



eduresourcza.com



KWA-NGOZA SECONDARY SCHOOL

INANDA

4310

TEL: 083 251 4892

NJABULOSHANGASE3@GMAIL.COM



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)

CIBANE TRIBAL AUTHORITY (16)

GRADE 8

SOCIAL SCIENCES

HISTORY

ASSESSMENT TASK

MAY/JUNE 2025 TEST

**DEPARTMENT OF EDUCATION
KWANGOZA SECONDARY SCHOOL
P.O. BOX 43484, INANDA 4310
EMIS NO: 443704**

MARKS: 75

TIME: 1 ½ HOURS

N.B. This question paper consists of 6 pages and an addendum of 6 pages.



Copyright reserved

Please turn over

INSTRUCTIONS AND INFORMATION

- 1 This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: CHANGES DURING THE INDUSTRIAL REVOLUTION IN BRITAIN:
SOCIAL CHANGES DURING THE INDUSTRIAL REVOLUTION
[TERM 1 CONTENT]

QUESTION 2: BRITAIN, DIAMOND MINING, LABOUR CONTROL AND LAND
EXPANSION: [TERM 2 CONTENT]

SECTION B: ESSAY QUESTIONS

QUESTION 3: BRITAIN, DIAMOND MINING, LABOUR CONTROL AND LAND
EXPANSION: FINAL DEFEAT OF AFRICAN KINGDOMS [TERM 2
CONTENT]

QUESTION 4: DEEP-LEVEL GOLD MINING ON THE WITWATERSRAND 1886
ONWARDS: MIGRANT WORKERS [TERM 2 CONTENT]

QUESTION 5: DEEP-LEVEL GOLD MINING ON THE WITWATERSRAND 1886
ONWARDS: BURDEN ON WOMEN IN THE RESERVES AND
EROSION OF FAMILIES [TERM 2 CONTENT]

- 2 SECTION A consists of TWO source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
- 3 SECTION B consists of THREE essay questions.
- 4 Answer **TWO** questions as follows:
- 4.1 TWO Source-based questions from SECTION A
- 4.2 ONE essay question from SECTION B
- 5 You are advised to spend at least 30 minutes per question.
- 6 When answering the questions, you should apply your knowledge, skills and insight.
- 7 You will be disadvantaged by merely rewriting the sources as answers.
- 8 Number the answers correctly according to the numbering system used in this question paper.
- 9 Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer ALL the questions in this section.

Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE HARSH WORKING CONDITIONS AND EXPLOITATION OF CHILD LABOR DURING THE INDUSTRIAL REVOLUTION IMPACT THE LIVES AND FUTURES OF CHILDREN WORKING IN FACTORIES AND MILLS?

Study Sources 1A, 1B, 1C, and 1D and answer the questions that follow.

1.1 Use Source 1A.

- | | | |
|-------|--|---------------|
| 1.1.1 | What is evident, in the source, which describes the working conditions of children in the cotton mill? | (1 x 1) (1) |
| 1.1.2 | Quote, from the source, TWO phrases that illustrate the harsh treatment of children in the mill. | (2 x 1) (2) |
| 1.1.3 | List any THREE challenges faced by children working in the cotton mill, according to the source. | (3 x 1) (3) |
| 1.1.4 | Comment on what is implied by the statement, 'We dreamed of a future where children could go to school and play, not work in these horrible places.' | (2 x 2) (4) |

1.2 Read Source 1B

- | | | |
|-------|--|-------------|
| 1.2.1 | How, according to the source, did the Industrial Revolution impact the narrator's family? | (1 x 2) (2) |
| 1.2.2 | Quote, evidence from the source indicating that children working in factories faced hazardous conditions. | (1 x 1) (1) |
| 1.2.3 | Define the term 'enclosure movement' in your own words. | (1 x 2) (2) |
| 1.2.4 | What, according to the source, were the working conditions like for children in the factory? | (1 x 1) (1) |
| 1.2.5 | Explain the limitations of the source to a historian researching the impact of the Industrial Revolution on the working class. | (2 x 2) (4) |

1.3 Consult Source 1C

- | | | |
|-------|--|-------------|
| 1.3.1 | How, according to the source, did the Factory Acts address the issue of child labour? | (1 x 1) (1) |
| 1.3.2 | Quote, evidence from the source indicating that children faced harsh working conditions before the Factory Acts. | (1 x 1) (1) |
| 1.3.3 | What, according to the source, was the broader impact of the Factory Acts? | (1 x 1) (1) |

GRADE 8

- 1.3.4 Who, according to the source, were exploited in the factories, mills, and mines before the Factory Acts? (1 x 1) (1)
- 1.3.5 When, according to the source, did the Factory Acts take place? (1 x 1) (1)
- 1.4 Study Source 1D
- 1.4.1 Explain the messages conveyed by this photograph of a child working in a factory. (1 x 2) (2)
- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining how did the harsh working conditions and exploitation of child labour during the industrial revolution impact the lives and futures of children working in factories and mills? (8)
- [35]

GRADE 8

QUESTION 2: HOW DID THE SYSTEM OF MIGRANT LABOUR AND CLOSED COMPOUNDS CONTROL AND RESTRICT THE LIVES OF AFRICAN WORKERS IN SOUTH AFRICA'S MINING INDUSTRY?

Study Sources 2A, 2B, 2C, and 2D and answer the questions that follow.

2.1 Use Source 2A.

- 2.1.1 Identify evidence in the source which indicates that migrant labour was used to control African workers within South Africa. (1 x 1) (1)
- 2.1.2 State any TWO ways in which migrant labour impacted African workers in South Africa, according to the source. (2 x 1) (2)
- 2.1.3 What, according to the source, was the initial reason why African men became migrant workers? (1 x 1) (1)
- 2.1.4 Who, according to the source, were the primary migrant workers initially, and who later joined them? (1 x 1) (1)

2.2 Read Source 2B

- 2.2.1 Quote TWO examples of tribes mentioned in the source as being present at the Diamond fields. (2 x 1) (2)
- 2.2.2 State any TWO challenges faced by missionaries at the Diamond fields, according to the source. (2 x 1) (2)
- 2.2.3 What, according to the source, was the primary purpose of some tribes, such as the Bapedi, coming to the Diamond fields? (1 x 1) (1)
- 2.2.4 Who, according to the source, were present at the Diamond fields from various tribes? (1 x 1) (1)

2.3 Consult Source 2C

- 2.3.1 Quote ONE reason for the introduction of closed compounds in the source. (1 x 1) (1)
- 2.3.2 What, according to the source, was the purpose of searching African workers on their return from the mine? (1 x 1) (1)
- 2.3.3 Who, according to the source, demanded that Africans be 'localised' in their own area of the diggings? (1 x 1) (1)

- 2.4 Examine Sources 2B and 2C. Explain how the information in Source 2B differs from the evidence in Source 2C regarding the living and working conditions of African workers at the Diamond fields. (2 x 2) (4)

2.5 Study Source 2D

- 2.5.1 Explain the messages conveyed by the photograph of a South African miner baking bread in the workers' quarters at a diamond mine in Kimberley, South Africa. (1 x 2) (2)

[20]

SECTION B: ESSAY QUESTIONS

Answer only ONE question in this section

Your essay should be about ONE or 1 ½ pages long

QUESTION 3: BRITAIN, DIAMOND MINING, LABOUR CONTROL AND LAND EXPANSION: FINAL DEFEAT OF AFRICAN KINGDOMS

Explain to what extent Britain's control over diamond mining and labour contributed to the expansion of British territory and the final defeat of African kingdoms in South Africa during the late 19th century.

Use relevant historical evidence to support your line of argument. [20]

QUESTION 4: DEEP-LEVEL GOLD MINING ON THE WITWATERSRAND 1886 ONWARDS: MIGRANT WORKERS

"Migrant workers played a crucial role in the development of the gold mining industry on the Witwatersrand from 1886 onwards, but their working and living conditions were characterized by exploitation and hardship"

Do you agree with this statement? Support your line of argument with relevant historical evidence. [20]

QUESTION 5: DEEP-LEVEL GOLD MINING ON THE WITWATERSRAND 1886 ONWARDS: BURDEN ON WOMEN IN THE RESERVES AND EROSION OF FAMILIES

Families in the rural reserves bore the burden of the migrant labour system in the gold mining industry on the Witwatersrand from 1886 onwards, leading to the erosion of family structures and social fabric.

Critically discuss this statement. Support your line of argument with relevant historical evidence. [20]

TOTAL: 75