Social Sciences: History · Grade 7

Memorandum · Term 1–2

TOTAL 70 MARKS

Marking guidelines

1. Award the full mark for a correct answer, even if the learner words it differently.
2. For source-based questions the answer must come from, or be inferred from, the source.
3. Where a question asks for an opinion, award the mark for any answer with a sensible reason.
4. Where a question asks for two or more items, award one mark per correct item.
5. Do not deduct marks for spelling, provided the answer can be read.

Question	Answer	Marks	Marking note
QUESTION 1 · Early African kingdoms · 15 marks			
1.1	It lies where the Sahara's desert routes meet the Niger River — the point where trade over land and over water came together.	**2**	*1 mark for the location, 1 for the trade link.*
1.2	Salt from the north (the Sahara) and gold from the south.	**2**	*1 mark each, with the direction.*
1.3	That learning was a main activity, not a side-line. The city was wealthy enough to support thousands of people who neither produced nor traded, and it was a centre of knowledge for the whole Islamic world.	**3**	*1 mark for 'learning was central', 1 for the wealth, 1 for the wider standing.*
1.4	Books were copied out by hand, which took months, so they were scarce. The fact that people paid so much for them shows how highly knowledge was valued in that society.	**3**	*1 mark for scarcity, 1 for the hand labour, 1 for what it says about the society.*
1.5	When the European sea routes around Africa opened, goods could be carried by ship. The desert routes were no longer needed, so the trade that made the city rich fell away.	**3**	*1 mark for the sea routes, 1 for the shift, 1 for the consequence.*
1.6	They are written sources from Africa itself, from the time itself. They contradict the idea that Africa's history was passed on only by word of mouth.	**2**	*1 mark for 'primary written source', 1 for its significance.*

Question	Answer	Marks	Marking note
QUESTION 2 · The transatlantic slave trade · 20 marks			
2.1	Leg 1: guns, iron, copper and cloth. Leg 2: West Africa → America. Leg 3: sugar, cotton, coffee and rice.	**3**	*1 mark per correctly completed cell.*
2.2	More than twelve million people were carried away on this route over three centuries.	**2**	*1 mark for the figure, 1 for a full sentence.*
2.3	Every leg of the triangle made a profit: goods were exchanged in Africa, people were sold in America, and plantation produce was sold in Europe. No ship sailed empty.	**3**	*1 mark for 'every leg profits', 1 for 'no empty voyage', 1 for the explanation.*
2.4	Millions of people — often the youngest and strongest — were removed; communities and families were torn apart; guns worsened conflict between groups; some rulers grew rich by taking part while other communities were destroyed; farming and crafts suffered because workers were gone.	**4**	*1 mark per valid consequence.*
2.5	Resistance included: revolts on ships and on plantations; escape and the founding of free communities; working slowly or breaking tools; keeping language, music and religion alive. It was difficult because people who spoke different languages were separated so they could not plan, because they had no weapons, and because punishment was extremely cruel.	**4**	*1 mark per form of resistance, 2 marks for the explanation.*
2.6	They spoke from their own experience and could describe what actually happened. They were harder to contradict than people who had only heard about it, and their written accounts confronted readers in Europe directly with what the system meant.	**4**	*1 mark for first-hand experience, 1 for credibility, 1 for the effect on readers, 1 for a clear answer.*
QUESTION 3 · Sources and history · 15 marks			
3.1	C1 is a ledger (a business record). C2 is a personal letter.	**2**	*1 mark each.*
3.2	The writers have different purposes and different positions. The ledger is for the company's owners and measures only profit, so people are recorded as “cargo”. The letter is personal, written by someone who saw the people themselves, and it measures the human cost.	**4**	*1 mark for each purpose, 1 for what each measures, 1 for a clear comparison.*

Question	Answer	Marks	Marking note
3.3	Any reasoned choice. C2 gives the human reality but is one man's view. C1 is factual and reliable about numbers and dates but hides the people entirely. The strongest answer says a historian needs both.	**3**	*1 mark for the choice, 2 for the reasoning. Full marks for an answer that says both are needed.*
3.4	It shows that the system treated people as goods, not as human beings. The language itself was part of how the trade was justified — it makes it easier not to think about what is being done.	**3**	*1 mark for 'people as goods', 1 for the justification, 1 for the insight about language.*
3.5	So that the people who suffered are remembered and do not vanish from history; so that we can understand how inequality today came about; so that people can recognise the signs of exploitation and oppose it.	**3**	*1 mark per reason (2) + 1 mark for a clear explanation of either reason.*
QUESTION 4 · An eyewitness account · 8 marks			
4.1	A traveller from North Africa (1); in about 1510 (1).	**2**	
4.2	Primary (1) — he was an eyewitness who saw the city himself (1).	**2**	
4.3	Handwritten books brought from North Africa (1) sold for more money than any other goods (1).	**2**	
4.4	Any one with an explanation: he wrote it down years after the visit, from memory (2); he was a visitor who may not have understood everything he saw (2); he may have exaggerated to impress his readers (2).	**2**	
QUESTION 5 · Mali's golden age and the slave ships · 12 marks			
5.1	He was the founder of the kingdom of Mali in the 13th century. He brought the small states together and established the kingdom's power over the trade routes.	**2**	*1 mark for founder of Mali, 1 for what he did.*
5.2	He controlled the gold and salt trade; he made a pilgrimage to Mecca and showed his wealth to the world; he brought scholars and builders to Mali; he had mosques and schools built, among others in Timbuktu; he made Timbuktu a centre of learning; he extended the kingdom's borders.	**4**	*1 mark each.*
5.3	Djenné (also accept Timbuktu — the Djinguereber mosque, built under Mansa Musa) (1); it is a source from the past that we can still see today (1).	**2**	*1 mark for Djenné, 1 for why it is a source.*

Question	Answer	Marks	Marking note
5.4	They were chained tightly together below deck, with almost no room to move or sit upright. There was little air, little food and dirty water, and no proper sanitation. Disease spread quickly, and many died of illness, malnutrition or the harsh treatment on board. The voyage could take weeks or months.	**4**	*1 mark per condition, 1 for the reason for the deaths.*

Total **70 marks**



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