

HISTORY ADMISSIONS ASSESSMENT**60 minutes****Past Paper 2017****(Formerly Section 2 of the History Admissions Assessment 2017)****INSTRUCTIONS TO CANDIDATES**

Please read these instructions carefully, but do not open the question paper until you are told that you may do so.

This question paper requires you to read two passages and answer a related question.

You should write your answer in the space provided in this question paper. Please complete this section in **black pen**.

You can use the blank inside front and back covers for rough working or notes, but no extra paper is allowed. Only answers in the space indicated in the paper will be marked.

Dictionaries may NOT be used.

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Slavery in eighteenth- and nineteenth-century pre-colonial Africa

The point of this task is to explore your ability to handle historical evidence and how you work with it. It is not designed as a test of knowledge so no previous knowledge is expected or required. Please think about the differences and similarities between the events described in the accounts, and also about what we might learn from these extracts about the societies and practices being described. For example, what might these extracts tell us about the economies of these societies? There may be other points that you want to comment on.

A glossary of some words that may be unfamiliar is given at the end of the extracts.

TASK

In your own words, compare and contrast these passages.

Extract 1

The following extract comes from an interview in 1974 with Kemo Kutate, a 54-year-old man from the West African country of the Republic of The Gambia. He was a griot – a keeper of oral folk histories. Here he describes the history of Niumi, a city in The Gambia, in the nineteenth century.

In Niumi during the slave trade, those who had slaves sold them when they ran short of food. Also in times of war, when they ran short of gunpowder, they sold slaves and exchanged them for powder. At James Island — many slaves were sold there. The people who sold the slaves bought beads of various sizes and colours. Formerly, women wore these beads as head ornaments. Some were yellow in colour. Europeans brought these here for sale and Africans sold their captives to them. The Sonkos, Mannehs, and Jammehs [different ethnic groups] sold their slaves there. It was the Africans who captured the slaves and sold them to the Europeans. Domestic slaves were used on farms or for collecting firewood for wives of their masters. They would cultivate land, they would become messengers. In the absence of horse-riders they became long-distance messengers. This is how the slaves were used. They were mainly captured in Niumi itself. If invaders came and lost a war, many of the young people were seized and sold into slavery. Some villages which were destroyed had their young girls and boys captured and sold. The old people were killed. If you take and capture an older man who knows the country, he would return to his village as soon as he was able. The young would not know the way back to their villages. These are the ones they made the ideal slaves.

They also grew rice and groundnuts. They are not used to growing millet. That began later. Even today they seek millet from Baddibu. Many people grow groundnuts but cultivable land was not great in Niumi. There were many small valleys. That is Niumi Bato [old Niumi, in modern Senegal]. In Niumi Banta [modern Niumi] they farm a lot. They grew every kind of crop. They also fish, but they did not derive much benefit from it as Niumi Bato did. Niuminkas also grew cotton seed and carved wood with an iron rod for removing the seed from the fibre. If they had a lot to spend on their families and if any spares were left before begging for food, they would sell those spares to people who had been too busy to grow cotton.

Extract 2

The following extract is taken from Frederic Shoberl, ed., *Africa: containing a description of the manners and customs, with some historical particulars of the Moors of the Zahara, and of the Negro nations between the rivers Senegal and Gambia* (London, 1821). The book was a collection of eyewitness accounts written by various travellers to Western Africa.

Beyond the sources of the Senegal and Gambia is an extensive and very populous country, called Bambara. Most of the slaves sold at Galam and on the river Gambia, come from this country. Many of the children of this nation remain at the Senegal, and become domestic slaves, that is to say, they cannot be sold except for crimes. ...

In the countries bordering upon the sea-coast, or upon rivers frequented by the Europeans, the revenues of the sovereign consist of the duties or customs which he receives from the whites, the plunder of vessels that are wrecked, and the imposts¹ levied upon his subjects. We have already seen that the customs demanded from the Europeans, are paid for the right of procuring salt from the salt-works, and supplies of provisions, wood, and water, on the coast, and for liberty to traffic in gum, slaves, or any other commodity. These customs were originally very low, but they have been successively increased through the weakness of the whites, who always comply with the importunities² of the Negroes, and thus suffer the latter to claim as a right what was at first on their part but mere generosity[.] ...

[In a country] whose staple article of export trade consisted of its own inhabitants, its men, women and children, who were procured (as must necessarily happen in the case of large and continued exports) by treachery and violence, where the whole population was either living in continual apprehension of captivity, and eternal banishment from their native soil, or employed in contriving the means of inflicting those evils upon others; we should at once conclude, that the very insecurity of person and property which such a state of society implied, would of itself extinguish all the motives to regular industry, and limit the culture of the soil very nearly to what was required for supplying the immediate wants of nature.

Glossary

¹impost – a tax or tribute

²importunities – persistent demands

Write your answer in the space below.

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A series of 30 horizontal dotted lines for writing.

A series of 25 horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

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