



**Bedfordview Primary School**  
Task 2 - June Controlled test

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

Grade 7: \_\_\_\_  
Date: 30 May 2023  
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: _____
_____
_____

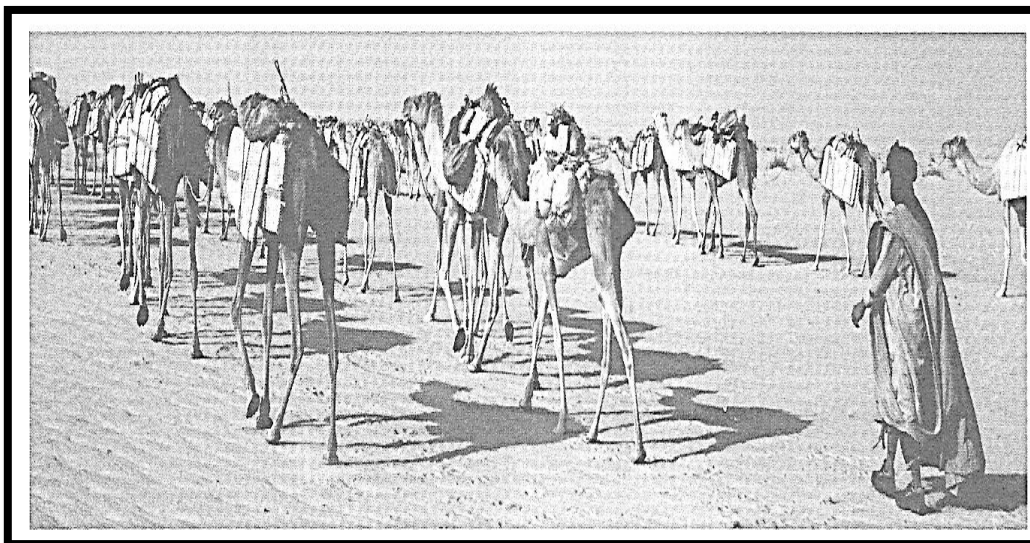
Question	Section 1					Section 2								Grand Total	%
	1	2	3	4	Total	5	6	7	8	9	10	11	Total		
Allocated mark	4	3	4	4	15	5	4	4	6	6	5	5	35	50	
Learner's mark															
Moderated mark															
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>Total</b>		
	0 – 29%	30 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%								

**Section 1: Trade across the Sahara Desert** **15 marks**

**Question 1:** Read the following sentences and highlight/ underline the correct answer. **(4)**

- 1.1. Mansa Musa practiced the religion of (Islam/ Christianity/ Hinduism). ✓
- 1.2. Mali was known as a rich kingdom because of its (water/ gold/ horses). ✓
- 1.3. The Great Mosque was built in (Taghaza/ Cairo/ Timbuktu). ✓
- 1.4. The Mali kingdom is situated in (South Africa/ West Africa/ East Africa). ✓

**Question 2:** Study the image below and answer the question that follows. **(3)**



Source A: This is a photograph of a camel caravan crossing the desert.

2.1. List three reasons why people used camels to travel across the desert.

Camels could go without water for up to nine days. ✓ Camels can carry heavy loads over long distances. ✓ Camels have a light-coloured fur to prevent them from sweating. ✓ Camels have a double row of eyelashes to protect their eyes against sandstorms. Camels have nutritious milk which the travels drank. [Any three answers.]

**Question 3:** Study Sources B and C below and answer the questions.

(4)



Source B  
Possible drawing  
of the ruler of  
Mali.

Source C

'Long, long ago when Mali was a powerful kingdom, there was a great king. He made Timbuktu into the City of Gold. Walk around Timbuktu today, and you can still see the enormous mosque that the king built.'

(Adapted from: Marissa Moss. Tales from Timbuktu. National Geographic Explorer March 2009, p.12)

3.1. Identify the person in Source B.

(1)

Mansa Musa ✓

3.2. Explain how we know that Source B isn't an accurate drawing of the ruler.

(1)

It is only one of many possible drawings. The source state that it is a possible drawing. ✓

3.3. Source C states that the king made Timbuktu into the City of Gold. Describe what the author meant by that statement.

(1)

It means that the king made Timbuktu a very wealthy trading city. ✓

3.4. Explain why the king instructed his people to build a mosque.

(1)

The king was a follower of Islam and tried to encourage his people to convert. ✓ The king wanted to show the rest of the world that Muslims are welcome in his city.

Any relevant answer.

**Question 4:** Read the following extract and answer the questions.

(4)

### Education and Timbuktu

From the 14th to the 17th century, Timbuktu was considered the centre of Islam and education in the world.

With the famous mosque, Sankore, transforming into the University of Sankore and the population of 100 000 people totalling one quarter scholars, the city of Timbuktu became a centre of learning. Not only was Islamic theology covered, but Mathematics, Law, Geography, Astronomy, the Sciences, Medicine, and History were also popular areas of study.



Even though Timbuktu was a popular hub for trade, the greatest import, second to salt, was books. Timbuktu's reputation as an educational centre attracted many scholars, and the kings of this era who were highly learned men, would encourage scholars to study and teach others.

Despite access to the university, most scholars did much of their studying at home using dictation. Once the scholars understood the topic, they would discuss and debate the topic further.



Modern historians estimate that there would have been millions of manuscripts and other documents during the prime of Timbuktu. Unfortunately, only a few hundred thousand remain as degradation and damp destroyed many documents.

In 2003, the South African Government in conjunction with the Malian Government, the African Union and New Partnership for Africa's Development (NEPAD), collaborated to start a preservation programme to save the Malian manuscripts from ruin.

The Malian manuscripts represent the highly evolved past of scholars in Africa and it is critical that this history is preserved.

Experts have been to Mali to upgrade the facilities and store, restore and preserve the manuscripts. Most of the manuscripts in need of preservation are in the Ahmed Abba Institute, named after one of the most prestigious scholars of the 15th century.

4.1. Briefly explain what the Timbuktu manuscripts are. (2)

The Timbuktu manuscripts are ancient handwritten documents. ✓ The documents show us more about the history of Mali. ✓

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

Yes, ✓ The documents should be preserved because it tells us that African traders were highly educated. ✓ [Any relevant answer.]

**Section 2: Slavery in West Africa and the Trans-Atlantic Slave Trade**

**35 marks**

**Question 5:** Study the following columns and **match Column A to Column B.** Write the correct letter next to the number. (5)

Column A	Column B
5.1. voluntarily	a) A big farm where crops are grown on large scale.
5.2. abolitionists	b) A public sale in which goods are bought and sold.
5.3. colonise	c) A group of people who wanted to end slavery.
5.4. plantation	d) An enclosure where slaves were kept temporarily.
5.5. auctions	e) The people who originally lived in the country.
	f) To take over and control a country or piece of land.
	g) To attack or invade a place.
	h) To do something out of your own free will.

5.1. <b>h</b> ✓	5.2. <b>c</b> ✓	5.3. <b>f</b> ✓	5.4. <b>a</b> ✓	5.5. <b>b</b> ✓
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**Question 6:** Slavery existed in many forms during the early 15<sup>th</sup> to 19<sup>th</sup> centuries. Explain the difference between the following forms of slavery. You must mention two facts for each form of slavery. (4)

West African Slavery: West African slavery happened on a very small scale. Poor people volunteered to work as slaves in return for food. ✓ Parents often traded their children to farmers in return for food. West African slaves could marry into the farmers family. ✓ [Any relevant answers.]

Trans-Atlantic Slavery: Many African people were kidnapped and sold to European traders. ✓ The African people were transported across the Atlantic Ocean and they had to work permanently on large plantations. ✓ The slaves worked under difficult circumstances. [Any relevant answers.]

**Question 7: Order of events** (4)

Slaves were taken from Africa and then sold at market places in America. Read the following events and organise them (from 1 – 4) in the correct order.

- ✓ The slaves were taken by ship across the Atlantic Ocean. 3 ✓
- ✓ European traders kidnapped many people from their homes in Africa. 1 ✓
- ✓ When slaves reached America, they were sold at slave markets. 4 ✓
- ✓ The captives were kept in barracoons at the coastal bases until ships arrived. 2 ✓

**Question 8: Source interpretation** (6)

Read the following source below and answer the questions.

“One day, when only I and my sister were left behind to mind the house, two men and a woman got over our walls and, in a moment, grabbed us both... They stopped our mouths and ran off with us into the nearest woods... The next day proved to be a day of great sorrow... for my sister and I were separated while we lay clasped in each other’s arms.”

*The Interesting Narrative of the Life of Olaudah Equiano, 1789*

8.1. Complete the following sentences: (3)

- a) Equiano could not call for help because his mouth was stopped. ✓
- b) Equiano experienced a lot of sorrow when he was separated from his sister. ✓
- c) Equiano and his sister were kidnapped while they were alone at home. ✓

8.2. Which word in the text tells us that the children did not go with the people voluntarily? (1)

kidnapped ✓

8.3. This event had an emotional impact on the two children. Write two sentences in which you conclude how the children must have felt. You must refer to the text to motivate your answer. (2)

The children were very sad and scared. ✓ They were kidnapped and finally separated from each other. ✓ [Any relevant answer.]

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### **Question 9: Source interpretation**

(6)

Read the sources below and answer the questions.

The child... fastened her hands around her mother's neck and snuggled her little head upon her bosom. Freeman, the slave owner ordered the mother to be quiet, but she did not listen to him. He caught her by the arm and pulled her rudely, but she clung closer to the child. Then... he struck her such a heartless blow, that she staggered backward, and fell. Oh! How piteously then did she beseech and beg and pray that they are not separated. But no mercy was shown.

*Twelve Years a Slave: Narrative of Solomon Northup, 1853*

9.1. Highlight the correct answers. (3)

a) This is an example of a [visual/ oral/ **written**] source. ✓

b) The word [caught/ **rudely**/ piteously] demonstrates that the owner did not care about the slave. ✓

c) This source was written in the [17<sup>th</sup>/ 18<sup>th</sup>/ **19<sup>th</sup>**] century. ✓

9.2. In this source it is evident that slaves had no rights. Which right was taken away from the mother and daughter? Motivate your answer by referring to the source. (2)

The right to a family life. ✓ The source clearly states that the mother and child was separated. ✓

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9.3. Explain how the owner forced the slave to keep quiet. (1)

The owner warned her to keep quiet and then gave her a heartless blow. ✓



## Question 10: Case study – Rebellion against slavery

(5)

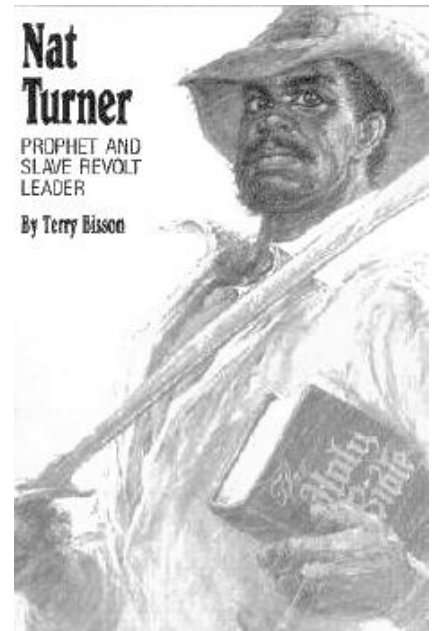
Read the story about Nat Turner and answer the question.

### 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.

10.1. Nat Turner discussed his plans with only four people. Why do you think he only told four people? (1)

Nat Turner did not trust the other slaves. ✓/He was afraid that the masters would hear about his plans. [Any relevant answer about trust and secrecy.]

10.2. 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. (2)

No, ✓Nat Turner was already sentenced to death. It was inhumane to mutilate his body after his death. ✓[Any relevant answer.]

10.3. Briefly explain what abolitionists were and what they were trying to do. (2)

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

**Question 11:** Paragraph writing

**(5)**

Slaves had an extremely difficult life on the plantations in the American South. Write a paragraph to conclude what their life was like on these plantations.

The rubric below will be used to mark your paragraph.

Requirements	4	3	2	1	0	Total
Structure				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 life of a plantation slave.	The learner included 3 facts about the life of a plantation slave	The learner included 2 facts about the life of a plantation slave	The learner included 1 fact about the life of a plantation slave slavery.	The learner did not follow the instructions and did not include the correct facts.	
TOTAL						

- Slaves had to work from sunrise to sunset.
- The work conditions were very bad.
- Slaves had no rights.
- They were the personal property of their owners.
- Their African names were changed to names that were easy to pronounce in English.
- Slaves could be brutally punished by their masters. [Any four facts.]

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