

Your school
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SCHOOL NAME
SOCIAL SCIENCES HISTORY
JUNE COMMON TEST
GRADE 7

EXAMINER: MR/MRS/MS _____ **DATE:** JUNE 2025
MODERATOR: MR/MRS/MS _____ **TIME:** 60 MINUTES
MARKS: 50

Instructions:

1. Read the questions very carefully.
2. **Answer on the folio paper provided.**
3. Clearly write your name, teaching class and History teacher on each folio.
4. This paper consists of -----pages.
5. Section A: THE KINGDOM OF MALI AND THE CITY OF TIMBUKTU.
6. Section B: THE TRANSATLANTIC SLAVE TRADE

	SECTION A	SECTION B	TOTAL
TOTAL	/15	/35	/50
MODERATION MARK	/15	/35	/50

SECTION A: THE KINGDOM OF MALI AND THE CITY OF TIMBUKTU.

	KEY QUESTION: FOR EXAMPLE: WHAT IS THE NATURE AND IMPACT OF THE SLAVE TRADE BETWEEN WEST AFRICA AND THE AMERICAN SOUTH. THE SOURCES MUST BE CHOSEN AROUND THIS QUESTION.	
QUESTION 1: TRADE ACROSS THE SAHARA AND THE KINGDOM OF MALI (WEEK 2-4 ATP)		
1.1 SOURCE 1A: HEADING		
INSERT SOURCE		
Source from: INSERT SOURCE REFERENCE		
1.1	Refer to SOURCE 1A to answer the following questions.	
1.1.1	Give an extraction from the source.... (Extract evidence from sources: L1)	1x2(2)
	- ✓✓	
1.1.2	According to the source,.....? (Extract evidence from sources: L1)	1x1(1)
	- ✓	
1.1.3	Explain briefly with the source and your own knowledge how the..... (Explain with interpretation from the source: L2)	1x2(2)
	-✓✓ - ... - Any one explanation for two marks each.	
		[5]
QUESTION 2: THE CITY OF TIMBUKTU (CONTENT IN ATP WEEK 5-8)		
2.1	SOURCE 2A: HEADING	
	INSERT SOURCE	
	Source from: INSERT SOURCE REFERENCE	
2.1	Use source 2A to answer the following questions.	
2.1.1	Identify the character in the cartoon (Identify characters/symbols/flags in the source/cartoon: L1)	1x1(1)
	a)..... ✓	
2.1.2	Briefly discuss with information from the source..... (Straight forward interpretation from the source: L2)	1x2(2)

	-.....✓✓	
		[3]
2.2	SOURCE 2B: HEADING	
	INSERT SOURCE	
	Source from: INSERT SOURCE REFERENCE	
2.2.1	List, from the source.....	1x1(1)
	(Extract evidence from source: L1)	
	-.....✓	
2.2.2	Define the term Underground Railroad in the context of slavery in ...	1x2(2)
	(Explain Historical concepts: L2)	
	-✓✓	
2.2.3	Determine the usefulness of source 2B for a historian studying, put in the focus of the question learners must focus on answering.	2x2(4)
	(identify usefulness of sources: L3)	
	-.....✓✓	
	-.....✓✓	
		[7]
	TOTAL SECTION A:	[15]
SECTION B: THE TRANSATLANTIC SLAVE TRADE.		
	KEY QUESTION: WHAT WERE THE NATURE OF TRADE BETWEEN WEST AFRICA AND THE AMERICAN SOUTH?	
QUESTION 3: SLAVERY IN AMERICA SOUTH (WEEK 2-3 CONTENT)		
3.1	SOURCE 3A: HEADING	
	INSERT SOURCE	
	Source from: INSERT SOURCE REFERENCE	
3.1	Refer to source 5A to answer the questions to follow.	
3.1.1	List reasons from the source.....	3x1(3)
	(Extract evidence from the source: L1)	
	----- ✓	
	----- ✓	
	----- ✓	
3.1.2	Discuss the reason for using of slave labour in America.....	2x2(4)

	(Explanation of interpretation of sources: L2)	
	-...✓✓ -..✓✓	
3.1.3	Explain what happened to the raw materials that slaves produced..... (Explanation of interpretation of sources: L2)	2x2(4)
	--.....✓✓ --.....✓✓	
		[11]
QUESTION 4: THE IMPACT OF THE TRANSATLANTIC SLAVE TRADE ON SLAVES.		
4.1	SOURCE 4A: HEADING	
	INSERT SOURCE	
	Source from: INSERT SOURCE REFERENCE	
4.1.1	Give, from your own knowledge, an example of what the circumstances..... (Remember/recall knowledge: L1)	1x2(2)
	-.....✓✓	
4.1.2	According to the source in what..... (Extract evidence from source: L1)	1x1(1)
	-.....✓	
4.1.3	Identify the from the source.... (extract evidence from source: L1)	1x2(2)
	-.....✓✓	
4.1.4	Describe the point of view from..... (The message of point of view of the author/creator of the source: L2)	1x2(2)
	-.....✓✓	
		[6]
QUESTION 5: IMPACT OF TRANSATLANTIC SLAVE TRADE AND THE REBELLION AGAINST SLAVERY (WEEK 6 Atp)		
5.1	SOURCE 5A: Heading	
	INSERT SOURCE – suggestion to do an news article from a recent earthquake or the ring of fire.	
	Source from: INSERT SOURCE REFERENCE	
5.1	Use Source 5A to answer the following questions.	

5.1.1	Give a brief description of Nat Turners revolt in 1831. (Recall of own knowledge: L1) -.....✓	1x1(1)
5.1.2	Name, using the source,..... (Extract evidence from source: L1) -.....✓	1x1(1)
5.1.2	Explain with the use of the source (Straight forward interpretation from the source: L2) -.....✓✓ -.....✓✓ (Any two explanations for two marks each)	2x2(4)
5.1.3	Discuss why.... (Explanation on a historic concept: L2) -.....✓✓ -.....✓✓	2x2(4)
5.1.4	Source 5A are seen as prejudice, evaluate how this source can be seen as prejudice. (Evaluate the source prejudice : L3) -.....✓✓	1x2(2)
		[11]
QUESTION 6: PARAGRAPH QUESTION		
6.1.1	In a paragraph of about 6-8 lines, explain the impact of the slave trade between West Africa and the America South on Remember to always give a specific focus in a paragraph question to guide learners what to address in their answer. THE KEY QUESTION SHOULD BE THE BASIC OF THE PARAGRAPH QUESTION.	[5]
LEVELS	CRITERIA	MARKS
LEVEL 1	● Uses evidence in an elementary manner e.g., shows little or no understanding. ● Uses evidence partially to report on topic or cannot report on topic.	0-1
LEVEL 2	● Evidence is mostly relevant and relates to a great extent to the topic. ● Uses evidence in a very basic manner.	2-3

LEVEL 3	● Uses relevant evidence e.g., demonstrates a thorough understanding of the topic. ● Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	- 4-5
	Rubric must be provided to learners in the question paper.	
	-Introduction sentence – point in first sentence -..... -..... -..... -..... -..... -Concluding sentence. A learner cannot be awarded full 8 marks if the structure of the paragraph is not correct, when they only give examples or facts and do not explain them, or have bullet points, no paragraph.	
	TOTAL FOR SECTION B:	35
	TOTAL:	50