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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE



GRADE 10

HISTORY

SOURCE-BASED OR ESSAY WRITING TASK 1

15 FEB 2024

MARKS: 50

TIME: 1 hour 30 minutes

This question paper consists of 5 pages and an addendum of 6 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.
2. SECTION A consists of a ONE source-based question. Source material that is required to answer questions is provided in the ADDENDUM.
3. SECTION B consists of ONE essay question.

QUESTION 1: THE WORLD AROUND 1600: THE SONHGAI EMPIRE

QUESTION 2: THE WORLD AROUND 1600: THE SONHGAI EMPIRE

4. Answer ONLY **ONE (1)** question as follows:

4.1 Answer ONE (1) question from SECTION A (source-based question) or ONE (1) question from SECTION B (essay question).

5. Each question counts 50 marks.
6. When answering questions, candidates should apply their knowledge, skill and insight.
7. A mere rewriting of the sources as answers will disadvantage candidates.
8. Questions and subsections of questions must be numbered clearly and correctly.
9. Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer a Source-Based question. Source material that is required to answer the question will be found in the ADDENDUM.

QUESTION 1: HOW LEARNING AND CULTURE PRACTICED IN THE CITY OF TIMBUKTU SHAPED THE SONGHAI EMPIRE IN THE 15TH CENTURIES

Study sources 1A, 1B, 1C and 1D to answer the questions.

1.1. Study Source 1A

1.1.1. Define the concept *empire* in your own words. (1 x 2) (2)

1.1.2. Under whose leadership did the Timbuktu reach its apogee (highest point) of prosperity and scholarship in the 16th century? (1 x 1)(1)

1.1.3. According to Leo Africanus, which TWO most profitable commodity which were imported from North Africa. (2 x 1)(2)

1.1.4. Identify FOUR diverse range of topics and genre that are covered in the Songhai manuscripts (4 × 1) (4)

1.1.5. What does 'the diverse range of topics and genres in the Manuscripts' tell you about the level of education in Timbuktu? (2 × 2) (4)

1.2. Refer to source 1B.

1.2.1. Mention THREE learned persons, according to Leo Africanus account, that were maintained in the city of Timbuktu at the king's expense (3 x 1) (3)

1.2.2. Explain the concept *manuscript* in the context of Timbuktu as a strategic learning center. (1 x 2) (2)

1.2.3. Quote from the source to prove that Islamic scholarship flourished at Timbuktu (2 x 1) (2)

1.2.4. What does the statement 'he also employed trade inspectors at each of the empire's major trade centres' tell you about Askia the Great (1 x 2) (2)

1.2.5. Using information in the source and your own knowledge, explain why Timbuktu became strategic learning center in the Songhai Empire (2 x 2) (4)

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1.3. Study to Source 1C.

1.3.1. Quote from the source to prove that culture at Timbuktu was structured due to specific roles each member of the society (2 x 1) (2)

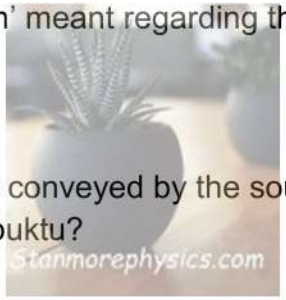
1.3.2. What evidence in the source that suggest that cultural practices at Timbuktu ignored basic human rights principles (1 x 2) (2)

1.3.3. According to the source, which religion was exposed to many people in Timbuktu (1 x 2) (2)

1.3.4. What great contribution do think Mansa Musa played in he bringing religion to the society in 1324 of Timbuktu (1 x 2)(2)

1.3.5. Comment on the statement 'Timbuktu's culture revolved around education and sophistication' meant regarding the development (2 x 2) (4)

1.4. Refer to Source 1D.



1.4.1. What message is conveyed by the source with regard to the importance if education in Timbuktu? (1 x 2) (2)

1.4.2. Explain the usefulness of the information in this source to a historian researching the Songhai culture. (1 x 2) (2)

1.5. Study source 1C and 1D. How does information in Source 1C is supported by evidence in Source 1D regarding the Songhai learning centers in the 15th century (1 x 2) (2)

1.6 Using relevant sources and your own knowledge write a paragraph of about SIX lines (60 words) explaining how learning and culture practiced in the city of Timbuktu characterized the Songhai Empire in the 15th centuries (6)

Total [50]

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SECTION B: ESSAY QUESTIONS

Answer ONE question from this Section.

QUESTION 2: THE WORLD AROUND 1600: THE SONHGAI EMPIRE

Critically discuss how Sonni Ali transformed the Songhai in to a formidable empire in the 15th centuries.

TOTAL: 50



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ADDENDUM

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QUESTION 1: HOW LEARNING AND CULTURE PRACTICED IN THE CITY OF TIMBUKTU SHAPED THE SONGHAI EMPIRE IN THE 15TH CENTURIES

SOURCE 1A

The source below explains how Timbuktu was developed as a centre of learning

Timbuktu was incorporated into the Songhai Empire in 1468, and reached its apogee (highest point) of prosperity and scholarship in the 16th century during the Songhai Askia Dynasty. Even before the rise of the Songhai Empire, Timbuktu was part of the vast trade routes linking the Western Sudan to the Maghreb, stretching onward to the Fertile Crescent and other regions of the Near East. When Leo Africanus visited Timbuktu in the early 1500s, he reported that its people were very wealthy and that books and manuscripts imported from North Africa were the most profitable commodity. In the latter part of the 16th century, the town was reported to have thousands of students studying theology, law, astronomy, and other subjects

The manuscripts and their covers demonstrate a sophisticated visual and technical artistry and scholarly tradition. They cover a diverse range of topics and genres, including the natural and physical sciences (astronomy, mathematics, botany, and medicine); the literary arts (poetic verse, panegyrics, grammar); the Islamic religious sciences such as theology (kalãm), jurisprudence (fiqh), legal opinions (fatawa); and historical accounts (tarikh). Many of the manuscripts are written in local vernaculars (some of which are archaic forms of the present-day languages of Songhay, Tamasheq, and Fulfulde, among others) with Arabic script. Charts, diagrams, commentaries, and marginalia are plentiful; some recount complex genealogies and scientific theories, others record intellectual disagreements among scholars, teachers, and commentators

http://ts-den.aluka.org/fsi/img/misc/timbuktu/Timbuktu_Community_Focus.pdf- Accessed on 11 February 2024

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SOURCE 1B

The source below explains how Askia Muhammad successfully established Timbuktu as a learning and trading centre in the 16th century.

Timbuktu, which had been destroyed by Sonni Ali, revived during the rule of Askia the Great. Leo Africanus observed that the city was a prosperous one filled with artisans and wealthy merchants as well as many enslaved people. According to his sixteenth-century account, in Timbuktu there were "great numbers of religious teachers, judges, scholars and other learned persons, who are bountifully (abundantly) maintained at the king's expense. Here too are brought various manuscripts or written books from Barbary, which are sold for more money than any other merchandise." By the mid-sixteenth century, public libraries had been established, and scribes and calligraphers had been hired to copy books.

As Islamic scholarship once again flourished at Timbuktu, so too did higher learning. Students engaged in multiple tutorials in various fields of study with Islamic scholars and, when they achieved mastery of these subjects, went on to become teachers themselves.

Askia the Great extended his territory deeper into the desert through military conquest. He did more to regulate trans-Saharan trade than any of his predecessors. He not only introduced the use of standardized weights and measures but also employed trade inspectors at each of the empire's major trade centers. The Hausaland kingdoms recognized the revival of trade under the Songhai and its benefits and so came into the orbit of the Songhai Empire's broader trading network.

From: https://openstax.org/books/world-history-volume-2/pages/3-2-the-songhai-empire Accessed on 12 February 2024

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SOURCE 1C

The source below explains how culture and education shaped the Songhai society

The culture of Timbuktu was structured due to specific roles each member was given. Women and girls were responsible for the home and cooking. They could not have the privilege of education, for it was strictly for men. Girls would marry at 13 and were raised in preparation of being a wife and mother.

Timbuktu became a common meeting place for traders and travelers due to the location of the out of range floods of the Niger River. Islam spread through Africa by travelers and traders. Timbuktu became exposed to Islam and that influenced the people. Mansa Musa visited the city and built a mosque and university in his own honor, which remained a reminder for the religion he brought to the society in 1324.

A major part of Timbuktu's culture revolved around education and sophistication. This began when African scholars became interested in the prosperity of the city and migrated there. By the beginning of the 12th century, it was a center for Islamic Learning that was recognized throughout the region. It had built 3 universities and many quaranic schools, which attracted more scholars.

During the fourteenth century, Timbuktu was a rich cultural center. The beginning of this can be traced back to 1324, when the king of Mali, Mansa Musa, made his pilgrimage to Mecca via Cairo. In Cairo, merchants and traders were impressed by the amount of gold carried by the emperor. In 1354 Ibn Batuta wrote of his visit to Timbuktu and told of the wealth and gold from the region

https://songhaiafricaangelahannah.weebly.com/culture-of-songhai.html- Accessed on 09 February 2024

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SOURCE 1D

The photograph below was extracted from an article titled *Sankore Madrasa*. It shows one of the three ancient learning centres *Sankore University* in Timbuktu, built in the 15th century under.



From: https://academic-accelerator.com/encyclopedia/sankore-madrasah Accessed on 12 February 2024

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ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:
https://visitsonghai.weebly.com/daily-life.html
https://www.sahistory.org.za/article/grade-7-term-1-kingdom-mali-and-city-timbuktu-14th-century
https://www.sahistory.org.za/article/grade-7-term-1-kingdom-mali-and-city-timbuktu-14th-century-
Songhai, African Empire, 15-16th Century | South African History Online (sahistory.org.za)


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SOURCE-BASED OR ESSAY WRITING TASK 1

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Marking Guideline

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1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels 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	40%
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40%
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	20%

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.

• In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

• Use a tick (**√**) for each correct answer.

• Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (**√√√√**); (1 x 2) which translates to one reason and is given two marks (**√√)**

• If a question carries 4 marks then indicate by placing 4 ticks (**√√√√**).

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

• Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.

• Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

• At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____ • _____

_____ • _____ • _____

√√√√

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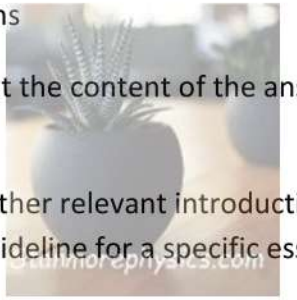
Level 2
Used mostly relevant evidence to write a basic paragraph
• Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. 32/50
• Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

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, organise 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 has an introduction, a coherent and balanced body of evidence and a 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.

• Candidates 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 answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher 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 the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects

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that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the 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 contextualised

^

• Wrong statement _____

• Irrelevant statement |

|

|

• Repetition R

• Analysis AV

• Interpretation IV



2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note 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.

(a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL	

(b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

(a) Allocate an overall mark with the use of the matrix.

C	LEVEL 3	
P	LEVEL 4	26-27

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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION CONTENT	LEVEL7 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	LEVEL6 Well planned and structured essay. Relevant line of argument Evidence used to defend argument	LEVEL5 Well-planned and structured essay. Developed a clear argument. Conclusion drawn from evidence. Independent Conclusion. Evidence used to support the conclusion	LEVEL4 Planed and constructed an argument Evidence used to support argument. Conclusion reached based on evidence	LEVEL3 Shows some evidence of a planned and constructed Argument. Attempts to sustain a line of argument. Conclusion not clearly supported by evidence	LEVEL2 Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument	LEVEL1 Little or no attempt to structure an essay
LEVEL7 Question has been fully answered Content selection relevant to line of argument	47-50	43-46					
LEVEL6 Question has been answered .Content selection relevant to the line of argument	43-46	40-42	38-39				
LEVEL5 Question answered to a great extent. Content adequately covered and relevant	38-39	36-37	34-35	30-33	28-29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30-33	28-29	26-27		
LEVEL3 Content selection does relate to question, but does not answer it. , or does not always relate to the question. Omission 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

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW LEARNING AND CULTURE PRACTICED IN THE CITY OF TIMBUKTU SHAPED THE SONGHAI EMPIRE IN THE 15TH CENTURIES

Study sources 1A, 1B, 1C and 1D to answer the questions.

1.1.1. [*Explanation of a historical concept from Source 1A – L1]*

- An extensive group of state or countries over a single monarch, an oligarchy or a sovereign state
- Any other relevant answer (1 x 1) (2)

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

- Askia dynasty (1 x 1) (1)

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

- Books
- Manuscripts (1 x 2) (2)

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

- Natural and physical sciences
- Literary arts
- Islamic religious sciences
- Historical accounts (4 x 1) (4)

1.1.5. [*Interpretation information from Source 1A L2]*

- It meant that Timbuktu was advanced
- Songhai was a center of learning and trade
- Any other relevant answer (2 x 2) (4)

1.2. Study Source 1B

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

- Religious teachers,
- Judges,
- Scholars (3 X 1) (3)

1.2.2. *Explanation of a historical concept from Source 1B – L1]*

- A large number of historically hand written pieces that have been preserved for centuries in the private household of Timbuktu (1 x 2) (2)

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

- 'Students engaged in multiple tutorials in various fields of study with Islamic scholars
- When they achieved mastery of these subjects, went on to become teachers themselves (2 x 1)

1.2.4. *[Interpretation of information from Source 1B – L2]*

- He monitors implementation
- He advanced broader trading network centres
- Any other relevant answer (1 x 2) (2)

1.2.5. *[Interpretation of information from Source 1B – L2]*

- Timbuktu had vast routes linking the city with other trading cities
- It attracted artisans and wealthy merchants from all over the world
- Any other relevant answer (2 x 2) (4)

1.3.

1.3.1. [Extraction of evidence from Source 1C- L1]

- Women and girls were responsible for the home and cooking.
- They could not have the privilege of education, for it was strictly for men
- Girls would marry at 13 and were raised in preparation of being a wife and mother mortar (2 x 1) (2)

1.3.2. [*Extraction of evidence from Source 1C- L1]*

- Women could not have the privilege of education, for it was strictly for men
- Girls would marry at 13 and were raised in preparation of being a wife and mother. (1 x 2) (2)

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

- Islam (1x2) (2)

1.3.4. [Extraction of evidence from Source 1C- L1]

- He built a mosque and university in his own honor, which remained a reminder for the religion he brought to the society in 1324. (1 x 2) (2)

1.3.5. [Interpretation information from Source 1C- L2]

- African scholars became interested in the prosperity of the city and migrated there.
- It was a center for Islamic Learning that was recognized throughout the region.
- It had built 3 universities and many quaranic schools, which attracted more scholars. .
- Any other relevant answer (2 X 2)(4)

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1.4. Refer to Source 1D.

1.4.1. [Interpretation of evidence from Source 1D- L2]

- It displays a view of learning centre, *Sankore University* in Timbuktu, built in the 15th century
- Any other relevant response (1x2) (2)

1.4.2. [Evaluate the usefulness of evidence from Source 1D- L3]

- It shows *Sankore University* in Timbuktu, one of the learning centers built in the 15th century
- Any other relevant response (1x2) (2)

1.5. [Comparison of Sources 1C and 1D to see how they complement each other L3]

- They both show that Timbuktu was learning and cultural center
- Any other relevant answer (1 x 2) (2)

1.6. [Interpretation, analysis and synthesis of evidence from all sources]

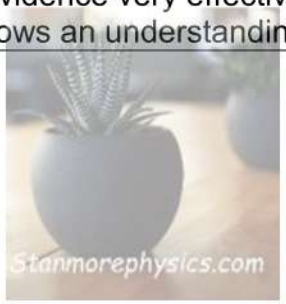
- Timbuktu reached its apogee (highest point) of prosperity and scholarship in the 16th century during the Songhai Askia Dynasty (1A)
- The manuscripts and their covers demonstrate a sophisticated visual and technical artistry and scholarly tradition (1A)
- Many of the manuscripts are written in local vernaculars with Arabic script (1A)
- The king used the scholars at Timbuktu as his moral and legal counselors (1B)
- Timbuktu became an important center for Islamic learning, engineering, medicine, and architectures (1B)
- Use of standardized weights and measures but also employed trade inspectors at each of the empire's major trade centres
- Islamic scholarship flourished at Timbuktu, so too did higher learning (1B)
- The culture of Timbuktu was structured due to specific roles each member was given.(1C)
- A major part of Timbuktu's culture revolved around education and sophistication (1C)
- The building of mosques as center of worship, schooling, trading, and a place to experience the Songhai culture 1D)
- Any other relevant answer.

Use the following rubric to allocate a mark:

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LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how learning and culture practiced in the city of Timbuktu characterized the Songhai Empire in the 15th centuries** Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of how learning and culture practiced in the city of Timbuktu characterized the Songhai Empire in the 15th centuries** • Uses evidence in a very basic manner.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough of how learning and culture practiced in the city of Timbuktu characterized the Songhai Empire in the 15th centuries** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**



(6)

TOTAL [50]

SECTION B: ESSAY QUESTIONS

QUESTION 2: THE WORLD AROUND 1600: THE SONHGAI EMPIRE

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[Plan and construct an argument based on evidence using analytical and interpretative skills L3]

SYNOPSIS

Candidate will critically discuss how Sonni Ali transformed the Songhai in to a formidable empire in the 15th centuries

MAIN ASPECTS

Candidates should include the following aspects in their response:

• Introduction: Candidates should explain their line of argument and how they intend to answer the question.

ELABORATION

MAIN ASPECTS

Some of the points to be included are the following

- The empire was established a state in the 15th century,
- Under the leadership of emperor Sonni Ali
- The capital was at Gao, a city surrounded by a wall
- The royal court was responsible for the administration and the army
- Governance structures in Songhai
- Trade significantly influenced the course of history in West Africa.
- Travel and trade- camel caravan
- The slave trade was also important for the economic development of West Africa
- Timbuktu as centre of international trade
- Any other relevant answer

TOTAL [50]

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