



Hillcrest High School

EXAMINER: S.COPE.

JUNE 2023

MODERATOR: E.MOORE

MARKS : 100

DURATION: 2 HOUR

INSTRUCTIONS

1. Answer one source – based question and one essay question.
2. Number your answers correctly according to the numbering used in this paper.
3. Study all the sources provided when answering the questions.
4. Note the mark allocation for each question to guide your answer.
5. Write neat and legible.

PLEASE READ:

SOURCE BASED QUESTIONS:

QUESTION 1: SONGHAI (50)

QUESTION 2 AND 3: NAPOLEON (25) + AMERICAN REVOLUTION (25) = (50)

ESSAY OPTIONS:

QUESTION 4: THE RENAISSANCE (50)

QUESTION 5: CAUSES OF THE FRENCH REVOLUTION (50)

QUESTION 1: SONGHAI

KEY QUESTION: HOW DID ASKIA MUHAMMAD RULE THE SONGHAI KINGDOM BETWEEN 1493 AND 1591?

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

1.1 Refer to Source 1A.

- 1.1.1 Who, according to the source, did Muhammad replace as the leader of Songhai? (1 x 1) (1)
- 1.1.2 Why, according to the source, did Muhammad assume the title Askia? (1 x 2) (2)
- 1.1.3 Define the concept dynasty in your own words. (1 x 2) (2)
- 1.1.4 How, according to the source, were the following rulers described in terms of leadership?
- (a) Sunni Ali (1 x 1) (1)
- (b) Askia Muhammad (1 x 1) (1)
- 1.1.5 Identify THREE ways in which Askia Muhammad set up an efficient Administration of the regions conquered by Sunni Ali? (3 x 1) (3)
- 1.1.6 Explain why this source can be regarded as useful for a historian researching on the Songhai kingdom under Askia Muhammad. (1 x 2) (2)

1.2 Study Source 1B.

- 1.2.1 What evidence in the source suggests that majority of prominent families were in a way related to Askia Muhammad? List TWO pieces of evidence. (2 x 1) (2)
- 1.2.2 Explain why you would say the Songhai kingdom under Askia Muhammad had connections with other outside places. (2 x 2) (4)
- 1.2.3 Use the information in the source to explain why you would regard Askia Muhammad as a cruel ruler. (2 x 2) (4)

1.3 Consult Source 1C

- 1.3.1 What messages do you get from the picture regarding the growth of the Songhai kingdom? (2 x 2) (4)
- 1.3.2 Where, according to the source, did the Songhai kingdom accumulate its wealth? (2 x 1) (2)
- 1.4 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding Songhai under Askia Muhammad. (2 x 2) (4)

1.5 Refer to Source 1D

- 1.5.1 Explain why Songhai rulers preferred slaves over other citizens? (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words), explaining how Askia Muhammad ruled the Songhai Empire between 1493 and 1591. (6)

[50]

ADDENDUM of SOURCES

KEY QUESTION: HOW DID ASKIA MUHAMMAD RULE THE SONGHAI KINGDOM BETWEEN 1493 AND 1528?

SOURCE 1A

The source below explains how Askia Muhammad ruled Songhai kingdom from 1493.

After the death of Sunni Ali, the ruler who had solidified (strengthened) the Songhai kingdom from 1464 to 1492, Muhammad tried, as early as February 1493, to wrest (take) power from Sunni Ali's son Sunni Baru, who had been elected by acclamation (loud approval) on January 21. At the Battle of Anfao on April 12, 1493, Muhammad's forces, though inferior in number, were victorious. After conquering the enemy, Muhammad's assumed title of Askia in order to ridicule (make fun of), it is said, the daughters of the fallen Sunni's who said of him a sa tya, or "he will not be". The name Askia became the name of the dynasty that he founded and the name of its leaders.

While Sunni Ali had been a warrior (fighter), Muhammad was above all a statesman. He set up an efficient administration of the regions conquered by Sunni Ali. He began by dividing Songhai into provinces and placed each under a governor. A standing army and a fleet of war canoes were organized under the command of a general and admiral. Moreover, Muhammad created the positions of director of finance, justice, interior, protocol, agriculture, waters and forests, and of "tribes of the white races" (Moors and Tuaregs). All these officials were for the most part chosen from among the nobles and were brothers, sons, or cousins of Muhammad.

From <https://www.britanica.com/biography/Muhammad-I-Askia>
Accessed on 11 April 2018

SOURCE 1B

The source below focuses on how the kingdom of Songhai developed under Askia Muhammad, with focus on governance and education.

.. To secure the legitimacy of his usurpation (taking power by force) of the Sunni dynasty, Askia Muhammad allied himself with scholars from Timbuktu, and ushered in a golden age in the city for Muslim scholarship. He divided the empire into four parts and chose a viceroy (governor) to preside over each. Askia also made a way to have all of his family and relatives part of government, which brought more unity within the empire. He did this by taking the daughters of his vassal chiefs as his wives (polygamy), and he would marry his own daughters and nieces off to his subject chiefs, high dignitaries, governors and judges in turn. By doing this, majority of the prominent within the empire were in some way related to him.

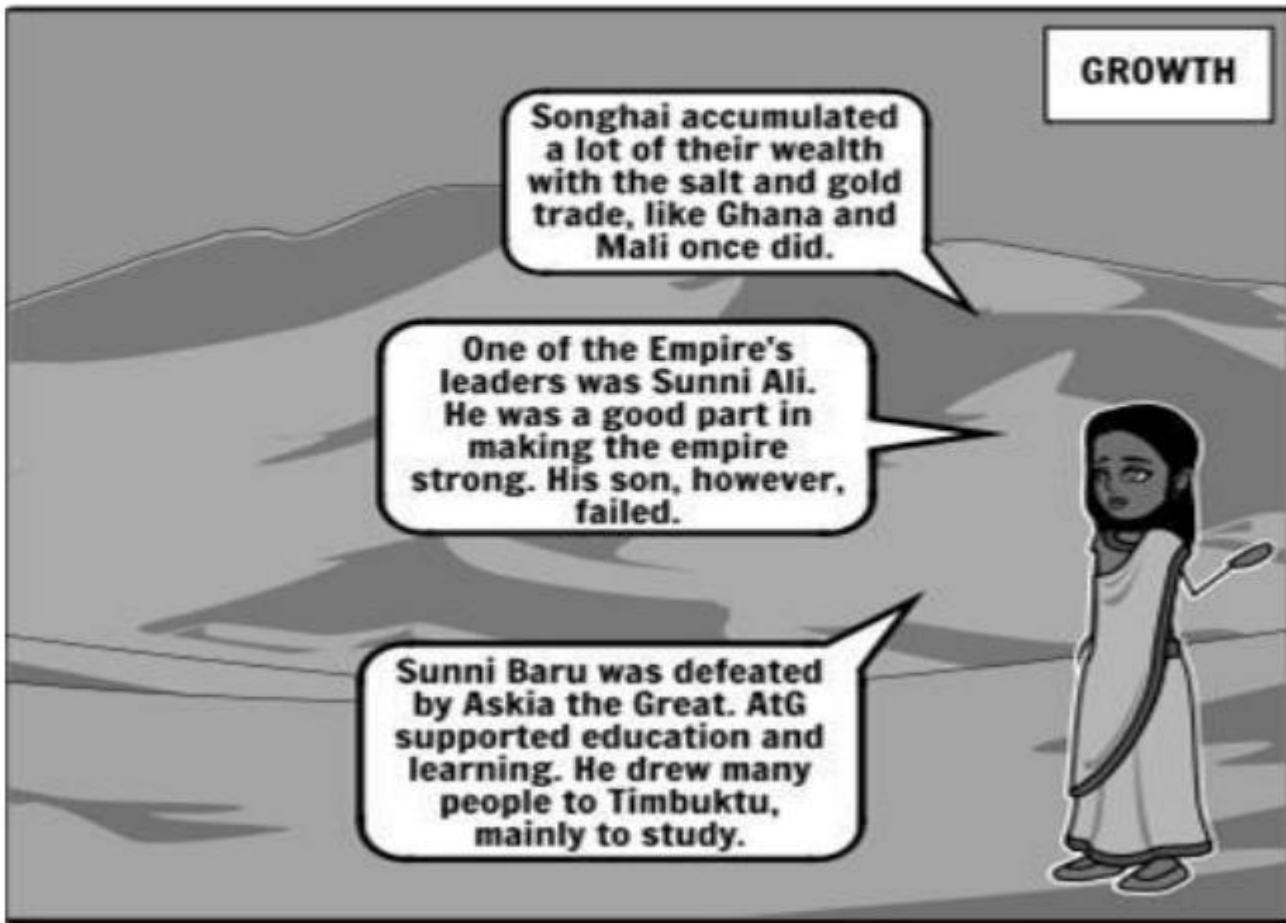
Askia was also set on creating highly advanced education institutions. Children of the Songhai Empire were all encouraged, despite religion or racial make-up, to study abroad by attending the Muslim universities in places like Europe and Asia, and likewise, scholars from around the world were invited to study in Timbuktu (Songhai). Because of Askia, Timbuktu garnered (got) the name of "The Queen of Sudan".

Anyone who threatened Askia's power was put to death without question, He also did not make it a secret that he firmly supported Islam, and he came down harshly on any nonbelievers who were natives (residents) to Timbuktu.

[From blackhistory.com/content/62209/askia-the-great] Accessed on 11 April 2018

SOURCE 1C

The visual source below outlines the Songhai kingdom's growth between 1493 and 1591.



SOURCE 1D

This is an extract explaining the changes in feudalism and the growth of the middle class in the European societies during the late 15th century.

The slave trade was also important for the economic development of West Africa. For a long time, West African kingdoms had relied on slaves to carry out heavy work. The Songhai kingdom under the rule of Askia Muhammad used slaves as soldiers. Slaves were trusted not to overthrow their rulers. Slaves were also given important positions as royal advisors. Songhai rulers believed that slaves could be trusted to provide unbiased (fair) advice unlike other citizens who held a personal stake in the outcome of decisions. Slaves also worked on village farms to help produce enough food to supply the growing population in towns.

From www.sahistory.org.za/article/Songhai-african-empire-15-16th-century
Accessed on 11 April 2018

QUESTION 2: NAPOLEON

Key Question: What far reaching reforms were implemented during Napoleon's reign?

Read Source 2A – 2D and answer the following questions.

2.1.1 Within the context of the French Revolution explain the term 'coalition of foreign countries'. (1x2) (2)

2.1.2 Comment on why foreign countries were invading France. (1x2) (2)

2.1.3 Extract evidence from the source to explain why Napoleon was regarded as a hero by the French people. (1x2) (2)

Refer to Source 2B.

2.2.1 List four problems experienced in France under the leadership of the Directory. (4x1) (4)

2.2.2 Compare Source 2A and Source 2B. What are the similarities between the two sources regarding Napoleon's popularity among the people of France? (2x1) (2)

Refer to Source 2C.

2.3.1 Why, do you think, Napoleon regarded education as important? (1x2) (2)

2.3.2 Explain why Source 2C is useful to a historian studying education in France under the rule of Napoleon. (1x2) (2)

Read Source 2D.

This source offers insight into Napoleon's reformation of the law system and its impact on the rest of Europe.

2.4.1 Explain why the legal system of France was problematic before Napoleon's rule. (1x3) (3)

2.4.2 The Source states that France was at war with Russia. Discuss why Napoleon embarked on the Russian Campaign. (1x2)(2)

2.4.3 Using your own knowledge, discuss why the Russian Campaign was a disaster for Napoleon. (2x2)(4)

[25]

QUESTION 3: THE QUEST FOR LIBERTY – AMERICAN REVOLUTION

WHAT WERE THE FACTORS RESPONSIBLE FOR THE AMERICAN WAR OF INDEPENDENCE?

Use Sources 3A, 3B, 3C, 3D, 3E and 3F to answer the following questions:

3.1 Refer to Source 3A.

3.1.1 Why did the colonists show resistance to taxes being imposed by Britain? (1x3) (3)

3.2 Compare Sources 3B and 3C.

3.2.1 In what way do these sources complement each other? (2x2) (4)

3.2.2 In what way do they differ? (2x2) (4)

3.3 Refer to Source 3D.

3.3.1 Why, do you think, the colonists dressed as Indians? (1x2) (2)

3.3.2 How did the British government respond to the Boston Tea Party? (1x2) (2)

3.3.3 Explain how American colonists benefitted from the Boston Tea Party. (2x2) (4)

3.4 Refer to Source 3E.

3.4.1 Explain how the pamphlet, 'Common Sense', challenged the old basis of power. (2x2) (4)

3.4.2 Why do you think the pamphlet was popular? (1x2) (2)

[25]

NAPOLEON - SOURCES

Key Question: What far reaching reforms were implemented during Napoleon's reign?

SOURCE 2A

An extract from an article introducing how Napoleon entered the ranks of leadership in France in the late 18th century.

Foreign countries invade France

During the revolution, France was under threat as a coalition of foreign countries attempted to invade the country and overthrow the Revolutionary Government. Monarchs from neighbouring countries could not stand by and allow the French monarchy to be overthrown by the masses of ordinary people who were calling for democracy. After all, if the people succeeded, the status of all monarchs in European countries would be under threat.

Military Commander

In 1796, Napoleon was given command of the French army in Italy. When he arrived in Italy, he found the army to be poorly organized and losing... *Napoleon, however, was an ambitious man and a brilliant general.* He soon drove the invading armies out and became a national hero.

Overthrowing the Directorate

After leading a military expedition in Egypt, Napoleon returned to Paris in 1799. The political climate in France was changing. The current government, called the Directory, was losing power because the French economy was failing and there was rising unemployment. Together with his allies, including his brother Lucien, Napoleon formed a new government called the Consulate.

[Taken from:

https://www.ducksters.com/biography/world_leaders/napoleon_bonaparte.php
Date accessed: 17 April 2020]

SOURCE 2B

This source explains the problems that France was experiencing under the leadership of the Directory. It was as a result of these issues that Napoleon was able to establish himself as a dictator.

After Napoleon's military success he was treated as a returning hero of mythic proportions in 1799 and the streets were full of his admirers.

But the French government was floundering [struggling]. Various political factions were competing for power and domestic problems loomed. Some of the problems included the following:

- Some areas, such as the Vendée, were considering secession [breaking away] from France.
- Rebels were threatening civil war [a war between citizens of the same country].
- The highways/ roads were as unsafe. (Even Napoleon's baggage had been broken into on the trip to Paris.)
- Armed groups of hoodlums, some quite large, terrorized the populace.

Napoleon wondered out loud what had happened to his country, and it was a good question. The government and citizens understood that something needed to be done. Everywhere he looked, he saw incompetence and threats to his beloved French Republic, and he was determined to play a major role in protecting the gains of the Revolution.

SOURCE 2C

The source explains Napoleon's reforms in education and why he valued education for the building of a great nation. It includes a direct quote from Napoleon himself (from 1807).

Napoleon built many new *lycees* [schools] for boys age 10 to 16. Although he did not create a system of mass education, education was more available to the middle class than it ever had been before.

He recognized the importance of education in producing citizens capable of filling positions in his bureaucracy and military. He saw education as a way of indoctrinating "right-thinking" citizens from an early age.

At a meeting in 1807 he declared:

"Of all our institutions public education is the most important. Everything depends on it, the present and the future. It is essential that the morals and political ideas of the generation which is now growing up should no longer be dependent upon the news of the day or the circumstances of the moment. Above all we must secure unity: we must be able to cast a whole generation in the same mould."

[<http://www.historywiz.com/reforms.htm> date accessed: 23 July 2017]

SOURCE 2D

Key Question: What far reaching reforms were implemented during Napoleon's reign?

Napoleon took on organising the legal system of France. The system of laws was in a state of chaos. Laws were not codified and were based on old principles and values. During the revolution, many laws were changed. It was difficult to determine what law applied in any given situation, and laws were not equally applied to everyone.

The mishmash of laws was codified (organised) and written clearly so that the people could determine what law applied. For the first time in history, the law was based on *reason* and founded on the notion that *all men were equal before the law*. It guaranteed individual rights (except for women and blacks) and the security of property.

Initially, Napoleon maintained peace in Europe, however, soon France was at war with Britain, Austria, and Russia. Over the next several years, Napoleon expanded the French Empire. At its greatest extent in 1811, France controlled much of Europe from Spain to the borders of Russia (not including Britain). The Napoleonic Code became profoundly influential to other European countries in the 19th century because the laws were applied to all territories under Napoleon's control.

[Date accessed: <http://www.historywiz.com/reforms.htm> Date accessed: 23 July 2017]

AMERICAN REVOLUTION - SOURCES

THE QUEST FOR LIBERTY

WHAT WERE THE FACTORS RESPONSIBLE FOR THE AMERICAN WAR OF INDEPENDENCE?

SOURCE 3A

The British government taxed the colonists in order to raise money to pay for the British troops that were stationed in the colonies. Taken from www.mce.k12th.net.

STAMP ACT (1765): Tax stamps had to be put on all legal documents, pamphlets, newspapers, licenses, wills, college diplomas and even playing cards.

TOWNSHEND ACTS (1767): Taxes on tea, glass, paper, paint.

The Colonists began to speak out against the new taxes. They made the decision that the Parliament could not tax the American Colonies since they had no representation in Parliament.

The phrase, 'No taxation without representation', was heard throughout the colonies.

SOURCE 3B

This is a photograph and an account of the Boston Massacre (1770) taken from *The American Revolution* by R Parkinson.

BOSTON MASSACRE



Boston's Bloody Massacre by Paul Revere

In March 1770 the first real battle between the colonists and the British took place. British soldiers got angry at a crowd of colonists who were throwing snowballs at them. The soldiers fired. Five colonists were killed and many wounded. Two of the British soldiers were found guilty – they were punished by having their thumbs burned with a hot branding iron and released.

SOURCE 3C

An eyewitness account of the Boston Massacre:

A hard-bitten, hostile mob taunted frightened troops, picking up and throwing snowballs and oyster shells. Then someone rang the town fire bell, drawing a larger crowd to the scene. One rioter struck a British soldier with a stick and he fell down. The troops answered these insults and clubs with their muskets in self-defence. When the smoke cleared, five people lay dead or dying and eight more were wounded.

SOURCE 3D

This is an account of the Boston Tea Party. Colonists resisted the imposition of the Tea Tax. Taken from *A History of the American People* by S Thernstrom.

BOSTON TEA PARTY

On Thursday, December 16, 1773, 50 Boston residents from the Sons of Liberty, dressed as Mohawk Indians and boarded three ships in the Boston Harbour.

By 9pm they had opened 342 crates of tea in all three ships and thrown them into the harbour. One of these men was Paul Revere. The whole event was remarkably quiet and peaceful. This event became known as the Boston Tea Party.

The British government responded harshly – passed the *Coercive Acts* – called the *Intolerable Acts* by the colonists. Boston harbour was closed to all shipping, a military governor was sent from England and no public meetings were allowed in Boston without the Governor's permission.

The Boston Tea Party and the reaction that followed served to rally support for the revolutionaries in the thirteen colonies, who were eventually successful in their fight for independence.

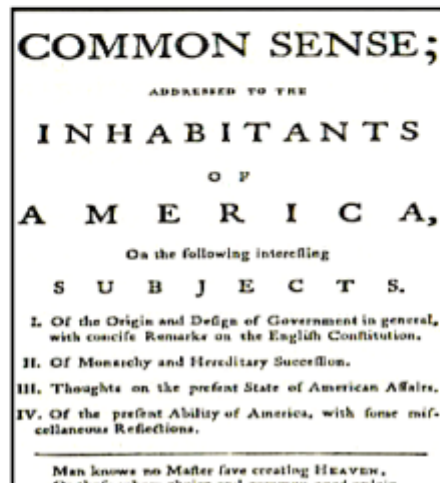
SOURCE 3E

In January 1776 Thomas Paine published a pamphlet called *Common Sense*. It explained the need for independence. Within three months over 100 100 copies were sold. Taken from *The American Revolution* by Clorinda Clarke.

Common Sense was an attack on the British Government, the King and the idea of royalty itself. Its fiery message captured the colonial minds. Thomas Paine suggested that King George III was responsible for the unhappiness that existed in the colonies. He pleaded with the American colonies to separate from the British Empire. Everything that is right or reasonable pleads for separation. Paine ended with a dramatic last page. On a blank white sheet, in bold black letters appeared only seven words:

THE FREE AND INDEPENDENT STATES OF AMERICA

George Washington noted it 'worked a powerful change in the minds of many men'.



ESSAY TOPICS:

QUESTION 4 – NAPOLEON

“The financial crisis that France was in by 1789, was the greatest cause to the outbreak of the French Revolution”.

Discuss to what extent you agree with the above statement, by analysing the various causes of the French Revolution. [50]

OR

QUESTION 5 – THE RENAISSANCE

Discuss the various social, political and religious changes that occurred in Europe during the Renaissance era. [50]