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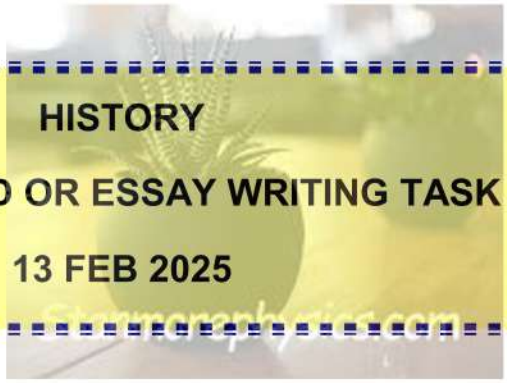
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# NATIONAL SENIOR CERTIFICATE




## GRADE 10



## HISTORY

## SOURCE-BASED OR ESSAY WRITING TASK 1

## 13 FEB 2025

**MARKS: 50**

**TIME: 1 hour**

**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 WERE STRUCTURED IN 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 *pre-colonial empire* in the context of the history of the Songhai Empire (1 x 2) (2)

1.1.2. Quote a piece of evidence from the source to prove that the Songhai Empire was unquestionably the largest and mightiest empire to ever exist in sub-Saharan Africa (1 x 1) (1)

1.1.3. Why according to the source, Askia Mahommed was considered very wise and tolerant Muslim ruler? (1 x 2) (2)

1.1.4. Mention THREE subjects that King Askia found very fascinating (3 x 1) (3)

1.1.5. Using information from the source and your own knowledge, explain why scholars in all fields across Arabia and other part of sub-Saharan African flocked into the Songhai Empire (2 x 2) (4)

1.2. Study to Source 1B.

1.2.1. When according to the source, Timbuktu reached its highest point of prosperity and scholarship? (1 x 1) (1)

1.2.2. What do you think the statement 'Timbuktu was part of the vast trade routes linking the Western Sudan to the Maghreb' mean about the Songhai Empire? (2 x 2) (4)

1.2.3. Mention TWO profitable products identified by Leo Africanus during his visit to Timbuktu in the early 1500s (2 x 1) (2)

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

1.2.5. Use evidence in the source and your own knowledge to explain the significance of the Manuscripts in the history of Timbuktu, capital city of Songhai? (2 × 2) (4)



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1.3. Refer to Source 1C

1.3.1. What message do we get from this source? (1x2) (2)

1.3.2. How useful can this source be to a historian studying learning in the Songhai empire in the 13th century (1 x 2) (2)

1.4. Study source 1B and 1C. How does information in Source 1B is supported by evidence in Source 1C regarding the level of learning in Songhai in the 15th century (1 x 2) (2)

1.5. Use Source 1D.

1.5.1. What religion, according to the source was practiced by many people? (1 x 1) (1)

1.5.2. What language according to the source, was spoken by many people in Songhai (1 x 1) (1)

1.5.3. How according to the source , do the Songhai people deal with difficulties (1 x 2) (2)

1.5.4. Mention TWO ways in which the Songhai expresses their art (2 x 1) (2)

1.5.5. Use the source and your own knowledge to explain why do you think the Songhai artists were creative and inventive? (2 x 2) (4)

1.5 Using relevant sources and your own knowledge write a paragraph of about SIX lines (60 words) explaining how learning and culture were structured in the Songhai Empire in the 15th centuries (6)

Total [50]

**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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## HISTORY

## SOURCE-BASED OR ESSAY WRITING TASK 1

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## ADDENDUM

**This addendum consists of 6 pages.**

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ADDENDUM

**QUESTION 1: HOW LEARNING AND CULTURE WERE STRUCTURED IN THE SONGHAI EMPIRE IN THE 14th CENTURIES?**

**SOURCE 1A**

This source below shows how learning and culture were transformed under Askia Mohommed.

The Songhai Empire was unquestionably the largest and mightiest empire to ever exist in sub-Saharan Africa. This pre-colonial empire stretched from territories along the Niger River to places such as present-day Mali, Chad, Niger, Guinea, Burkina Faso, Nigeria, and Senegal and Gambia along the Atlantic coast….. Askia the Great lived up to his title. His reign, which lasted from 1493 to 1528, saw him continue in the footsteps of Sunni Ali. He increased Songhai's army strength by several folds. As a result of this, the Songhai Empire successfully expanded in all directions. He made sure that the empire had a standing army that was well trained and well-equipped. He even set up several separate ministries to handle trade, education and the military.

Aside from his military conquests, Askia was very much devoted to Islam. He was considered a very wise and tolerant Muslim ruler who allowed Islam to flourish in a very peaceful and nonthreatening way. By so doing, people of different faiths came to love the ruler.

Also, Askia the Great invested heavily in over 150 schools, Islamic learning centres, and mosques. Scholars in all fields across Arabia and other part of sub-Saharan African flocked into Askia the Great's Songhai Empire. The king was very fascinated with subjects such as mathematics, astronomy and Islamic studies.

Similar to famous Mali Emperor Mansa Musa, Askia the Great was lavishly generous with his wealth. On his way to Mecca (for Hajj), he dashed out several gifts, mostly gold, to the people

https://www.worldhistoryedu.com/songhai-empire-history-and-major-facts/- Accessed on 10 February 2025

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SOURCE 1B

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 (kalām), 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 10 February 2025



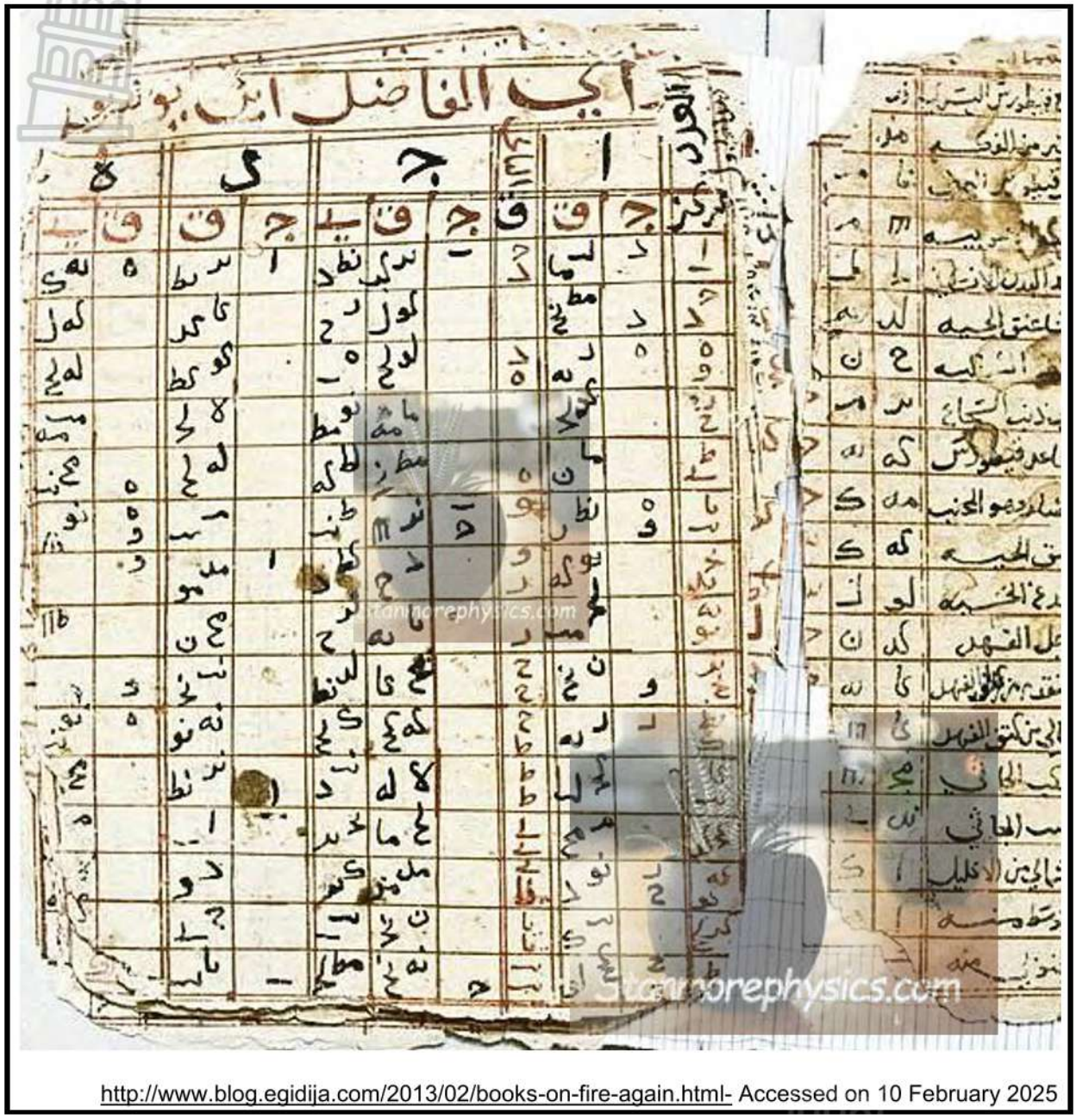
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ADDENDUM

SOURCE 1C

This is piece of manuscript page from Timbuktu showing a table of astronomical information.



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ADDENDUM

SOURCE 1D

The source below explains how culture and religion encouraged creativity in art and music

Islam had been introduced to the royal court of Songhai in 1019, but most people remained faithful to their traditional religion. They practiced Islam. Since everyone practiced Islam it connected the people. They sang praise to the spirits to cope with their difficulties. With their technology they built a mosque. The Songhai were constantly improving their religion and it helped them greatly. The Songhai speak a Nilo-Saharan language, unlike most of their neighbours. The Songhai originate from Sorko fishermen, who were expert boatsmen. This expertise would serve the military of the empire well, as battalions of war canoes would maintain order and inflict destruction on enemies along the Niger.

….Songhai Empires art was very creative and inventive. They made clothing which consists of cotton and many other colourful materials. Their clothing is more loosely fitted. Songhai also expressed art in books such as the book “Kingdom of Songhai”. They also expressed art in their music. People in Songhai Empire considered sports part of art, their sports are typically racing horse and wrestling. They made sculptures or statues of many different things. These art pieces look more like African features.

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https://songhaiafricaangelahannah.weebly.com/culture-of-songhai.html- Accessed on 10 February 2025



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## ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

http://ts-den.aluka.org/fsi/img/misc/timbuktu/Timbuktu_Community_Focus.pdf

https://www.worldhistoryedu.com/songhai-empire-history-and-major-facts/-

https://songhaiafricaangelahannah.weebly.com/culture-of-songhai.html

http://www.blog.egidija.com/2013/02/books-on-fire-again.html







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## HISTORY

## SOURCE-BASED OR ESSAY WRITING TASK 1

## 13 FEBRUARY 2025

## 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<br>• Selection and organisation of relevant information from sources<br>• Define historical concepts/terms | 40% |
| LEVEL 2 | • Interpretation of evidence from sources<br>• Explain information gathered from sources<br>• Analyse evidence from sources | 40% |
| LEVEL 3 | • Interpret and evaluate evidence from sources<br>• Engage with sources to determine its usefulness, reliability, bias and limitations<br>• 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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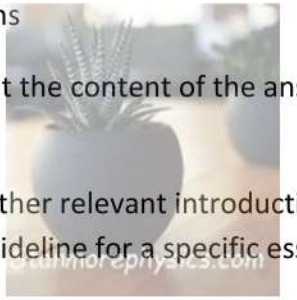
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Level 2
Used mostly relevant evidence to write a basic paragraph
• Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. 32/50
• Ensure that the total mark is transferred accurately to the front/back 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

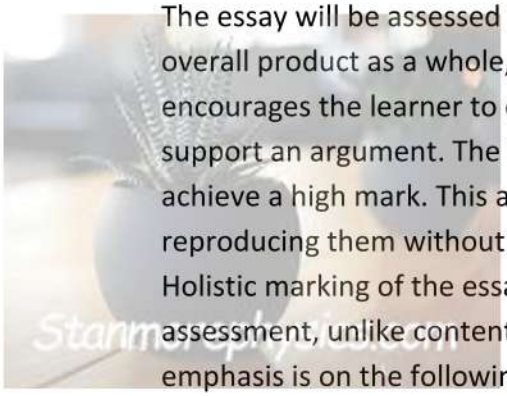


• Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.

• 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<br>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<br>Well planned and structured essay. Relevant line of argument Evidence used to defend argument | LEVEL5<br>Well-planned and structured essay. Developed a clear argument. Conclusion drawn from evidence. Independent Conclusion. Evidence used to support the conclusion | LEVEL4<br>Planed and constructed an argument Evidence used to support argument. Conclusion reached based on evidence | LEVEL3<br>Shows some evidence of a planned and constructed Argument. Attempts to sustain a line of argument. Conclusion not clearly supported by evidence | LEVEL2<br>Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument | LEVEL1<br>Little or no attempt to structure an essay |
|---|---|---|---|---|---|---|---|
| LEVEL7<br>Question has been fully answered Content selection relevant to line of argument | 47-50 | 43-46 | | | | | |
| LEVEL6<br>Question has been answered .Content selection relevant to the line of argument | 43-46 | 40-42 | 38-39 | | | | |
| LEVEL5<br>Question answered to a great extent. Content adequately covered and relevant | 38-39 | 36-37 | 34-35 | 30-33 | 28-29 | | |
| LEVEL 4<br>Question recognisable in answer. Some omissions or irrelevant content selection. | | | 30-33 | 28-29 | 26-27 | | |
| LEVEL3<br>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<br>Question inadequately addressed. Sparse content | | | | | 20-23 | 18-19 | 14-17 |
| LEVEL 1*<br>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 WERE STRUCTURED IN 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. *[Explanation of a historical concept from Source 1A – L1]*

- Encient dynasties that existed before the control of colonial countries
- Any other relevant answer (1 x 2) (2)

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

- 'The empire stretched from territories along the Niger River to places such as present-day Mali, Chad, Niger, Guinea, Burkina Faso, Nigeria, and Senegal and Gambia along the Atlantic coast' (1 x 2) (2)

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

- He allowed Islam to flourish in a very peaceful and nonthreatening way (1 x 1) (1)

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

- Mathematics,
- Astronomy and
- Islamic studies (3 x 1) (3)

1.1.5. *Interpretation of evidence from Source 1A – L2]*

- Because Askia the Great invested heavily in over 150 schools, Islamic learning centres, and mosques
- The learning and culture were at an advanced stage
- Any other relevant source (2 x 2) (4)

1.2.

1.2.1. [Extraction of evidence from Source 1B]

- In the 16th century (1 x 1) (1)

1.2.2. [Interpretation information from Source 1B]

- It meant that the Songhai Empire has trade links with many countries
- It meant that the Songhai was a center of learning and trade
- Any other relevant response (Any 2x2) (4)



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1.2.3. [Extraction of evidence from Source 1B]
- Books
- Manuscripts (1 x 2) (2)

1.2.4. [Extraction of evidence from Source 1B]
- Natural and physical sciences
- Literary arts
- Islamic religious sciences
- Historical accounts (4 x 1) (4)

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1.2.5. [Interpretation information from Source 1B]
- It meant that the Songhai was at its apogee (highest point) of prosperity and scholarship in the 16th century
- Songhai was a center of learning and trade
- Any other relevant answer (2 x 2) (4)

1.3. Refer to Source 1C

1.3.1. [Interpretation of evidence from Source 1C- L2]
- It is piece of manuscript page showing that Timbuktu was advanced in learning
- Any other relevant response (Any 1x2) (2)

1.3.2. [Evaluate the usefulness of evidence from Source 1C- L3)
- It shows that empire was a center of learning
- Any other relevant response (Any 1x2) (2)

*1.4. [Comparison of Sources 1B and 1C to see how they complement each other L3]*
- Source 1B says the manuscripts covers a diverse range of topics including astronomy and Source 1D is piece of manuscript page from Timbuktu showing a table of astronomical information.
- They both show that empire was a center of learning
- Any other relevant answer (2 x 2) (4)

1.5. Refer to Source 1D

1.5.1. *[Extraction of evidence from Source 1D- L1]*
- Traditional religion (1 x 1)(1)

1.5.2. *[Extraction of evidence from Source 1D]*
- Nilo-Saharan language (1 x 1) (1)



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1.5.3. [*Extraction of evidence from Source 1D]*

- They sang praises to the spirits
- Any other relevant answer (1 x 2) (2)

1.5.4. [Extraction of evidence from Source 1D- L1]

- Books
- Music (2 x 1) (2)

1.5.5. [*Interpretation of evidence from Source 1D – L2]*

- The Songhai were constantly improving their religion.
- The empire invested heavily in scholars in all fields
- Any other relevant answer (2 x 2) (4)

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

- The Songhai Empire was unquestionably the largest and mightiest empire to ever exist in sub-Saharan Africa (1A)
- Askia the Great invested heavily in over 150 schools(1A)
- The Songhai was at its apogee (highest point) of prosperity and scholarship in the 16th century (1B)
- Timbuktu was part of the vast trade routes linking the Western Sudan to the Maghreb, stretching onward (1B)
- The Songhai were constantly improving their religion.(1D)
- The empire invested heavily in scholars in all fields (1D)
- Any other relevant answer.

Use the following rubric to allocate a mark:

| | | |
|---|---|---|
| **LEVEL 1** | • Uses evidence in an elementary manner e.g. **shows no or little understanding of how learning and culture were structured in the Songhai Empire in the 15th centuries**<br>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 were structured in the Songhai Empire in the 15th centuries**<br>• 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 were structured in the Songhai Empire in the 15th centuries**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **MARKS 5–6** |

(6)



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## SECTION B: ESSAY QUESTIONS

## QUESTION 2: THE WORLD AROUND 1600: THE SONHGAI EMPIRE

[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

[50]



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