



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

HISTORY

NOVEMBER 2006

MARKS: 150

TIME: 3 hours

This question paper consists of 11 pages and a 19-page addendum.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions based on the prescribed content framework for 2006 which is as follows:

QUESTION 1: SLAVERY

QUESTION 2: QUEST FOR LIBERTY

QUESTION 3: THE INDUSTRIAL REVOLUTION

QUESTION 4: TRANSFORMATIONS IN SOUTHERN AFRICA BETWEEN
1750 AND 1850

- 1.2 Each question counts 50 marks and begins with a key question.
- 1.3 Learners are required to answer THREE questions. Each question consists of both the source-based question which counts 30 marks and the extended writing questions which count 20 marks.
- 1.4 In the answering of questions, learners are required to demonstrate application of knowledge, skills and insight.
- 1.5 The mere rewriting of sources in the answering of questions will disadvantage learners.
- 1.6 Write neatly and legibly.

The following Learning Outcomes and Assessment Standards are assessed in this question paper:

Learning Outcomes	Assessment Standards The ability of the candidate to:
Learning Outcome 1	<ul style="list-style-type: none"> • Extract relevant information and data from the sources and organise it logically • Engage with sources of information to judge their usefulness for the task
Learning Outcome 2	<ul style="list-style-type: none"> • Explain historical concepts • Identify the socio-economic and political power relations operating in societies • Explain why there are different interpretations of historical events, people's actions and changes
Learning Outcome 3	<ul style="list-style-type: none"> • Understand and convert statistical information (data) to graphical or written information • Plan and construct an argument based on evidence • Use the evidence to reach a conclusion • Communicate knowledge and understanding in a written form

In answering the extended writing questions candidates must refer to either of the following levels:

LEVEL OF QUESTIONS
LEVEL 1 <ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question
LEVEL 2 <ul style="list-style-type: none"> • Plan and construct an argument based on evidence, using the evidence to reach a conclusion • Communicate the argument clearly and coherently

QUESTION 1: SLAVERY**WHY WAS THERE A LINK BETWEEN THE ATLANTIC SLAVE TRADE, ECONOMIC WEALTH AND RACISM?**

Use Sources 1A, 1B, 1C, 1D and 1E to answer the following questions:

- 1.1 Study Source 1A and describe why this geographic connection became necessary. (1 x 2) (2)
- 1.2 Refer to Source 1B.
- 1.2.1 How do these advertisements in the source reflect the attitude of racism? (1 x 2) (2)
- 1.2.2 Explain whether the term *cargo*, in advertisement 1, was appropriate. (1 x 2) (2)
- 1.2.3 What do the names of the slaves tell you about how slaves were treated? (1 x 2) (2)
- 1.2.4 Using the information from the source and your own knowledge, explain what you understand by the concept *racism*. (1 x 2) (2)
- 1.3 Study Source 1C.
- 1.3.1 A slave auction was brutal and traumatic for a slave. Explain how this source highlights this. (2 x 2) (4)
- 1.3.2 How do you think a buyer would experience such an auction? (1 x 2) (2)
- 1.4 Use Source 1D and your own knowledge.
- 1.4.1 Refer to the FOUR highest prices fetched for slaves. What did these slaves offer that resulted in such high prices? (2 x 1) (2)
- 1.4.2 Refer to the FOUR lowest prices fetched for slaves. Why were these slaves sold for such low prices? (2 x 1) (2)
- 1.4.3 Why do you think some female slaves were so expensive? (2 x 1) (2)

- 1.5 Refer to Source 1E.
- 1.5.1 What does it tell you about white people from the way they viewed slavery? (1 x 2) (2)
- 1.5.2 How did the black people view slavery? (1 x 2) (2)
- 1.5.3 Comment on the following: 'Poverty in Africa is explained in terms of black inability, incompetence or laziness.' (2 x 2) (4)

1.6 EXTENDED WRITING

You may choose EITHER QUESTION 1.6.1 OR QUESTION 1.6.2 and your response should be at least 1½ to 2 pages (500 words).

- 1.6.1 Using ALL the sources and your own knowledge, write an essay explaining why the Atlantic slave trade, economic wealth and racism became linked. (20)

OR

- 1.6.2 Using the information from the sources and your own knowledge, write a report for your local newspaper titled: 'Slavery was not just a source of cheap labour, it was the bedrock (basis) of the West's prosperity'. (20)
- [50]**

QUESTION 2: THE QUEST FOR LIBERTY**WHAT WERE THE FACTORS RESPONSIBLE FOR THE AMERICAN WAR OF INDEPENDENCE?**

Use Sources 2A, 2B, 2C, 2D, 2E and 2F to answer the following questions:

- 2.1 Refer to Source 2A. Why did the colonists show resistance to taxes being imposed by Britain? (1 x 2) (2)
- 2.2 Compare Sources 2B and 2C.
- 2.2.1 In what way do these sources complement each other? (2 x 2) (4)
- 2.2.2 In what way do they differ? (2 x 2) (4)
- 2.3 Refer to Source 2D.
- 2.3.1 Why, do you think, the colonists dressed as Indians? (1 x 2) (2)
- 2.3.2 How did the British government respond to the Boston Tea Party? (1 x 2) (2)
- 2.3.3 Explain how American colonists benefitted from the Boston Tea Party. (2 x 2) (4)
- 2.4 Refer to Source 2E.
- 2.4.1 Explain how the pamphlet, 'Common Sense', challenged the old basis of power. (2 x 2) (4)
- 2.4.2 Why do you think the pamphlet was popular? (1 x 2) (2)
- 2.5 Use Source 2F. Do you think there were justifiable reasons for the American War of Independence? Explain your answer. (3 x 2) (6)

2.6 EXTENDED WRITING

You may choose EITHER QUESTION 2.6.1 OR QUESTION 2.6.2 and your answer should be at least 1½ to 2 pages (500 words).

- 2.6.1 Use ALL the sources and your own knowledge to write an essay explaining the factors responsible for the American War of Independence. (20)

OR

- 2.6.2 Use ALL the sources and your own knowledge to write a report to your local newspaper explaining whether economic or new revolutionary ideas were responsible for the American War of Independence. (20)
[50]

QUESTION 3: THE INDUSTRIAL REVOLUTION**DID THE INDUSTRIAL REVOLUTION BENEFIT BRITAIN SOCIALLY AND ECONOMICALLY?**

Use Sources 3A, 3B, 3C and 3D to answer the following questions:

- 3.1 Use Source 3A.
- 3.1.1 Explain what you understand by the concept *Industrial Revolution*. (1 x 2) (2)
- 3.1.2 Account for the changes in export from 1750 to 1850. (1 x 2) (2)
- 3.1.3 Why, do you think, Britain became a leading exporting country? (1 x 2) (2)
- 3.1.4 In what way did the Industrial Revolution benefit Britain? (1 x 2) (2)
- 3.2 Read through Sources 3B and 3C.
- 3.2.1 From studying the graph in Source 3B, what deduction can you make about the population in the English towns? (1 x 2) (2)
- 3.2.2 Give ONE reason for your deduction in QUESTION 3.2.1. (1 x 2) (2)
- 3.2.3 Why, according to Source 3C, were children used in the mines? (1 x 2) (2)
- 3.2.4 Using Source 3C and your own knowledge, explain the dangers the children experienced in the mines. (3 x 1) (3)
- 3.2.5 Comment on the usefulness of Sources 3B and 3C to a historian studying the period of the Industrial Revolution. (2 x 2) (4)
- 3.3 Use Source 3D.
- 3.3.1 What does Source 3D tell you about a working class house? (3 x 1) (3)
- 3.3.2 Comment on the statement: 'The landlord will not mend it.' (2 x 2) (4)
- 3.3.3 Explain how reliable this source is to a historian studying the social conditions in Britain during the Industrial Revolution. (1 x 2) (2)

3.4 EXTENDED WRITING

You may choose EITHER QUESTION 3.4.1 OR QUESTION 3.4.2 and your answer should be at least 1½ to 2 pages (500 words).

- 3.4.1 Use ALL the sources and your own knowledge to write an essay explaining whether the Industrial Revolution was significant for Britain. (20)

OR

- 3.4.2 Using the information in these sources and your own knowledge, write a report for your local newspaper, explaining how the changes brought by the Industrial Revolution made Britain a world power. (20)
[50]

QUESTION 4: TRANSFORMATIONS BETWEEN 1750 AND 1850**HOW DID SHAKA TRANSFORM SOUTHERN AFRICA IN THE EARLY 1800s?**

Study Sources 4A, 4B and 4C to answer the following questions:

- 4.1 Refer to Source 4A.
- 4.1.1 With reference to the geographic position of Shaka's kingdom, explain why you think this was strategic (tactical). (2 x 1) (2)
- 4.1.2 Name TWO African tribes that fled their homelands during Shaka's consolidation of power. (2 x 1) (2)
- 4.1.3 In your own words, explain how this movement of people affected other parts of South Africa. (1 x 2) (2)
- 4.1.4 Using the evidence from the map, what effect do you think the movement of white people had on the indigenous black South Africans? (1 x 2) (2)
- 4.2 Consult Source 4B.
- 4.2.1 Using your own knowledge and the evidence from the source, explain the limitations of Fynn's account to a historian researching the early 1800s. (2 x 2) (4)
- 4.2.2 Why do you think the Zulus won the battle against the Ndwandwe? (1 x 1) (1)
- 4.2.3 What impression do you get about Shaka from the methods he used against Ndwandwe? (1 x 2) (2)
- 4.3 Study Source 4C.
- 4.3.1 Why, according to the source, is Shaka regarded as the 'founder' of the Zulu nation? (1 x 1) (1)
- 4.3.2 Explain whether you think the comparison between Shaka and Colossus is justified and fair. (1 x 2) (2)
- 4.3.3 Using the information from the source and your own knowledge, explain why oral evidence became necessary to historians studying the history of Shaka. (2 x 2) (4)

4.4 Compare Sources 4B and 4C.

4.4.1 What are the differences in the way Shaka is portrayed in both sources? (2 x 2) (4)

4.4.2 Which of the two views regarding Shaka do you support? Substantiate your choice. (2 x 2) (4)

4.5 EXTENDED WRITING

You may choose EITHER QUESTION 4.5.1 OR QUESTION 4.5.2 and your answer should be at least 1½ to 2 pages (500 words).

4.5.1 Using the information from ALL the sources and your own knowledge, write an account on how Shaka transformed Southern Africa in the early 1800s. (20)

OR

4.5.2 Using ALL the sources and your knowledge, write a report for your local history newspaper on whether you consider Shaka to be a military genius. (20)
[50]

TOTAL: 150