

**NORMAN HENSILWOOD HIGH SCHOOL
EXAMINATIONS**



INSTRUCTIONS

- Read all sources and questions carefully.
- Answer ALL questions.
- Write neatly and legibly.
- Number all questions correctly and according to the question paper.
- Consider the mark allocation when answering questions.

DATE	7 JUNE 2011
GRADE	8
SUBJECT	HISTORY
TIME	1 HOUR 30 MIN
MARKS	100
EXAMINER	F. NEFDT
MODERATOR	M. PIENAAR

D. P. 1.6.2011
Checked.

QUESTION 1: THE FRENCH REVOLUTION

The Structure of society

Refer to Source 1A

- 1.1. Who had the most power in France? [1x1=1]
- 1.2. Which other groups enjoyed privileged lives? [2x1=2]
- 1.3. To your knowledge, why would the following groups of people be unhappy about the situation in France?
- 1.3.1. Lawyers and merchants
- 1.3.2. Peasants [2x2=4]
- 1.4. According to Source 1A, how many people were there altogether in the Third Estate? [1x1=1]
[8]

Methods of voting in the Estates General

Refer to Source 1B

- 1.5. If you were the king, which voting method would you choose? Motivate your answer. [1+1x2=3]
- 1.6. If you were a peasant, which voting method would you choose? Motivate your answer. [1+1x2=3]
- 1.7. If you were a village priest, which voting method would you choose? Motivate your answer. [1+1x2=3]
[9]

The Reign of Terror

Refer to Source 1C

- 1.8. According to your knowledge, who was the leader of the Reign of Terror? [1x1=1]
- 1.9. According to Source 1C, from which estate were most of the people who were convicted? [1x1=1]
- 1.10. Of what crime was Henriette Françoise Marboeuf convicted? [1x2=2]
- 1.11. Is Source 1C a primary or Secondary Source? Motivate your answer. [1+1x2=3]
- 1.12. What do all the people mentioned in Source 1C have in common? [1x1=1]
[8]
[Total:25]

QUESTION 2: THE AGRICULTURAL REVOLUTION

A new way of planting seeds

Refer to Source 2A

- 2.1. What is the name given to the apparatus in Source 2A? [1x1=1]
- 2.2. Explain in your own words how the apparatus worked. [1x2=2]
- 2.3. What were the advantages of using this apparatus? [2x2=4]
- 2.4. What disadvantage would the invention of this apparatus have for the farm Workers? [1x3=3]
[10]

Crop Rotation

Refer to Source 2B

- 2.5. What is the name given to this kind of crop rotation? [1x1=1]
- 2.6. What is the disadvantage of this kind of crop rotation? [1x2=2]
- 2.7. If you were a poor widow, how would you support yourself and your children in this system? Use Source 2B to answer. [1x2=2]
- 2.8. How do we know that religion played an important part in the lives of the villagers of Tilden? [1x2=2]
[7]

QUESTION 2.9: EXTENDED WRITING

New Innovations in Farming

Write a paragraph about all the new innovations in farming and how it contributed to the Agricultural Revolution.

[8x1=8]
[Total:25]

QUESTION 3: THE INDUSTRIAL REVOLUTION

A new source of power

Refer to Source 3A

- 3.1. Who invented the machine in Source 3A? [1x1=1]
- 3.2. Why is this the most important invention of the Industrial Revolution? [1x2=2]
- 3.3. How did the invention of this machine contribute to the increase in coal mining? [2x2=4]
- 3.4. How was the iron industry improved by the invention of this machine? [1x2=2]
- 3.5. How did steam power improve transport in Britain? [1x2=2]
- 3.6. Why did Britain need a new and improved transport system during the Industrial Revolution? [1x2=2]
[13]

Child Labour

Refer to Sources 3B and 3C

- 3.7. At what age did Robert Blincoe start working at the factory? [1x1=1]
- 3.8. What did Robert fear most in the factory? [2x1=2]
- 3.9. What similarities are there between Robert Blincoe and Elizabeth Bentley's work experience? [2x2=4]
- 3.10. Factory, mill and mine owners often preferred to employ children. Why? [4x1=4]
- 3.11. Which one of Sources 3B and 3C is a primary source? [1x1=1]
[12]
[Total:25]

QUESTION 4: COLONIALISM

The map of Africa in the late nineteenth century

Refer to Source 4A

- 4.1. Britain had the most colonies in Africa. Who had the second largest number of colonies in Africa? [1x1=1]
- 4.2. Name a modern country that once belonged to:
4.2.1. Britain
4.2.2. Portugal [2x1=2]
- 4.3. Name one of the two countries which, according to your knowledge, were never colonised? [1x1=1]
[4]

The Scramble for Africa

Refer to Source 4B

- 4.4. Define the "Scramble for Africa" in your own words. [1x2=2]
- 4.5. According to Source 4B, how did the colonial powers achieve political control of African countries? [1x2=2]
- 4.6. Name two reasons why the Berlin conference was held. [2x1=2]
- 4.7. What agreements did the European powers make at this conference? [2x2=4]
- 4.8. At the Berlin Conference European powers stood in front of a map and drew in the borders as they claimed land in Africa. According to your knowledge, what effect would this have on the people of Africa? [2x2=4]
[14]

Colonialism and Christianity

Refer to Source 4C

- 4.9. List the three reasons for colonisation mentioned in Source 4C. [3x1=3]
- 4.10. Why did missionaries put pressure on their governments to increase the areas under their control? [1x2=2]
- 4.11. How did the missionaries help their governments? [1x2=2]
[7]
[Total:25]

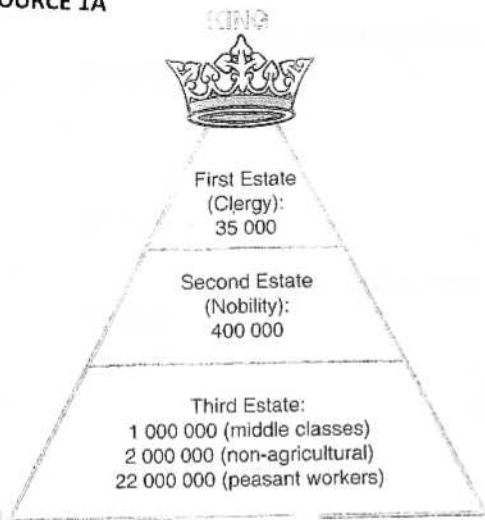
[Grand Total: 100]

ADDENDUM

QUESTION 1: THE FRENCH REVOLUTION

SOURCE 1A

Shuters Social Sciences Grade 8, M Burton et al



SOURCE 1C

SOURCE 1B

Methods of voting in the Estates General	
Old method	New method
Voting would be done by "Estate", which meant that each estate would have one vote.	Voting would be done by "head", which meant that every member would have one vote each.

Number of representatives in the Estates General	
First Estate	300 representatives
Second Estate	300 representatives
Third Estate	600 representatives

Spot On Social Sciences Grade 8, S Gardyne and A Birkenstock

Source C: Case File – The Terror

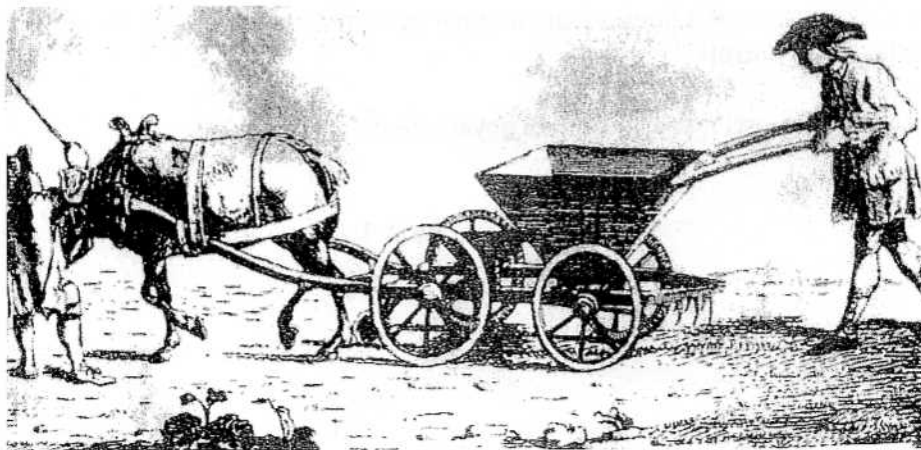
From execution record, 1793

- Jean-Baptiste Henry, aged 18, a tailor, convicted of having sawn down a tree of liberty, executed 6 September 1793.
- Marie Plaisant, dressmaker, convicted because she said that she was an aristocrat and that she did not care for her nation, condemned to death and executed.
- Henriette Françoise Marboeuf, aged 55, convicted because he hoped that the Austrians and Prussians would bring them food, he was condemned to death and executed.
- Francois Bertrand, aged 37, convicted because he provided the defenders of the country with sour wine, he was condemned and executed.
- Jean Julien Wagoner who was sentenced to 12 years hard labour, shouted 'long live the king' was brought back to the tribunal and condemned to death.

QUESTION 2: THE AGRICULTURAL REVOLUTION

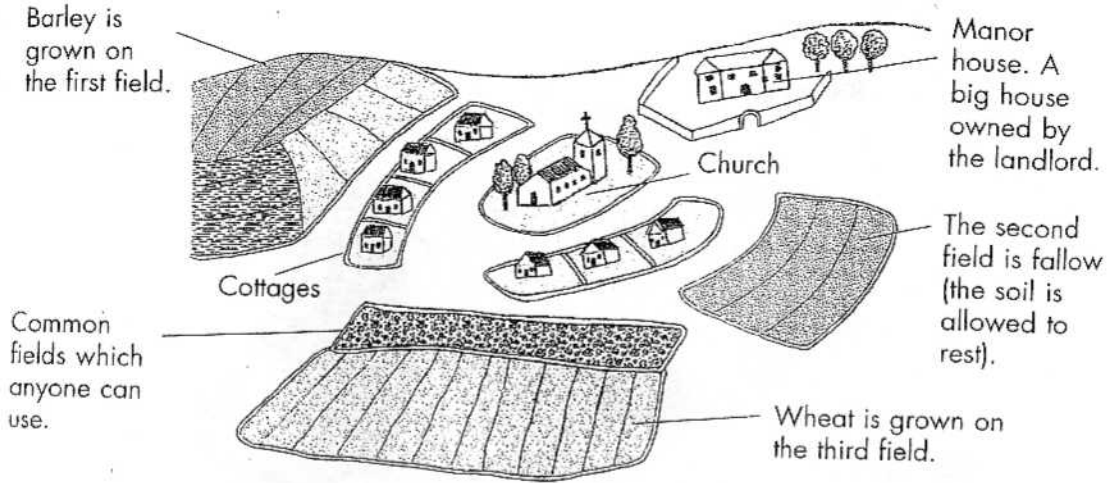
Social Sciences for the New Nation Grade 8, J Barnard et al

SOURCE 2A



Social Sciences for Today Grade 8, J Earle et al

SOURCE 2B



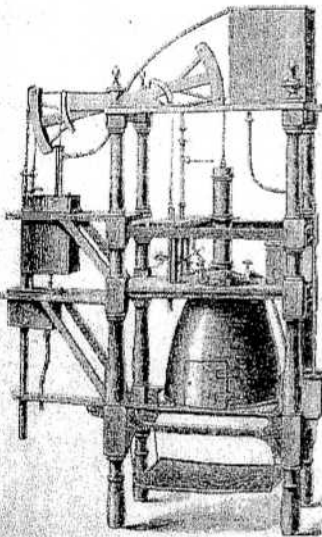
The village of Tilden

Social Sciences for the New Nation Grade 8, J Barnard et al

QUESTION 3: THE INDUSTRIAL REVOLUTION

SOURCE 3A

Social Sciences for Today grade 8, J Earle et al



Newcomen's steam engine.

SOURCE 3B Case study: Preston, England, 1835

On Robert Blincoe's first day at the factory, he and his father arrived at 5.30 a.m. His first duty was to pick up the loose cotton that fell to the floor. He set about this with diligence although much terrified by the whirling motion and noise of the machinery. Overcome by the dust and smell he soon felt sick but was not allowed to sit down. He kept this up until 12 o'clock, this being six and a half hours without a break. His day was half over. It was his seventh birthday.

(Adapted from *A Memoir of Robert Blincoe* by John Brown)



SOURCE 3C

Elizabeth Bentley, aged 23, was questioned by a parliamentary committee in 1831. She began work at a cotton mill in Leeds when she was six years old.

Q: Explain what you had to do.

A: When the frames are full, they have to stop the frame, and take the flyers off, and take the full bobbins off, and carry them to the roller, and then put the empty ones on.

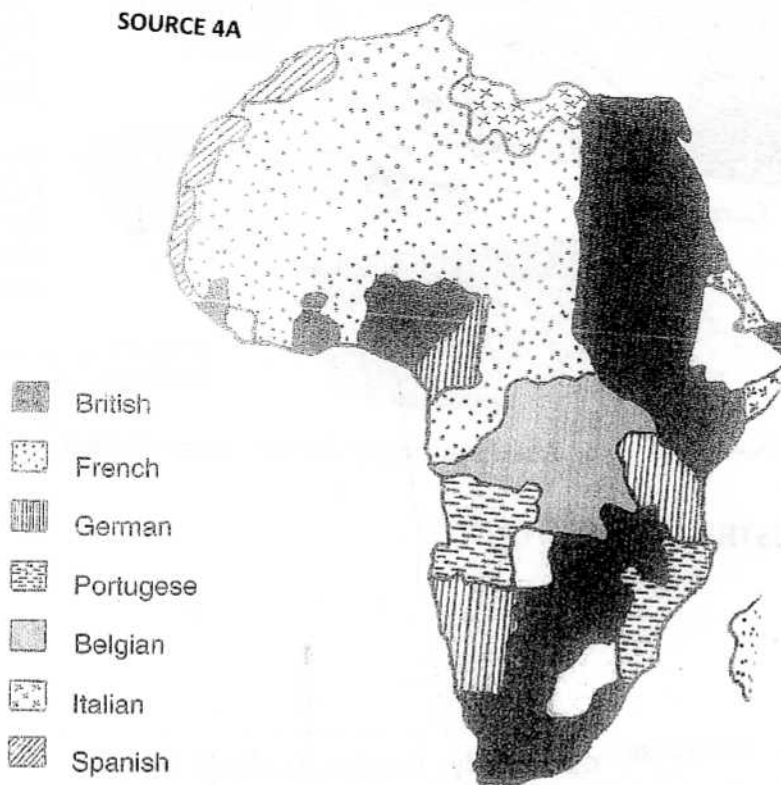
Q: Does this keep you constantly on your feet?

A: Yes, there are so many frames and they run so quickly. If you slow down, they hit you with a strap. The girls had black marks on their skin many a time from beatings.

Social Sciences for a New Nation Grade 8, J Barnard et al

QUESTION 4: COLONIALISM

SOURCE 4A



Map of Africa showing the various colonies in 1900

Learning Station Social Sciences Grade 8, L Innes et al

SOURCE 4B

Case study: The Scramble for Africa

The Scramble for Africa was the period between the 1880s and the start of the First World War, when colonial powers tried to outdo one another building empires of colonies in Africa. At first, colonies were controlled through economic dominance but this soon changed to direct political control that was usually achieved by armed force. The Berlin Conference of 1885 was called to resolve issues around the colonisation of Africa to prevent potential conflict. It was attended by Great Britain, Austria-Hungary, France, Germany, Russia, United States of America, Portugal, Denmark, Spain, Italy, the Netherlands, Sweden, Belgium and Turkey. The Conference started what has become known as the Scramble for Africa. They all agreed that colonists claiming possession of a particular country should show this by flying their national flags and that they would notify one another if and when they established a new colony.

Kagiso: Understanding Social Sciences Grade 8, JH Reynhardt et al

Case study: Religious control?

Aside from a source for raw materials and a market for manufactured goods, European powers wanted to extend their control over areas in Africa, the Americas and Asia in order to spread Christianity and European civilisation. Missionaries wanted to come to Africa to convert people to Christianity, but they were hesitant to go into the interior where their governments had no control. Because of this, missionary societies put pressure on colonial governments to increase the land area over which they had control. It also worked the other way round – colonising powers used missionaries to establish relationships with local communities. Political and economic domination followed close behind.



Kagiso: Understanding Social Sciences Grade 8, JH Reynhardt et al