



HISTORY
GRADE 10
MID-YEAR EXAMINATION

GRADE:10

DATE: 27 May 2019

EXAMINER: C. Potgieter

TIME: 2.5 hours

MODERATOR: E. Moore

TOTAL: 120

INSTRUCTIONS:

1. Write your name, surname and class on your answer sheet.
2. Answer ALL source-based questions and choose ONE essay question.
3. Write on BOTH sides of the paper – don't waste space.
4. Rule off after each section.
5. Number your answers clearly and follow the numbering system on the question paper.
6. It is in your own interest to write neatly and legibly.
7. Ensure that you use full sentences.



SECTION A: ANCIENT EMPIRES AND THE RENAISSANCE

SOURCE 1A

An account by Shabeni who accompanied his father, a merchant, to Timbuktu.

Timbuktu is the great emporium [*shopping centre*] for all African countries including Morocco and Alexandria.

The principal articles of merchandise (*things that are sold*) are tobacco, linen cloth, beads of all colours for necklaces and cowries which are bought at Fas by the pound. Small Dutch looking glasses, some of which are convex, set in gilt paper frames...At the entrance of the desert they (people of Songhai) buy rock-salt from the Arabs who bring it to them in loads ready packed, which they carry as an article of trade. In their caravans there were about 500 camels, of which about 150 or 200 were loaded with salt.

...They sell this salt at Timbuktu for an average of 50 per cent profit; it is more profitable than linen...The returns (payments) are made in gold dust, slaves, ivory and pepper.

Gold dust is preferred and is brought to Timbuktu from Hausa in small leather bags...Cowries and gold dust are the medium of traffic (*payment*).

<http://www.gutenberg.org/files/22631/22631-h22631-h.htm>

SOURCE 1B

An explanation of the decline of the Songhai empire in the late 16th C.

By this time, 1591, Songhai was in trouble. The arrival of Europeans on the West African coast meant that gold could be transported by sea, instead of by land; so cities like Timbuktu and Jenne saw their income drop dramatically, now that gold was no longer a part of their trade. There was also the growing European appetite for slaves. This put a strain on Songhai's population and caused a rift (division) within the community. When the then ruler Daoud's reign ended, many of his subjects rose up in revolt. Though nearly as large as ever, the empire was but a shadow of its former strength and a small push probably could have toppled it. What it got instead was a big trans-Saharan invasion from Morocco.

[http:// www.allemperires.net/songhay-topic18513.html](http://www.allemperires.net/songhay-topic18513.html)

SOURCE 1C

The Pieta by Michelangelo



<https://www.amazon.com/Top-Collection-Statue-Michelangelo-Buonarroti/dp/B000ENU95O>

QUESTION 1

Refer to Source 1A

1.1 Define the following historical terms in your own words:

1.1.1 Empire (1x2) (2)

1.1.2 Dynasty (1x2) (2)

1.2 How does Shabeni describe Timbuktu in this source? (1x2) (2)

1.3 What were the four articles of merchandise sold in Timbuktu? (4x1) (4)

1.4 Quote evidence from the source which shows that salt was scarce in Songhai. (1x2) (2)

QUESTION 2

Refer to Source 1B

- 2.1** Identify two reasons why the Songhai empire collapsed. Give two reasons for your answer. (2x2) (4)
- 2.2** How do you think the division within the community led to the fall of the Songhai empire? (2x2) (4)
- 2.3** Which country invaded the Songhai? (1x2) (2)
- 2.4** Why do you think it was possible for Morocco to invade and defeat the Songhai empire? (2x2) (4)

QUESTION 3

Refer to Source 1C

- 3.1** Provide a suitable definition for the term 'Renaissance'. (1x2) (2)
- 3.2** What features of the Renaissance era can you identify from this statue? (3x1) (3)
- 3.3** Discuss how the idea of Humanism influence the Renaissance. (2x2) (4)

Total Section A: 35 marks

SECTION B: THE FRENCH REVOLUTION AND THE REIGN OF TERROR

SOURCE 2A

An extract on the political system in France in the 1780s

The French Revolution was a political revolution. It started because there were many things about the political system that people in France did not like.

In 1789 France was an absolute monarchy. This meant that a king had the right to appoint all government ministers, and make all decisions and laws. In theory, there was a form of parliament, the Estates General, which consisted of elected representatives. However, it could only meet if the king allowed it to, and no meetings had been held for 175 years. Therefore the king had total power. Whatever he said would be the law. He could even put people in jail without a trial. The king in 1789 was Louis XVI, who had inherited his position from his grandfather. Many educated people in France began to question the system of absolute monarchy.

Adapted from *In Search of History*, Grade 10 learners book, page 66.

SOURCE 2B

This cartoon from 1789 shows a peasant being crushed by the weight of the clergy and the nobles. The words on the stone are: taille, impost, and corvee.



<https://www.tes.com/lessons/L6PrrrbLDky4tQ/copy-of-unit-v-part-iii-french-revolution-cartoons>

SOURCE 2C

A number of examples of people who were condemned to death for ‘anti-revolutionary’ behaviour during the Reign of Terror.

Jean Baptiste Henry, aged 18, convicted of having sawed down a tree of liberty (tress planted to celebrate freedom).

Francois Bertrand, aged 37, publican (inn-keeper) at Leure, convicted of having provided sour wine for the army; condemned to death and executed the same day.

A woman was charged with the crime of having wept at the execution of her husband. She was condemned to sit several hours under the suspended blade which shed upon her drop by drop the blood of her husband before she was executed.

Focus History Grade 10, p 102

SOURCE 2D

This source makes an effort to explain the role played by Napoleon during the French Revolution

Napoleon kept several parts of the French Revolution when he came to power and he called himself the son of the Revolution, but he also ended the revolution with his regime. Napoleon built on the morals of the Revolution in several ways, including making a single set of laws instead of the over three hundred different judicial systems from before the Revolution. Napoleon also undermined the efforts of the Revolution by ...

New Generation History Grade 10, p 110

QUESTION 4

Refer to Source 2A

4.1 Use the source and your own knowledge to define the following historical concepts:

4.1.1 Revolution (1x2) (2)

4.1.2 Absolute Monarchy (1x2) (2)

4.2 Provide three examples from the source that prove that the king had absolute power in France. (3x1) (3)

QUESTION 5

Refer to Source 2B

- 5.1 What evidence in the cartoon suggests that peasants were not well treated in France in 1789? (2x2) (4)
- 5.2 With reference to the clues in the cartoon, discuss the class differences between the First, Second and Third Estates. (2x2) (4)

QUESTION 6

Refer to Source 2C

- 6.1 Out of the three cases provided in the source, which would you say could possibly fall into the category of an act of defiance against the Revolution? Give a reason to support your answer. (1x3) (3)
- 6.2 To what extent would this be a reliable (trustworthy) source of information to someone studying the Reign of Terror? Give a reason for your answer. (2x2) (4)

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QUESTION 7

Refer to Source 2D

- 7.1 Explain how Napoleon impacted positively and negatively on the French Revolution. (2x2) (4)
- 7.2 Explain the historical term autocracy in your own words. (1x2) (2)
- 7.3 Which human right from the French Revolution did Napoleon maintain? (1x2) (2)
- 7.4 Using your own knowledge discuss the consequences for Napoleon after the failed "Russian Campaign". (5x1) (5)

Total Section B: 35 marks

SECTION C: ESSAY QUESTION

Choose **ONE** question

QUESTION 8

“Napoleon came into power at a crucial time in French history. He revolutionised the entire political, economic and social spheres of French society.”

With reference to the changes Napoleon made to France and Europe, discuss to what extent you agree with the statement above. (50)

OR

QUESTION 9

“The Clergy pray, and the Nobles play, whilst the people pay.”

In light of the above statement discuss the social, political and economic causes of the French Revolution. (50)

GRAND TOTAL: 120