

**HISTORY**

**JUNE EXAMINATION 2015**

**GRADE 10**

**QUESTION PAPER**

**MARKS: 100**

**TIME: 2 HOURS**

**This question paper consists of 06 pages.**

**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.

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: WHAT LED TO THE RISE AND FALL OF THE SONGHAI EMPIRE?

QUESTION 2: HOW DID THE SPANISH INVASION LEAD TO THE COLLAPSE OF THE AZTEC EMPIRE?

**SECTION B: ESSAY QUESTIONS**

QUESTION 3: WHAT LED TO THE RISE AND FALL OF THE SONGHAI EMPIRE?

QUESTION 4: HOW DID THE SPANISH INVASION LEAD TO THE COLLAPSE OF THE AZTEC EMPIRE?

QUESTION 5: HOW DID THE FRENCH REVOLUTION LAY THE FOUNDATIONS FOR MODERN DEMOCRACIES?

2. SECTION A. consists of TWO SOURCE-BASED questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B. consists of THREE ESSAY questions.
4. Answer TWO questions as follows:
  - 4.1. ONE must be a SOURCE-BASED question and ONE must be an ESSAY Question.
5. A mere rewriting of the sources as answers will disadvantage candidates
6. Number the answers correctly according to the numbering system used in question paper.
8. Write neatly and legibly.

**SECTION A: SOURCE –BASED QUESTIONS**

Answer ONE question from this section.

Source material to be used to answer these questions is contained in the ADDENDUM.

**QUESTION 1: WHAT LED TO THE RISE AND FALL OF THE SONGHAI EMPIRE?**

Study Sources 1A, 1B and 1C and answer the questions that follow:

**1.1. Study Source 1A.**

1.1.1 How does Shabeni describe Timbuktu in the source? (1X2) (2)

1.1.2 What were the FOUR articles of merchandise sold in Timbuktu.  
(4x1) (4)

1.1.3 Quote evidence from the source which shows that salt was scarce in  
Songhai. (1X2) (2)

1.1.4 How did the people of Songhai pay for their salt? (4x1) (4)

**1.2. Use Source 1B.**

1.2.1 Define the following historical terms in your own words:

(a) Empire. (1x2) (2)

(b) Emperor. (1x2) (2)

1.2.2 What was the role of women in the Songhai Empire? (4X1) (4)

1.2.3 What other roles did women play except those mentioned in the source?  
(2x2) (4)

1.2.4 Use your own knowledge and mention the other roles that women played  
except for those mentioned in the source. (2X2) (4)

- 1.3. Refer to Source 1C.
- 1.3.1 What, were the reasons for the fall of Songhai? (4X1) (4)
- 1.3.2 How do you think the division within the community led to the fall of the Songhai Empire? (2x2) (4)
- 1.3.3 Which country invaded Songhai ? (1X2) (2)
- 1.3.4 Why do you think it was possible for Morocco to invade and defeat the Songhai Empire? (2X2) (4)
- 1.4. Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) to explain the role of women in Songhai society. (8)
- (50)**

**QUESTION 2: HOW DID THE SPANISH INVASION LEAD TO THE COLLAPSE OF THE AZTEC EMPIRE?**

Study Sources 1A, 1B, and 1C to answer the questions that follow:

- 2.1. Study Source 2A.
- 2.1.1 What were the Spanish looking for in the interior of America? (1X2) (2)
- 2.1.2 How does the source describe the Aztec Empire? (4X1) (4)
- 2.1.3 What properties of the Aztecs did the Spanish destroy? (2x1) (2)
- 2.1.4 Explain the results of the Spanish invasion of the Aztec Empire. (4X1) (4)

- 2.1.5 Give TWO reasons why you think the Spanish invaded the Aztec Empire. (2x2) (4)
- 2.1.6 Quote evidence from the source which shows that it did not take long for the Spanish to defeat the Aztecs. (1x2) (2)
- 2.2. Read sources 2B.
- 2.2.1 How does Montezuma's messenger describe the Spanish soldiers? (2X1) (2)
- 2.2.2 Using the source and your own knowledge, explain how you think the appearance (status) of the Spanish as reported by the messenger would later result in the defeat of the Aztecs. (2x2) (4)
- 2.2.3 Comment on the mood of the messenger when reporting about the Spanish army. (2x2) (4)
- 2.3. Use Source 2C.
- 2.3.1 How does Father Bernardino explain life in the Aztec Empire during the Spanish invasion? (2x2) (4)
- 2.3.2 What did the Aztecs eat in order to survive during the Spanish invasion? (2x1) (2)
- 2.3.3 Name TWO main causes of death of many Aztecs during and immediately after the Spanish invasion. (2x1) (2)
- 2.3.4 What evidence is there from the source that the Aztecs were denied freedom of movement by the Spanish? (2X2) (4)
- 2.3.5 Which human rights of the Aztecs were violated by the Spanish invasion ? (2X2) (4)
- 2.4 Using the relevant information from the sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) and explain the reasons for the defeat of the Aztec Empire by the Spanish.

(8)

**[50]**

**SECTION B: ESSAY QUESTIONS**

Answer ONE question from this section.

Your essay should be about ONE page long.

**QUESTION 3: WHAT LED TO THE RISE AND FALL OF THE SONGHAI EMPIRE?**

Discuss the events that led to the rise and fall of the Songhai Empire. **[50]**

**QUESTION 4: HOW DID THE SPANISH INVASION LEAD TO THE COLLAPSE OF THE AZTEC EMPIRE?**

Explain to what extent the Spanish were successful in defeating and conquering the the Aztec Empire. **[50]**

**QUESTION 5: HOW DID THE FRENCH REVOLUTION LAY THE FOUNDATIONS FOR MODERN DEMOCRACIES?**

Discuss the political and economic causes of the French Revolution **[50]**

**TOTAL: 100**



**HISTORY**

**JUNE EXAMINATION 2015**

**GRADE 10**

**ADDENDUM**

**This addendum consists of 06 pages**



**QUESTION1: WHAT LED TO THE RISE AND FALL OF THE SONGHAI EMPIRE ?****SOURCE 1A**

This is an account by Shabeni who accompanied his father, a merchant to Timbuktu; He explains what he saw in Timbuktu.

Timbuktu is the great emporium [shopping centre] for all African countries including Morocco and Alexandria.

The principal articles of merchandise (things that are sold) are tobacco, linen cloth, beads of all colours for necklaces and cowries which are bought at Fas by the pound. Small Dutch looking glasses , some of which are convex, set in gilt paper frames...At the entrance of the desert they (people of Songhai) buy rock-salt from the Arabs who bring it to them in loads ready packed, which they carry as an article of trade. In their caravans there were about 500 camels, of which about 150 or 200 were loaded with salt.

...They sell this salt at Timbuktu for an average of 50 per cent profit; it is more profitable than linen...The returns (payments) are made in gold dust, slaves, ivory and pepper. Gold dust is preferred and is brought to Timbuktu from Hausa in small leather bags...Cowries and gold dust are the medium of traffic (payment).

*[From: <http://www.gutenberg.org/files/22631/22631-h/22631-h.htm>, p20]*

*Accessed on 24 January 2015.]*

**SOURCE 1B**

This extract explains the role of women in the Songhai Empire.

Like women in Ming China, women who lived during the time of the Songhai Empire were expected to run the household and raise the children. The women were also expected to help with any agricultural work, such as planting and harvesting. Carrying water and crushing millet were also some of the women's chores. If a husband had more than one wife, these tasks would often be shared among the women. Because a woman was a labourer for the family, when she was to be married, the future son-in – law had to pay compensation to the family for their loss of labour.

*[From: Viva history by KL Angier et al]*

**SOURCE 1C**

This is an explanation of the decline of Songhai in the late 16<sup>th</sup> century.

By this time, 1591, Songhai was in trouble. The arrival of Europeans on the West African coast meant that gold could be transported by sea, instead of by land; so cities like Timbuktu and Jenne saw their income drop dramatically, now that gold was no longer a part of their trade. There was also the growing European appetite for slaves. This put a strain on Songhai's population and caused a rift (division) within the community. When the then ruler Daoud's reign ended, many of his subjects rose up in revolt. Though nearly as large as ever, the empire was but a shadow of its former strength and a small push probably could have toppled it. What it got instead was a big trans-Saharan invasion from Morocco.



[From: [http:// www.allempires.net/songhay-topic18513.html](http://www.allempires.net/songhay-topic18513.html).]

**QUESTION 2: HOW DID THE SPANISH INVASION LEAD TO THE COLLAPSE OF THE AZTEC EMPIRE ?****SOURCE 2A**

The extract below explains the Spanish destruction of Tenochtitlan and the end of the Aztec Empire

The Spanish hoped to find gold and silver on the mainland of the American continent. At that time the Aztec Empire was the strongest state in Central America. Its emperor Montezuma had enormous power, a large army and controlled the lives of over 10 million people. The Aztec capital, Tenochtitlan, was a thriving city of 300 000 people with magnificent temples, palaces, a market place and thousands of houses. It was built on an island lake in the Valley of Mexico. In 1519 a small group of Spanish soldiers led by an adventurer, Herman Cortes, landed on the coast and marched inland to attack the Aztec Empire. Within three years Montezuma was dead, his empire had been plundered and the city of Tenochtitlan was completely destroyed...the Aztec Empire had been broken, their books burned and their monuments destroyed.



*[From: In Search of history, review copy, page 41 by Bottaro J et al.]*

**SOURCE 2B**

This is an extract from the report given to Montezuma by his messengers after their return from a meeting and after they saw the Spanish soldiers.

...a great thing was fired off. A thing like a ball of stone came out of its insides. It came out shooting sparks and firing rain...It was aimed at a tree. It shattered the tree into splinters. The strangers dress in iron. Their swords are iron; their bows are iron; their shields are iron, their spears are iron. Their deer (horses) carry them on their backs wherever they wish to go. These deer (horses) our lord, are as tall as the roof of a house.

*[From: C Jordan and T Wood, Old World, New World 1480-1600, 30]*

**SOURCE 2C**

This is an extract from Father Bernardino; he explained the suffering of the Aztecs after they were invaded by the Spanish.

Great became the suffering of the common folk. There was hunger. Many died of famine. There was no more good, pure water to drink. Many died of bad water and contracted dysentery which killed them. The people ate anything ;lizards, barn swallows, corn leaves, salt grass; they gnawed wood or leather or buckskin, never had such suffering been seen; it was terrifying how many of us died when we were shut in as we were. And quite unemotionally the enemy pressed about us like a wall.

*[From:<http://courses.umass.edu/pols294p/documents.html/the%20war%20of%20co>]*

### **ACKNOWLEDGEMENTS**

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

Angie, KL. 2010. Viva History.

Bottaro, J. 2012. In Search of History.

Jordan C and Wood T. 2008. Old World, New World 1480- 1600

<http://www.allempires.net/songhay-topics18513.html>

<http://course.umass.edu/pols294p/documents.html/the%20war%20of%20co>

<http://www.gutenberg.org/files/22631-h22631-hhtm,p20>

**HISTORY**

**JUNE EXAMINATION 2015**

**GRADE 10**

**MEMORANDUM**

**This memorandum consists of 17 pages.**

## 1. SOURCE BASED QUESTIONS

1.1 The following cognitive levels of were used to develop source based questions:

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>			
	<b>COGNITIVE LEVELS</b>	<b>HISTORICAL SKILLS</b>	<b>WEIGHTING OF QUESTIONS</b>
	<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources</li> <li>• Selection and organization of relevant information from sources.</li> <li>• Define historical concepts/terms</li> </ul>	<b>30%</b> <b>(15 marks)</b>
	<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources</li> <li>• Explain information gathered from sources</li> <li>• Analyze evidence from sources</li> </ul>	<b>40%</b> <b>(20 marks)</b>
	<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from sources</li> <li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>30%</b> <b>(15 marks)</b>

**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.

**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 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 essays**

The essays 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 of 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 reproduces them without taking into account the specific requirements of the question. Holistic essays marking credits learners’ opinion supported by evidence. Holistic assessment, unlike content based marking, does not penalize language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument and
- The learner’s interpretation of the question

**2.4 Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the essays ticks need to be awarded for a relevant introduction(indicated by a bullet 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 R
- Analysis A√
- Interpretation I√

**2.5 The matrix**

2.5.1 Use of matrix in the marking of essays

In the marking of essays the essays the given criteria shown in the matrix should be used. In assessing the essays note should be taken of 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 essays 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	
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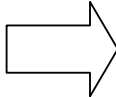
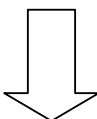
(b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26-27
P	LEVEL 3	

**MARKING MATRIX FOR ESSAY: 50**

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>Presentation</b></p>  <p><b>content</b></p> 	<p>Very well planned and structured essay.</p> <p>Good synthesis of information.</p> <p>Developed an original, well balanced and independent line of argument with the use of evidence sustained and defended the argument throughout.</p> <p>Independent conclusion is drawn from evidence to support the line of argument</p>	<p>Very well planned and structured essay. developed a relevant line of argument.</p> <p>Evidence used to defend the argument.</p> <p>Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument.</p> <p>Conclusions drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed</p> <p>An argument. Evidence is used to some extent to support the line of argument.</p> <p>Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusion s not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p><b>Level 7</b></p> <p>Question has been fully answered.</p> <p>Content selection fully relevant to line of argument</p>	47-50	43-46					
<p><b>Level 6</b></p> <p>Question has been answered. Content selection relevant to the line of argument</p>	43-46	40-42	38-39				
<p><b>Level 5</b></p> <p>Question answered to a great extent. Content adequately covered and relevant.</p>	38-39	36-37	34-35	30-33	28-29		
<p><b>Level 4</b></p> <p>Question is recognizable in answer. Some omissions or irrelevant content selection</p>			30-33	28-29	26-27		

<p><b>Level 3</b></p> <p>Content selection does to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26-27	24-25	20-23	
<p><b>Level 2</b></p> <p>Question inadequately addressed. sparse content</p>					20-23	18-19	14-17
<p><b>Level 1</b></p> <p>Question inadequately addressed or not at all. Inadequate or irrelevant content</p>						14-17	0-13

**SECTION A. SOURCE-BASED QUESTIONS**

**QUESTION 1: WHAT LED TO THE RISE AND FALL OF THE SONGHAI EMPIRE?**

1.1

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

- As a great emporium./ a great shopping center (1x2) (2)

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

- Tobacco.
- Linen cloth.
- Beads of all colours.
- Cowries.
- Dutch looking glasses.
- Rock salt. (any 4x1) (4)

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

- At the entrance of the desert people of Songhai bought rock-salt from Arabs. (1x2) (2)

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

- With gold dust.
- Slaves.
- Ivory.
- Pepper. (4x1) (4)

1.2

1.2.1 [*Explanation of historical term from Source 1B L2*]

a

- A powerful country rules over a number of smaller countries
- Any other relevant explanation (any 1x2) (2)

b.

- A ruler who rules over an empire.
- Any other relevant explanation (any 1x2) (2)

1.2.2 *[Extraction of evidence from Source 1B-L1]*

- They managed the household.
- They raised children.
- Helped with agricultural work.
- Planted, harvested and carried water.
- Crushed millet.
- Any other relevant response. (any 4x1) (4)

1.2.3 *[Explanation and interpretation of evidence from Source 1B L2]*

- Rich women were traders.
- Women were sex slaves.
- Women praised their husbands after war.
- Any other relevant response. (any 2x2) (4)

1.2.4 *[Interpretation and evaluation of information from Source 2B-L2]*

- No because
- Women did most of the household work like cooking and fetching water which were considered as their traditional functions.
- Women raised children as a traditional core function.
- Women were also expected to work in the fields as part of their traditional core functions
- Any other relevant response.

Yes because:

- Women and men are expected to share the running of the household
- Men should work in the fields ( agricultural chores)
- Women should not be made sex slaves
- Any other relevant response ( any 2x2 ) (4)

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

- Arrival of Europeans on the West African coast meant that gold could be transported by sea instead of land.
- Gold was no longer part of Songhai's trade.
- Growing appetite for slaves by Europeans put a strain on Songhai community.
- Division among Songhai community.
- Revolt by Songhai people.
- Invasion by Morocco.
- Any other relevant response. (any 4x1) (4)

1.3.2 *[Interpretation of information from Source 1C-L2]*

- The Songhai people were no longer united against their enemies.
- Non payment of taxes weakened Songhai.
- Some Songhai citizens helped their enemies to fight against the Songhai Empire.
- Civil war started among the Songhai people.
- Any other relevant response. (any 2x2) (4)

1.3.3 *[Interpretation and evaluation of Source1C-L2]*

- Morocco ( 1x2) (2)

1.3.4 *[Interpretation of information in Source 1C – L2]*

- Songhai was weak and divided
- Morocco had advanced weapons like guns
- Any other relevant answer ( any 1x2) (2)

1.4 *[Interpretation, evaluation and synthesis of information from relevant sources L3]*

**Learners should include the following aspect in their responses.**

- Women ran the households.
- Women raised children.
- Women helped with agriculture.
- Women carried water.
- Women crushed millet.
- Any other relevant points.

Use the following rubric to allocate marks.

<b>LEVEL1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner</li> <li>• Uses evidence partially to report on the topic</li> </ul>	<b>Marks 0-2</b>
<b>LEVEL2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to great extent to the</li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks 3-5</b>
<b>LEVEL3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence.</li> <li>• Evidence relates well to the topic</li> </ul>	<b>Marks 6-8</b>

(8)

[50]

**QUESTION 2: HOW DID THE SPANISH INVASION LED TO THE COLLAPSE OF THE AZTEC EMPIRE?**

2.1

2.1.1 [*Extraction of evidence from source 2A-L1*]

- Gold
- Silver

( any 1x2) (2)

2.1.2 [*Extraction of evidence from source 2A-L1*]

- Emperor Montezuma had enormous power.
- He had a large army.
- He controlled the lives of over 10 million people.
- Tenochtitlan was a thriving city of 300 000 people.
- Magnificent temples and palaces.
- Any other relevant response.

(any 1x2) (2)

2.1.3 [*Extraction of information from source 2A-L1*]

- City of Tenochtitlan.
- Books burned.
- Monuments destroyed.

(any 2x1) (2)

2.1.4 [*Extraction of evidence from source 2A-L1*]

- Defeated the Aztec Empire
- Plundered the Aztec Empire
- Montezuma was killed
- City of Tenochtitlan was destroyed.
- Books burnt and monuments destroyed.

(any 4x1) (4)

2.1.5 [*Interpretation of evidence from source 2A-L2*]

- Spanish were after gold and silver
- Spanish wanted more land
- Any other relevant answer

(any 2x2) (4)

2.1.6 [*Extraction of evidence from source 2A-L1*]

- Within three years Montezuma was killed, his Empire had been plundered.

(1x2) (2)



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

- Strangers dressed in iron.
- Horses carried them on their backs.
- Spaniards had cannon.
- With swords of iron and bows of iron.
- With iron spears and iron shields.
- Any other relevant response.

(any 2x1) (2)

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

- The Spanish had superior weapons to the Aztecs.
- They had guns.
- Iron swords and iron shields.
- They had a well equipped army compared to the Aztecs.
- Any other relevant responses.

(any 2x2) (4)

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

- Terrified
- Frightened.
- Afraid.
- Any other relevant response.

(any 2x2) (4)

2.3.1 [*Extraction of evidence from source 2C-L1*]

- There was suffering of common folk.
- There was hunger.
- Many died of famine.
- There was no good pure water to drink.
- Dysentery killed people.
- People, ate anything –lizards, barn swallows, corn leaves and salt grass.
- Any other relevant response.

(any 4x1) (4)

2.3.2 [*Extraction of evidence from source 2C-L1*]

- Lizards.
- Barn swallows.
- Salt grass.
- Any other relevant response.

(any 2x1) (2)

2.3.3 [*Extraction of evidence from source 2C-L1*]

- Hunger /famine.
- Lack of good pure water to drink.
- Dysentery.
- Any other relevant response.

(any 2x1) (2)

2.3.4 [*Interpretation of evidence from source 2C-L2*]

- The Spanish shut the Aztecs in.
- The Spaniards pressed about the Aztecs like a wall
- Any other relevant response

( 2x2) (4)

2.3.5 [*Interpretation of evidence from source 2C-L2*]

- Right to clean water
- Food security.
- Freedom of movement.
- Right to life
- Any other relevant response

(2x2) (4)

2.4 [*Interpretation, evaluation and synthesis of evidence from relevant sources L3*]

**Learners should include the following aspects in their response.**

- Spaniards had horses to carry them (source 1B and 1D)
- They had iron swords, spears and iron shields (source 1B)
- They had guns (source 1B)
- Aztecs had inferior weapons
- They were divided
- Some of the Aztecs enemies assisted the Spanish during the invasion
- Any other relevant responses.

Use the following rubric to allocate marks.

<b>LEVEL1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, <b>shows little or no understanding about the collapse of the Aztec Empire.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>Marks 0-2</b>
<b>LEVEL2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to great extent to the topic e.g. <b>shows an understanding of how the Aztec Empire collapsed.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks 3-5</b>
<b>LEVEL3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>Demonstrate a thorough understanding the fall of the Aztec Empire.</b></li> <li>• Evidence relate well to the topic</li> <li>• Uses evidence <b>very</b> shows an understanding of the topic</li> </ul>	<b>Marks 6-8</b>

(8)

[50]

**QUESTION 3: WHAT LED TO RISE AND FALL OF THE SONGHAI EMPIRE?**

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

**SYNOPSIS**

Learners are expected to explain the political, economic and social features of Songhai Empire and indicate why it collapsed in the late 16th century.

**MAIN ASPECTS**

## Introduction

Learners should write a relevant introduction indicating the establishment and the demise (fall) of the empire.

**ELABORATION****Political aspects****The government and the society**

- They were fishermen, used boats to conquer the towns of Jenne, Gao and Timbuktu
- Well organised army which composed of the cavalry and infantry.
- Controlled all trading towns on the edge of the Sahara Desert.
- Empire had well-organised central government

**ECONOMIC ASPECTS**

- Trade and travel took the centre stage
- The proximity of the empire to the Niger river enabled her to control trade along the river coastal regions
- Rice plantations flourished as a result of new farming and irrigation methods.
- The occupation of a town on the edge of the Sahara Dessert was advantageous to trans-Saharan trade.
- Timbuktu was the most significant commercial centre.
- The control routes in West Africa made the empire a very wealthy one.

**SOCIAL ASPECTS**

- Learning and culture also took the centre stage in Songhai.
- The empire had schools and universities for more advanced studies.
- Libraries were available.
- Students came from all over Africa and the Islam world to study at Timbuktu
- Timbuktu was a hub of learning activities and Islamic culture was promoted.

**THE FALL OF THE SONGHAI EMPIRE**

- Muhammad Ture', devoted Muslim took over after Sonni Ally's death in 1492.
- He brought reforms, made Islam the official religion in Songhai.
- The Portuguese and Moroccans then took over the control of the Trans- Saharan trade routes.
- The Songhai Empire was attacked in 1591, defeated and split and this heralded the demise of the Empire

**CONCLUSION**

Learners should tie up their argument with a relevant conclusion.

**[50]**

**QUESTION 4: HOW DID THE SPANISH INVASION LEAD TO THE COLLAPSE OF THE AZTEC EMPIRE?**

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

**SYNOPSIS**

Learner should discuss how the Aztecs were conquered by Spain

**MAIN ASPECTS**

Introduction

Learners should write a relevant introduction.

**ELABORATION**

- Background- Aztec Empire before conquest.
- Explorer Christopher Columbus arrived in America.
- Christopher met the Aztec citizens and Incas.

- Spanish soldiers arrived in South America.
- War between Aztecs and Spanish.
- Reasons for the defeat of the Aztecs.
- Results of the Spanish conquest.

**CONCLUSION**

Tie up your essay with a relevant conclusion.

**[50]**

**QUESTION 5: HOW DID THE FRENCH REVOLUTION LAY THE FOUNDATION FOR MODERN DEMOCRACIES?**

*[Plan and construct an original argument based on evidence using analytical and Interpretative skills]*

**SYNOPSIS**

Learners should discuss the political and economic reasons for the French revolution.

**MAIN ASPECTS**

Learners should include the following in their response:

Introduction: Candidates should write a relevant introduction.

**ELABORATION**

- Absolute monarchy in France.
- American war of independence.
- Economic crisis.
- Political crisis.
- Social inequalities.
- Storming of Bastille.
- Tennis court incident.
- Death of the Royal family chaos and violence after the revolution.
- Revolution spread to other countries e.g. Haiti.
- Any other relevant response.

**CONCLUSION**

Candidates should tie up their argument with a relevant conclusion.

**[50]**

**TOTAL [150]**

