



TOM NEWBY SCHOOL

Test

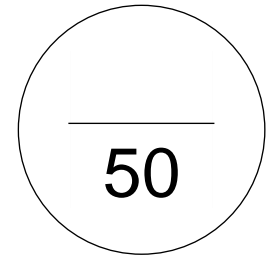


Subject	History	Examiner	Miss Miller
Date	June 2021	Total marks	50 marks
Grade	7	Duration	1 hour
		Moderator	Mrs Steyn

Special instructions/ Equipment	<ol style="list-style-type: none"> 1. This paper consists of NINE questions. 2. There are a total of TEN pages. 3. Section A: The Kingdom of Mali. 4. Section B: Slavery 5. Read the questions carefully before answering. 6. Take note of the mark allocation and answer accordingly. 7. Work neatly. 8. Think carefully. 9. Take a deep breath, relax and good luck!
--	---

This assessment has been compiled using notes and information contained in the Tom Newby School resource material. The marking memorandum has been compiled accordingly. While alternative responses will be given due acknowledgement, the official memorandum will be considered a priority document to ensure uniformity of marking.

Name:	Surname:	Class:
-------	----------	--------



Section A:	The Kingdom of Mali	[25]
-------------------	----------------------------	-------------

Question 1: **[5]**

Match the definitions in column B with the words in column A. Write the letter of the answer that you have selected in the answer grid.

<u>Column A</u>	<u>Column B</u>
1.1 Trans-Saharan trade	A. Sets of contracts or links.
1.2 Network	B. The pilgrimage to Mecca.
1.3 Zakat	C. The process of giving to those less fortunate.
1.4 Ducat	D. Buying and selling of goods across the Sahara Desert.
1.5 Hajj	E. The gold coin used as a type of currency.

Answer grid: **(5)**

1.1	1.2	1.3	1.4	1.5

Question 2:**[2]**

Name 2 types of sources and give an example of each.

<u>Source</u>	<u>Example</u>
2.1	
2.2	

Question 3:**[5]**

3.1 Allah:

(1)

3.2 Minaret:

(1)

3.3 Architect:

(1)

3.4 Sundiata Keita:

(1)

3.5 Ramadan:

(1)

Question 4:**[8]**

Use Source A below to answer the questions that follow.

Here are many doctors, judges, priests, and other learned men that are well maintained at the king's costs. Various manuscripts and written books are brought here... and sold for more money than other merchandise.

Source A: Leo Africanus, "The description of Africa (1526)"

4.1 Who wrote Source A? (1)

4.2 What type of source is Source A? (1)

4.3 Explain what is meant by "The description of Africa" beneath the excerpt. (1)

4.4 When Source A was released, was Mansa Musa still king? Explain how you know this by using evidence from Source A. (2)

4.5 What does the author mean by 'at the king's cost'? (1)

4.6 Why were books and manuscripts so important and sold at such a high price? (1)

4.7 Which country helped with preservation of manuscripts? (1)

Question 5:

[5]

Compare, in a paragraph of 5 sentences, the life of a Christian and the life of a Muslim. Remember to include similarities and differences. Use the rubric provided as a guideline.

Level	Description	Mark allocation
1	Uses evidence partially with little to no understanding with partial or no relevance to the topic	0-1
2	Uses evidence in a basic understanding to a great extent to the topic with no further explanation	2-3
3	Uses sufficient and relevant evidence effectively which shows great understanding of the topic given	4-5

Section B:	Slavery	[25]
-------------------	----------------	-------------

Question 6: **[7]**

Fill the missing words in the spaces provided.

- 6.1 West Africa had three distinct empires. They were named: _____; (3)
 _____ and _____.
- 6.2 Slaves were brought from _____. (1)
- 6.3 Two out of every _____ died before they arrived in America. (1)
- 6.4 Slaves _____ raw goods such as tobacco, cotton, and sugar. (1)
- 6.5 Slaves were _____ to show they belonged to an owner. (1)

Question 7: **[8]**

Answer the following questions in full sentences.

- 7.1 List 4 ways in which slaves deliberately tried to show resistance. (4)

7.2 Describe what happened at a slave auction. (2)

7.3 What happened to the raw materials that slaves produced? (2)

Question 8:

[5]

Classify the following statements according to the person they are most associated with. Write the name below the statement.

8.1 Went back South and helped their family and other slaves become free. (1)

8.2 They asked the 53 other slaves to help take over the ship. (1)

8.3 They were an abolitionist which means they believed violent methods would force change. (1)

8.4 Their beliefs and spiritual sense infuriated some people and gave hope and courage to others. (1)

8.5 Used underground railway to gain their freedom. (1)

Grade 7 History Test
June 2022
Performance analysis

Name: _____ Class: _____

For teacher use only:

Question	1	2	3	4	5	6	7	8	9
Possible mark	5	2	5	8	5	7	8	5	5
Learner's mark									
Moderated mark									

Possible total	50
Learner's total	
Moderated total	

TOM NEWBY SCHOOL