

Hillcrest High School

HISTORY P1

JUNE 2025

Grade 10

MARKS: 100

EXAMINER: Ms Cope

TIME: 2,5 Hours

MODERATOR: Mr Moore

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.
2. SECTION A consists of two source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.
3. SECTION B consists of two essay questions.
4. Answer **one** source based and **one** essay question.
5. When answering questions, learners should apply their knowledge, skills and insight.
6. A mere rewriting of the sources as answers will disadvantage learners.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.

SECTION A:

QUESTION 1: Was democracy upheld during the French Revolution?

1.1. Refer to Source 1A

- 1.1.1. Identify the three estates in Source 1A. (3x1) (3)
- 1.1.2. Using your own knowledge, identify three burdens (hardships) that the average French peasant had to carry before 1789. (3x1) (3)
- 1.1.3. Is this cartoon an accurate portrayal of the situation that was France was in before 1789? Explain your answer. (2x2)(4)
- 1.1.4. In light of Source 1A, explain why France was plunged into a revolution in 1789. (1x2)(2)

1.2 Refer to Source 1B

- 1.2.1. Who was Jacques Necker? (1x2) (2)
- 1.2.2. Use your own knowledge to explain why the treasure chest was empty. (1x2) (2)

1.3 Analyse Source 1C

- 1.3.1. Briefly explain the events leading up to the Tennis Court Oath pictured in Source 1C. (1x2) (2)
- 1.3.2. Mention the evidence in Source 1B that depicts the different estates co-operating with one another. (1x2) (2)

1.4. Refer to Source 1D

- 1.4.1. According to Source 1D, what was the purpose of the march to the Bastille in July 1789? (1x1) (1)
- 1.4.2. The marches declared the fall of the Bastille a triumph of justice and liberty. Do you agree that this was the case? Explain your answer by comparing evidence from Source 1C and 1D. (2x2) (4)

1.5. Refer to source 1E

- 1.5.1. List three basic rights mentioned in the Declaration of the Rights of Man. (3x1) (3)
- 1.5.2 According to the Declaration, what role do the people of a country play in the making of laws. (1x2) (2)
- 1.5.3. In your own words, explain how the Declaration defines the idea of liberty. (1x2) (2)
- 1.5.4. To what extent did the Declaration of the Rights of man uphold the principle of democracy? Explain your answer. (2x2) (4)

1.6 Use Source 1F.

- 1.6.1 Explain the historical term, *democracy*, in your own words. (1x2) (2)
- 1.6.2 What, according to Robespierre, were the aims of the revolutionaries? (2x1) (2)
- 1.6.3 Do you think the reign of terror could be justified? Explain your answer. (2x2) (4)

1.7. Using the relevant sources and your own knowledge, write a paragraph (80-100 words) in which you assess the extent to which the principles of liberty and democracy were upheld(respected) during the French Revolution.

**(6)
[50]**

QUESTION 2: What far reaching reforms were implemented during Napoleon’s reign?

2.1 Read Source 2A

2.1.1 Within the context of the French Revolution explain the term ‘coalition of foreign countries’. (1x2) (2)

2.1.2 Comment on why foreign countries were invading France. (2x2) (4)

2.1.3 Extract evidence from the source to explain why Napoleon was regarded as a hero by the French people. (1x2) (2)

2.1.4 Explain why the Directory was losing power in France. (1x2) (2)

2.2 Refer to Source 2B.

2.2.1 List four problems experienced in France under the leadership of the Directory. (4x1) (4)

2.2.2 Compare Source 2A and Source 2B. What are the similarities between the two sources regarding Napoleon’s popularity among the people of France? (2x1) (2)

2.3 Refer to Source 2C.

2.3.1 Why, do you think, Napoleon regarded education as important? (2x2) (4)

2.3.2 Explain why Source 2C is useful to a historian studying education in France under the rule of Napoleon. (2x2) (4)

2.3.3 Read Source 2C. What is meant by the phrase “indoctrinating "right-thinking" citizens”? (1x2)(2)

2.4 Refer to Source 2D.

2.4.1 Why, according to the source, did Napoleon go to war with European countries? (1x2)(2)

2.4.2 Using the source, why was the Napoleonic code necessary? (1x2)(2)

2.4.2 Extract evidence to prove that the Napoleonic Code was significant beyond France’s borders. (2x2) (4)

2.5 Look at Source 2E.

2.5.1 Comment on Napoleon’s style of dress. (1x2)(2)

2.5.2 How was the way that Napoleon ruled France similar to the way that Louis XVI ruled France? (1x2)(2)

2.5.3 How was the way that Napoleon ruled France different to the way that Louis XVI ruled France? (2x2)(4)

2.5.4 Comment on how the British Cartoonist has portrayed Napoleon. (1x2)(2)

2.6 Using the relevant Source and your own knowledge, write a paragraph (80-100 words) in which you discuss the many far-reaching reforms that were implemented during Napoleon's reign.

(6)

[50]

SECTION B:

Answer only one essay below.

QUESTION 3: THE CAUSES AND EVENTS OF THE FRENCH REVOLUTION

Discuss how the social and economic factors contributed to the causes and events of the French Revolution in 1789.

(50)

OR

QUESTION 4: NAPOLEON AND THE BIRTH OF DEMOCRACY

Discuss how Napoleon modernised France with his leadership from 1799 to 1815.

Your essay must focus on the political, economic and social changes that Napoleon implemented.

(50)

TOTAL MARK- 100.

ADDENDUM

QUESTION 1- Was democracy upheld during the French Revolution?

SOURCE 1A

A cartoon commenting on the plight of the Third Estate in France before 1789:



SOURCE 1B

This cartoon taken from the French revolution and Napoleon, it shows Louis XVI and Jacques Necker, gazing in dismay at the “empty treasure chest”.



SOURCE 1C

A painting called "The Oath of the Tennis Court" by Jacques-Louis David in 1791.



SOURCE 1D

An extract describing the Storming of the Bastille on 14 July 1789:

Meanwhile, they get ready to march... cries of vengeance (revenge) and of pleasure issue from every heart.... On arriving at the square, the people, anxious to avenge themselves, allowed neither De Launey nor the other officers to reach the place of trial; they seized them from the hands of their conquerors, and trampled them underfoot one after the other. De Launey was struck by a thousand blows, his head was cut off and hoisted on the end of a pike with blood streaming down all sides. . . . This glorious day must amaze our enemies, and finally usher in for us the triumph of justice and liberty. In the evening, there were celebrations.

(Source: quoted in Jackson J. Spielvogel, *Western Civilization: A Brief History* (Belmont, CA: West/Wadsworth, 1999), p. 416.)

SOURCE 1 E

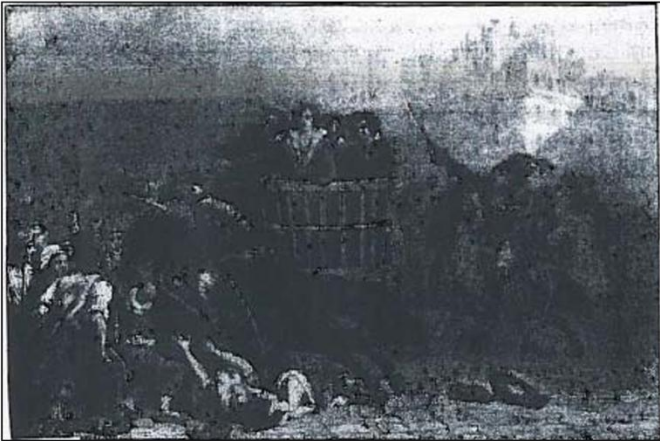
An extract from the *Declaration of the Rights of Man* from the Decree of the National Assembly in August 1789:

Men are born equal and remain free and equal in rights which are liberty, property, security and resistance to oppression. Liberty is being able to do whatever does not harm others.

The law should express the will of the people. All citizens have a right to take part personally, or through their representatives, in the making of the law. Every citizen can talk, write and publish freely, unless this liberty is abused in a way which breaks the law.

SOURCE 1F

This sketch, taken from Google images: Pictures of French Revolution shows a group of prisoners awaiting execution during the Reign of Terror.



We wish in Word to fulfil the requirements of nature, to accomplish the destiny of mankind to make good the promises of philosophy ... that France, hitherto illustrious among slaves states, may eclipse the glory of all free peoples that have existed, become the model of all nations That is our ambition, that is our aim. What kind of government can realize these marvels? Only a democratic government. ... But to found and to consolidate among us this democracy, to realize the peaceable rule of constitutional laws, It is necessary to conclude the war of liberty against tyranny and to pass successfully through the storms of revolution. Such is the aim of the revolutionary system which you have set up ...

QUESTION 2: What far reaching reforms were implemented during napoleon's reign?

SOURCE 2A

An extract from an article introducing how Napoleon entered the ranks of leadership in France in the late 18th century.

Foreign countries invade France During the revolution, France was under threat as a coalition of foreign countries attempted to invade the country and overthrow the Revolutionary Government. Monarchs from neighbouring countries could not stand by and allow the French monarchy to be overthrown by the masses of ordinary people who were calling for democracy. After all, if the people succeeded, the status of all monarchs in European countries would be under threat. Military Commander In 1796, Napoleon was given command of the French army in Italy. When he arrived in Italy, he found the army to be poorly organised and losing... Napoleon, however, was an ambitious man and a brilliant general. He soon drove the invading armies out and became a national hero. Overthrowing the Directorate After leading a military expedition in Egypt, Napoleon returned to Paris in 1799. The political climate in France was changing. The current government, called the Directory, was losing power because the French economy was failing and there was rising unemployment. Together with his allies, including his brother Lucien, Napoleon formed a new government called the Consulate.

[Taken from: https://www.ducksters.com/biography/world_leaders/napoleon_bonaparte.php Date accessed: 17 April 2025]

SOURCE 2B

This source explains the problems that France was experiencing under the leadership of the Directory. It was as a result of these issues that Napoleon was able to establish himself as a dictator.

After Napoleon's military success he was treated as a returning hero of mythic proportions in 1799 and the streets were full of his admirers. But the French government was floundering [struggling]. Various political factions were competing for power and domestic problems loomed. Some of the problems included the following: • Some areas, such as the Vendée, were considering secession [breaking away] from France. • Rebels were threatening civil war [a war between citizens of the same country]. • The highways/ roads were as unsafe. (Even Napoleon's baggage had been broken into on the trip to Paris.) • Armed groups of hoodlums, some quite large, terrorised the populace. Napoleon wondered out loud what had happened to his country, and it was a good question. The government and citizens understood that something needed to be done. Everywhere he looked, he saw incompetence and threats to his beloved French Republic, and he was determined to play a major role in protecting the gains of the Revolution.

[<https://www.dummies.com/education/history/world-history/napoleon-being-a-hero-in-a-troubled-nation/> Date accessed: 18 April 2025]

SOURCE 2C

The source explains Napoleon's reforms in education and why he valued education for the building of a great nation. It includes a direct quote from Napoleon himself (from 1807).

Although he did not create a system of mass education, education was more available to the middle class than it ever had been before. He recognised the importance of education in producing citizens capable of filling positions in his bureaucracy and military. He saw education as a way of indoctrinating "right-thinking" citizens from an early age. At a meeting in 1807 he declared: "Of all our institutions public education is the most important. Everything depends on it, the present and the future. It is essential that the morals and political ideas of the generation which is now growing up should no longer be dependent upon the news of the day or the circumstances of the moment. Above all we must secure unity: we must be able to cast a whole generation in the same mould."

[<http://www.historywiz.com/reforms.htm> date accessed: 23 July 2025]

SOURCE 2D

This source offers insight into Napoleon's reformation of the law system and its impact on the rest of Europe.

Napoleon took on organising the legal system of France. The system of laws was in a state of chaos. Laws were not codified and were based on old principles and values. During the revolution, many laws were changed. It was difficult to determine what law applied in any given situation, and laws were not equally applied to everyone. The mishmash of laws was codified (organised) and written clearly so that the people could determine what law applied. For the first time in history, the law was based on reason and founded on the notion that all men were equal before the law. It guaranteed individual rights (except for women and blacks) and the security of property. Initially, Napoleon maintained peace in Europe, however, soon France was at war with Britain, Austria, and Russia. Over the next several years, Napoleon expanded the French Empire. At its greatest extent in 1811, France controlled much of Europe from Spain to the borders of Russia (not including Britain). The Napoleonic Code became profoundly influential to other European countries in the 19th century because the laws were applied to all territories under Napoleon's control.

[Date accessed: <http://www.historywiz.com/reforms.htm> Date accessed: 23 July 2025]

SOURCE 2E

A British cartoon of Napoleon produced by J. Gillray in 1803

