



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 10

HISTORY

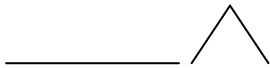


EXEMPLAR 2012

MEMORANDUM

MARKS: 150

This memorandum consists of 23 pages.

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
 - Introduction, main aspects and conclusion not properly contextualised 
 - Wrong statement 
 - Irrelevant statement 
 - Repetition **R**
 - Analysis **A√**
 - Interpretation **1√**

4. The matrix

4.1 Use of analytical matrix in the marking of extended writing (refer to page 6)

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- 4.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to determine the **content level** (on the matrix).

C	LEVEL 4	

- 4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18-19
P	LEVEL 5	

4.2 **Use of holistic rubric in the marking of extended writing (refer to page 5)**

The given rubric which takes into account both content and presentation should be used in the marking of extended writing.

C and P	LEVEL 5	18 - 20
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SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE FRENCH REVOLUTION IN 1789?**

- 1.1 1.1.1 *[Explaining historical concepts from Source 1A – L1]*
- When a king has full power over his country/monarchy
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Extract relevant evidence from Source 1A – L1]*
- France was an absolute monarchy
 - The king had power over everything
 - The king issued arrest warrants
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.3 *[Explain and analyse information gathered from Source 1A – L2]*
- People felt insecure
 - People feared to receive a letter of imprisonment
 - People hated the complete power of the king
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Extract relevant evidence from Source 1A – L1]*
- The laws issued by the government
 - The heavy taxes
 - Voting and freedom of speech which depended on a person's
 - Status (3 x 1) (3)
- 1.2 1.2.1 *[Extract relevant information from Source 1B – L1]*
- (a) Indirect taxes (1 x 2) (2)
- (b) Interest payments on debts (1 x 2) (2)
- 1.2.2 *[Extract relevant information from Source 1B – L1]*
- 20,6 million livres (1 x 1) (1)
- 1.2.3 *[Explain and analyse information gathered from Source 1B – L2]*
- Royal household expenditure led to dissatisfaction with the monarchy
 - People were living in poverty paying high taxes in order for nobles to live a high life
 - Any other relevant response (Any 1 x 2) (2)
- 1.2.4 *[Explain and analyse information gathered from Source 1B – L2]*
- They could lower their lavish life
 - Appointing a good Minister of Finance
 - Having a budget
 - Any other relevant response (Any 1 x 2) (2)

1.3 *[Compare and contrast interpretations and perspectives presented in Sources 1A and 1B to reach a conclusion – L3]*

Candidates may use the following points to answer the question:

- The people were unhappy with the absolute monarchy
- The people were unhappy with King Louis XVI's tyranny
- The people were unhappy about the arrest warrant
- The people were unhappy about the unequal payment of taxes
- The people were unhappy about the restriction of freedom of speech
- The people were unhappy with the whole political system in France
- The people were unhappy with the extravagant expenditure of the king
- Any other relevant response

Use the following rubric to allocate a mark

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of what arguments ordinary French citizens used to justify their unhappiness against King Louis XVI's rule • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of what arguments ordinary French citizens used to justify their unhappiness against King Louis XVI's rule • Uses evidence in a very basic manner 	Marks: 3 - 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of what arguments ordinary French citizens used to justify their unhappiness against King Louis XVI's rule • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 - 6

(6)

1.4 1.4.1 *[Straightforward interpretation of evidence from Source 1C – L2]*

- Their husbands had only a few possessions but still they had to pay these feudal dues
- The feudal dues they had to pay was all the food they had
- They were already poor and now it only made them poorer
- Any other relevant response

(any 1 x 2)

(2)

1.4.2 *[Extract relevant information from Source 1C – L1]*

- A bit of land
- One cow
- A poor little horse

(3 x 1)

(3)

- 1.4.3 *[Interpretation of evidence from Source 1C – L2]*
- People battled to pay these feudal dues
 - They almost took all they had to pay the feudal dues
 - This situation made them grow old before their time
 - Any other relevant response (any 1 x 2) (2)
- 1.5 1.5.1 *[Extract relevant information from Source 1D – L1]*
- Peasants
 - Nobles
 - Clergy/priests (3 x 1) (3)
- 1.5.2 *[Explain information from Source 1D – L2]*
- It depicts the heavy burden on the peasants
 - It depicts how the clergy/priest contributed to the burden of the peasant
 - It depicts the contribution of the nobles to the burden of the peasant
 - Any other relevant response (Any 2 x 2) (2)
- 1.5.3 *[Explain and analyse information gathered from Source 1D – L2]*
- The nobility would impose more taxes
 - They didn't pay any taxes
 - They lived from the taxes of the ordinary people
 - Any other relevant response (any 2 x 2) (2)
- 1.5.4 *[Interpret and evaluate evidence from Source 1D – L3]*

Candidates may use the following points to answer the question:

- The teacher can use the three figures to explain the class division in France
- The teacher can explain how the nobles contributed to the burden of the peasant by increasing taxes
- The teacher can show that the clergy helped only a little bit by only feeling sorry for the people but doing nothing
- The burden can be used when discussing the different taxes e.g. salt tax, *taille*, *corvee* (compulsory work on the roads)
- Arrest warrant was also part of the burden
- Burden was so heavy it crushed the peasant
- Burden was so heavy in order for nobles to live an extravagant life
- Any other relevant response

Use the following rubric to allocate a mark

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how a French teacher might use this cartoon to teach learner's about the causes of the French Revolution • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of how a French teacher might use this cartoon to teach learner's about the causes of the French Revolution • Uses evidence in a very basic manner 	Marks: 3 - 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how a French teacher might use this cartoon to teach learner's about the causes of the French Revolution • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 - 6

(6)
[50]**QUESTION 2: WHAT ROLE DID KING SHAKA PLAY IN THE FORMATION OF THE ZULU KINGDOM?**

2.1	2.1.1	<i>[Extraction from Source 2A-L1]</i>		
		<ul style="list-style-type: none"> • Mthethwa • AmaZulu • Ndwandwe 	(3 x 1)	(3)
	2.1.2	<i>[Extraction from Source 2A-L1]</i> Shaka became leader of the Zulus	(1 x 2)	(2)
	2.1.3	<i>[Extraction from Source 2A-L1]</i> Murdered many Zulus	(1 x 2)	(2)
	2.1.4	<i>[Interpretation of information from Source 2A-L2]</i> Murdered many Zulus not out grief but rid him his political opponents	(1 x 2)	(2)
	2.1.5	<i>[Extraction from Source 2A-L1]</i>		
		<ul style="list-style-type: none"> • Incorporating other chieftainships into the AmaZulu • Raiding grain and cattle • For the purpose of war • Defend itself against its enemies 	(Any 3 x 1)	(3)
	2.1.6	<i>[Explanation of historical concepts-L1]</i>		
		<ul style="list-style-type: none"> • Process of political transformation and conflict. New states were formed. Sent other groups upon a long and violent migration throughout the subcontinent. • Any other relevant response 	(1 x 2)	(2)

- 2.1.7 *[Interpretation from Source 2A-L2]*
Candidates can either indicate if Mzilakazi was justified or not justified and substantiate their response with relevant answers
- Justified**
- Wanted to prevent further bloodshed
 - Shaka could have defeated him/Killed him
 - Mzilakazi had the right to flee in order to start his own chieftainship
 - Any other relevant response
- Not justified**
- Should have engaged Shaka in a war in order to defeat him
 - Defeat of Shaka could have minimize the effects of the Mfecane
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.8 *[Identifying reliability from Source 2A-L3]*
Not reliable
- Bias towards Shaka
 - Has only limited view for the reasons for the Mfecane
 - Source contains factual errors [Refers to 'tales abound...']
 - Contradicts other sources with regard to Shaka
 - Consciously written to manipulate people's views of Shaka
 - Any other relevant response (3 x 2) (6)
- 2.2 2.2.1 *[Extraction from Source 2B-L1]*
- Tough
 - Wily
 - Skilful (any 2 x 1) (2)
- 2.2.2 *[Interpreting the views of the author from Source 2B-L2]*
- Shaka acted according to the confines of the law
 - People sentenced when the laws were transgressed
 - Shaka did not act any different to other civilizations when applying the law
 - Accounts made by whites about massacres could never be proved (2 x 2) (4)
- 2.3 *[Comparing information from Sources 2A with 2B-L2]*
- **Source 2A**-bias towards Shaka –
Source 2B-Gives a more balance view of Shaka's rule
 - **Source 2A** - Accused Shaka as being mass murderer –
Source 2B – No evidence of massacres
Source 2A - Shaka only became leader of the Zulus because of his cruelty.
Source 2B - Shaka rule according to the rule of the law
 - **Source 2A**-Points to Shaka as the sole reason for the Mfecane
Source 2B- There were also other reasons for the Mfecane

- **Source 2A-** Only negative towards Shaka's leadership
- **Source 2B-** Points to Shaka positive leadership qualities

The following rubric can be used to assess the paragraph

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how these sources differ in their assessment of Shaka • Uses evidence partially to write a paragraph on the topic 	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of how these sources differ in their assessment of Shaka • Uses evidence in a very basic manner to write a paragraph 	Marks: 3 - 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how these sources differ in their assessment of Shaka • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 - 6

(6)

2.4

2.4.1

[Extracting evidence from Source 2C-L1]

- United and divided the northern Nguni population of Natal
- Drawing clan after clan into a Zulu state
- Thousands fled into the interior who did not want to part of the Zulu nation

(any 2 x 1)

(2)

2.4.2

[Extraction from Source 2C-L1]

Candidates have to indicate whether they Agree or Disagree with the statement and substantiate their response with relevant answers

Disagree

- Inner circle advise him on matters of importance
- They also check if he abused his power
- Shaka made use of indunas to cede land, settle disputes, distribution of cattle
- Any other relevant response

Agree

- Central authority was the king (Shaka)
- Ruled like a despot (alone)
- Any other relevant response

(2 x 2)

(4)

2.4.3

[Interpretation from Source 2C-L2]

- Land distributed equally for the purpose of food production
- Sense that Zulus had equal economic rights
- Land belong to the community
- Any other relevant response

(2 x 2)

(4)

- 2.5 *[Using all the sources 2A, 2B and 2C to construct a paragraph-L3]*
Candidates must state whether the statement is Accurate or Not Accurate and substantiate their response with relevant answers.

ACCURATE

- Shaka build a strong army to attack rival groups
- He started to incorporate other groups into the AmaZulu
- His army went on regular raiding expeditions
- Those who did not want to be incorporated fled north
- In their quest not to be incorporated into the AmaZulu they attack other groups
- This event had a chain reaction and was felt as far as north as Lake Victoria
- Any other relevant response

NOT ACCURATE

- Competition for trade-many groups in Natal tried to control trade which led to clashes
- Increase in population led to competition for land
- Forming of confederacies e.g. Ndwande under Zwide, Mthethwa under Digiswayo, they competed against each other for land and trade
- Drought which led to cattle farmers seeking better grazing
- Men join the army at younger age, chiefs more ready to fight than in the past
- Any other relevant response

The following rubric can be used to assess the paragraph

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the traditional view that the rise of Shaka was the foremost reason for the Mfecane • Uses evidence partially to write a paragraph on the topic 	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the traditional view that the rise of Shaka was the foremost reason for the Mfecane • Uses evidence in a very basic manner to write a paragraph 	Marks: 3 - 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the traditional view that the rise of Shaka was the foremost reason for the Mfecane • Uses evidence very effectively in an organise paragraph that shows an understanding of the topic 	Marks: 5 - 6

(6)
[50]

QUESTION 3: WHAT WAS THE IMPACT OF THE 1913 NATIVES LAND ACT ON BLACK SOUTH AFRICANS?

- 3.1 3.1.1 *[Extract evidence from source 3A – L1]*
- Segregation policy
 - The implementation of the Natives Land Act (1 x 1) (1)
- 3.1.2 *[Straightforward interpretation of source 3A – L2]*
- To reserve large parts of land exclusively for whites
 - To limit land to be owned by blacks to the bare minimum
 - Any other relevant answer (any 1 x 2) (2)
- 3.1.3 *[Extract evidence from source 3A – L1]*
- Secluded areas
 - Towns (2 x 1) (2)
- 3.1.4 *[Extract evidence from source 3A – L1]*
- Slaves
 - Pariah (outcasts) in their land of birth (2 x 1) (2)
- 3.1.5 *[Interpretation of evidence from source 3A – L2]*
- They were forced off land or white owned land
 - They were reduced to aliens in their own country
 - They were forcefully removed from the land they occupied
 - Any other relevant answer (2 x 2) (4)
- 3.2 3.2.1 *[Extract evidence from source 3B – L1]*
That she should dispose of her stock and indenture her children to him (1 x 2) (2)
- 3.2.2 *[Explanation of historical concept – L2]*
Indenture:
- Agreement or contract that put the children or workers under the care, guardianship or work for their master or landlord
 - Agreement/ contract binds children or workers to the landlord/ master without any payment for services rendered (1 x 2) (2)
- 3.2.3 *[Analyse evidence from source 3B – L2]*
She refused to dispose her stock and to indenture her children to him (1 x 2) (2)
- 3.2.4 *[Extract evidence from source 3B – L1]*
To a blank and an unknown place (1 x 1) (1)
- 3.2.5 *[Interpretation of information from Source 3B – L2]*
- She was forced to dispose of her livestock
 - She was forced to indenture her children to her landlord
 - She was forced out of her place of comfort (the farm) to an unknown open field
 - Any other relevant answer (2 x 2) (4)

- 3.3 3.3.1 *[Extract evidence from source 3B – L1)*
His wife/Mrs V (1 x 1) (1)
- 3.3.2 *[Extract evidence from source 3B – L1)*
- She said that law should not be obeyed
 - If her husband was taken to prison, she was prepared to go to Pretoria in person and interview General Botha
 - Any other relevant answer (1 x 2) (2)
- 3.3.3 *[Extract evidence from source 3B – L1)*
- because it forced the natives to be unsettled in a cruel/ discontented way
 - It took land away from the blacks who were in majority and gave it to the minority whites (1 x 3) (3)
- 3.3.4 *[Extract evidence from source 3B – L1)*
- (Loud and continued applause... .)
 - (More cheers, during which the natives dispersed to cart away their mealies amidst general satisfaction.) (2 x 1) (2)
- 3.4 *[Evaluate the usefulness of source 3C, including reliability, stereotyping and Subjectivity – L3]*
- Sources are a product of interviews with eye-witnesses
 - Information is based on eye-witnesses' accounts
 - Eye-witnesses provide first-hand information and are considered primary sources
 - Sources provides accounts of actual happenings
 - Accounts were compiled by the first secretary of the ANC – Sol Plaatjie
 - Sol Plaatjie was educated and a credible leader
 - Interviews were held immediately after the passing of the Act in 913
 - Interviews were held to show the effect/ impact of the Land Act on natives/ Black South Africans and it did that effectively
 - Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding on the reliability of Sources 3B and 3C in depicting the impact of the 1913 Natives Land Act on tenant farmers • Uses evidence partially to report on topic or cannot report on topic • Cannot write a paragraph 	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding on the reliability of Sources 3B and 3C in depicting the impact of the 1913 Natives Land Act on tenant farmers • Uses evidence in a very basic manner • Attempts to structure a paragraph to a certain extent 	Marks: 3 - 4

LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding on the reliability of Sources 3B and 3C in depicting the impact of the 1913 Natives Land Act on tenant farmers • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic • The paragraph is well structured and relevant to a great extent 	Marks: 5 - 6	(6)
3.5	<p>3.5.1 1 [<i>Straightforward interpretation of source 3D – L2</i>]</p> <ul style="list-style-type: none"> • the SANNC (ANC) had strong leadership • the SANNC (ANC) had a way to oppose segregation legislation of the Union government • Any other relevant response 	(1 x 2)	(2)
	<p>3.5.2 3.5.2 [<i>Extract information from Source 3D – L1</i>]</p> <p>a) John Langalibalele Dube</p> <p>b) Any one of the following</p> <ul style="list-style-type: none"> • Solomon Tshekisho Plaatjie • Thomas Mapikela • Walter Rubusana • Saul Msane • John Dube 	(1 x 1)	(1)
	<p>3.5.3 [<i>Engage with questions of bias, reliability and usefulness of sources – L3</i>]</p> <ul style="list-style-type: none"> • It depicts only what the photographer wanted to capture • It caters only for the SANNC(ANC) • The portfolios for other delegates except Dube and Plaatjie are not mentioned • It could be a posed photograph • Any other relevant response 	(2 x 2)	(4)
3.6	<p>[<i>Comparing Sources 3A and 3D to establish how they support each other regarding the role of the SANNC – L2</i>]</p> <ul style="list-style-type: none"> • According to Source 3A the SANNC was established in 1912 to represent the rights of Natives and Source 3D shows the SANNC delegation sent to Britain in 1914 to seek for support against the 1913 Natives Land Act • Source 3A shows that its first major test was to protest against the 1913 Natives Land Act and the delegation (Source3 D) shows the SANNC responding to the test • Both reflect resistance against the Union government's segregation policy • Both assumed a role of representing all natives and those segregated against by the Act • Any other relevant response 		

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of how Sources 3A and 3D support each other regarding the role of the SANNC • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of how Sources 3A and 3D support each other regarding the role of the SANNC • Uses evidence in a very basic manner 	Marks: 3 - 4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how Sources 3A and 3D support each other regarding the role of the SANNC • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 5 - 6

(6)
[50]

SECTION B: ESSAYS

QUESTION 4A

[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]

SYNOPSIS

Candidates need to discuss the changes that the following societies underwent during the period 1340 to 1850.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates should explain how these societies developed or any other relevant introduction.

Elaboration:

(a) MING DYNASTY

- China is one of the oldest civilizations
- In 1368 Emperor Hongwu defeated his rivals and became the first emperor of the Ming Dynasty
- He introduced an efficient tax system
- People were given more land for farming
- Laws were introduced to protect slaves and citizens of China.
- Efficient government structures were put into place
- Autocratic government, mandarins (senior government officials) formed highly efficient civil service but could not act independently. Emperor Hongwu was paranoid of officials plotting against him
- Emperor and his family lived in the inner city

- Beijing became the capital
 - Peasants paid taxes
 - Women from middle and upper class were educated
 - Growth of naval fleet. Superior ships, well constructed, large and could travel the sea for long periods of time
 - Great Silk road connected China with Europe, Asia(Japan, Indonesia, India and Shri Lanka), Arabia and the East Coast of Africa
 - Items traded included silk, tea, porcelain, gunpowder and paper in exchange for spices, ivory, gold and silver
 - Between 1405 and 1433 Emperor Zhu Di sent Admiral Zeheng He on seven voyages
 - Wooden ships that were 40 times larger than any other ship at that time was used
 - Science and culture improved and developed under Ming rule
 - Medicine, mathematics and science became highly advanced and this impacted on the world
 - Chinese inventions included paper printing, gunpowder, magnetic compass, clockwork, etc.
 - Books were printed using wooden block printing during this period
 - 11000 volumes of encyclopedia was printed during this period that reflected their knowledge on history, geography, science, medicine, music and literature
 - China became technologically advanced- In the 15th Century China Constructed great buildings, waterways and fleet of ocean going ships
 - Set up trade relations
 - Scientific and cultural achievements
 - Contact with Europe
 - Any other relevant aspect on the topic
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(b) SONGHAI EMPIRE

- Society highly structured
 - Sonni Ali – conquered West African territories; brilliant administrator – divided the Songhai into provinces with each having its own governor and army; regarded in Songhai oral tradition as a powerful leader
 - Askia Mohammed in 1493 came to power
 - Developed a new system of laws and taxation
 - Expanded the military
 - Encouraged scholarship and learning
 - Trans-Saharan trade flourished
 - City of Timbuktu became a thriving cultural and commercial centre
 - Brought peace and stability and growth
 - Encouraged culture – astronomy, Timbuktu manuscripts
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion

(c) MUGHUL EMPIRE

- Babur founder of the Mughul Empire
 - Conquered Afghanistan and Delhi
 - Akbar became leader of Mughul Empire after his father had died
 - Introduced highly efficient civil service
 - Military reformed – if they abused their powers – punished
 - Made radical changes to the tax system
 - Allowed Hindus to remain under their own law
 - Mughul rulers allowed the Portuguese, Dutch, British and French to establish trading posts in India
 - Internal trade flourished
 - Astronomy and technology flourished
 - Developed distinctive style of architecture
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**OR****QUESTION 4B**

[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. If they agree with the statement, candidates need to explain how the world in 1500 was different from the world we live in today. Also they need to explain each of the empire's strength and weaknesses. If they disagree with the statement they need to substantiate their argument with relevant examples.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates need to indicate which empire they have chosen and explain why such an empire was different from the one we live in today or any other relevant introduction.

Elaboration:

(a) MING DYNASTY

Strengths:

- Government, rule and society
- Trade & Travel- influence along the Asian sea routes, treasure fleet expeditions of the Zheng He from 1405 to 1433
- Technology- ship building, navigation(compass), Chinese mariners mapping the world
- Protecting itself- Great Wall of China
- Growth in art, literature and printing of books- block printing
- Scientific and cultural achievements of the Ming dynasty

Weaknesses

- Despotic ruler - emperors fear of losing power
 - Distrust of strangers
 - China looks inwards
 - Struggle for power within/ corruption/ resistance by citizens to pay taxes-economic problems
 - In 1911 the Manchua invaded the Ming Empire and became the new rulers.
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(b) SONGHAI DYNASTY

Strengths

- Government and society
- Travel and trade in Songhai at the height of its power (Arab, Italian and Jewish merchants at Timbuktu)
- Learning and cultural centre- religion, mathematics, astronomy, music, law and literature in Timbuktu
- Publication of books, scholars produced

Weaknesses

- Struggle for power
 - Civil war
 - Morrocan sultan wanted to control West African gold fields and in 1591 the Morrocan army defeated Songhai
 - Fall of the Empire in 1591 when Moroccan's invaded and took control
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

(c) MUGHUL EMPIRE

Strengths

- Government and society
- Trade in the Indian Ocean and Islamic world
- Astronomy and technology (seamless celestial globe)
- Architecture in the 16th and 17th centuries: The Taj Mahal.

Weaknesses

- Extravagance of emperors caused some states in India to become bankrupt
 - Harsh treatment to the Hindu people.
 - Some emperors became figure heads without any real power.
 - Britain was able to defeat and take over.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 5A

[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]

SYNOPSIS

Candidates need to discuss the process of colonisation and its consequences on indigenous societies. They can choose either Spain or Portugal as an example of the colonial power.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates should explain the reasons for colonisation or any other relevant introduction.

Elaboration:**SPAIN**

- Reasons for colonisation: greed, economic, prestige, superiority, political, religious etc.
- The Spanish conquest of central and South America began when Spain wanted to find a sea route to trade with Asia by sailing westwards
- Christopher Columbus, an Italian merchant employed by Spain to find a sea route, happened to land in America instead
- They named the indigenous people Indians as they believed that they reached the Indies
- The Spanish were able to defeat the two empires that of the Aztec and Incas
- Reasons why the Aztecs were defeated: Spanish had superior weapons, horses, strong leadership; indigenous people had no resistance to diseases such as small pox, brought in by the Spanish people. Local people were not prepared for the attack on them
- Reasons why the Incas were defeated. – lack of superior weapons, unprepared to fight Spanish, drought that led to famine killing many Incas.

Consequences - Negative

- Loss of men on both sides
- Aztec treasures were lost
- Aztecs had no immunity to diseases brought by Europeans
- Three quarters of the native population died as a result of violence and diseases
- The Aztec capital Tenochtitlan fell on 13 August 1521 and the Spanish destroyed the city and built Mexico on top of it
- Aztec civilization was thus destroyed as a result of Spanish conquest

Positive changes

- Brought about exchange of ideas and products
- Domestic animals such as horses, sheep, cattle, pigs was introduced by Spaniards to America
- Spaniards brought sugar and different grains and fruit with them

- Introduced a new diet. Spaniards took products like potatoes, beans and maize back to Europe
- Spanish converted the indigenous people to Catholics, this is still predominant in central Africa
- Any other point relevant

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

PORTUGAL

- Reasons for colonisation:
- While the Spanish were looking for a westward route across the Atlantic Ocean to the riches of Asia, the Portuguese travelled east around Africa
- The Portuguese destroyed the sea- trading society in the Indian Ocean using guns and cannons
- Indigenous societies were destroyed or made to work for the Portuguese. Sea – trading was developed by the local Swahili people who lived along the east coast. They had traded with India, China and Persia (Iran)
- These trade routes existed before the European ships came around the southern African coast for the first time in the 15th century
- Trade between Egyptians, Arabs, Persians and Greeks who visited The East African coast had been in existence before the birth of Christ. Traders came to, and then went home again: they never settled until many years later.
- East African city-states bought items from Asia at the same time. Many people living in these city-states were buying items from Asia at the same time and they were willing to pay high prices for silk, cotton and porcelain objects. These were Africa's imports in the Indian Ocean Trade
- Before the arrival of the Portuguese in the Indian Ocean in 1498, no single power had attempted to monopolise (control) the sea routes that connected the ports of the Indian sub-continent with the Middle East and East Africa to West, and the ports of South-East Asia and China to the east. Peaceful trade existed in the Indian Ocean
- The Indian Ocean Trade began with small trading settlements in approximately 800 AD, and ended when the Portuguese invaded and tried to control the trade for their own profits in the 1500s
- Vasco Da Gama aimed to find a route to Asia by sailing from Portugal, around Africa to India. Da Gama aims were to find a faster, cheaper route to the east; secure a monopoly (control) of a possible sea route to the Indies
- The Portuguese first crossed the Cape of Good Hope in 1488, on an expedition led by Bartholomew Dias
- In 1497, four ships under the navigator Vasco Da Gama rounded the Cape of Good Hope and sailed across the Indian Ocean to Calicut, a city in South India
- In 1499, Da Gama returned to Portugal, and told the King and Queen of his experiences, including stories of vast amounts of gold, ivory, porcelain, silk and cotton
- Once the Portuguese discovered the new route to India, they seized control of the most profitable parts in east Africa, the Persian Gulf and various parts of India
- The Portuguese set up forts in the coastal areas, it is from here that they began regular naval patrols that allowed the Portuguese to get rid of their rivals. They enforced a semi-monopoly in the spice trade by the middle of the 16th century
- The Portuguese expanded further east, making the Western monopoly difficult to maintain

- By 1505 the spice trade from Asia to Europe was declared a “royal monopoly” by the Portuguese, who used tributes and military means to retain control
 - Throughout the 16th century the Portuguese had no rival to the sea route around Africa. This situation changed in the early 17th century, when both the Dutch and the British created East India Companies
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

OR

QUESTION 5B

[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. If they agree with the statement, candidates need to explain how the slave trade had a huge impact on the indigenous people living at the Cape. If they disagree with the statement they need to substantiate their argument with relevant examples.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates need to explain why the slave trade was introduced or any other relevant introduction.

Elaboration:

- Historians believe that racist attitudes were partly a cause of slavery. For centuries many Europeans saw Africans only as slaves and believed that they were inferior. They saw black people as being suitable to be slaves. They treated them in an inferior manner. Racism ideas developed out of slavery. Even after slavery was abolished, these ideas lived on in some societies
- Throughout the 16th century the Portuguese had no rival to the sea route around Africa. This situation changed in the early 17th century, when both the Dutch and the British created East India Companies
- In 1602, the Dutch East India Company (VOC), a joint stock company was established
- Emerged as a powerful force in emerging world trade
- Gained a tax-free monopoly of the Eastern trade for 21 years
- Was granted authority to build forts, set up colonies, mint coins and maintain an army and navy
- The Dutch military and economic efforts became focused on African and Asian markets and goods. The VOC's main commercial interest was the spice islands of East Indies. The Dutch thus challenged and damaged Portugal's eastern trade
- In 1595 the first Dutch expedition left from Amsterdam for South East Asia. Another Dutch expedition sailed in 1598 and returned one year later with 600.000 pounds of spices and other goods from India

- The sea voyage to the East was very long. Sailing ships needed to secure ports where they could get fresh water, meat and vegetables
 - The Cape of Good Hope became a “halfway” stopover en route to the East
 - Eventually the status of the Dutch East India Company weakened, as a result of the growing influence of the British
 - Within 20 years the Dutch had claimed the land; over the next 150 years they began to control the indigenous people
 - San hunter-gatherers had inhabited southern Africa for at least 40,000 years. They were hunter-gatherers who lived off the land and had no cattle. Many San died of infectious European diseases after the Europeans arrived
 - The DEIC did their best to wipe out the San. When the first Dutch settlers colonised the Cape, they hunted the San for sport as they regarded them as animals and not as human
 - The Khoi herders lived in the Southern Cape since AD500
 - The Khoikoi did not have permanent farms and moved around as the seasons changed in search of grazing land for their cattle and sheep (nomadic)
 - Khoikhoi came into direct conflict with the settlers as they moved inland. Settlers took cattle and sheep by force from the Khoikhoi
 - When settlers did trade with the Khoikhoi, they paid far less than what the values of the items were
 - The Khoikhoi resisted by poisoning the water holes and fought a number of battles and two wars against the Dutch
 - Eventually by the 18th century almost all the Khoikhoi who lived within the borders of the Cape Colony worked as servants of the Dutch
 - The settlers at the Cape got used to thinking that people with white skin were superior to people with dark skin. Trek Boers did not believe that Khoisan should be treated equally with Europeans in the courts
 - In 1713 a Dutch ship brought smallpox to the Cape, 90 percent of the population was wiped out by this disease as they had not encountered such diseases before.
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

QUESTION 6A

[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]

SYNOPSIS

Candidates need to discuss the consequences of colonial expansion on indigenous communities living in the interior of South Africa.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates should explain the reasons for colonial expansion on the indigenous communities or any other relevant introduction.

Elaboration:

- Dutch hunted the San for sport – regarded them as animals
 - Dutch farmer occupied land in western part of the country which impacted negatively on the lives of the San hunter gatherers and Khoi herders
 - European settlers shot wild animals – caused security for San
 - Conflict between settlers and San resulted in loss of many indigenous lives
 - San forced to move to drier Grand Karoo
 - Boer commanders killed the men and captured the women and children to use them as labourers on their farms
 - When Khoi lost their land they became servants or herders on Dutch farms
 - San, Khoi and Xhosa collectively fought to protect their land from Dutch expansion of the Cape colony
 - Many San died of infectious diseases
 - Dutch colonists forcefully took cattle from the Khoi
 - In the trade for cattle and sheep Khoi were paid little by the colonists
 - New policies were imposed on the San and Khoi by the British
 - Tried to settle San in mission stations
 - Established reserves for San in Bushman land; settler violence against them continued
 - Caledon Code - introduced to force Khoi to become permanent workers on settler farms
 - Many chose to work on mission stations
 - Khoi like San moved away from Cape because they did not want to become servants of the settlers
 - Caused poverty – no grazing land
 - Led to development of racism and racial prejudice
 - Psychological impact – belief amongst indigenous people that they are inferior to Europeans
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**OR**

QUESTION 6B

[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]

SYNOPSIS

Candidates should assess whether the statement is accurate or not. If the statement is accurate, candidates need to explain Moshoeshoe as a military strategist, diplomat, negotiator, reconciler and nation builder. If the statement is not accurate they need to substantiate their argument with relevant examples.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction:

Candidates need to explain how Moshoeshoe came to power and led to the Basotho nation or any other relevant introduction.

Elaboration:

- Left his father's home to set up his own chiefdom
 - 1824 – his followers were attacked by the Tlokoa
 - Forced to flee to Thaba Mosiu
 - His chiefdom began to grow
 - Gave them land
 - By 1840 – had 40 000 followers
 - Faced various challenges from Griqua and the Koras, white trekboers and Voortrekkers, missionaries and the British
 - 1843 – Moshoeshoe concluded a treaty with the British governor – agreed on a border for the Sotho kingdom
 - British went against the treaty
 - Led to fighting between the British and the Sotho
 - Twice the Sotho defeated the British
 - Bloemfontein Convention signed
 - British gave up their land to the Voortrekkers
 - Led to a series of wars between the OFS and the Sotho
 - More wars continued
 - Moshoeshoe asked British for protection
 - 1868 – Moshoeshoe agreed that the Sotho kingdom could become a British colony called Basutoland
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150