



education and sports development

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GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES

GRADE 10

**NATIONAL
SENIOR CERTIFICATE**

HISTORY

MEMORANDUM

MID YEAR 2019

MARKS: 100

This memorandum consists of 15 pages.



NW/JUNE/HIST/ EMIS/6*****

1. SOURCE-BASED QUESTIONS**1.1 The following levels of questions were used to develop source-based questions.**

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms	20
LEVEL 2	Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources	20
LEVEL 3	Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	10

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.

1.3 Assessment procedures for Source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2x2) which translate to TWO reasons and is given TWO marks each (✓ ✓ ✓ ✓) ;(1x2) which translate to ONE reason and is given TWO marks (✓✓)

Paragraph question

- Read the paragraph and then place a bullet within the paragraph at the relevant point/answer. Then indicate the level you have allocated at the end of the paragraph e.g. Level 3=5
- Count all the ticks for the source-based question then write the mark on the right hand bottom e.g. 32/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner.
- They need to select, organize and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed.
- It is essential that an essay have a contextualized introduction, a coherent and balanced body of evidence and a relevant conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Learners may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay
- When assessing open-ended source-based questions, learners should be credited for any other relevant responses

2.3 Global assessment of the essay

- The essay will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately.
- This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark.
- This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following: The construction of argument; The appropriate selection of factual evidence to support such argument; The learner's interpretation of the question.

2.4 Assessment procedures of an essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay, ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/memorandum) each of the main points/aspects that are properly contextualized (also indicated by bullets in 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.

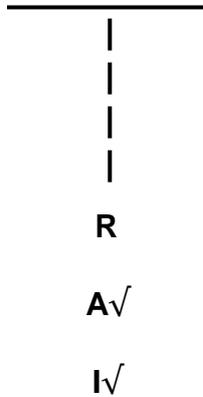


2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized.



- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



2.5. The matrix

2.5.1 Use of analytical matrix in the assessment of essays

In the marking of essays, the criteria shown in the matrix should be used. In assessing the essay, both the content and presentation should be considered. At the point of intersection of the content and the presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of an essay 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	

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

C	LEVEL 4	
P	LEVEL 5	

- (c) Allocate an **overall mark** with the use of the matrix.

C	LEVEL 4	} 30–33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → CONTENT ↓	Very well planned and structured essay. Good synthesis of information. Developed an original well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Well planned and structured essay. Relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion. Evidence used to support the conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47-50	43-46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43-46	40-42	38-39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38-39	36-37	34-35	30-33	28-29		
LEVEL 4 Question recognizable in answer. Some omissions or irrelevant content selection			30-33	28-29	26-27		
LEVEL 3 Content selection does relate to the question, but does not always relate to the question. Omissions in coverage.				26-27	24-25	20-23	
LEVEL 2 Question inadequately addressed. Sparse content.					20-23	18-19	14-17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14-17	0-13

Guidelines for allocating a mark for level 1:

Question not addressed at all/totally irrelevant content, no attempt to structure the essay =0

Answer includes basic and generally irrelevant information, no attempt to structure the essay = 1-6

Question inadequately addressed and vague, little attempt to structure the essay =7-13



SECTION A: SOURCE BASED QUESTIONS**QUESTION 1: HOW DID SUNNI ALI CHANGE SONGHAÏ FROM A VASSAL STATE TO BECOME AN EMPIRE BETWEEN 1463 AND 1492?**

1.1

1.1.1 [*Extraction of evidence from Source 1A- L1*]

- Mali (1 x 1) (1)

1.1.2 [*Definition of a concept from Source 1A – L1*]

- It was a trade (buying and selling of precious goods across the Sahara Desert using camel caravans)
- Any other relevant response (1 x 2) (2)

1.1.3 [*Interpretation of evidence from Source 1A – L2*]

- Unchecked growth of the Mali empire/Mali was becoming too big to be controlled from one centre (monarch)
- Political infighting among the royal family and vassal states
- Attacked by nomadic Islamic kingdoms
- Mali was no longer able to monopolise the trans-Saharan trade
- Any other relevant response (1 x 2) (2)

1.1.4 [*Extraction of information from Source 1A – L1*]

- Taureg
- Mossi (2 x 1) (2)

1.1.5 [*Explanation of information from Source 1A – L2*]

- Sunni Ali did not like Islam.
- He defeated and incorporated Islamic kingdoms of Taureg and Mossi into his Songhai empire
- He granted equal status to native African traditional religion, in relation to Islam
- He reduced the power and influence of the Islamic scholars (1 x 2) (2)

1.2

1.2.1 [*Extraction of evidence from Source 1B – L1*]

- Gao
- Timbuktu
- Djenne (3 x 1) (3)

1.2.2 [*Extraction of information from Source 1B – L1*]

- Mali
- Mauritania
- Nigeria
- Guinea
- Senegal (any 4 x 1) (4)



1.2.3 *[Interpretation of usefulness of information from Source 1B – L3]*

The source is useful because:

- It shows how big the Songhai empire was
- It shows the major cities of the Songhai Empire
- It shows the modern Afrikan states that were covered by the Songhai empire
- It provides evidence that Songhai incorporated the capital city of the Mali empire Kumbi Saleh
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 *[Extraction of evidence from Source 1C – L1]*

- Sunni Ali (1 x 1) (1)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*

- Sunni Ali changed the traditional Songhai tactic of small and sporadic raids on its enemies to a more sustained campaign of permanent territorial expansion.
- With an army equipped with armoured cavalry (horse soldiers) and the only naval fleet (river army) in North Africa, which he deployed on the Niger river
- He was able to defend Gao, Djenne and Timbuktu from the Taureg and Mossi
- Reduced the influence of Islam in the Mali and Songhai empires
- Any other relevant response (1 x 2) (2)

1.3.3 *[Extraction of evidence from Source 1C – L1]*

- Sunni Ali build many dykes (small dams) along the Niger river (1 x 2) (2)

1.3.4 *[Interpretation of evidence from Source 1C - L2]*

- Songhai fishermen got fish from the Niger river
- Sunni Ali deployed his naval fleet on the Niger river which enable him to conquer the rump of the Mali empire
- Sunni Ali built dykes on Niger river which improved the irrigation and food production
- Any other relevant response (1 x 2) (2)

1.3.5 *[Definition of Historical concept in Sources 1C – L1]*

- A semi-autonomous state that is ruled by another powerful state
- A semi-autonomous state that pays tributes to a powerful state for protection
- Any other relevant response (1 x 2) (2)

1.3.6 *[Interpretation of evidence from Source 1C - L2]*

- Sunni Ali appointed governors to govern the conquered territories
- He demanded tributes from the local chiefs
- He arranged marriages for the local royal families (arranged marriages between his extended imperial family and local royal families)
- Soldiers of the conquered states were forced to join the Songhai army in their military expeditions
- Any other relevant response (1 x 2) (2)



1.4 [Comparison of evidence from Sources 1A and 1C – L3]

- Both sources mention Sunni Ali as the founder of the Songhai empire
- Both sources mention Sunni Ali as a good innovative military leader
- Both sources mention that the Songhai empire developed at the expense of Mali
- Both Sources show that Songhai replaced Mali as the important empire
- Both sources mention the importance of the Niger river in the development of Songhai empire
- Both sources mention Gao, Timbuktu and Djenne as important cities of the Songhai empire
- Both sources refer to the importance of the trans-Saharan trade in the development of Songhai empire
- Any other relevant response (2 x 2) (4)

1.5

1.5.1 [Definition of historical term in Source 1D – L1]

- It a form of government in which one person (monarch/king) have all the powers (executive, legislative and judiciary)
- It's a government in which the emperor is the head of the state and government and is the commander of the armed forces
- Any other relevant response (1 x 2) (2)

1.5.2 [Interpretation of evidence from Source 1D – L2]

- He ensured that the emperor was the direct descendant of the first monarch thus only one his family will succeed him as the emperor
- The emperor served as head of the state, head of government and chief commander of the armed forces.
- The emperor was helped by the imperial family who assisted in administrative duties.
- The emperor had final authority to law, which was disseminated by imperial decrees and proclamations,
- The emperor created treaties with foreign states.
- The emperor appointed governors to lead the districts with the support of the civil servants.
- Any other relevant response (any 3 x 1) (3)

1.5.3 [Interpretation of evidence from Source 1D – L2]

- He ensured that the vassal states are aware of his powers as the emperor
- He was mercilessness to all who challenged his authority
- He allowed the vassal state some form of autonomy/ freedom as long as they were loyal to him as the emperor
- Vassal states had to pay tributes to the Songhai emperor
- Vassal states have to contribute their soldiers to Songhai military expeditions
- Subjects of the vassal states have to pay tax to Songhai
- He arranged political marriages for the leaders of the vassal states
- Any other relevant response (1 x 2) (2)

1.6 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

Learners could include the following aspects in their response

- The small Songhai kingdom was a vassal state of Mali
- Songhai replaced Mali as the great empire in the Sudan (Source 1A & B)
- Songhai expanded its territory under the leadership of Sunni Ali (1A. B. C)



- Sunni Ali defended Gao from the Islamic kingdoms of Taureg and Mossi
- Under the leadership of Sunni Ali Songhai began a program of military expansion and eventually controlled the Niger river delta and the trans-Saharan trade (1A, 1B,1C)
- Under Sunni Ali Songhai captured the major cities of Timbuktu and Djenne
- Sunni Ali changed the traditional method of fighting(1C)
- Sunni Ali was able to terrorise his opponents as a merciless wizard military leader
- His battle tactics were very effective in defeating and incorporating vassal states
- He arranged marriages to create political alliances
- He demanded tributes from the conquered state to be part of his empire
- He built many dykes along the Niger river to improve irrigation and food production
- He always checked the power and influence of the Moslem scholars and protected the traditional African beliefs of the majority of his subjects. He introduced a complex system of taxation that united his empire
- He introduced a sophisticated system of government that ensured that he remained the absolute ruler of his empire
- 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 little or no understanding of how did Sunni Ali change Songhai from a vassal state to become an empire between 1463 and 1492? • 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 some understanding of how did Sunni Ali change Songhai from a vassal state to become an empire between 1463 and 1492? • Uses evidence in a basic manner 	Marks: 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of how did Sunni Ali change Songhai from a vassal state to become an empire between 1463 and 1492? • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 6-8

(8)
[50]



QUESTION 2: HOW DID LOUIS XVI CONTRIBUTE TO THE OUTBREAK OF THE FRENCH REVOLUTION IN 1879?

2.1

2.1.1 *[Extraction of evidence form Source 2A – L1]*

- The inefficient system of government under the *Ancien Regime* (1 x 2) (2)

2.1.2 *[Definition of Historical term in Source 2A – L1]*

- It's a form of government in which the king held all the legislative, executive and judicial powers
- It a government in which the King is the head and his word is law and cannot be questioned by any person
- Any other relevant response (1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- Louis XVI had all the legislative, executive and judicial powers
- Louis XVI used the *lettres de cachet* to arrest and punish any person who disagreed with the royal family without fair court trial.
- Political opponents were jailed in the Bastille prison (1 x 2) (2)

2.1.4 *[Extraction of evidence from Source 2A – L1]*

- Louis XVI lacked intelligence,
- He lacked will power and self-confidence;
- He was indecisive (could not make up his mind) and
- He was easily influenced by the corrupt nobility and his wife (3 x 1) (3)

2.1.5 *[Extraction of evidence from Source 1A - L1]*

- They did not like her
- She despised(hated) the common people
- She was an extravagant spendthrift (she was wasteful of state money)
- She was from Austria, which had fought against France
- She convinced her husband to fire Finance minister Necker who was trying to solve France economic problems (1 x 2) (2)

2.2

2.2.1 *[Extraction of evidence from source 2B- L1]*

- Peasantry/ peasants
- Nobility/ nobles
- Clergy (3 x 1) (3)

2.2.2 *[Interpretation of evidence from source 2B- L2]*

- There was social inequality in France
- The peasants were ill-treated
- The third estate (peasantry) paid taxes whilst the nobility and clergy did not pay taxes
- Any other relevant response (1 X 2) (2)

2.2.3 *[Interpretation of evidence from source 2B- L2]*

- To show that the peasantry was exploited by the nobles and clergy
- The peasantry was forced to pay taxes whilst the nobility and clergy did not pay tax
- The peasantry was poor and worked for the clergy and nobility
- Any other relevant response (1 x 2) (2)



2.2.4 *[Determination of the usefulness of evidence from Source 2B – L3]*

The source is useful because

- It provides insight to the social inequality in France
- It shows how the peasants were ill-treated
- It depicts that the nobles and clergy were not paying taxes
- It depicts one of the causes of France's the economic/ financial problems(bankruptcy)
- Any other relevant response (1 x 2) (2)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*

- Non-payment of taxes by the nobles and clergy
- Extravagance of the Versailles palace and
- Prolonged wars that France fought (3 x 1) (3)

2.3.2 *[Extraction of evidence from Source 2C – L1]*

- 1640 (1 x 1) (1)

2.3.3 *[Extraction of evidence from Source 2C – L1]*

- Equality before the law;
- An elected parliament responsible to the people and not the king and
- A written constitution (any 2 x 1) (2)

2.3.4 *[Interpretation of evidence from Sources 2C – L2]*

- To break the old traditional of separate meeting and voting
- They knew that they were more than the clergy and nobles combined and they could outvote the clergy and nobility
- To loosen the hold, the privileged classes on the government
- To show that they represent the whole French nation
- Any other relevant response (1 x 2) (2)

2.3.5 *[Extraction of evidence from Source 2D – L1]*

- They demanded an elected parliament responsible to the people and not the king and a written constitution.
- They took the "Tennis Court Oath" vowing not to go home until they had given a new constitution to France (1 x 2) (2)

2.4

2.4.1 *[Interpretation of evidence from Sources 2C – L2]*

- Under pressure (influence) the queen and his brothers Louis XVI ignored the advice (1 x 2) (2)

2.4.2 *[Interpretation of evidence from Source 2C – L2]*

- *Gabelle*
- *Corvee* (2 x 1) (2)

2.4.3 *[Interpretation of evidence from Source 2C – L2]*

- 151 clergies and 47 nobles joined the Third Estate
- The royal prince (the DUC de Orleans) joined the Third Estate
- The popular protest in Paris in favour of the National Assembly
- The refusal of the third estate to pay taxes would worsen France's economic problems
- Any other relevant response (2 x 2) (4)



2.4.4 [Extraction of evidence from Source 2D – L1]

- The king was buying time so that he could call up soldiers to crush the national Assembly. He called up soldiers to Paris and increased their numbers from 4 000 to 20 000
- It was impossible to doubt that the king and his advisers had decided to dissolve the National Assembly, by force if necessary. (1 x 2) (2)

2.5 [Comparison of information from Sources 2C and 2D – L3]

- Both sources mention Necker as the person who advised for the meeting of the Estates general
- Both sources mention that the Third Estate demanded the Estates - General must meet as one collective and voting should be by head not classes
- Both sources mention that the Third Estate demanded an end to unequal taxation
- Both sources mention that the demands of the Third Estate had the potential to end absolute monarchy in France
- Both Sources indicate that Louis XVI was against the demands of the Third Estate
- Both sources indicate that popular Paris protest saved the National Assembly
- Any other relevant response (1 x 2) (2)

2.6 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

Learners could include the following points in their response:

- Before the revolution in 1789, France was an absolute monarchy. The king held all the legislative, executive and judicial powers (2A)
- The kings did not have to answer to any one and asked advice only of a few ministers appointed by themselves (2A)
- The king appointed intendants which were despotic (2A)
- Louis XVI lived in isolation from the French people, at the palace of Versailles.
- Although Louis XVI was a good and kind-hearted person, he lacked intelligence, will power and self-confidence; was indecisive (could not make up his mind) and
- He was easily influenced by the corrupt nobility and his wife Queen Marie Antoinette. The queen, who was from Austria, was unpopular in France (2A,)
- Extravagance of Versailles palace (2A)
- He was influenced by the queen to not to listen to advices to solve France's financial problems
- He reluctantly agreed to call for the meeting of the Estate- general after 150 years (2C, 2D)
- Unequal and unfair taxation of the peasants (2B, 2C)
- He was influenced to reject the proposals(cahiers) of the third estates and closed the hall where the third Estate was supposed to meet (2C)
- He ignored Necker's advice to accept common voting by head in the National Assembly, after 10 days he changed his decision(2D)
- He called the army to forcefully dissolve the National Assembly(2D)
- Caused the Paris mob to save the National Assembly and the French revolution(2D)
- 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 little or no understanding of how Louis XVI contribute to the outbreak of the French revolution in 1879? • 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 some understanding of how Louis XVI contribute to the outbreak of the French revolution in 1879? • Uses evidence in a basic manner 	Marks: 3 - 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of how Louis XVI contribute to the outbreak of the French revolution in 1879? • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	Marks: 6 - 8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 3: EUROPEAN EXPANSION AND CONQUEST IN THE 15TH AND 18TH CENTURIES: THE CONQUEST IN AFRICA**

Plan and construct an original argument based on relevant evidence using analytical and interpretative and skills]

SYNOPSIS

In writing this essay, candidates should discuss the reasons for the spread of Portuguese influence and conquest of African territories between the 15th and 18th centuries.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should show how they will approach the question.

ELABORATION

- European Renaissance brought greater awareness of and interest in Africa made
- The influence of the Islamic Moors on the knowledge about African civilization and trade
- Moslem control of the Middle East challenged European trade with the East via the Suez Canal
- The support the royal family and the rich classes gave to the overseas exploration
- The desire to challenge the spread of Islam and to spread Christianity
- Innovation in the sea voyages especially ship-building and the use of the compass and the use of guns against spears and arrows
- The role of explores like Bartholomew Dias and Vasco da Gama and the sea route to the east around the Cape of Good Hope
- Disruption of the ancient trade routes (Trans-Saharan and African-Indian Ocean trade)
- The defeat of the Almoravids (Morocco) and the Songhai empire during the 16th century
- The defeat of the Swahili city states and the African empires (Monomotapa Kongo and Gaza Kingdoms)
- Political divisions and instability of the African kingdoms
- Slave trade
- Portuguese colonial settlers' and mulattos 'treatment of the indigenous Africans
- Diseases e.g. smallpox
- Any other relevant response
- Conclusion: Candidates to tie up their discussion with any relevant conclusion. **(50)**

QUESTION 4: THE FRENCH REVOLUTION

[Plan and construct an original argument based on relevant evidence using analytical and interpretative and skills]

SYNOPSIS

In writing this essay candidates, should discuss how the French Revolution influenced the Haitian revolution.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should show how they will approach the question

ELABORATION

- Haiti was a French colony called St Dominique in the Caribbean islands
- Rigid caste system in Haiti was almost similar to class inequality in France.
- White colonists were on top the mulattos in the middle and African slaves at the bottom
- Ideas of the American and French revolutions spread to Haiti via the travelling white colonists and mulattos
- The colonists wanted independence from France whilst the mulattos and slaves wanted civil and political rights
- The French revolutionary government granted full civil and political rights to free mulattos but not slaves
- 1791 Slave revolt demanding freedom
- In the French war against Spain, the slaves supported Spain against France
- In 1794 the French National Convention government finally abolished slavery and granted full civil and political rights to all in the colony
 - The role of Toussaint L’Ouvverture in training Haitians and supporting France against Spain after granting of freedom to the slaves
- In 1801 Toussaint declared St Dominique independent from France
 - Napoleon’s reaction to Toussaint’s declaration of independence and re- established slavery in St Dominique
- Massive slave rebellion led to the defeat of the French soldiers in St Dominique
- On 1 January 1804 St Dominique gained independence and changed its name to Haiti
- Haiti became the first Black Republic in the West
- Any other relevant response
- Conclusion: Candidates to tie up their discussion with any relevant conclusion. **(50)**