

MAXEKE SECONDARY SCHOOL



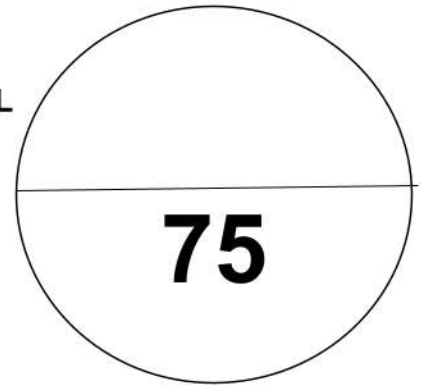
GET: SOCIAL SCIENCE

GRADE 8

TERM 2: HISTORY TEST

2025

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75

LEARNER NAME: _____

GRADE: 8 _____

INSTRUCTIONS:

1. Listen to/read each question carefully.
2. Answer all questions on this question paper.
3. Write neatly and legibly.
4. There are 11 pages in this question paper.

Marks obtained by:	Q1 [35]	Q2 [40]	TOTAL 75	SIGNATURE/S
Teacher				
School Moderator				
Departmental Head				

Section A: The Industrial Revolution

Question 1:

1.1 Read **Sources 1A, 1B and view source 1C** below and answer the questions.

SOURCE 1A

Child labour during the Industrial Revolution in Britain Children performed all sorts of jobs including working on machines in factories, selling newspapers on street corners, breaking up coal at the coal mines, and as chimney sweeps. Sometimes children were preferred to adults because they were small and could easily fit between machines and into small spaces.

Some businesses hired children because they were cheap, worked hard, and could do some jobs that adults couldn't do. In some cases, the businesses treated the children no better than slaves. They kept them locked up and forced them to work long hours. In other cases, the businesses felt they were helping the children out by feeding them and keeping them from starving.

The Industrial Revolution was a time of few government regulations on working conditions and hours. Children often had to work under very dangerous conditions. They lost limbs or fingers working on high powered machinery with little training. They worked in mines with bad ventilation and developed lung diseases. Sometimes they worked around dangerous chemicals where they became sick from the fumes.

Child labor was a common practice throughout much of the Industrial Revolution. Estimates show that over 50% of the workers in some British factories in the early 1800s were under the age of 14. In the United States, there were over 750,000 children under the age of 15 working in 1870.

https://www.ducksters.com/history/us_1800s/child_labor_industrial_revolution.php

1.1.1 Name **TWO** jobs' children had to perform (2x1=2)

1.1.2. Why, according to the **SOURCE**, were children preferred to adults as workers? (1x2=2)

1.1.3. Explain why children were treated no better than slaves. Give **TWO** explanations. (2x2=4)

1.1.4. Give **TWO** examples of the dangerous condition's children had to work under (2x2=4)

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1.1.5. Why do we regard child labour as common practice? (1x2=2)

SOURCE 1B

Cruelty towards children in the factories and mines Factory overseers, who were employed as managers of the factory floor, were known to whip or beat employees that were late for work. For example, in an interview in 1819, John Fair brother commented that he had seen his master "with a horse whip standing outside the mill when the children have come too late [and] he lashed them all the way to the mill."

...Spinning machines in textile mills were often left unguarded and posed a serious risk. For instance, a report from the British House of Commons in 1832 commented that "There are factories, no means few in number, nor confined to the smaller mills, in which serious accidents are continually occurring, and in which, notwithstanding, dangerous parts of the machinery are allowed to remain unfenced."

...For example, a doctor from Manchester, England gave the following report in an 1819 interview. "When I was a surgeon in the infirmary, accidents were very often admitted to the infirmary, through the children's hands and arms having being caught in the machinery; in many instances the muscles, and the skin is stripped down to the bone, and in some instances a finger or two might be lost. Last summer I visited Lever Street School. The number of children at that time in the school, who were employed in factories, was 106. The number of children who had received injuries from the machinery amounted to very nearly one half. There were forty-seven injured in this way." As his report suggests, the injuries that the children suffered were painful and disfiguring and relatively common.

<https://www.historycrunch.com/child-labor-in-the-industrial-revolution.html#/>

1.1.6. Refer to **Source 1B**

1.1.6.1 Why, according to the source, did the 'master' use the whip? (1x2=2)

1.1.6.2 What is often the cause of serious accidents in the factories? (1x2=2)

1.1.6.3 Explain the seriousness of the injuries of the children at Lever Street School.

(2x2=4)

1.1.7 Refer to **Source 1C**

SOURCE 1C

Two girls protesting child labor (by calling it child slavery)



https://en.wikipedia.org/wiki/Child_labour#/media/File:Abolish_child_slavery.jpg

1.1.7.1 What type of labour is at the centre of the protest? (1x1=1)

1.1.7.2 Why would they refer to this type of labour as slavery? (2x2=4)

1.1.8 Use **Sources 1A, 1B, and 1C** and your own knowledge to write a paragraph of 8 – 10 lines in which you explain how child labour became part of the workforce during the Industrial Revolution in Britain. (8)

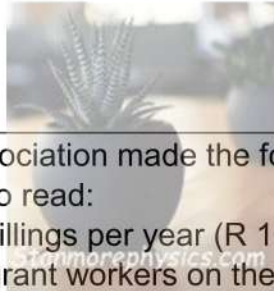


[35]

Section B: The Mineral Revolution

Question 2:

2.1 Refer to Source 2A:



SOURCE 2A:

In 1893, a committee of the Mine Managers Association made the following suggestion. It has been adapted from the original text to make it easier to read:

“Hut tax should be raised to an amount of 14 Shillings per year (R 10 000 today) so that more Africans will be encouraged to seek work as migrant workers on the mines. This tax should be payable in coins only. Each African who can prove that he has worked for six months in the year should be allowed a reduction in his Hut tax.”

www.sahistory.org.za

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2.1.1. What was the Hut Tax?

(1x2=2)

2.1.2. Extract information from **SOURCE 2A** to explain why the Mine Managers Association supported the introduction of a Hut Tax.

(1x2=2)

2.1.3. How could African men be granted a reduction in the amount of Hut Tax they had to pay? (1x2=2)

2.1.4. Using your own knowledge, identify and explain **TWO** other reasons men might chose to go and work on the mines. (2x2=4)

[10]

2.2 SOURCE 2B: CITY OF JOHANNESBURG



www.sahistory.org.za

2.2.1. Where and when was gold discovered in the Witwatersrand? (2x1=2)

2.2.2. Give **two** reasons why Gold is valuable. (2x1=2)

2.2.3. Define the following concepts:

a) Uitlanders

(1x2=2)

b) Randlords

(1x2=2)

2.2.4. Explain why Chamber of Mines did not want to employ White unskilled workers?
Give **TWO** reasons

(2X1=2)

[10]

2.3 Use the **SOURCES**, and your own knowledge to answer the questions that follow

SOURCE 2C: Migrant labor as abundant cheap labour

Since the mineral revolution of the late 19th century, "migrant labour" in South Africa referred not only to workers coming into South Africa from neighbouring countries, but also to a system of controlling African workers within South Africa. Migrant labour provided abundant cheap African labour for white-owned mines and farms (and later factories) and, at the same time, enforced racial segregation of land. Male migrants employed by white-owned businesses were forbidden from living permanently in cities and towns designated for whites only. Hundreds of thousands of African men lived in crowded single-sex hostels near their jobs and were not allowed to bring their wives and children, who were described as "superfluous appendages." (extra additions) Thus, migrant workers were divided into labourers during most of the year and full human beings – spouses, parents, and community members – during their short Christmas and Easter holidays in the rural reserves. Migrant workers were initially almost all men, who





TOTAL: 75 MARKS



MEMORANDUM

Section A: The Industrial Revolution

Question 1:

- 1.1.1 Working on machines in factories ✓
Selling newspapers on street corners ✓
Breaking up coal at the coal mines ✓
As chimney sweeps ✓ **[Any TWO responses]**
- 1.1.2 They were small ✓
Could easily fit into small spaces ✓
Could easily fit between machines ✓
- 1.1.3 They were kept locked up ✓✓
They were forced to work long hours ✓✓
- 1.1.4 Working on high powered machinery ✓
Working in mines with bad ventilation ✓
Working around dangerous chemicals ✓
- 1.1.5 Over 50% of the workers in some British factories in the early 1800s were under the age of 14 ✓✓
In the US, there were over 750 000 children under the age of 15 working in 1870 ✓✓
- 1.1.6
1.1.6.1 To beat employees that were late for work ✓

- 1.1.6.2 Spinning machines in textile mills were often left unguarded✓✓
Dangerous parts of the machinery were unfenced✓✓
- 1.1.6.3 The children's hands and arms having been caught in the machinery✓✓
The muscles and the skin stripped down to the bone✓✓
A finger or two might be lost✓✓
- 1.1.7
- 1.1.7.1 Child labour✓
- 1.1.7.2 Children worked in mines and factories under dangerous conditions, for long hours, performing all sorts of jobs, hence they worked as slaves✓✓
- 1.1.8 Child labour was a common practice throughout much of the Industrial revolution
- 50% of workers in some British factories were under the age of 14
 - Business hired children for hard and cheap labour
 - Children performed all sorts of jobs
 - Children were whipped for being late
 - Very few children attended school
 - Many children got injured from machinery

Paragraphs should be structured as follows:

- Topic sentence
- The main point/s
- The concluding sentence



Level	Indicators	Marks
Level 1	Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	Marks: 0-2
Level 2	Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	Marks: 3-5
Level 3	Uses relevant evidence e.g. demonstrates a thorough understanding Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	Marks: 6-8

Question 2:

2.1

- 2.1.1. Hut tax was a property tax levied against huts owned by Africans in Tribal Reserves. ✓ ✓
- 2.1.2. They supported the introduction of the Hut tax because it would require Africans to pay the tax in coins which they would have to earn on the mines as a salary. It would therefore ensure a steady flow of cheap labour to the mines. ✓ ✓
- 2.1.3. If Migrant Labourers could prove that they were employed on the mines for six months then a reduction in the Hut tax would be allowed. ✓ ✓
- 2.1.4. The Tribal reserves were poverty stricken and often experienced droughts that decimated crop production. Working as Migrant labourers they could earn a small salary, escape their tribal existence ✓ ✓ and experience life in the cities. ✓ ✓

(Any RELEVANT response)

2.2

2.2.1 1886. Farm of Langlaagte. ✓ ✓

2.2.2. a) Good conductor of heat ✓

b) It is used for space vehicle that NASA launches ✓

c) Trade, Money, Jewelry ✓

(Any relevant answer)

2.2.3. Uitlanders_ Foreigners, people who came from overseas. ✓ ✓

Randlords_ mining magnates who were extremely wealthy who were mainly Jewish. ✓ ✓

2.2.4. They were paid more. ✓

Had access to trade unions. ✓

2.3

Africans were lured to the mines with the promise of money and prosperity.

They were also compelled to be part of the Migrant labour system due to the implementation of the Hut tax.

Migrant labourers were also able to gain valuable skills on the mines.

They became more westernized and literate.

Many also died on the mines due to disease and accidents.

Migrant labourers earned few benefits and had no pension or voting rights.

Women left behind on the Tribal reserves had to take care of their families and raise their children in the absence of a father figure.

Women had to work on the land and raise crops and take care of livestock.

Mine owners became wealthy and were known as Randlords.

Their wealth was built on the cheap labour of Migrant workers.

(Any RELEVANT response)

(20)

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PRESENTATION CONTENT	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support	Well planned and structured. Synthesis of information. Constructed and argument. Evidence used to support the argument.	Writing structured. Constructed an argument. Evidence used to support argument.	Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	Largely descriptive/ with little or some attempt to develop an argument.	Answer not at all well structured.	
LEVEL 7 The question has been fully answered. Content selection fully relevant to line of argument.	18-20	16-17					
LEVEL 6 The question has been answered. The content selection is relevant to a line	16-17	15	14				
LEVEL 5 The question has been answered to a great extent. The content is adequately covered and is relevant		14	13	12			
LEVEL 4 The question is recognizable in the answer. Some omissions/ irrelevant content selection.			12	11	10		
LEVEL 3 The content selection does not always relate. Omissions in coverage.				10	9	8	
LEVEL 2 The content is sparse. The question is inadequately addressed.					8	7	6
LEVEL 1 The content is sparse, the question is inadequately addressed						6	0-5

TOTAL: 75 MARKS