C-L1]*

- 'to secure Ndwandwe domination of Zululand'

(1 x 2) (2)

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

- 'the Ndwandwe army was scattered but Zwide was not killed in that battle'

(1 x 2) (2)

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

- It was an unexpected attack
- The Zulu army deceived the Ndwadwe army by chanting in the gate
- Any other relevant response

(1 x 2) (2)

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

- 'they entered Zwide's homestead they outnumbered his royal guards and killed Zwide'

(1 x 2) (2)

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

- The Zulu chiefdom emerged as a powerful kingdom
- The Ndwandwe kingdom lost control over the region
- The Ndwandwe Kingdom was destroyed as people
- Any other relevant response

(any 2 x 2) (4)

2.4 *[Comparison of evidence from the source 2B- 2C-L3]*

- Source 2B states that Ndwandwe kingdom was a powerful state amongst the Nguni chiefdoms Source 2C states that Zwide expanded his chiefdom by attacks
- Source 2B states that Ndwandwe attach and defeated the Mthethwa Source 2C tells that Zwidwe tried to attack Zulu after Mthethwa but Zwidwe was conquered
- Source 2B states that Shaka was a fearless leader while source 2C describe tactics used by Shaka to defeat Zwidwe
- Any other relevant response

(any 1 x 2) (2)

2.5

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

- The Ndwandwe-Zulu war of 1817-1819
- The conflict between the burgeoning Zulu chiefdom and the Ndwandwe kingdom
- The Nguni chiefdoms were at war with one another
- People were caring spears and shields during the war
- Any other relevant response

(any 2 x 2) (4)

2.5.2 *[Interpretation of evidence from Source 2D-L2]*

- The cartoon shows the shield, knobkerries and spears that were used in times of wars by the Africans in the region
- Any other relevant response

(1 x 2) (2)

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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.
- The Ndwandwe became one of the biggest chiefdoms during 1770s
- Zwide worked with his mother Queen Ntombazi and his sister Princess Maqinase to expand his territory.
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding of **how the Ndwandwe kingdom under Zwide expanded its political power among the northern Nguni chiefdoms in the late 1770s.** • Uses evidence partially to report on topic or cannot report on topic.	**Marks:** **0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding of **how the Ndwandwe kingdom under Zwide expanded its political power among the northern Nguni chiefdoms in the late 1770s.** • Uses evidence in a basic manner.	**Marks:** **3 – 4**
LEVEL 3	• Uses relevant evidence e.g., that shows a thorough understanding of **how the Ndwandwe kingdom under Zwide expanded its political power among the northern Nguni chiefdoms in the late 1770s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic	**Marks:** **5 – 6**

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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
- The Third Estate represented most 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]

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QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA AFTER 1750.

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

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

- Viewpoints by Farewell, Fynn and Isaacs
- Bias and subjective
- Shaka was the creator of a military revolution with his new warfare tactics
- Shaka was a very forceful, authoritarian and controlling character who instilled fear into his enemies and followers alike
- They wanted to make out that Shaka was very 'bloodthirsty' so that Natal could be annexed by the British and then their land would become very valuable
- Some writers have called him the 'Black Napoleon' and said that he is the greatest military commander to come out of Africa.
- 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 views on Shaka

[50]

TOTAL: [100]