Social Sciences: History · Grade 7

Early Kingdoms and the Transatlantic Slave Trade

TOTAL 70 MARKS

Term 1–2 | 5 questions | CAPS-aligned

NAME AND SURNAME _____ CLASS _____ DATE _____

Instructions

1. This question paper consists of TWO sections. Answer all the questions.
2. Answer all the questions on the question paper itself, in the spaces provided.
3. Use the SOURCES to answer the questions where the question asks you to.
4. Write neatly and legibly. Work that cannot be read cannot be marked.
5. Think carefully and write full answers.
6. This paper covers Term 1 and Term 2 work. Paper 2 covers Term 3 and Term 4 work.

Question	Content of the question	Marks	Obtained
1	Early African kingdoms	15	
2	The transatlantic slave trade	20	
3	Sources and history	15	
4	An eyewitness account	8	
5	Mali's golden age and the slave ships	12	
	Total	**70**	
	Percentage		%

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Section A

1 Early African kingdoms

15 marks

Study Source A and answer the questions that follow.

SOURCE A · TIMBUKTU

Timbuktu lay on the southern edge of the Sahara, where the desert routes met the Niger River. What was traded there was salt from the north and gold from the south.

By the 1500s the city had more than a hundred thousand people, and a quarter of them were students. The Sankore university drew scholars from across the Islamic world.

Traders brought books as well as goods. A handwritten book in Timbuktu was sometimes worth more than a horse. Families built up private libraries.

When the sea routes around Africa opened, the desert trade began to decline. The city slowly grew smaller, but thousands of those manuscripts survive today.

A report on a West African trading and learning centre.

1.1 Why did Timbuktu grow up in that particular place? **(2)**

1.2 Which TWO goods were mainly traded through Timbuktu, and where did each come from? **(2)**

1.3 What does it tell us about Timbuktu that a quarter of its people were students? **(3)**

1.4 Explain what it means that a book was sometimes worth more than a horse. **(3)**

1.5 Why did Timbuktu begin to decline? **(3)**

1.6 Why are the surviving manuscripts important to historians? **(2)**

Section B

2 The transatlantic slave trade

20 marks

Study Source B and answer the questions that follow.

SOURCE B · THE TRIANGULAR TRADE

From the 1500s to the 1800s ships sailed a fixed triangle.

Leg 1 — From Europe to West Africa with guns, iron, copper and cloth.

Leg 2 — From West Africa across the Atlantic to America. This crossing took six to eight weeks. More than twelve million people were carried away on this route over three centuries.

Leg 3 — From America back to Europe with sugar, cotton, coffee and rice produced on plantations.

Every leg of the triangle made a profit. The system was only abolished in the 1800s, after years of campaigning by, among others, freed slaves themselves.

A report on the route the trade followed.

2.1 Complete the table about the three legs of the triangle. **(3)**

Leg	From → to	What was carried
1	Europe → West Africa	
2		people
3	America → Europe	

2.2 How many people were carried away on this route over three centuries? Answer in a full sentence. **(2)**

2.3 Explain why this trade was so profitable for the European traders. **(3)**

2.4 Name FOUR ways in which this trade affected West Africa. **(4)**

2.5 Name TWO ways in which the people taken resisted, and explain why resistance was so difficult. **(4)**

2.6 The source says freed slaves themselves took part in the abolition campaigns. Why would their voices have been especially powerful? **(4)**

3 Sources and history

15 marks

SOURCE C · TWO DESCRIPTIONS OF THE SAME PORT

Source C1 — From a trading company's ledger, 1782: "Three ships loaded and departed on time. Cargo in good order. Profit for the quarter above expectation."

Source C2 — From a letter by a ship's doctor, 1783: "I did what I could, but I am not a doctor here. I am a man who counts how many survive. I shall not sail again."

(Example sources written for this test, based on the history of the period.)

3.1 What KIND of source is C1, and what kind is C2? **(2)**

3.2 Both sources describe the same trade from the same port. Explain why they differ so much. **(4)**

3.3 Which source do you think gives a historian the best understanding of what really happened? Give a reason. **(3)**

3.4 The word "cargo" is used for people in C1. What does that word choice tell us? **(3)**

3.5 Why is it important that this history is still taught in schools today? Give TWO reasons. **(3)**

4 An eyewitness account

8 marks

SOURCE D · LEO AFRICANUS DESCRIBES TIMBUKTU

Leo Africanus, a traveller from North Africa, visited Timbuktu in about 1510. He later wrote that the city had many judges, doctors and religious scholars who were paid by the king, that the king owned a great deal of gold, and that handwritten books brought from North Africa sold for more money than any other goods.

(Example sources written for this test, based on the history of the period.)

4.1 Who was Leo Africanus, and when did he visit Timbuktu? **(2)**

4.2 Is Leo Africanus's original account a primary or a secondary source? Explain. **(2)**

4.3 Which detail in Source D supports Source A's claim that books were very valuable in Timbuktu? **(2)**

4.4 Give ONE reason why a historian should be careful with Leo Africanus's account, and explain it. **(2)**

5 Mali's golden age and the slave ships

12 marks

5.1 Who was Sundiata Keita, and what did he do? **(2)**

5.2 Mansa Musa ruled during Mali's golden age. Name FOUR ways in which he made the kingdom strong and famous. **(4)**

5.3 In which city does the Great Mosque built of mud bricks stand, and why is such a building important to historians? **(2)**

5.4 Describe the conditions in which enslaved people were carried on the ships across the Atlantic, and say why so many died. **(4)**

Total **70 marks**



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