

Exercise walk-through

The Slave Trade ■ 1.9

eXercise

You must be able to

- state the economic demand that drove the trade
- describe the role of European and African participants
- state the demographic and social consequences in Africa
- handle the topic with precision and without euphemism

Method — The demand

Plantation agriculture producing sugar, and later tobacco and cotton, for European markets was labour-intensive and lethal. Its labour was supplied by forced transportation of enslaved Africans.

Method — Participants

European traders operated on the coast; some African states and merchants participated in supplying captives. Recording both accurately is required, and neither fact reduces the responsibility of the other.

Method — Consequences in Africa

Regions lost population disproportionately of working age; warfare and raiding intensified where captives were a commodity; and political power shifted toward states controlling the trade.

Method — Precision

Use accurate terms — enslaved people, forced transportation, coerced labour — and give figures or scale where you have them. Euphemism costs marks and misdescribes the subject.

Practice 2.1 ■ 2 marks

State the economic demand that drove the Atlantic slave trade.

Solution 2.1

Worked steps

plantation agriculture producing sugar and later other crops for European markets **B1**, which was labour-intensive and lethal **B1**.

Practice 2.2 ■ 2 marks

State two consequences for African regions from which captives were taken.

Solution 2.2

Method: Consequences in Africa

Worked steps

any two of: disproportionate loss of working-age population; intensified warfare and raiding; political power shifting toward states controlling the trade **B2**.

Practice 2.3 ■ 1 mark

A student writes that “workers were brought from Africa”.

- (a) State why the wording is inadequate.
- (b) Write an accurate replacement.

Solution 2.3

Method: Consequences in Africa

Worked steps

(a) “workers” and “brought” conceal that the people were enslaved and forcibly transported **B1**. (b) an accurate sentence, e.g. “Enslaved Africans were forcibly transported across the Atlantic to work on plantations” **B2**.

Exam-style 3.1 ■ 1 mark

The labour demand came primarily from

- A** European domestic service
- B** plantation agriculture producing crops for European markets
- C** shipbuilding in Africa
- D** mining in Europe

Solution 3.1

Method: The demand

- A European domestic service
- B plantation agriculture producing crops for European markets** 
- C shipbuilding in Africa
- D mining in Europe

Worked steps

B. plantation crops for European markets generated the demand.

Exam-style 3.2 ■ 1 mark

Losing population disproportionately of working age affects a region mainly by

- A** raising its output
- B** reducing its capacity to produce and defend itself
- C** leaving it unchanged
- D** increasing its population

Solution 3.2

Method: Consequences in Africa

- A raising its output
- B reducing its capacity to produce and defend itself 
- C leaving it unchanged
- D increasing its population

Worked steps

- B. the people removed are those who produce and defend.

Exam-style 3.3 ■ 1 mark

A passage records both European and African participation in the trade.

- (a) State why both should be recorded.
- (b) Explain why recording both does not reduce European responsibility.

Solution 3.3

Method: Participants

Worked steps

- (a) because both occurred, and an accurate account states what happened **B1**.
- (b) responsibility is not a fixed quantity divided between parties **B1**; the demand, the shipping and the plantations were European, and that remains true whatever else is recorded **B1**.