

NORMAN HENSHILWOOD HIGH SCHOOL EXAMINATIONS



DATE	25 MAY 2011	GRADE	10
SUBJECT	HISTORY	TIME	2 HRS 30 MIN
EXAMINER	M. PIENAAR	MODERATORS	F. NEFDT

D. J. Pienaar
Checked
19.5.2011

NORMAN HENSHILWOOD HIGH SCHOOL
HISTORY: GRADE 10

JUNE EXAMINATION 2011

EXAMINER: Mrs. M. Pienaar
MODERATOR: Mrs. F. Nefdt

MARKS: 100
TIME: 2 Hrs 30 min

INSTRUCTIONS:

1. Write neatly and legibly
2. Read the sources and questions carefully
3. Consider the mark allocation carefully
4. Number your answers correctly
5. Do not use Tippex
6. **ANSWER TWO OF THE THREE QUESTIONS.**

QUESTION 1: WHAT WERE THE EFFECTS OF COLONIALISM IN AFRICA?

How did the Portuguese colonise West Africa?

Refer to Sources 1A, 1B, 1C, and 1D

- 1.1. According to Source 1A, what expectation did the king of Kongo have of Portuguese colonisation for his country? [2x2=4]
 - 1.2. What is meant by "Alfonso developed Christianity along the lines of a royal religious cult"? [1x2=2]
 - 1.3. What evidence is there in Source 1A of the violent nature of Portuguese colonialism? [1x2=2]
 - 1.4. What evidence is there in Source 1B of co-operation between the Kongolese and the Portuguese? [1x2=2]
 - 1.5. Is Source 2B a reliable source? Motivate your answer. [1+1x2=3]
 - 1.6. What other source is supported by Source 1C? Explain? [1+1x2=3]
 - 1.7. How does Source 1D support Source 1A? [2x1=2]
 - 1.8. What, according to these Sources, was Portugal's main interest in West Africa? [1x2=2]
- [20]

How did the Portuguese colonise East Africa?

Refer to Sources 1E and 1F

- 1.9. What evidence is there of the superior attitude of the Portuguese in Source 1E? [1x1=1]
- 1.10. What evidence is there in Source 1E that the city of Kilwa had been preparing for this attack? [1x2=2]
- 1.11. What are the similarities in the attacks on the two cities in Sources 1E and 1F? [2x2=4]
- 1.12. What, according to Sources 1E and 1F, was the Portuguese's main interest in colonising East Africa? [1x2=2]
- 1.13. What evidence is there in Source 1F of the "glory motive" for colonisation? [1x1=1]
[10]
[30]

EXTENDED WRITING

1.14. The reasons for colonisation are often discussed under the three Gs: God, Gold and Glory with the addition of strategic reasons. Discuss how you think these reasons contributed to the colonisation of African countries. [20]

OR

1.15. Using ALL the Sources AND your own knowledge, write an essay comparing the methods and legacies of Portuguese colonisation in East and West Africa. [20]

[Total: 30+20=50]

QUESTION 2: WHAT WAS THE LINK BETWEEN THE ATLANTIC SLAVE TRADE AND RACISM?

Use Sources 2A, 2B and 2C to answer the following questions:

- 2.1 Study Source 2A [2x1=2]
- 2.1.1 What do you think caused Olaudah to faint? [1x2=2]
- 2.1.2 Explain why white people looked "so savage" to Olaudah. [2x1=2]
- 2.1.3 Describe the conditions under the decks. [1x2=2]
- 2.1.4 "I now wished for death to relieve me....." Why do you think Olaudah felt this way? [1x2=2]
- 2.1.5 What kind of work was in store for them? [1x2=2]
- 2.1.6 Using your own knowledge, how did these people on board the ship become slaves? [1x2=2]
- 2.1.7 How did this middle passage of the Trans Atlantic Slave Trade support the growth of industrialization? [1x2=2]
- 2.1.8 Why would the reference to slaves/ blacks being treated as commodities be of relevance to the development of racism? [1x2=2]
- 2.2 Refer to Source 2B.
- 2.2.1 How useful to you think this illustration is to a historian studying the slave period? [1x2=2]
- 2.3 Refer to Source 2C.
- 2.3.1 According to this source, how do you think the slave owners viewed the slaves? [1x2=2]
- 2.3.2 From the given illustrations, what impressions do you have of the slave traders? [1x2=2]

2.3.3 Compare Sources 2A and 2C. Explain how these sources support each other. [2x2=4]

2.3.4 Refer to Sources 2A, 2B and 2C. Why do you think the human rights of slaves were violated? [2x2=4]

TOTAL: [30]

2.4 EXTENDED WRITING:

Write ONE of the following essays.

2.4.1 Discuss the link between the Atlantic slave trade and racism. [20]

OR

2.4.2 Using ALL the sources AND your own knowledge, describe how racism became the legacy of the Trans Atlantic slave trade. [20]

TOTAL: [50]

QUESTION 3: WHAT WERE THE CONDITIONS OF THE WORKING CLASS IN BRITAIN DURING THE INDUSTRIAL REVOLUTION?

Use Sources 3A, 3B and 3C to answer the following questions.

3.1 Refer to Source 3A.

3.1.1 Describe the conditions of the house in which the children lived. [2x1=2]

3.1.2 What do you learn about the children from the line: "Their clothes were mere bunches of rags kept together by strings"? [1x2=2]

3.1.3 What evidence is there in Source 3A which indicates that the children did not receive education? Give TWO examples. [2x2=4]

3.1.4 Comment on the appropriateness of the title "Ignorance". [1x2=2]

3.2 Refer to Source 3B

3.2.1 What message does this source convey? [1x2=2]

3.2.3 Why do you think child labour was used? [2x2=4]

3.3 Refer to Source 3C.

3.3.1 Read through Source 3C. This source lists the occupants of five houses in Cherry Tree Yard. Copy the table below in your answer book, choose two houses and write the information you can find in the census about the occupants under the following headings. [2x3=6]

House address	Family structure	Occupations	Economic status

3.3.2 How useful is census or statistics to a historian? [2x2=4]

3.3.3 From your own knowledge, explain how the Industrial Revolution changed British Society and affected the class system. [2x2=4]

TOTAL: [30]

3.4 EXTENDED WRITING: Write an essay on ONE of the following:

3.4.1 During the Industrial Revolution officers were appointed by the local councils or parishes to report on the living conditions of poor people in the district or parish. Today, this would be the job of a social worker. You are an officer. Compile a report on the social and economic conditions during the Industrial Revolution. [20]

OR

3.4.2 "The Industrial Revolution led to the exploitation of the working class." Critically analyse the above statement by using ALL the sources AND your own knowledge. [20]

TOTAL: [50]

ADDENDUM

SOURCE 1A This is an extract that explains the reasons for Affonso allowing foreigners into the Kongo with the anticipation of developing his country.

"The king of Kongo was interested in foreign connection because he hoped the Portuguese would supply teachers and craftsmen to educate and train his people. Affonso developed Christianity along the lines of a royal religious cult. In this way he increased his own authority and undermined that of religious leaders. On the one hand this rid him of the need for local regional support. On the other hand, he now became heavily dependent upon the support of the Portuguese. Affonso used Portuguese mercenaries and guns to exert direct control over tribute collection and long distance trade."

SOURCE 1B

An extract from a letter that shows the link between the slave trade and the temptations of goods such as tools, jewellery, cloth and other trinkets that the Portuguese used in exchange for slaves. Adapted from *History of Africa*.

Many of our subjects eagerly lust after Portuguese goods that your subjects have brought into our domains. To satisfy this huge desire, they seize many of our black free subjects... They sell them.. having taken these prisoners [to the coast] secretly at night.... As soon as the captives are in the hands of white men they are branded with a red-hot iron.

SOURCE 1C

A photograph showing Affonso ordering his subjects to burn idols, taken from *Horizon History of Africa*.



SOURCE 1E

Kilwa

From our ships the fine houses, terraces and minarets, with the palms and trees in the orchards, made the city [Kilwa] look so beautiful that our men were eager to land and overcome the pride of this barbarian, who spent all night in bringing into the island archers from the mainland ...

[The next day the Portuguese took control of the town and forced the sultan to flee.]

Then the [Portuguese] Vicar-General and some of the Franciscan fathers came ashore carrying two crosses in procession and singing the Te Deum [a Catholic hymn]. They went to the palace, and there the cross was put down and the Grand-Captain [d'Almeida] prayed. Then everyone started to plunder the town of all its merchandise and provisions.

SOURCE 1D



▲ The king of Kongo was supported by Portuguese soldiers and weapons. The Portuguese helped suppress opposition and sold him guns. Many bronze sculptures of Portuguese soldiers with weapons were made at this time. This suggests that the people of West Africa were very impressed by the firepower of the Portuguese.

QUESTION 2: SLAVERY

WHAT WAS THE LINK BETWEEN THE ATLANTIC SLAVE TRADE AND RACISM?

SOURCE 2A

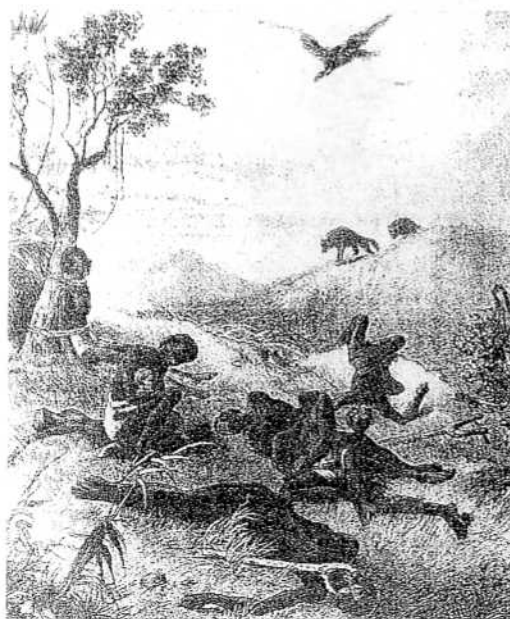
This is an excerpt from Olaudah Equiano's autobiography. He outlines some of his experiences when he was kidnapped from a village in Nigeria (Africa) and taken aboard a ship to America.

I was now persuaded that I had got into a world of bad spirits, and that they were going to kill me. Their complexions differing so much from ours, their long hair, and the languages they spoke ... united to confirm me in this belief... Quite overpowered with shock and horror, I fainted. When I recovered a little, I found some black people around me, who I believed were some of those who brought me on board, and had been receiving their pay ... I asked them if we were not to be eaten by those white men... They told me I was not. But soon after this the blacks who brought me on board went off, and left me abandoned to despair ... I found some of my own nation and inquired ... what was to be done with us? They gave me to understand that we were to be carried to these white people's country to work for them. I then was a little revived ... but still I feared I should be put to death, the white people looked, as I thought, so savage ...

I was soon put down under the decks, and there I received such a salutation [greeting] in my nostrils, as I had never experienced in my life ... With the loathsomeness (unpleasantness) of the stench and crying together, I was so sick and low that I was unable to eat nor did I have the least desire to eat anything ... I now wished for death to relieve me ...

SOURCE 2B

This is a drawing by the British missionary and explorer, David Livingstone. It shows many slaves that were weak and left behind to die.

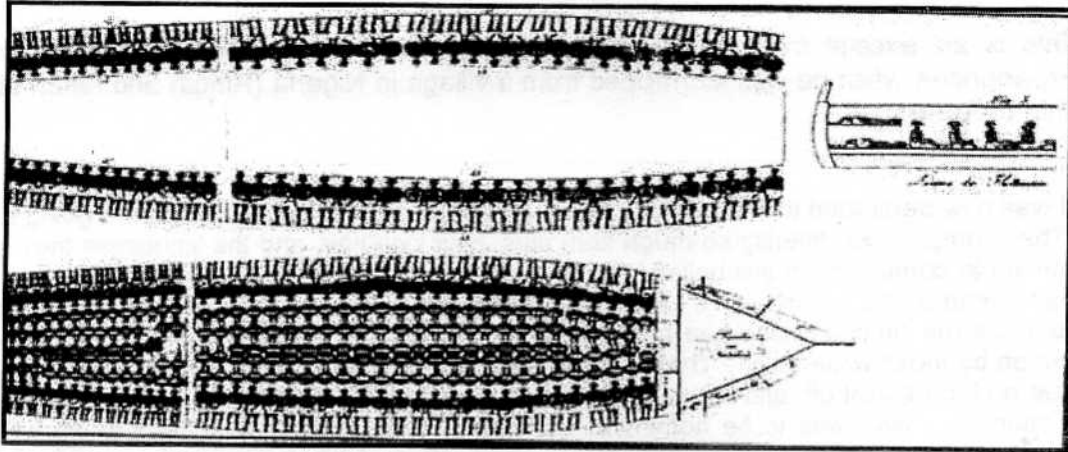


▲ The British missionary and explorer, David Livingstone, drew this in 1874. Many slaves became too weak to continue the walk to the coast. They were left behind to die.

SOURCE 2C

The first drawing shows hundreds of people being packed into a small ship for transportation across the Atlantic Ocean that might last for four months. The second is a photograph showing the sleeping position of slaves aboard the slave ship.

DRAWING



PHOTOGRAPH

▼ SOURCE N This photograph captures the experience of a slave caught in a net. His life was controlled first by his captors and then by his owners. All he had left of his own were his thoughts.



QUESTION 3: THE INDUSTRIAL REVOLUTION

WHAT WERE THE CONDITIONS OF THE WORKING CLASS IN BRITAIN DURING THE INDUSTRIAL REVOLUTION?

SOURCE 3A

Angus Bethune Reach, who wrote this article, was an investigative journalist with the British newspaper, *Morning Chronicle*, in the 1840s. The case study is of Leeds, a growing industrial city in England, in 1849.

Case Study 2: Ignorance

In another house, very close to the last, I found three children left alone but in idleness (with nothing to do). The place was a mess of filth; the scanty (very little) furniture broken, and flung carelessly about – the unmade bed of brown rags - cracked and handleless cups, smeared with coffee grounds, on the floor, amid unemptied slops (dirty water and other kitchen waste) and beside a large brown dish, full of fermenting dough, upon which dust and ashes were rapidly settling as it stood at the fireside. The uncleaned window and the dim light of a winter's afternoon made the place so dark that it was with difficulty I made out these details. There were here three little savages of children – their hair tangled in filthy, clotted masses hanging over their grimy (very dirty) faces. Their clothes were mere bunches of rags, kept together by strings. A wriggle of their shoulders, and they would be free from all such incumbrances (danger) in a moment.

I asked them if they ever went to school. – 'Never'. 'Can you tell your letters?' (Can you read?) – a mere solid stare of ignorance. 'How old are you?' I asked the eldest girl. 'Don't know.' 'Do you know, what is the Queen's name?' – 'No'. 'Where were you born?' – 'Don't know.' The relieving officer (official) said that he believed all the family were Irish. 'Did you ever hear of a place called Ireland?' – 'No'. 'Or of a place called England?' – 'No.' 'Or of a place called Yorkshire?' – 'No.' 'Do you know the name of this town?'

After a pause, the question was answered. The eldest girl did know she lived in Leeds; and this knowledge, with the exception of matters belonging to the daily routine of existence, seemed positively to be the only piece of information in the possession of the family...

SOURCE 3B

This photograph shows some of the child labour that was used in mines and factories during the Industrial Revolution in Britain. These were probably young boys from the mines.



SOURCE 3C

This is an extract from a census carried out in Leeds in 1851. A census is a count of all the people in a country on a certain day. On the form 'do' means 'ditto' or the same as the person above that is same name, or from the same place. 'U' means unmarried.

Street name and number	Name and surname of each Person in the house on the	Relation to head of family	Condition	Male	Age of Female	Rank, Profession, or Occupation	Where Born
7 Cherry Tree Yard	Patrick Gidonnell	Head	Married	24		Hardware Hawker (sells goods)	Ireland
	Bridget do	Wife	do		23		do
	John do	Son		6 months			Yorkshire, Leeds
	Mary Jackson	Mother-in-law	Widow		49	Midwife	Ireland
	George do	Brother-in-law	U	14		Flax Dresser [works with flax making linen cloth]	do
	Bridget Larkin	Sister	Widow		60	Beggar	do
	Ann do	do	U		23	do	do
8 Cherry Tree Yard	Michael do	do	U	14		Flax Dresser	do
	Joshua Heselwood	Head	Married	77		Pauper [very poor, getting some money from the parish] - Farm Labourer	Yorkshire, Morley
	Jane do	Wife	do		76	do	do Newton upon Ouse
	William Grayson	Son-in-law	do	27		General Labourer	do Leeds
	Hannah do	Daughter	do		25	Card Spinner [prepares cotton for spinning]	do do
	John Askroyd	Head	do	36		Shoemaker	do, Haworth
	Margaret do	Wife	do		35		do Gley
10 Cherry Tree Yard	John do	Son		9		Scholar	do Bradford
	Mary Ann do	Daughter			7	do	Durham Darlington
	Thomas do	Son		5		do	Yorkshire Bradford
	Hannah do	Daughter			3	do	Durham South Shields
	Agnes Connor	Head	Widow		60	Charwoman	Scotland
	Ellen do	Daughter	U		30	Flax Spinner	Cumberland Wigton
	Edward do	Son	U	26		Engine Tenter [works with machines for stretching cloth]	Yorkshire Leeds
14 Cherry Tree Yard	James do	Son	U	20		Cloth Dresser [prepares material]	do do
	John do	Son	U	16		do do	do do
	Charles Pritchard	Head	Married	50		Pauper-Dyer [dyes cloth]	Ireland
	Elizabeth do	Wife	do		40		do
	John do	Son	U	23		Bricklayer Labourer	do