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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

# PROVINCIAL ASSESSMENT

## GRADE 10

## HISTORY

## JUNE 2024

**MARKS: 100**

**TIME: 2 hours**

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**This question paper consists of 6 pages and an addendum of 6 pages.**

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**INSTRUCRTIONS 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: COURSE OF 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 can be found in the ADDENDUM.

3. SECTION B consists of TWO essay questions.

4. Answer any TWO questions as follows:

   4.1 ONE source-based question must be answered (and you CANNOT answer TWO source based questions).

   4.2 ONE essay question must be answered including ONE source-based question, (and you cannot answer TWO essay questions).

5 You are advised to spend ONE hour per question.

6 When answering questions, learners should apply their knowledge, skills and insight.

7 You will be disadvantaged by merely rewriting the sources as answers.

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 at least ONE question, but not more than TWO questions, in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

### QUESTION 1: HOW DID THE BIASED SOCIAL ORDER AND THE TROUBLED ECONOMY LEAD TO THE REVOLUTION IN 1789?

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

1.1 Refer to Source 1A

1.1.1 Name the THREE traditional divisions or orders that separated the French society? (3 x 1) (3)

1.1.2 Define the word *Privileges* in your own words. (1 x 2) (2)

1.1.3 What does the source suggest by the statement "Because these privileges were passed on primarily through inheritance, they tended to constrain social mobility?" (2 x 2) (4)

1.1.4 What, according to the source, did the writers of Enlightenment propose should determine social standing? (1 x 2) (2)

1.2 Consult Source 1B

1.2.1 Name the controller general of finances who arranged the summoning of an assembly of "notables". (1 x 1) (1)

1.2.2 List the THREE groups that constituted the assembly of notables as mentioned in the source. (3 x 1) (3)

1.2.3 Using the source and your own knowledge, explain why France found itself having a budget deficit. (2 x 2) (4)

1.2.4 What changes according to the source were designed to eliminate the budget deficit? (1 x 1) (1)

1.2.5 What, do you think was the cause of the revolt of the aristocratic bodies," notably the *parlements*? (1 x 2) (2)

1.3 Refer to sources 1A and 1B. explain how evidence in Source 1A differs with the information in Source 1B regarding the outbreak of the revolution. (1 x 2) (2)

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1.4 Use Source 1C

1.4.1 Define the word *Revolution* in the context of the French Revolution. (1 x 2) (2)

1.4.2 What, according to the source did the people of France do about their fate for generations? (1 x 1) (1)

1.4.3 Comment, on why there was a change at the advent of the 18th century. (2 x 2) (4)

1.4.4 Name FOUR philosophers in the source, in France at the time of the revolution. (4 x 1) (4)

1.4.5 What, according to the source, would help to uncover the laws that governed society and could also condemn practices such as absolutism? (1 x 1) (1)

1.4.6 Explain why do you think they implied by the statement "To deliver society from such evil, they adopted the watchwords: liberty, equality and fraternity which was to become the slogan of the French Revolution". (1 x 2) (2)

1.5 Refer to Source 1D

1.5.1 Name the TWO estates in France that are shown and mentioned in the source enjoying privileges over the peasants. (2 x 1) (2)

1.5.2 What do you think is the message of the visual source? (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT LINES (about 80 words) explaining how did the biased social order and the troubled economy in France lead to the revolution in 1789? **(8)**

**[50]**

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**QUESTION 2: WHAT HELPED MOSHOESHOE TO BUILD THE BASOTHO NATION OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?**

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

2.1 Study Source 2A

2.1.1 What is the name that Lepoqo was also known by, as mentioned in the source? (1 x 1) (1)

2.1.2 What TWO activities, according to the source led him to be called as such? (2 x 1) (2)

2.1.3 How did Moshoeshoe, as mentioned in the source, became the chief of the Bamokoteli? (1 x 2) (2)

2.1.4 Using the source and your own knowledge, explain how Moshoeshoe was able to build the Basotho nation during the period known as the 'Mfecane' or Difaqane (1813-1830). (2 x 2) (4)

2.1.5 What does the source mean with the words "he warded off attacks from many enemies"? (2 x 2) (4)

2.2 Refer to Source 2B

2.2.1 Quote THREE reasons from the source that led to migration in the region. (3 x 1) (3)

2.2.2 How, according to the source, Moshoeshoe attract people through the protection he was able to provide? (2 x 2) (4)

2.2.3 Define the word *Difaqane/Mfecane* in your own words. (1 x 2) (2)

2.2.4 What can you deduce from the words "He strengthened his new nation by raiding local Thembu and Xhosa groups for cattle and adopting the use of horses and firearms". (2 x 2) (4)

2.2.5 Which new fighting skill helped Moshoeshoe defeat the Griqua and Korana that expanded his control in the Caledon valley as mentioned by the source? (1 x 2) (2)

2.3 Refer to sources 2A and 2B, explain how evidence in Source 2A supports the information in Source 2B regarding how Moshoeshoe build the Basotho Nation. (1 x 2) (2)

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2.4 Study Source 2C

2.4.1 What did Moshoeshoe decide to do in order to protect the Bamokoteli? (1 x 2) (2)

2.4.2 Name TWO tributes that both the Bamokoteli and Moshoeshoe gave to Shaka. (2 x 1) (2)

2.4.3 Explain to what extend you agree with the statement that "Shaka responded by telling his kgotla that Moshoeshoe was wise to do so". (1 x 2) (2)

2.5 Study Source 2D

2.5.1 Why do you think the photographer took this picture? (2 x 2) (4)

2.5.2 What does the clothing style that Moshoeshoe and his council tell you about them? (1 x 2) (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 what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the difaqane wars? **(8)**

**[50]**

**SECTION B: ESSAY QUESTIONS**

Answer ONE question and not TWO questions, in this section.

Your essay should be about TWO pages long.

**QUESTION 3: WHICH EVENTS DURING THE REVOLUTION HELPED TO REMOVE LOUIS XVI FROM THE THRONE IN THE 1700S?**

"The calling the Estates General and the events that followed, led to the execution of Louis XVI and were significant enough to cause a revolution".

Explain to what extent do you agree with the statement above. Use relevant evidence to discuss the events that led to the fall of the French monarchy to support your line of argument. **[50]**

**QUESTION 4: HOW DID THE BATSWANA CLANS RISE TO BECOME GREAT CHIEFDOMS AFTER 1750S?**

"The ability to evolve and organise into bigger groups due to environmental pressure and to trade with other groups led to the rise of the Batswana chiefdoms".

Critically discuss the statement. Support your line of argument with relevant evidence. **[50]**

**TOTAL: 100**

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# PROVINCIAL ASSESSMENT

## GRADE 10

**HISTORY**

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**ADDENDUM**

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**This addendum consists of 6 pages.**

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## QUESTION 1: HOW DID THE BIASED SOCIAL ORDER AND THE TROUBLED ECONOMY LEAD TO THE REVOLUTION IN 1789?

### SOURCE 1A

The following extract focuses on the socio-economic differences between the different estates in France.

In addition to economic differences, early modern French society was legally stratified by birth. Its three traditional divisions, or "orders," were the clergy, the nobility, and the common people. Nobles ruled over commoners, but even among commoners, specific individuals (such as officeholders) or groups (such as a particular guild or an entire town) enjoyed privileges unavailable to outsiders. Because these privileges were passed on primarily through inheritance, they tended to constrain social mobility—although without preventing it, since they could also be bought or sold. Thus individuals and groups constantly negotiated with one another and with the crown for more and better privileges. Even as these privileges maintained a close grip on eighteenth-century imaginations, writers of the Enlightenment found them too rooted in tradition and proposed that talent supersede birth as the main determinant of social standing. Even when based on merit, they argued, social differences should not be defined by law, as they were in the old regime's orders. Traditionalists countered that a hierarchy of social orders was necessary to hold society together.

When the King called for an Estates-General in 1789, the social tensions plaguing the old regime emerged as a central issue of the Revolution. Traditionally, estates representatives had belonged to one of the three orders of society, and in principle each order had an equal voice before the King. Because nobles dominated the clergy, however, the majority of representatives actually came from the two privileged orders, even though they stood for only 5 percent of the population at most.

[From: https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/social-causes-of revolution. Accessed on 19 February 2024]

### SOURCE 1B

The source below highlights part of the economic difficulties that France faced.

The Revolution took shape in France when the controller general of finances, Charles-Alexandre de Calonne, arranged the summoning of an assembly of “notables” (prelates, great noblemen, and a few representatives of the bourgeoisie) in February 1787 to propose reforms designed to eliminate the budget deficit by increasing the taxation of the privileged classes. The assembly refused to take responsibility for the reforms and suggested the calling of the Estates-General, which represented the clergy, the aristocracy, and the Third Estate (the commoners) and which had not met since 1614. The efforts made by Calonne’s successors to enforce fiscal reforms in spite of resistance by the privileged classes led to the so-called revolt of the “aristocratic bodies,” notably that of the *parlements* (the most important courts of justice), whose powers were curtailed by the edict of May 1788.

[From: French Revolution | History, Summary, Timeline, Causes, & Facts | Britannica. Accessed on 19 February 2024]

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**SOURCE 1C**

The source below highlights part of the economic difficulties that France faced.

For many generations, the people of France had accepted their fate without much reaction. However, the advent of the 18th century saw the rise of the era of enlightenment. (an era which represented a new way of thinking about mankind and the environment). The main advocates of this movement were the philosophers, men like Voltaire, Diderot, Montesquieu and Rousseau.

- They were convinced that it was possible for man to uncover laws which governed society, politics and the economy through reason.
- They condemned practices such as absolutism, feudalism and clericalism because they could not be justified by reason.
- To deliver society form such evil, they adopted the watchwords: liberty, equality and fraternity which was to become the slogan of the French Revolution

[From: *New Generation History* by Carol-Anne Stephenson et al]

**SOURCE 1D**

The source below depicts "The life of people under the Ancien Regime" showing the monarchy, the clergy and the Nobles riding on the back of the 3rd Estate peasant.



[From: https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/social-causes-of revolution. Accessed on 19 February 2024]

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## QUESTION 2: WHAT HELPED MOSHOESHOE TO BUILD THE BASOTHO NATIONS OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?

### SOURCE 2A

The source below explains about how Moshoeshoe became the chief ot the Bamokoteli.

Also known as Moshesh, Mosheshwe or Mshweshwe. His name was allegedly changed from Lepoqo after a successful raid in which he had sheared the beards of his victims – the word 'Moshoeshoe' represented the sound of the shearing.

In 1820 Moshoeshoe succeeded his father, Mokhacane, as the chief of the Bamokoteli. His first settlement was at Butha Buthe, but he later built his stronghold at Thaba Bosiu (Mountain of the Night). He united various groups of refugees during the Shaka wars, a period known as the 'mfecane' or difaqane (1813-1830), into the Basotho nation. From his capital at Thaba Bosiu, he warded off attacks from many enemies, including Shaka's Zulus and Mzilikazi's Ndebele.

[ From: https://www.sahistory.org.za/people/king-

### SOURCE 2B

The extract below explains how Moshoeshoe received refugees and built a nation.

In the late 1810s and early '20s, European land invasions, labour needs, and trade heightened Southern African disturbances and led to migration in the region. Moshoeshoe led his people south to the nearly impregnable stronghold of Thaba Bosiu ("Mountain at Night") in the western Maloti Mountains, where his following expanded to other African peoples attracted by the protection he was able to provide. He eventually united the various small groups to form the Sotho nation, called Basutoland by English-speaking persons. He strengthened his new nation by raiding local Tembu and Xhosa groups for cattle and adopting the use of horses and firearms. In the cold Highveld he was able to defeat mounted Griqua and Korana raiders with his own mounted cavalry and expanded his control into the Caledon valley.

[From:

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**SOURCE 2C**

This source explains how Moshoeshoe was strategic in pre-empting a move to avoid a war between the Basotho and AmaZulu.

Moshoeshoe decided he had to make a plan to protect the Bamokoteli, and so he decided to seek out Shaka Zulu. Shaka and the Zulus were not only powerful, they were also known to be enemies of Matiwane. Moshoeshoe sent a group of Bamokoteli men to where Shaka was staying at the time, the Gibixhegu military kraal. The Bamokoteli presented Shaka with a tribute of lion and leopard skins, elephant tusks and great plumes of feathers. They told King Shaka that Moshoeshoe wanted to be of service when he was needed.

They also told him that even though it took them three weeks to reach the Zulu kraal, for they lived west of the Drakensberg region, they would continue to send tributes to Shaka. Shaka responded by telling his kgotla that Moshoeshoe was wise to do so. The Bamokoteli were to deliver tributes every full moon to prove that Moshoeshoe was trustworthy. Then Shaka said to Poho, leader of the Bamokoteli group of messengers, that the Zulus would never steal any Bamokoteli cattle. He even sent 50 oxen with them for Moshoeshoe.

[From: https://www.news24.com/citypress/Voices/our-story-no-4-moshoeshoe-forges-a-nation-20160822. Accessed 20 February 2024]

**SOURCE 2D**

This photograph shows Moshoeshoe (seated and wearing a long western style hat) together with his traditional council.



[From:https://www.sahistory.org.za/sites/default/files/800pxking_moshoeshoe_of_the_basotho_with_his_ministers.jpg. Accessed 20 February 2024

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**ACKNOWLEDGEMENTS**

Visual sources and historical evidence were taken from the following:

French Revolution | History, Summary, Timeline, Causes, & Facts | Britannica. Accessed on 19 February 2023

https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/social-causes-of revolution.

https://www.britannica.com/biography/Moshoeshoe. Accessed 20 February 2024

https://www.britannica.com/biography/Moshoeshoe. Accessed 20 February 2024

https://www.news24.com/citypress/Voices/our-story-no-4-moshoeshoe-forges-a-nation-20160822. Accessed 20 February 2024]

https://www.sahistory.org.za/people/king-moshoeshoe. 20 February 2024

https://www.sahistory.org.za/sites/default/files/800px-king_moshoeshoe_of_the_basotho_with_his_ministers.jpg. Accessed 20 February 2024

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