

# 2023 SUBJECT WORKBOOK

## Grade 10



# HISTORY

A joint initiative between the Western Cape Education Department and Stellenbosch University.



## INTRODUCTION AND TOPICS

### HOW TO USE THIS GUIDE:

- **Two Topics have been chosen to revise and consolidate the skills required to succeed in History:**
  - **The World in 1600**
  - **Transformation in southern Africa after 1750**
- **There is a content mapping section. Use this as a guide to ensure that you have learned all the relevant sections of work.**
- **In the activities (which are based on past papers) there are hints to guide you along.**
- **Make notes, draw pictures, and highlight important ideas!**
- **Remember: this booklet was created to help you!**



The Source Based Section (Grade 10-12) is always assessed out of 50 marks! This collection of revision questions does not total to 50 marks because the focus is on consolidating various skills in History.

Each Source Based section is guided by a KEY QUESTION

- Read the key question
- Remember it while reading the sources and answering other questions.
- This will help you answer the paragraph question.

### BROADCAST SESSIONS

Session	Date	Time	Topic
One	27/07/2023	16h00-17h00	<b>The World in 1600</b>
Two	23/10/2023	16h00-17h00	<b>Transformation in southern Africa after 1750</b>



## SOURCE BASED QUESTIONS

ACTION VERBS	MEANING
<b>SOURCE-BASED QUESTIONS</b>	
List, mention, ... according to the source... Quote evidence from the source Definition the concept ... What do you understand by the concept in the context of...	The answers are in the source <ul style="list-style-type: none"> <li>Use 'quotation marks...' when extracting the answer from the source</li> <li>The concept is defined in the source</li> <li>The concept as it is understood and used in the content</li> </ul>
Explain in your own words...	<ul style="list-style-type: none"> <li>Use the information and explain it how you understand it. Do not rewrite the information in the source</li> </ul>
Compare similarities / differences Compare how the sources support each other regarding...	<ul style="list-style-type: none"> <li>Identify the similarities/differences between two sources in response to the question.</li> <li>Please note the mark allocation <b>(2x2)</b> means two similarities must be given. Your response should be:                      Source A indicates... and Source B ...) √√                      Both sources indicate that... ) √√ <b>(2x2)</b></li> </ul>
Comment on  Comment on the usefulness/ reliability/ limitations/bias of the source regarding...	<ul style="list-style-type: none"> <li>Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge <b>(2 x 2)</b></li> <li>The source is useful/ reliable/ limited/ bias because... <b>(2 x 2)</b></li> </ul>
<b>PARAGRAPH WRITING</b>	
Using the information in the relevant sources and your own knowledge, write a paragraph...	<ul style="list-style-type: none"> <li>You need to identify all the relevant sources. Use the information in the source that would answer the question. Refer to the sources you obtained your information from. E.g. According to Source 1A ... <b>(6)</b></li> </ul>





## SESSION 1: THE WORLD AROUND 1600 CONTENT MAPPING





## WHAT YOU SHOULD KNOW

BEFORE	DURING	AFTER
<p>Watch the 5-minute clip about the Songhai Empire.</p> <p><b>SCAN ME</b></p> 	<p>Read sources with understanding so that you can answer all the Level 1 cognitive questions.</p>	<p>You should be more confident when answering Level 1 and 2 cognitive questions.</p>
<p>Watch the 6 -minute clip about Askia Muhammad.</p> <p><b>SCAN ME</b></p> 	<p>Practice applying content knowledge when reading the sources.</p> <p>Read sources with understanding so that you can answer all the Level 2 cognitive questions.</p>	<p>Read the tips and hints for answering Level 3 questions to consolidate your understanding.</p>

**TERMINOLOGY**

Term	Definition
<b>Domination</b>	
Cavalry	
<b>Plundered</b>	
Tyrant	
<b>Foe</b>	
Assimilate	



## ADDENDUM OF SOURCES: How was Sonni Ali able to dominate the Songhai?



Refer to the Addendum of sources and answer the questions the following questions.

### Source 1A

This adapted extract is a brief biography of Sonni Ali, the first emperor of the Songhai Empire.

When Sonni Ali ascended the Songhai throne in about 1464, the kingdom comprised only a small area around its capital, the prosperous trading city of Gao. Although the Songhai people had managed to throw off the domination of the Mali Empire, they also hoped to obtain territorial benefits from the fall of Mali. After that Sonni Ali conquered Timbuktu.

Aware of the benefits of controlling local trade and commerce, Sonni Ali turned to the conquest of the wealthy trading city of Djenne. His seven-year siege of the city resulted in its conquest in 1473. Sonni Ali spent most of his reign in the field resisting attacks on his empire, these coming especially from the Mossi, the Fulani of the Dendi region, and the Tuareg. His fine strategic sense and his effective use of cavalry enabled him to cripple the striking power of the rivals.

Little is known about the actual administration of Songhai during Sonni Ali's time except that he divided conquered territories into provinces and appointed trusted lieutenants to govern them. He died while returning from a campaign against the Fulani peoples who lived west of Songhai.

[Taken from: <https://www.britannica.com/biography/Sonni-Ali> Accessed: 20 December 2020]

### Source 1B

This adapted extract is a description of how Sonni Ali conquered the various cities in the Songhai.

After Sonni 'Alī conquered Timbuktu and drove out the Tuareg, he plundered the city and murdered many of its inhabitants, presumably in retaliation for the Muslim leader's failure to provide him with promised transport across the Niger River.

Sonni 'Alī's sack of Timbuktu established his reputation in the history of the Sudan as a cruel and unpredictable tyrant, alternately generous and savage. The 16th-century Muslim Sudanese historian 'Abd al-Rahman al-Sadi, in the historical chronicle *Tar'ikh al-Sūdān* ("History of the Sudan"), related several instances of Sonni 'Alī's summary executions of friend and foe alike.

Aware of the benefits of controlling Sudanese commerce, Sonni 'Alī turned to the conquest of the wealthy trading city of Jenne (now Djenné) on the Bani River near its confluence with the Niger. His seven-year siege of the city resulted in its conquest in 1473. Sonni 'Alī spent most of his reign in the field repulsing attacks on his empire, these coming especially from the Mossi, the Fulani of the Dendi region, and the Tuareg. His fine strategic sense and his effective use of cavalry enabled him to cripple the striking power of the Mossi (although he could not annex their territory), to conquer and assimilate the Dendi area, and to discourage Tuareg raiding.

**SESSION 1 | How was Sonni Ali able to dominate the Songhai?****WORKSHEET****THE WORLD AROUND 1600****Refer to Source 1A.**

Read the source with understanding.

Read the caption/ contextualisation of the source, it explains what the source is about.

These are examples of Level 1 cognitive questions. They are easy to answer because the answers can be extracted from the sources.

40% of the marks in a 50-mark source-based assessment should be based on Level 1 questions.

**Question 1.1.1**

Identify the African empire that the Songhai people broke away from. (1x1)(1)

**Answer 1.1.1**

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**Question 1.1.2**

Why, according to the source, did Sonni Ali want to conquer the city of Djenne? (1x2)(2)

**Answer 1.1.2**

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**Question 1.1.3**

List THREE rival groups who threatened the Songhai Empire during Sonni Ali's reign. (3x1)(3)

**Answer 1.1.3**

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## SESSION 1 | How was Sonni Ali able to dominate the Songhai?

**WORKSHEET****THE WORLD AROUND 1600****Refer to Source 1B.**

These are examples of Level 2 cognitive questions. They require you to interpret and explain the information in the source.

These are INTERPRETATION questions.

This means you need to ANALYSE the question and EXPLAIN it by referring to your subject knowledge.

**Question 1.2.1**

Why was transport across the Niger River so important to Sonni Ali. (1x2)(2)

**Answer 1.2.1**

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**Question 1.2.2**

Comment on why Sonni Ali was considered "cruel and unpredictable tyrant". (1x2)(2)

**Answer 1.2.2**

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**Question 1.2.3**

Using the source as well as your own knowledge, explain why Sonni Ali turned his attention to Jenne. (2x2)(4)

**Answer 1.2.3**

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## ADDENDUM OF SOURCES: How was Sonni Ali able to dominate the Songhai?



Refer to the Addendum of sources and answer the questions the following questions.

### Source 1A

This adapted extract is a brief biography of Sonni Ali, the first emperor of the Songhai Empire.

Sonni Ali was brought up as part of an exclusive ruling class, a warrior horseman. The region was the best for breeding horses in Africa south of the Sahara. As such he commanded an elite cavalry, with which he was able to pacify the nomadic Tuareg to the north.

With cavalry and navy, he repulsed several attacks by the Mossi to the south, including one major attack which reached all the way to the Walata region northwest of Timbuktu. He also defeated the Fulani of the Dendi region, which was then assimilated into the Empire.

Under Sonni Ali, the Songhai Empire was divided up into territories, which he placed under the rule of trusted lieutenants from his army. Traditional African cults and the observance of Islam were combined, much to the annoyance of Muslim clerics in the cities. Plots were hatched against his rule. On at least one occasion, a group of clerics and scholars at an important Muslim center were executed for treason.

[Taken from: <https://www.thoughtco.com/biography-sonni-ali-44234> Accessed: 10 October 2022]

### Source 1D

This adapted extract is a description of how Sonni Ali conquered the various cities in the Songhai.



**SESSION 1 | How was Sonni Ali able to dominate the Songhai?****WORKSHEET****THE WORLD AROUND 1600**

Refer to Sources 1C and 1D.

This is an example of a Level 3 cognitive question.

It requires you to analyse and assess the evidence in order to draw a conclusion.

Analyse the content of the source in order to assess the evidence to determine if the source is useful to a historian.

Other examples of Level 3 questions include assessing reliability, the comparison of evidence and questions regarding limitations of a source.

Refer to Source 1C and 1D when answering question 1.4.

Read Source 1C and 1D and look for similarities.

Gather information from both sources which correspond to each other.

**Question 1.3.1**

Explain why Source 1C is useful to a historian studying Sonni Ali as the leader of the Songhai. (2x2)(4)

**Answer 1.3.1**

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**Question 1.4**

Compare Source 1C and Source 1D. How do they support each other regarding Timbuktu as a centre of Islamic learning and literacy? (2x2)(4)

**Answer 1.4**

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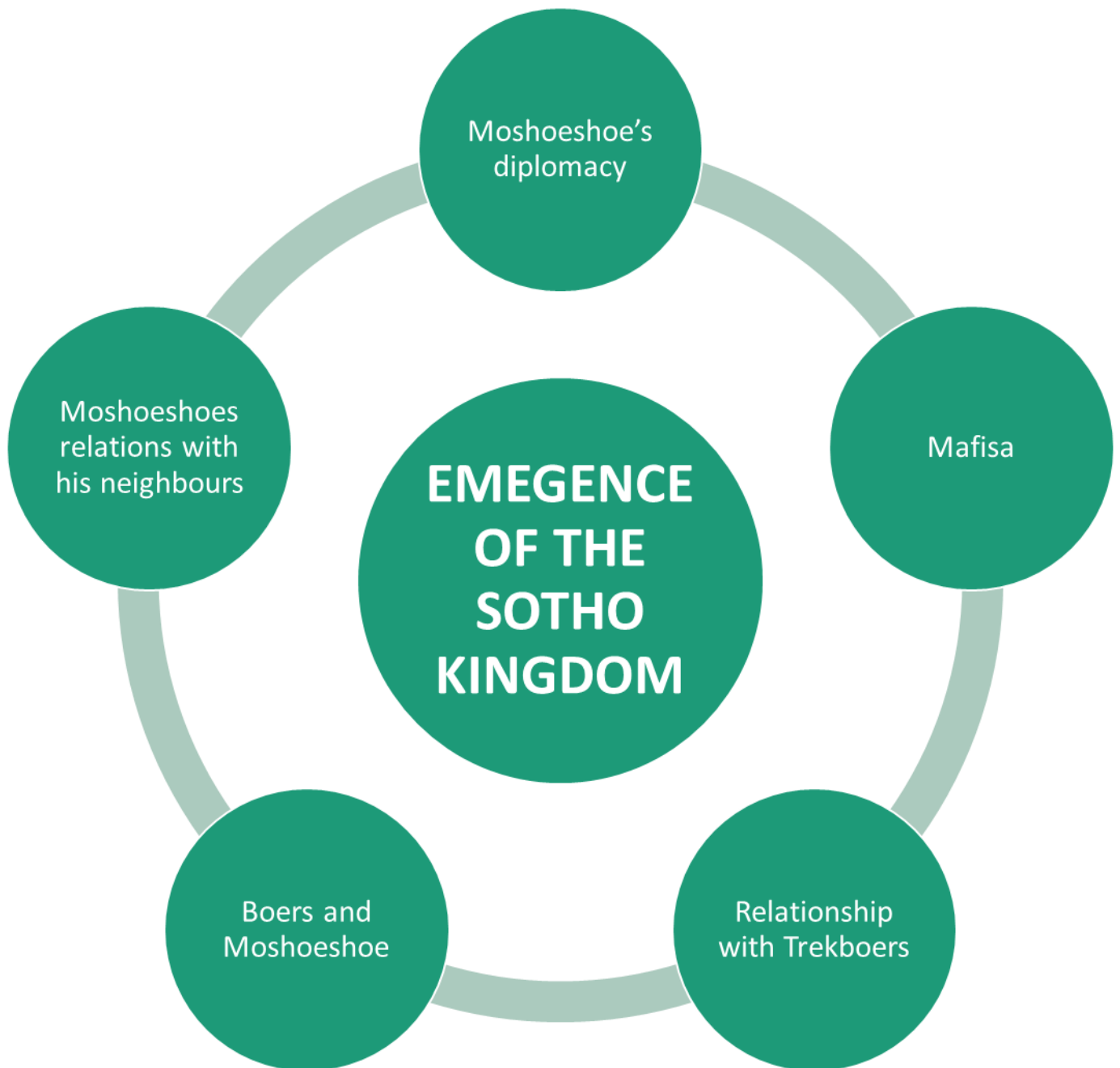
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## SESSION 2: TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750

### CONTENT MAPPING





## WHAT YOU SHOULD KNOW

BEFORE	DURING	AFTER
<p><b>KNOW HOW ESSAY QUESTIONS ARE ASKED?</b></p> <p>The most common question type is...</p> <p>Do you agree with the statement?</p> <p>A statement will be given. Candidates will be asked to take a stance (choose a side of the argument)</p>	<p>Practice writing an introduction.</p> <p>Understand how to develop the line of argument by using the PEEL method</p>	<p>Apply what you have learned by writing the entire essay.</p>





## ESSAY WRITING



Plan and construct an original argument based on relevant evidence using analytical and interpretive skills.

### TRANSFORMATION IN SOUTHERN AFRICA AFTER 1750: THE EMERGENCE OF THE SOTHO KINGDOM UNDER KING MOSHOESHOE.

‘Moshoeshoe was successful in securing the future of the Sotho kingdom.’

Do you agree with the statement? Substantiate your answer with relevant examples.

[50]

## METHOD

### BEFORE YOU START

Underline all question words e.g., “Do you agree?”

Underline KEY WORDS that stand out and guide you in the writing of your essay. E.g., “nation builder”, “diplomat”, “Sotho Kingdom”

Write a rough outline of what you will cover in your essay. e.g.,

Intro

Moshoeshoe’s diplomacy

Mafisa

Relationship with Trekboers

Boers and Moshoeshoe

Moshoeshoe’s relations with his neighbours



## SESSION 2 | Transformation in Southern Africa after 1750



### WORKSHEET

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#### ESSAY

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#### **Create a mind map.**

Use the outline of what you will cover in your essay (previous page and content map) to develop a mind map that you can keep as study notes.











### Summary 01

#### BEFORE YOU START

Underline all question words e.g., “Do you agree?”

Underline KEY WORDS that stand out and guide you in the writing of your essay.

E.g., “nation builder”, “diplomat”, “Sotho Kingdom”

Write a rough outline of what you will cover in your essay.

### Summary 03

#### WRITING A BODY

- Present and substantiate your argument.
- Select evidence from your notes which could be used to substantiate (support) your answer to the essay question.
- Link your paragraphs to the question by using KEY WORDS from the question.

### Summary 02

#### WRITING AN INTRODUCTION

Take a stance (Choose a side)

Give a reason for why you chose your stance

Summarise what you will be covering in your essay

### Summary 04

Develop a line of Argument Using PEEL.

Point; Explanation; Example; Link

### Summary 05

The concluding paragraph should sum up the argument that was sustained and developed in the body of your essay.

