



Bedfordview Primary School
June Controlled Test

Name: Memorandum
Subject: History
Examiner: Mr. S. Visser
Moderator: Miss. N. Robben

Grade 7: ___
Date: _____
Time Allocation: 1 hour

INSTRUCTIONS

1. An extra 10 minutes will be provided for reading.
2. Write neatly and legibly.
3. Answer in the spaces provided.
4. This paper consists of 7 pages.

Parent's signature: _____

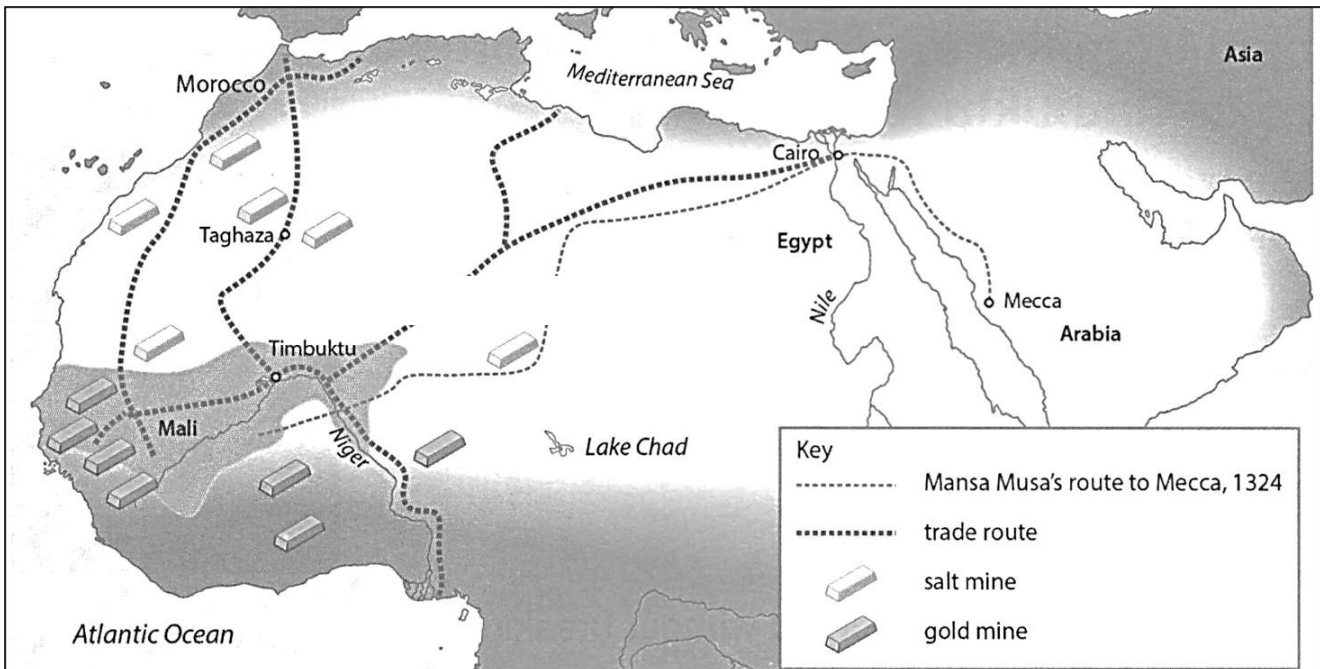
Comments: _____

Question	Section 1			Section 2					Test TOTAL	%	
	1	2	Total	3	4	5	6	7			Total
Allocated mark	10	5	15	8	7	5	8	7	35	50	
Learner's mark											
Moderated mark											
1 0 – 29%	2 30 – 39%	3 40 – 49%	4 50 – 59%	5 60 – 69%	6 70 – 79%	7 80 – 100%					

SECTION 1: The Kingdom of Mali and the city of Timbuktu. [15 Marks]

Question 1: Recollection of knowledge (10)

1.1. Study the map below and select the correct answers. (5)



Source A – Trade routes across the Sahara Desert. Camel caravans crossed the desert on long trading journeys.

1. Timbuktu is situated in ...
 - a) North West Africa ✓
 - b) North East Africa
 - c) South East Africa
 - d) South West Africa
2. Traders from Timbuktu crossed the _____ to get to Europe.
 - a) Black Sea
 - b) Red Sea
 - c) Mediterranean Sea ✓
 - d) Indian Ocean

3. The _____ Desert is north of Timbuktu.

- a) Kalahari
- b) Namib
- c) Sahara ✓
- d) Mali

4. Timbuktu is the capital city in the Kingdom of ...

- a) Egypt
- b) Morocco
- c) Europe
- d) Mali ✓

5. The ocean nearest to Timbuktu is the ...

- a) Atlantic Ocean ✓
- b) Indian Ocean
- c) Pacific Ocean
- d) Mediterranean Sea

Study the source below and then answer the questions.

(2)



Source B

A procession of camels and merchants approaching the city of Timbuktu. They travelled for 52 jours to reach the city. Jour is the Arabic word for a day.

1.2. The following statements are false. Rewrite the sentences to make it true. You must change the words in bold.

1.2.1. Camels were used to transport goods across the **rivers**.

Camels were used to transport goods across the **Sahara Desert**. ✓

1.2.2. Timbuktu was a **small waterhole** where merchants met and exchanged different items.

Timbuktu was a **big city** ✓ where merchants met and exchanged different items.

1.3. Use the words in the textbox below to describe how the king of Mali maintained control in Mali. (3)

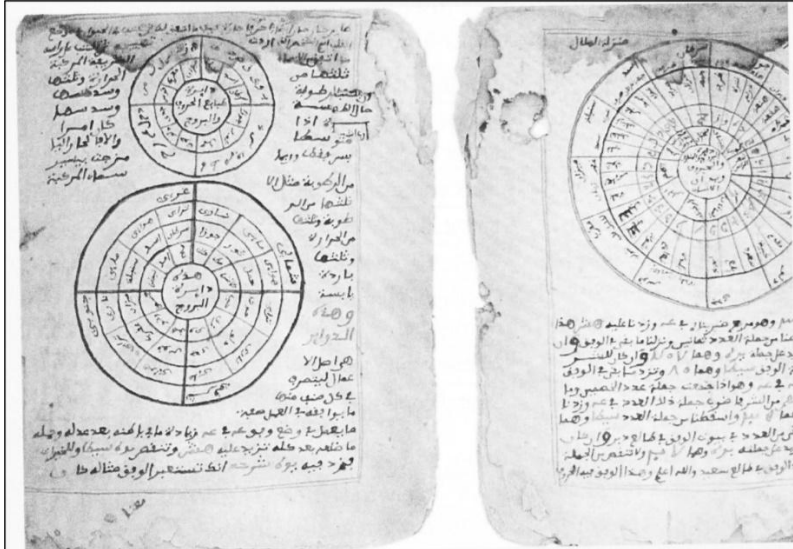
gold tax import export

The king of Mali controlled Mali through taxation. ✓ He forced people to pay tax for everything that was imported and exported. ✓ He also controlled the gold trade. He allowed people to trade the gold dust, but he kept all the gold nuggets. ✓



Question 2: Source Interpretation

2.1. Study Source C below and describe how the Timbuktu Manuscripts prove that Africa has a rich history. You must include a minimum of three facts. (3)



Source C
The Timbuktu Manuscripts are ancient hand-written documents dating back to the 14th century.

Any relevant answer is acceptable here if it shows understanding of the topic.

Examples:

- The manuscripts tell us about trading in Mali.
- The manuscripts show us that scholars studied many subjects. These subjects include mathematics, law, medicine, astrology.
- The manuscripts prove that the scholars were very advanced for their time and they knew more than the Europeans.
- The manuscripts include the story about Mansa Musa and his pilgrimage.

2.2. Do you think it is important to preserve the Timbuktu manuscripts? Motivate your answer. (2)

Yes

Learner's own response is accepted for this question. Learner should mention the importance of African history.

SECTION 2: The Trans-Atlantic Slave Trade

[35 marks]

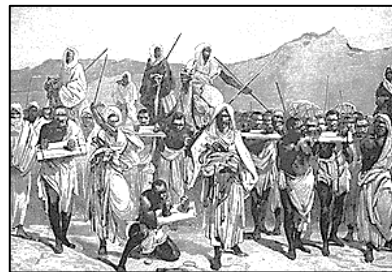
Question 3: Source Interpretation

(8)

3.1. Study the two images, about slavery in Africa before the Europeans arrived and then complete the questions.



Source D
People from local communities worked on farms nearby.



Source E
People were often forced to become slaves and work in other countries.

3.1.1. State what type of historical source these two images are. (1)

Visual sources ✓

3.1.2. Identify the type of slavery practised in each source. (2)


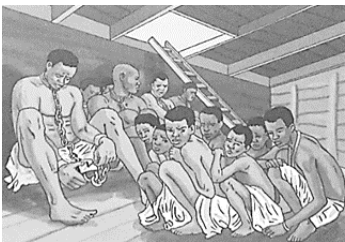

Source E **West African slavery** ✓

Source F **Trans-Sahara Slave trade** ✓

3.1.3. Write two facts to describe the differences between the two types of slavery practised in Africa. (2)

West African slavery only existed because poor people volunteered to work as slave in exchange for food ✓, but the **Trans-Sahara Slave trade was different. Many people were captured and transported across the Sahara Desert, where they were sold** ✓ in other countries.

3.2. Use the images below to describe how African people were captured, transported to America, and then sold at auctions. You must write one fact in each block. (3)

Event/ Source	Description of what happened.
	<p>Many chiefs raided local villages and then took the young men, women, and children to the coast where they were sold to slave traders. ✓</p> <p>Any relevant answer is acceptable here if it shows understanding of the topic.</p>
	<p>The slaves were then loaded onto slave ships and transported across the Atlantic Ocean. ✓</p> <p>Any relevant answer is acceptable here if it shows understanding of the topic.</p>
	<p>The slaves were then taken to a marketplace where they were inspected and sold at auctions. ✓</p> <p>Any relevant answer is acceptable here if it shows understanding of the topic.</p>

Question 4: Source interpretation (7)

Read Source F carefully and complete the answers.

Source F: Description by a former slave

“There were no beds given to the slaves, unless one coarse blanket be considered such, and none but the men and women had these... when their day’s work in the field is done most of them have their own washing, mending, and cooking to do... After much preparation, they drop down side by side, on one common bed – the cold, damp floor – each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver’s horn.”

(Narrative of the Life of Frederick Douglass, Frederick Douglass, 1845)

4.1. Choose the correct answer, from i) or ii)... The blanket was: (1)

i. rough to the touch. ✓

ii. warm and very comfortable.

4.2. Explain what “they drop down” tell you about the state of the slaves. (1)

It tells us that the slaves were extremely tired and had no energy to do anything else. ✓

4.3. List the activities that the slaves were expected to do after they had completed their day’s work. (3)

They still had to do their own washing, ✓ cooking their own food ✓ and mend their torn clothes. ✓

4.4. Do you think the slaves had an easy life? Motivate your answer. (2)

Yes ✓

Learner’s own response about the work they had to complete during the day. They can also mention their living conditions as evidence. ✓

Question 5: Paragraph writing (5)

Slaves were often mistreated on the plantations in America. Write a paragraph to describe how slaves showed their resistance while they were working.

The rubric below will be used to mark your paragraph.

Requirements	4	3	2	1	0	Total
Opening statement				The learner clearly indicated what the paragraph is about.	The learner did not indicate what the paragraph is about.	
Content/ facts	The learner included 4 facts about the resistance to slavery.	The learner included 3 facts about the resistance to slavery.	The learner included 2 facts about the resistance to slavery.	The learner included 1 fact about the resistance to slavery.	The learner did not follow the instructions and did not include the correct facts.	
TOTAL						

✓ Learners need to use the PEEL method to write the paragraph.

✓ Any relevant answer is acceptable here if it shows understanding of the topic.

- Any of the following can be included:
- They worked slowly.
 - They were passive and did not show initiative.
 - They were indifferent and did not show emotion in front of their owners.
 - They deliberately did not do what they were told to do and this frustrated their owners.
 - They got drunk often.
 - They committed suicide.
 - They murdered their owners.
 - They deliberately broke tools.
 - They set fire to crops and houses.
 - They pretended to be sick.
 - They stole food from the master’s kitchen.
 - They were cheeky and answered back.
 - They hurt themselves on purpose.
 - They ran away.



Read the following Case Study about Harriet Tubman and answer all the questions.

Harriet Tubman: slave who escaped to freedom and helped other slaves escape.

Harriet Tubman was born into slavery on a plantation in the American South. Her ancestors had been brought to America from Africa during the first half of the 18th century.

In 1849 she ran away from the plantation in the middle of the night. She bravely followed the North Star to free land in Pennsylvania. (There was no slavery in most of the northern states of the USA.)

As a slave, Harriet suffered many hardships. She was regularly beaten and whipped. At the age of twelve, while working in the fields, she was hit on the head with a piece of iron and the injury affected her for the rest of her life.

At the age of 25, Harriet married John Tubman, a free black American. She dreamed of going north where she would be free. But her husband did not want to move. Harriet decided to leave her husband. She asked for the help of the Underground Railroad and decided to escape to the North.

After her escape, Harriet soon realised how alone she was. So, she decided to help her family and friends get their freedom as well. She found housework and saved money to pay for rescue trips. She became involved with the abolitionist movement. She also became an organiser of the Underground Railroad.

Harriet became well known among slaves and slave owners alike. The southern slave owners did not want her to succeed, and they offered a \$40,000 reward for her capture. However, Harriet did not stop helping other slaves gain their freedom and she never got caught.

Ranby, P, B Johannesson, M Monteith. Platinum Social Sciences Grade 7 Learner's Book

6.1. Explain why Harriet decided to go to Pennsylvania. (1)

She decided to go to Pennsylvania because slaves were free there. ✓

6.2. Harriet's life changed when she was 12 years old. Describe what happened to her. (2)

She was hit on her head ✓ with a piece of iron and the injury affected her life permanently. ✓

6.3. Explain how Harriet managed to help other slaves escape from slavery. (2)

She saved some money and then used the money to free her family. ✓ She also joined the abolitionist movement and helped other slaves to escape. ✓

6.4. Describe how we know that the slave owners wanted to stop her. (1)

The slave owners offered a \$40 000 reward for anyone who could capture her. ✓

6.5. Describe what the abolitionist movement was. (2)

Abolitionists are people who were against slavery, ✓ and they tried to free all slaves in America. ✓



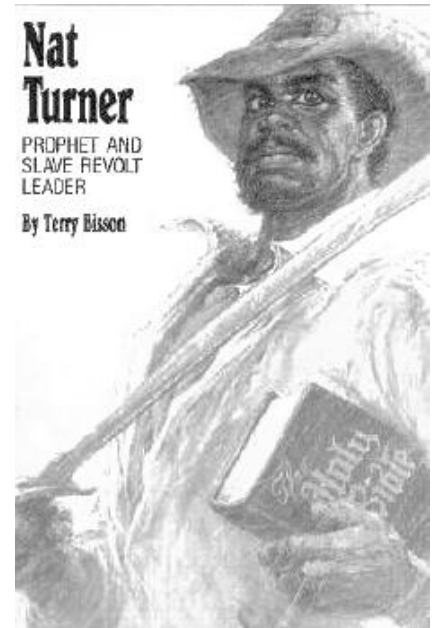
Question 7: Case study – Rebellion against slavery
Read the story about Nat Turner and answer the question.

(7)

NAT TURNER'S REVOLT 1831

By far the most well-known and successful slave rebellion was led by Nat Turner in Southampton County, Virginia, in 1831. Nat Turner was born in Southampton County on 2 October 1800. He was an intelligent child, and people called him a prophet. He was also deeply religious.

In 1821 Nat ran away from his master, Samuel Turner, but came back after a month because he had a dream in which he was told to return. After his master died, Nat was sold to a man named Thomas Moore. In 1830 Turner was moved to the home of Joseph Travis, the new husband of Thomas Moore's widow.



- Nat became a preacher and believed that he should lead his people to freedom.
- He planned his revolt for six months, sharing his plan with only four others.
- On the day of the revolt was to take place, he and his men met in the woods and began their raid by attacking the Travis plantation, killing the whole family.
- The next day, other slaves joined Nat. They travelled through the county, killing at least 57 white people.
- His followers were finally arrested, but Nat escaped and was only captured two months later.
- Nat Turner was hanged on 11 November 1831. His body was skinned, and his flesh was used for grease.

This revolt led to stricter laws which further restricted the freedom of black people. It also encouraged black people and abolitionists to act to fight against slavery.

7.1. State whether the following statements are **True or False**.

(3)

- a) Nat Turners was 31 years old when he led the revolt.
- b) The revolt led to the release and freedom of all the slaves.
- c) No other slaves wanted to join Nat's revolt.

True✓

False✓

False✓

7.2. Nat Turner discussed his plans with only four people. Why do you think he only told four people?

(1)

He was afraid that someone might tell the master about his plan. ✓

7.3. Nat Turner was punished severely for his part in the revolt. Do you think it was acceptable to mistreat his body after his death? Motivate your answer.

(3)

No, it was unacceptable ✓ – Nat Turner was already sentenced to death ✓ and it was wrong to mutilate his body like this. ✓

