



**education and sports development**

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**GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 10**

**HISTORY  
MID YEAR EXAMINATION**

**MARKS: 100**

**TIME : 2 hours**

**DATE: 7 June 2017**

**This question paper consists of 6 pages**



**INSTRUCTIONS 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 WORLD AROUND 1600

QUESTION 2: THE FRENCH REVOLUTION: THE CAUSES AND COURSE OF THE REVOLUTION

**SECTION B: ESSAY QUESTIONS**

QUESTION 3: AMERICA: THE SPANISH CONQUEST

QUESTION 4: THE FRENCH REVOLUTION: NAPOLEON, THE REACTION AGAINST DEMOCRACY AND THE MODERNISATION FRANCE

2. SECTION A consists of TWO source based questions. Source material that is required to answer these questions will be found in the ADDENDUM.
3. SECTION B consists of TWO essay questions.
4. Answer TWO questions as follows:
  - 4.1 ONE source based question and ONE essay question.
5. You are advised to spent at least ONE hour in a question
6. When answering questions, candidates should apply their knowledge, skills and insight.
7. A mere rewriting of the sources as answers will disadvantage candidates
8. Source based questions should be answered by referring to the ADDENDUM provided.
9. Start each question on a new page.

10. Write neatly and legibly.

### SECTION A: SOURCE BASED QUESTIONS

Answer ONE question from this section.

#### QUESTION1: HOW DIFFERENT WERE MING CHINA AND THE EUROPEAN SOCIETIES GOVERNED BETWEEN THE 14<sup>TH</sup> AND 17<sup>TH</sup> CENTURIES?

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

1.1 Refer to Source 1A

1.1.1 Use the source and your own knowledge to explain the concept *despotic power* (1 x 2) (2)

1.1.2 According to this source, what was the condition for man to join the Chinese civil service? (1 x 2) (2)

1.1.3 What evidence in the source suggests that the Chinese civil service was not open to all? (2 x 2) (4)

1.1.4 Why, according to the source, was the emperor called "Son of Heaven"? (1 x 2) (2)

1.2 Refer to Source 1B

1.2.1 According the source, what did Confucius advocate? (3 x 1) (3)

1.2.2 According to the source, what were the qualities that a ruler must combine according to Confucius? (3 x 1) (3)

1.2.3 Why, according to the source, was it necessary for everyone to learn the same texts (1 x 2) (2)

1.3 Refer to Source 1C

1.3.1 Use the source and your own knowledge to explain the following:  
(a) *Feudalism* (1 x 2) (2)  
(b) *Fiefs* (1 x 2) (2)

1.3.2 What, according to the source, were nobles expected to do in return of the land they got from the kings? (2 x 1) (2)

1.3.3 What, according to the source, were peasants expected to do in return of the land they got from the vessels? (2 x 1) (2)

- 1.3.4 Explain the usefulness of the visual source to a historian studying the feudal society in Europe during the early 15<sup>th</sup> century. (1 x 2) (2)
- 1.4 Compare the visual and the written sources in Source 1C. Explain how the visual source supports the written source regarding feudal system in Europe during the 15<sup>th</sup> century. (2 x 2) (4)
- 1.5 Refer to Source 1D
- 1.5.1 Why, according to the source, were larger kingdoms emerging (rising) in Western Europe in the late 15<sup>th</sup> century? (1 x 2) (2)
- 1.5.2 What evidence in the source suggests that the landowners were still having some powers in England in the late 15<sup>th</sup> century? (1 x 2) (2)
- 1.5.3 Using the information in the source and your own knowledge, explain why feudal system broke down in the late 15<sup>th</sup> century. (2 x 2) (4)
- 1.5.4 What would you regard as the positive results of the breaking down of feudalism in Europe in the late 15<sup>th</sup> century? (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 different were Ming China and the European societies governed between the 14<sup>th</sup> and 17<sup>th</sup> centuries? In your response, refer to government in the two (Ming China and European societies) (8)

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**QUESTION 2: WHAT ROLE DID WOMEN PLAY DURING THE FRENCH REVOLUTION?**

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

**2.1 Refer to Source 2A**

- 2.1.1 Use the source and your own knowledge to explain the concept *revolution*  
(1 x 2) (2)
- 2.1.2 Which other groups (except women), played a significant role in bringing about the French Revolution?  
(3 x 1) (3)
- 2.1.3 According to this source, which TWO events were considered as significant aspects of the French Revolution?  
(2 x 1) (2)
- 2.1.4 According to the source, what was the aim of the 'March to Versailles'?  
(1 x 2) (2)
- 2.1.5 How, according to the source, were women indirectly participating in the revolution?  
(1 x 2) (2)

**2.2 Refer to Source 2B**

- 2.2.1 What evidence in the source suggests that women of every social class took part in the revolts?  
(2 x 2) (4)
- 2.2.2 According to the source, what was the demand of the large crowd of women?  
(1 x 1) (1)
- 2.2.3 What evidence in the source suggests that even man were involved in the march to Versailles?  
(1 x 2) (2)
- 2.2.4 Use the information in the source and your own knowledge to explain why the king's letter was determined not to be enough?  
(2 x 2) (4)
- 2.2.5 In your view, was it justified (correct) for the credit of the event to be entirely given to the women? Give TWO reasons to support your answer.  
(2 x 2) (4)

**2.3 Refer to Source 2C**

- 2.3.1 Using the information (clues) in the source and your own knowledge, explain why you would consider the March to Versailles a success.  
(2 x 2) (4)

- 2.3.2 What evidence in the source suggests that women's march to Versailles was filled with bitterness and anger? (1 x 2) (2)
- 2.4 Compare Sources 2B and 2C. How does Source 2C support 2B regarding the result of the march to Versailles? (1 x 2) (2)
- 2.5 Refer to Source 2D
- 2.5.1 Why, according to the source, did the Revolutionary Republican Women organize the petition? (1 x 2) (2)
- 2.5.2 What does the extract mean by the words: 'women's active participation in French political life was effectively guillotined (cut off somebody's head) too...'? (1 x 2) (2)
- 2.5.3 According to the source, what actions were taken against the women who led the Revolution? (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining the role played by women during the French Revolution. (8)
- [50]

## SECTION B: ESSAY QUESTIONS

Answer ONE question from this section

### QUESTION 3: EUROPEAN EXPANSION AND CONQUEST IN THE 15<sup>TH</sup> AND 18<sup>TH</sup> CENTURIES: THE SPANISH CONQUEST IN THE AMERICAS

The battle between the Spaniards and the Aztecs was a decisive victory for the Spanish.

With the above statement in mind, explain factors which led to the defeat of the Aztecs by the Spaniards. [50]

### QUESTION 4: THE FRENCH REVOLUTION

Although Napoleon was a dictator, his domestic policy was clearly influenced by the Revolution.

With the above statement in mind, write an essay in which you discuss how Napoleon modernised (brought reforms in) France after the French Revolution.

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