

TEACHERS WITHOUT BORDERS PROGRAMME

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Department:
Basic Education
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Contributing schools to date:

Clifton School	Milnerton High	Rustenburg Girls' High	St Peter's
Durban Girls'	Northwood High	St Anne's DC	St Stithians
Fairmont High	Roedean	St John's DSG	Wynberg Boys' High
Herzlia High	Rondebosch Boys'	St Mary's DSG Kloof	Wynberg Secondary

**HISTORY GRADE 10
MAY 2019**

Time: 2 Hours

Total: 80

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This paper consists of 4 pages. Please check that your question paper is complete.
 2. Read the questions carefully.
 3. Answer **ONE** question from Section A, and **ONE** question from Section B.
 4. Accurate and adequate factual knowledge is essential; equally important is the ability to use relevant information critically in answering the questions.
 5. Start each question on a new page.
 6. Number your answers exactly as the questions are numbered in the question paper.
 7. It is in your interest to write legibly. Work in an orderly way and present your answers as neatly as possible.
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SECTION A**DISCURSIVE ESSAY**

Answer **ANY ONE** question from this section.

A discursive essay showing evidence of analysis, interpretation, explanation and argument is required. It should be approximately 800 – 900 words in length.

THEME: THE FRENCH REVOLUTION**QUESTION 1**

“The French Revolution brought drastic and lasting change, not just to France, but the whole world.”

Critically assess the validity of this statement with reference to events from 1789 to 1812.

[50]

Before you start:

- What is this question asking you?
- What change did the French Revolution bring to France in the short term – think of the different contexts where change occurred in France from 1789.
- What change did the French Revolution bring to France in the long term – think of the different contexts where change occurred in France from 1789.
- What ideas and aspects of the French Revolution changed countries and the lives of people outside France?

Use the IEB assessment rubric for Discursive Essays

Argument: FR brought drastic and lasting change to France and the world – ideas, political and social changes or practical. Focus must prove these changes were dramatic (see the comparison to what was before, and long lasting – they still exist today.)

Intro: State argument clearly – that there were changes internally and externally from the FR. Give context of the French Rev in dates and reasons for Rev – Stress on change from Feudal system to modern government.

Internal changes – all fairly positive:

- Changed from an Ab Mon to a Republic – went through a phase of a constitutional mon. cancelled powers like letters de cachet.
- Degree of Democracy – at times all, but then only taxpayers had the vote.
- Dec of the Rights of Man, Aug 1789, gave all men equality regardless of birth. Drastic as no advantage for anyone.
- Scrapped the Feudal laws – no privileges for birth – all titles were scrapped.
- Idea of liberalism became important – the idea of equality. This led to rights like equality before the law, right to fair trial and the right to have a share in the

government – democracy slightly. But there was a failure to include women in any form of equality.

- Nationalism developed – people no longer loyal to a king or lord, but to France.
- Army now fought for the country – not a person.
- Nap furthered rights when he was in power, Right to freedom of religion, opportunity.
- Metric system introduced – made much easier to measure and deal with money.
- More centralised government – more efficient and modern
- Idea of meritocracy – jobs for people with ability, talent and training, rather than for birth – modern.
- Rise of the MC in government
- A civil service loyal to the state and efficient.
- Rise of the secular state – power of the Catholic Church diminished – state paid salaries – no pol power.

Could include some of Nap's reforms – remade emperor, voted in by plebiscite. Order of the Legion, centralised tax system, building infrastructure. However, focus must be overall rev not just Nap.

Negative: Rev had left France on ruins. Education had come to a standstill, lack of eco development. Many wealthy and able had fled. People were tired of bloodshed.

Outside France:

- Mass civil protest was a force – had proved that they could bring change.
- Threatened monarchs across Eur – if Louis killed, they too were vulnerable.
- Govt reaction to mass movements became harsh and often used army to put them down. This was especially true of the rise of TU.
- Ideas of liberalism and Nationalism spread – esp with the conquest of Eur under Nap. Challenged Feudal laws across Eur – saw the rise of the MC – quality of meritocracy valued. People now discussed their rights, questioned authority. All qualities of Enlightenment.

OR

QUESTION 2: NAPLOEON BONAPARTE

“Napoleon was both a dictator who loved himself, and a benign* ruler, who created a modern and enlightened France.”

Critically assess the validity of this statement with reference to events from 1799 to 1815. **[50]**

*benign – gentle and interested in the good of others

Before you start:

- What is this question asking you?
- What evidence is there to suggest Napoleon was a self-absorbed dictator?
- What evidence is there to suggest that Napoleon was an Enlightened Ruler?

50 marks

Use the IEB assessment rubric for Discursive Essays

Argument – Need to choose between dictator and enlightened ruler. Would be best if they said both. Need to justify position – don't have to quantify which wins the most. Just prove there were elements of both. Can't quite argue one side and leave the other.

Introduction: State argument – give context – France by 1799 needed stable rule – Nap in Coup de tat – but by 1815 was

Dictator

- Used democracy to become emperor. Plebiscite to make himself First Consul in 1800, then First Consul for Life, then Emperor in 1804. This elevated him to the level of a monarch, which suggests a dictatorship.
- He controlled the press and limited the freedom of speech.
- He dealt severely with political dissidents.
- Kept a secret police to deal with arrested his opponents.
- In his education system, obedience and discipline were taught, not freedom of thought and expression
- Invaded many European countries – changed their laws and put his brothers in charge.
- He attempted to control the economies of most of Europe – used force against others if they did not comply with the Continental system. Lead to war with Russia – forced other countries to give him funds and men and continued despite opposition from many.
- He left the army in Russia and returned to secure his power in France, rather than protect his men.

Enlightened Ruler

- Did not introduce hereditary laws – despite giving people the right to use their titles – he advocated meritocracy – Legion of Honour – invention awards.
- Equal opportunity was entrenched.
- Modernised France – financial institutions, encouraged invention and experiment in agric and industry.
- Centralised state power in Paris. More efficient and greater power.
- Improved infrastructure so trade could be more efficient.
- Made changes with tax reforms so tax collection was centralised, less corrupt and more efficient.
- Napoleonic Code – legal system reformed – equality before the law and right to a fair trial. Could mention not gender equality.

- Religious toleration – Concordat 1801 with the Pope – restricted power of the Catholic Church but still able to function.
- Secular state – separation between state and religion.
- Education was based on core subjects of Maths and Science – closely aligned with the Enlightenment – also spread nationalism
- Increased nationalism – people loyal to a state rather than a leader.
- Supported liberalism – when it suited him – the right to question authority and tradition – but preferred people not to question him!
- Made cities and towns more efficient – grid structure. Public buildings for all – Tuileries Palace and Louvre.

Conclusion – restate argument. No new info.

SECTION B EXTENDED WRITING

Answer **ANY ONE** question from this section.

Extended writing should be approximately 350 – 400 words in length. You should use your own knowledge and you may refer to the stimulus material to answer the questions.

THEME: THE TRANS-ATLANTIC SLAVE TRADE

QUESTION 3

This map shows the triangular trading structure that was established in the Atlantic in the time of the Trans-Atlantic Slave Trade.



From: <https://www.google.co.za/url?sa=i&source=imgres&cd=&cad=rja&uact=8&ved=2ahUKEwjHgti>

Explain the reasons and nature of the Trans-Atlantic Slave Trade, which developed between the Africa and the Americas by answering the following questions:

- a. Why did the colonialists in the Americas need to import extra labour, in the form of slaves, from Africa?

Increase in plantations in Americas

Crops: cotton, tobacco, sugar and coffee grown – huge markets across the world – wanted to dominate these.

All labour intensive crops

Labour was expensive in the Americas – lack of labour

Native Americans had died due to smallpox, forced labour and brutal colonisation

The Catholic Church had prohibited the enslavement of Native American people.

Indentured labour from Europe had been tried – v expensive. Work too hard, and much land available, so failed.

European monarchs gave permission for people to be transported from Africa as slaves.

African people were immune to some of the diseases that killed the Native Americans.

Needed cheap source of labour to make their plantations profitable. Did not have to pay them wages, so did not cost lots.

b. Why did the European and American colonialists choose to enslave African people?

Slavery had existed in many forms in many civilisations, such as Roman and Greece.

Slavery already existed in Africa in some forms.

African people were agriculturalists – understood the culture

Ever increasing number of African leaders were willing to sell African people into slavery. Many did this to gain power. Some did it, as it was the only way to get guns to protect their own people from slavers.

It was easy for European slavers to buy people on the coast, as African people captured people in raids and brought them to the coast.

Racism meant that many Europeans did not see people from Africa as human. This meant they could treat them as sub human. There was little moral judgement initially.

Africa was already open to European trade in manufactured goods – trade links already existed – just seemed a different product.

African people were willing to trade with Europe, as it was their only source of guns, cloth and other manufactured goods, which Africans could not make themselves.

It was extremely lucrative – many people were making money off the trade, which meant there was huge political and economic pressure to continue the trade.

c. How were people captured in Africa, enslaved and transported to the Americas?

African people were captured in raids. Often through violent attacks on communities. Communities that had guns were most successful at this.

Men and women in their prime were often taken. Old people and children were not taken.

Once captured, the people were forced to walk to the coast – often barefoot and bound together by the neck.

They were held until in prisons called baracoons, on the beach.

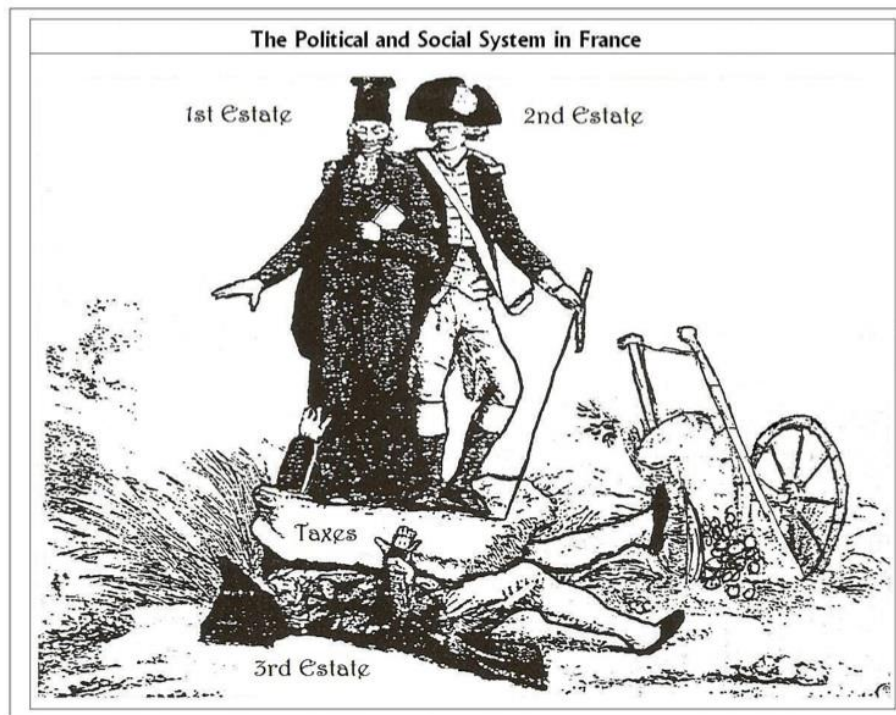
They were branded and kept chained so they could not escape.

European slavers arrived in ships and bought people. They were then placed on the ships and sailed away.

OR

QUESTION 4: FRENCH REVOLUTION

A French Cartoon drawn before 1789, commenting on the social, political and economic structures of France.



From: <https://www.google.co.za/url?sa=i&source=imgres&cd=&cad=rja&uact=>

Explain the social, political and economic causes of the French Revolution by answering the following questions:

- a. How did the social structure of France before 1789 create tension within France?
 - The soc structure was called the Ancien Regime
 - There were three levels – the King was at the top.
 - First Estate – clergy – some were poor parish priests – others v wealthy and had political power.
 - Second Estate – Nobility – inherited. Had huge advantages.
 - Third Estate – most of the population – from peasants and proletariat, to Middle class and artisans.
 - Lack of movement in the structure – not even marriage
 - Had huge impact in the life you could lead as there were economic and political implications to belonging to an Estate.
 - The TE became angry by the advantages of the other Estates. Resentment built in many ways. In the past, MC had been able to buy their way into nobility, but that

had ceased. MC were better educated, but stopped from gaining any important jobs of government or church.

b. What did France have a weak economy by 1789?

The two wealthier Estates did not pay tax. The burden of the tax fell on the poor – could not continue to pay. There were a huge number of taxes TE had to pay to king, landlords and the church. Had to pay money, produce and labour.

Huge number of tariffs effected trade as was not easy to transport goods.

France had huge debts – not managing to pay back interest.

Debt from Louis 15th's wars against the British.

Debt from fighting the War of Independence in US.

Any change suggested by Ministers of Finance were stopped by the King and his friends.

Burden of the court – Versailles was very expensive to run – Royalty spent too easily. Lots of meaningless jobs for friends in the court.

Increased population over the last few decades resulted in stress for TE as there was less land – not profitable.

Inflation was an issue – esp for proletariat.

Expenses exceeded income.

c. Why was the political leadership of France so unpopular by 1789?

Louis was not a particularly good or conscientious monarch. Came to the throne young.

Divine Right of Kings – huge power as anointed by God. Became a despot.

Rule of Absolute monarch – he was the law. No moderation of power – could choose his own advisors. Did not listen well to advise – esp Financial advise.

Letters de cachet. Unpopular as was used vindictively by some close to the king.

MA was not popular – Austrian, extravagant, took a while to have an heir. Easy target for propaganda. Seemed out of touch with the common people. Affair of the Diamond Necklace made her seem even more remote. Accused of being unfaithful to Louis.

TE resentful they had no power yet supported the govt through taxes.

Meritocracy was not an issue – meant government not run by most able. Only FE.

[30]

30 marks