



**education**

Department of  
Education  
FREE STATE PROVINCE

**GRADE 7**

**SOCIAL SCIENCES: HISTORY**

**MARKING GUIDELINES**

**JUNE 2025**

**MARKS: 50**

**TIME: 1½ hours**

**INSTRUCTIONS AND INFORMATION**

1. This marking guideline 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)

**This marking guideline consists of 6 pages.**

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

### QUESTION 1

- 1.1 Mansa Musa was the king of Mali. ✓ (1)
- 1.2
- 1.2.1 C ✓
- 1.2.2 D ✓
- 1.2.3 A ✓ (3)
- 1.3 Any ONE relevant reason: ✓ (1)
- Camels could survive with little food or water.
  - Camels could walk long distances in the desert.
  - Camels can carry very heavy loads.
  - Camels can walk easily in the desert sand.
- 1.4 According to the source, the result of Mansa Musa's pilgrimage was that the world got to know about the greatness and wealth of Mali. ✓ (1)

**[6]**

### QUESTION 2

- 2.1 "The king greatly respects learning." ✓ (1)
- OR
- "There are many judges, teachers, and priests here, all receiving good salaries from the king."
- 2.2
- 2.2.1 TRUE ✓
- 2.2.2 FALSE ✓ (2)
- 2.3 Gold ✓ and salt ✓ (2)
- 2.4 Any TWO relevant reasons:
- It was a meeting place for traders coming from the north across the Sahara Desert, ✓ and river traders from the south who came (with canoes) along the Niger River. ✓
- OR
- Timbuktu was at a crossroads of trade routes / close to the river / on a caravan route / easily accessible for traders. (Any two) ✓ ✓ (2)

**[7]**

### QUESTION 3

3.1 Award **1 mark** if the learner gives a correct answer taken directly from the source.

Award **2 marks** if the learner gives a well-reasoned answer that shows additional **insight or understanding** beyond the source. Accept any relevant explanation:

“The manuscripts are important because they contain valuable information about African history, science, and culture.” ✓

- It helps preserve Africa's past. ✓
- It shows that African people could read and write.
- It is evidence of a highly developed civilisation even before the European Renaissance.
- The manuscripts are evidence that there were African scholars who studied subjects like Sciences and Astronomy.

(2)

[2]

**SECTION A TOTAL: 15 MARKS**

## SECTION B: THE TRANSATLANTIC SLAVE TRADE

### QUESTION 4

4.1 FALSE ✓ (1)

4.2 A: Slaves / Enslaved Africans ✓

B: Raw materials like sugar and cotton ✓

C: Manufactured goods ✓ (3)

4.3 6 million ✓ (1)

4.4 Many slaves were needed to work on plantations ✓ to grow crops like sugar, cotton, and tobacco, which were labour-intensive. ✓ (2)

OR

The farms were large and needed a lot of workers. ✓ The owners did not want to pay workers, so they used enslaved African people to do the hard work for free. ✓

OR

The native American people did not want to work on the plantations for the settlers ✓ therefore Europeans decided to use slaves from Africa. ✓

4.5 Because slavery was abolished / became illegal in many countries ✓ (1)

4.6

4.6.1 C ✓ (1)

4.6.2 B ✓ (1)

**[10]**

### QUESTION 5

5.1 A plantation is a large farm ✓ where crops like cotton, sugar cane and tobacco were grown. ✓ (2)

5.2 Any TWO of the following according to the source:

Slaves worked long hours ✓ in harsh conditions ✓, (2)

were whipped if they didn't work fast,

and were injured by the sharp sugar cane leaves.

5.3 Cotton (Other acceptable answers: tobacco, coffee, rice,) ✓ (1)

5.4 They sang songs to give them hope and keep them going. ✓ (1)

5.5 Any TWO relevant examples:

working slowly, pretending to be sick, running away, setting fires, breaking

tools, drinking alcohol, suicide, planning uprisings ✓ (any two) (2)

**[8]**

## QUESTION 6

6.1

6.1.1 A ✓ (1)

6.2 Any ONE of the following may be rewarded ONE mark: (1)

- People were violently killed in both rebellions. ✓
- In both rebellions, the slaves resisted slavery/fought back.
- Both were led by enslaved men.
- Both were rebellions against slavery.
- Both leaders wanted freedom.
- Both led to strong reactions from authorities.

6.3 He was captured, put on trial, and sentenced to death. ✓ (1)

6.4 Joseph Cinqué's rebellion was more successful, ✓ because he and the others were freed and sent back to Africa, ✓ while Nat Turner was sentenced to death and rules for slaves were even made stricter. ✓ (3)

6.5 Learner's own opinion, e.g.:

Yes, because they had no other choice and were treated cruelly.

OR

No, because violence leads to more suffering. ✓ (1)

(No mark may be awarded for 'Yes' or 'No' without a relevant reason.

**[7]**

## QUESTION 7

7.1 She helped many slaves escape to freedom, ✓ just like Moses led his people (Israelites) out of Egypt to freedom. ✓ (2)

7.2 FALSE ✓ (1)

7.3 "Let my people go." ✓ (1)

7.4 It gave them hope ✓ (1)  
or encouraged them to escape slavery.

**[5]**

## QUESTION 8: PARAGRAPH

Marks will be allocated out of a total of 5 based on the criteria in the rubric.

Level	Description	Marks
Level 1	The paragraph shows little or no understanding of what happened to Africans from the time they were captured to being sold as slaves in America.	0–1
Level 2	The paragraph includes about 3 basic points but may not be well organised. Shows some understanding of what happened to the Africans from the time they were captured to being sold as slaves in America.	2–3
Level 3	Uses clear and accurate information in a well-structured paragraph. Includes a topic sentence, at least 3 points, and a concluding sentence. Shows good understanding of what happened to enslaved Africans from the time they were captured to being sold in America.	4–5

### Model Paragraph:

**Slaves went through a terrible journey from the time they were captured in West Africa until they were sold in America.** People (slaves) were often captured during raids or wars in West Africa. They were taken from their homes and forced to walk long distances to the coast. There, they were kept in slave forts until ships arrived. On the ships, they were packed tightly in horrible conditions with little food and water. Many got sick or died during the Middle Passage. When they arrived in America, they were sold at auctions to work on farms and plantations. **This long and painful journey shows how cruel and inhumane the slave trade really was.**

OR

Here is also a simpler version of the same paragraph:

**Slaves had a very hard journey from the time they were taken in West Africa until they were sold in America.** They were often taken during wars or captured by force. They had to walk very far to the coast. There, they were kept in buildings until ships came. On the ships, they were packed very close together and had little food or water. Many got sick or died on the way. When they got to America, they were sold to work on farms. **This shows how badly the slaves were treated.**

[5]

**TOTAL SECTION B [35]**

**TOTAL : 50**