



education

Department of  
Education  
FREE STATE PROVINCE

**GRADE 7**

**SOCIAL SCIENCES: HISTORY**

**JUNE 2025**

**MARKS: 50**

**TIME: 1½ hours**

School: \_\_\_\_\_

Learner's name and surname: \_\_\_\_\_

Grade 7 \_\_\_\_\_

Marks: SECTION A:  $\frac{\quad}{15}$  SECTION B:  $\frac{\quad}{35}$  TOTAL:  $\frac{\quad}{50} =$  %

### INSTRUCTIONS AND INFORMATION

1. This paper consists of TWO sections:

SECTION A: The Kingdom of Mali and the city of Timbuktu  
in the 14<sup>th</sup> century (15 marks)

SECTION B: The Transatlantic slave trade (35 marks)

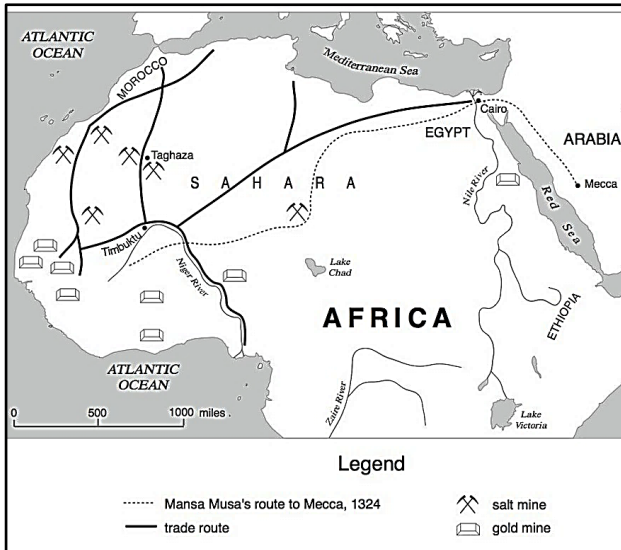
2. When answering questions, you should also apply your own knowledge.
3. Write neatly and legibly.

**This question paper consists of 9 pages.**

**SECTION A: THE KINGDOM OF MALI AND THE CITY OF TIMBUKTU (14th Century)**

**QUESTION 1:** Use Source A, Source B, and your own knowledge to answer the questions.

Source A: **Map of the Trans-Saharan trade routes**



Source B: **Mansa Musa's pilgrimage**

"It was in 1324 that the world got to know about the greatness and wealth of Mali. Across the hot African desert, a huge caravan was on its way to Mecca. There were many camels and about 60 000 people! They were Mansa Musa's men, and Mansa Musa was with them. He was not going to war: he was merely going to worship at Mecca."

[Source: Adapted from African Glory by J.C. de Graft-Johnson]

1.1 Who was Mansa Musa? (1)

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1.2 Choose a statement in COLUMN B that matches the term in COLUMN A. Write only the correct letter next to the number in box below. (3)

COLUMN A		COLUMN B	
1.2.1	Caravan	A	A building where Muslims worship
1.2.2	Pilgrimage	B	A place which is important to all people in the world
1.2.3	Mosque	C	Group of people travelling with their goods loaded onto camels
		D	A special journey to a holy place

1.2.1		1.2.2		1.2.3	
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1.3 Give ONE reason why Trans-Saharan traders used camels for transport. (1)

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1.4 What, according to the source, was the result of Mansa Musa’s pilgrimage to Mecca? (1)

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\_\_\_\_\_

[6]

**QUESTION 2:** Use Source A, Source C, and your own knowledge to answer the questions.

Source C: **Two extracts from ‘Description of Africa’ written by Leo Africanus**

“There are many judges, teachers, and priests here, all receiving good salaries from the king. The king greatly respects learning. There is a huge demand for books, and great profit is made from the trade in books. Subjects like mathematics, geography, astronomy, and medicine are taught at schools and universities.”

“The people are very rich. The king has a rich treasure of gold. There is lots of grain and many animals. But salt is in very short supply.”

[Source: Adapted from *Solutions for All*, Gr 7)

2.1 Quote (copy words) from the source to prove that education was important to the king. (1)

\_\_\_\_\_  
\_\_\_\_\_

2.2 Are these statements TRUE or FALSE? (2)

2.2.1 Timbuktu traders paid a lot of money for books. \_\_\_\_\_

2.2.2 Eyewitness accounts are always reliable sources of historical information. \_\_\_\_\_

2.3 Name the two main products traded in Timbuktu. (2)

\_\_\_\_\_ and \_\_\_\_\_

2.4 Find Timbuktu on the map (Source A). (2)

How did Timbuktu’s position help it become a busy trading city? Give two reasons.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[7]

**QUESTION 3:** Use Source D and your own knowledge to answer the question.

**Source D: The Timbuktu Manuscripts Project**

*The Timbuktu Project helps to protect and save old books and writings from Timbuktu, a famous city in Mali. These books are very special because they were written a long time ago and they have important information about African history, science, and culture. The project makes sure that the books are kept safe so that people can learn from them in the future.*



3.1 Explain why the Timbuktu manuscripts are so important to us as Africans today? (2)

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[2]

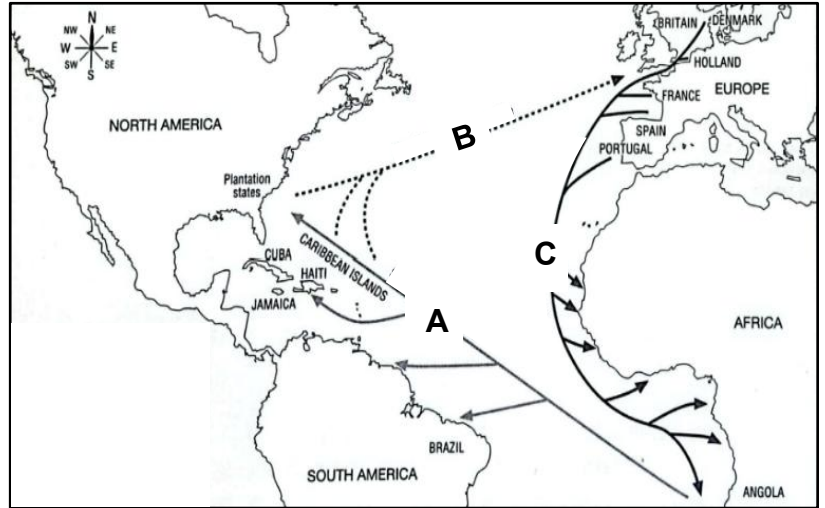
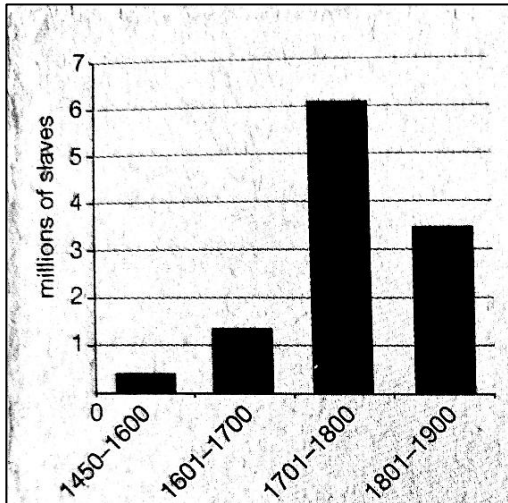
**SECTION A TOTAL: 15 MARKS**

**SECTION B: THE TRANSATLANTIC SLAVE TRADE**

**QUESTION 4:** Use Source E, Source F, and your own knowledge to answer the questions.

Source E: **Graph with number of slaves taken from Africa to the Americas**

Source F: **Map showing the triangular trade**



[Source: Oxford Thematic Atlas]

[Source: Adapted from <https://upload.wikimedia.org/>]

4.1 Is the statement TRUE or FALSE? (1)

Slavery in Africa only began when the Europeans came to Africa. \_\_\_\_\_

4.2 Look at the map of the Triangular Trade. Each leg of the route is marked with a letter (A, B, C). For each letter, write what was transported along that part of the route. (3)

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

4.3 According to Source E, how many enslaved people were taken to the Americas in the 18<sup>th</sup> century? (1)

4.4 Explain why there were so many people needed as slaves in the Americas? (2)

\_\_\_\_\_

\_\_\_\_\_

4.5 Look at the graph (Source E). Why do you think fewer slaves were traded in the 19<sup>th</sup> century (1801-1900) than in the 18<sup>th</sup> century? (1)

\_\_\_\_\_

4.6 Circle the letter of the correct answer.

4.6.1 What happened to the raw materials that slaves produced on the plantations? (1)

- A. They were sold in North America.
- B. They were taken back to factories in Africa.
- C. They were sent to Europe to make goods.
- D. They were used only by the slaves.

4.6.2 Which TWO continents made the most money from the slave trade? (1)

- A. Africa and North America
- B. Europe and North America
- C. South America and Africa
- D. Australia and Africa

[10]

**QUESTION 5:** Refer to Source G and your own knowledge to answer the questions.

Source G: **A written source about working on a sugar plantation**

*'We worked from sunrise to sunset on the plantation. Bare ankles and legs slashed by cane leaves that cut like razors. Backs split open by the lashes of the whip if we were not working hard enough.'*

[Source: Adapted from Solutions for All, Gr 7]

5.1 Define the term 'plantation' in your own words. (2)

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5.2 Describe what it was like being a slave on a sugar cane plantation. (2)

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5.3 Name one product, other than sugar, that was produced on the plantations. (1)

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5.4 What did slaves do while working to help them feel better and keep going? (1)

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- 5.5 Name any TWO ways in which slaves resisted slavery. (2)  
(Think of both quiet and violent ways)

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[8]

**QUESTION 6:** There were many **slave rebellions** in the American South. Refer to Source H and your knowledge about slave rebellions to answer the questions.

Source H: **Rebellion against slavery**

**Nat Turner's Rebellion (1831)**

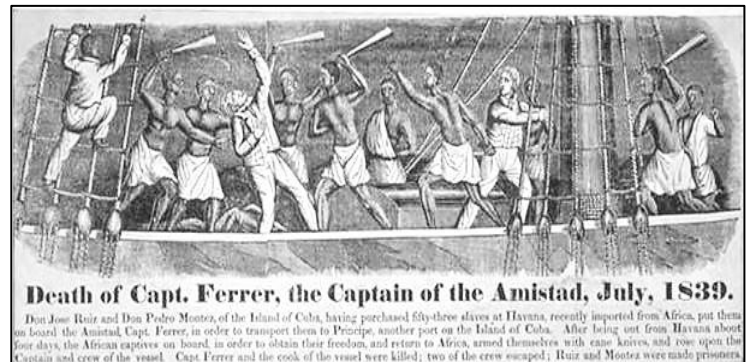
Nat Turner was an enslaved man in the United States. In 1831, he led a group of slaves in a rebellion. The rebellion lasted two days and about 60 men, women and children on the plantations were killed. Nat Turner and the rebels were captured, put on trial and sentenced to death. After the rebellion, slave owners were scared and made even stricter rules for slaves.

[Source: <https://billofrightsinstitute.org/essays/nat-turner>]



**Joseph Cinqué and the Amistad mutiny (1839)**

Joseph Cinqué was a farmer from Sierra Leone, in West Africa. In 1839, he was kidnapped and sold into slavery. He was taken to Cuba and put on a ship called *La Amistad*. During the trip, Cinqué led a rebellion, and the captain of the ship was killed. The U.S. Navy caught the ship, and Cinqué had to go to court to explain what happened. The court decided that he and the other Africans were taken as slaves illegally. They were set free and could go back to Africa.



[Source: <https://connecticuthistory.org>]

- 6.1 Circle the letter of the correct answer.
- 6.1.1 What is a slave rebellion? (1)  
A. An organised revolt or uprising      B. When slaves trade goods  
C. An organised church meeting      D. When slaves run away
- 6.2 What is one thing that was the same in both Nat Turner's Rebellion and Joseph Cinqué's rebellion on the Amistad? (1)

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6.3 What was the outcome of the court case for Nat Turner? (1)

\_\_\_\_\_

6.4 Who do you think had the more successful rebellion — Nat Turner or Joseph Cinqué? (3)

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

6.5 Do you agree with the actions of the slaves who used violence to fight back? Give (1)

one reason for your answer.

\_\_\_\_\_

\_\_\_\_\_

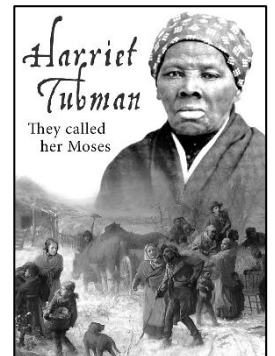
[7]

**QUESTION 7:** Refer to Source I and your knowledge to answer the questions.

Source I: **Harriet Tubman and the Song "Go Down Moses"**

Harriet Tubman was called 'Moses' of her people. She helped many enslaved people escape to freedom. 'Moses' was her secret name as a conductor on the Underground Railroad. The song "Go Down Moses" was sung by slaves to give each other hope. It says:

*"When Israel was in Egypt's land, let my people go.  
Oppressed so hard they could not stand, let my people go."*



7.1 Explain why Harriet Tubman was called "Moses" by her people? (2)

\_\_\_\_\_

\_\_\_\_\_

7.2 Is the statement TRUE or FALSE? (1)

The Underground Railroad was a train that carried slaves to freedom. \_\_\_\_\_

7.3 Quote from the song "Go Down Moses" that shows the slaves wanted freedom. (1)

\_\_\_\_\_

7.4 What message did the song "Go Down Moses" give to the enslaved people? (1)

\_\_\_\_\_

[5]

