

Item 1. France by 1789 is facing a severe economic crisis, social tensions are running high, and the government is struggling to respond to the growing discontent. Members of the Third Estate have been inspired by the enlightenment of philosophers and are frustrated with the socio-economic inequalities, and fed-up with the political injustices of the Ancient regime. You are the President of your country, and you are committed to ensuring the stability and prosperity of your people. As you reflect on the causes of the French Revolution, you realize that there are valuable lessons to be learned from the experiences of the French subjects.

Task.

As a President, what specific initiatives might you implement to address these issues?

Item 2. Napoleon's ascent to power was a masterful blend of military prowess, strategic maneuvering, and calculated risk-taking. After distinguishing himself in the Siege of Port Toulon, Napoleon was appointed commander of the French army in Italy, where he won a series of decisive victories that showcased his tactical genius. As his reputation grew, Napoleon became increasingly involved in the French politics, forming alliances with influential figures like Barras and leveraging his popularity with the French people. His participation in the coup d'état of 1799 marked a turning point, as he became First Consul and implemented reforms that centralized power and modernized France. His rise to power is believed to be one of the most fascinating ones in history driven by potent combination of circumstances.

Task.

In your opinion, what do you think were the major factors that favoured his rise to power in France without which he would have died a common person?

Item 3. By the late 1800s, European newspapers often referred to the Ottoman Empire as "**the Sick Man of Europe**". This phrase reflected the view that the once-powerful empire was now weak, disorganized, and vulnerable to foreign influence. European leaders debated how to deal with this "sick man," who needed immediate cure with some proposing to divide its territories, while others wanted to preserve it as a buffer state against rival powers.

In 1912, Ahmed, a young Ottoman official stationed in the Balkans, reads a British article mocking the empire's military losses and economic struggles. Troubled by the label, he writes in his diary:

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Is it true? Have we really become the sick man of Europe? We are losing control over our lands, facing revolts from within, and relying on the West for loans. How did we get here? And is there still time to recover?"

Task.

Using Ahmed's reflection as a starting point, explain why the Ottoman Empire came to be known as "the Sick Man of Europe."

Item 4. The Byzantine Empire [330-1453CE] was a direct continuation of the Roman Empire in the east. Its gradual decline began particularly between 11th and 13th centuries which later created a power vacuum in Anatolia and the Balkans that was exploited by the ottomans during the beginning of the 14th century that later propelled its rise to power. The ottoman state took over from the already crumbling Roman state that had internal and external problems. (VD Mahjan- The European state of the 19th century)

Task.

Basing on the above statement from VD mahjan's book, analyse the rationale behind the rise of the Ottoman Empire.

END