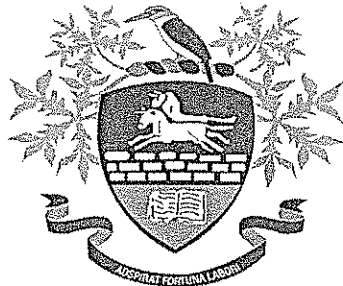


HILLCREST HIGH SCHOOL



HISTORY EXAMINATION

GRADE 10
November 2013

200 MARKS
2½ Hours

EXAMINER: Mrs M. Burger

MODERATOR: Mr O. Mundell

This paper consists of four sections:

Section A: The Anglo Zulu War: Source-based questions	50
Section B: The Anglo Boer War: Essay question	50
Section C: The Industrial Revolution: Source-based questions	50
Section D: The Industrial Revolution: Essay question	50

Section A: The Anglo Zulu War: Source-based questions

1. Analyse Sources A1 and A2
 - 1.1 Discuss why the Anglo-Zulu War began. (2x3) 6
2. Analyse Source B
 - 2.1 Using your own knowledge, define the word *Ultimatum* (1x3) 3
 - 2.2 What makes the third term of the Ultimatum the most unreasonable demand issued to Chief Cetshwayo? (2x2) 4
 - 2.3 Explain the reason as to why Chief Cetshwayo refused to accept the Ultimatum that was issued to him on 11 December 1878. (1x3) 3
3. Analyse Source C
 - 3.1 Name the battle in this visual and in which area did it take place? (1x2) 2
 - 3.2 What was the reason for the British wanting to fight the Zulu? (1x3) 3
 - 3.3 What were the reasons for the Zulu victory at this battle? (1x3) 3
 - 3.4 How did the defeat of this battle lead to the battle of Rorkes Drift? (2x2) 4
4. Analyse Sources A, B and C
 - 4.1 The British signed a peace treaty with the Zulu on 2 September 1879. What event led to the signing of the treaty? (1x2) 2
 - 4.2 What was the result of signing the treaty? (2x2) 4
 - 4.3 What effects did the Anglo-Zulu War have on the Zulu? (1x3) 3

5. Analyse Source D

5.1 Discuss the bias of this particular painting. (2x2) 4

5.2 Discuss the way in which history was recorded during 1879. (1x2) 4

6. Analyse Sources A, B, C and D

6.1 Who represented Britain as High Commissioner of South Africa at the time of the Zulu War? (1x1) 1

6.2 What excuse did Frere and Shepstone use to invade the Zulu? (1x2) 2

6.3 What impact did British imperialism have on South Africa? (2x2) 4

Source A1

“Why does the Governor speak to me about my laws? Do I go to Natal and dictate to him about his laws? While wishing to be friends with the English, I do not agree to give my people over to be governed by laws sent to me by them.”

Source A2

“The British were starting a war which Cetshwayo did not want. When he realised that the British were determined to make war, he set about organising his own army. The war began with the Battle of Isandlwana. The warriors returned from battle carrying the fury of war on their backs. They were covered in blood and had tied their wounds with grass

Source B

The terms of the ultimatum

The terms which were included in the ultimatum delivered to the representatives of King Cetshwayo on the banks of the Thukela River on 11 December 1878. He had a month to accept and comply.

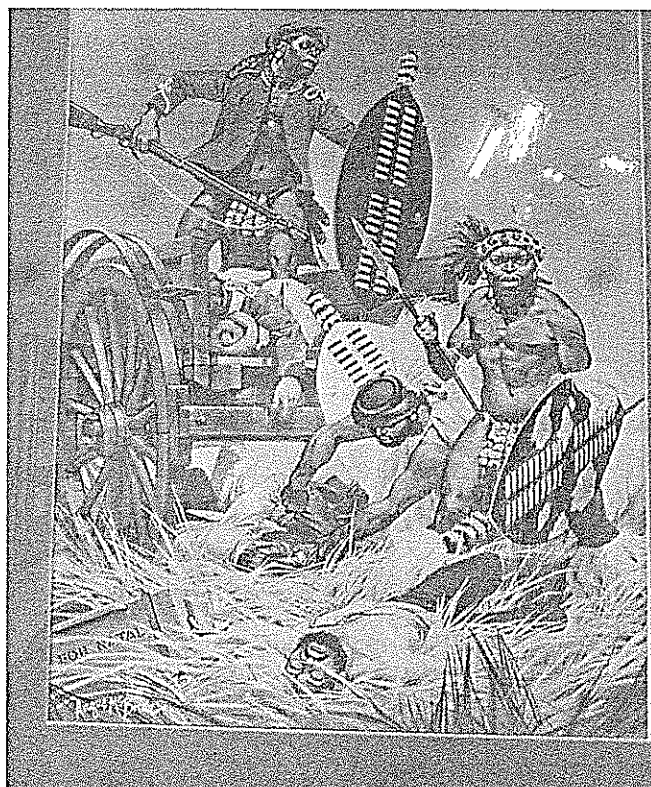
1. Surrender of Sihayo's three sons and brother to be tried by the Natal courts.
2. Payment of a fine of five hundred head of cattle for the outrages committed by the above and for Cetshwayo's delay in complying with the request of the Natal Government for the surrender of the offenders.
3. That the Zulu military system be discontinued and other military regulations adopted, to be decided upon after consultation with the Great Council and British Representatives.
4. That every man, when he comes to man's estate, shall be free to marry.
5. All missionaries and their converts, who until 1877 lived in Zululand, shall be allowed to return and reoccupy their stations.
6. All such missionaries shall be allowed to teach and any Zulu, if he chooses, shall be free to listen to their teaching.

Martineau, J. Life and Correspondence of Sir Bartle Frere, Vol. ii

Source C



Source D



Section B: The Anglo-Boer War: Essay question

In an essay of two pages, discuss how Britain's efforts to control the wealth of the Orange Free State and Transvaal in the 18th century, lead to the Anglo-Boer War.

[50]

Section C: The Industrial Revolution: Source-based questions

1. Refer to **Source E**

- 1.1 Discuss a few significant changes that took place during the Industrial Revolution. (2x2) 4
- 1.2 How did the above mention changes make industrialisation easier? (2x2) 4

2. Refer to **Source F**

- 2.1 What were the negative results of enclosures that replaced the open-field system? (2x2) 4

3. Refer to **Sources G1 and G2**

- 3.1 Name the three types of transportation that increased during the Industrial Revolution. (3x1) 3
- 3.2 What changes did the railways bring? (2x2) 4
- 3.3 What was the greatest achievement during the Industrial Revolution that continued advancement in production? (1x2) 2

4. Refer to **Source H**

Investigations into factory conditions revealed that conditions were poor and workers, including women and children, were exploited terribly. Reform measures were introduced, but many children still suffered under poor working conditions and the government did very little for these children.

- 4.1 How were women affected by the Industrial Revolution before 1830? (2x2) 4
- 4.2 What problems do you think the little children faced on a daily basis? (2x2) 4
- 4.3 Using your own knowledge, define the word *urbanisation*. (1x3) 3

5. Refer to **Source I**

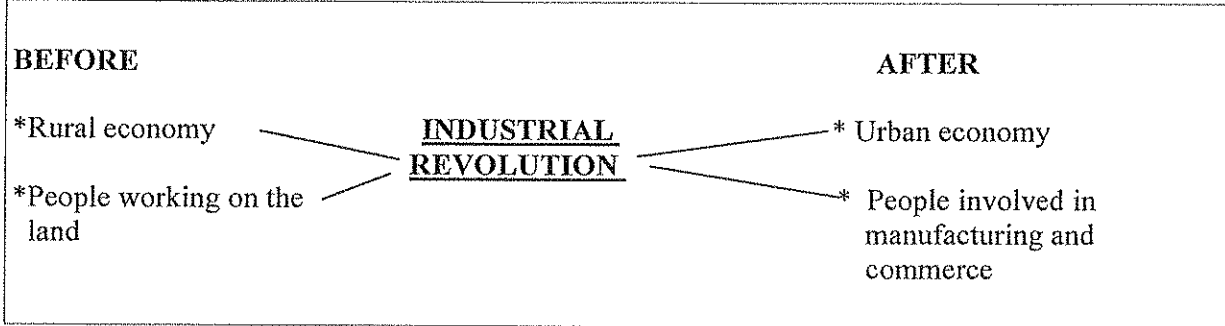
- 5.1 List 5 problems facing poor families living in Birmingham. (5x1) 5
- 5.2 Why do you think these kinds of problems came about in cities such as Birmingham? Provide at least 2 reasons. (2x2) 4
- 5.3 In your own words, explain the impact that these conditions had on the working class. (3x1) 3

6. Refer to **Sources E – I**

- 6.1 Using the sources and your own knowledge, write a paragraph of about 6-10 lines, describing the changes made in industry in Britain between 1750 and 1850. (3x2) 6

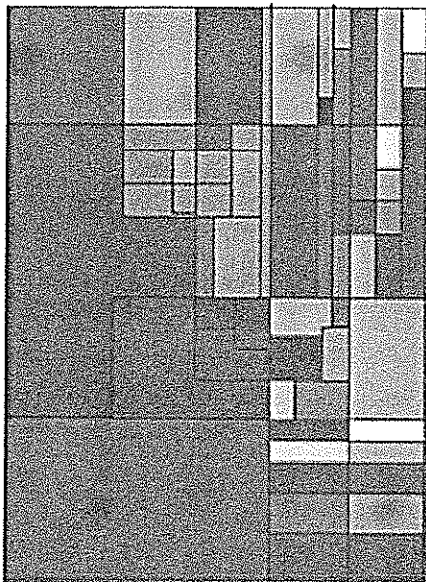
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Source E







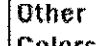
Source F

A Typical English Community Before Enclosure

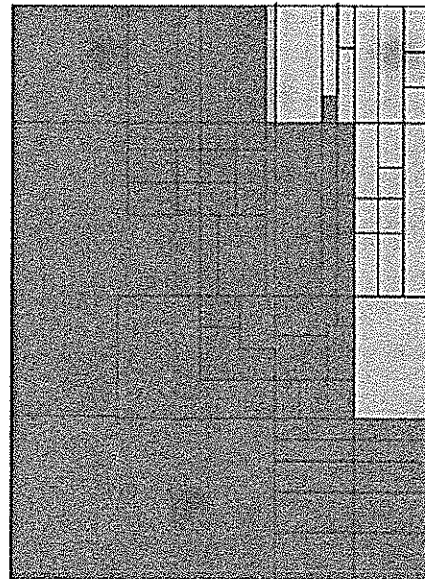


Enclosure Acts

Legend

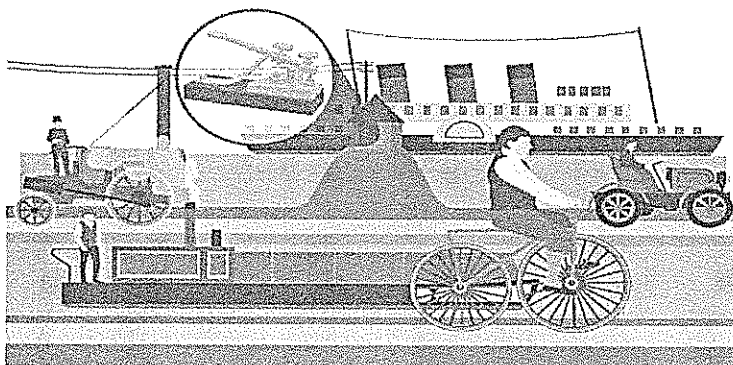
-  = Baron's Land
-  = Rich Farmer's Land
-  = Other Rich Farmer's Land
-  = Common Land
-  Other Colors = Small Farmers

A Typical English Community After Enclosure



Extracted from the Grade Nine Social Studies curriculum, http://www.cssd.ab.ca/tech/social/tut9/lesson_2.htm

Source G1



Source G2

With the aid of technological advancements, George Stephenson and his son, Robert, were successful in building a locomotive for the Stockton to Darlington railway line in 1825. Due to this achievement, the potential of steam locomotion was realised. Their railway line between Liverpool and Manchester, with its locomotive, 'THE ROCKET', opened in 1830. The distance between Stockton and Darlington was about 19km and the journey took 3 hours and 7 minutes inclusive of stops. The locomotive (train) travelled at an average speed of about 13 kms per hour.

Source H

PROTECTION LAW

1833 FACTORIES ACT

No child under 9 years could work in a textile mill. Those over 13 may not work more than 48 hours a week. Children had to attend school for 12 hours a week.

1842 MINES ACT

Coal mines forbidden from employing women, and children under the age of 10.

1844 FACTORY ACT

8 – 13 year old children to work no more than 6½ hours a day. They must receive 3 hours of schooling 5 times a week. Young people and women not to work more than 12 hours a day.

1847 TEN OURS ACT

Young people and women to work no more than 10 hours a day.

Source I

“In the older quarters of the city there are many bad districts, filthy and neglected, full of stagnant pools and heaps of refuse. Courts (an area of ground completely surrounded by walls and buildings) are very numerous in Birmingham, reaching two thousand...are usually narrow, muddy, badly ventilated, ill-drained and lined with eight to twenty houses.

Section D: The Industrial Revolution: Essay question

In an essay of two pages, discuss how the Reform Act corrected many of the harmful effects of the Industrial Revolution.

[50]

TOTAL: 200