

SCHOOL LOGO

TSHWANE NORTH DISTRICT JUNE CONTROLLED TEST 2025

GRADE: 8

SUBJECT: SOCIAL SCIENCES

DISCIPLINE: HISTORY

DURATION: 1H 30 MINUTES

MARKS: 75

DATE: MAY 2025

Name and Surname: _____

Class: _____

EXAMINER _____

MODERATOR _____

	SECTION A: 35					SECTION B: 40				
Marks obtained by:	Q 1 5	Q 2 12	Q 3.1 6	Q 3.2 4	Q 4 8	Q 5.1 5	Q 5.2 10	Q5.3 5	Q 4 20	Total 75
Teacher:										
School Moderator:										
District Moderator:										

INSTRUCTIONS:

1. Answer **ALL** the questions in the SPACES provided.
2. Write neatly and legibly.
3. Study the texts and sources carefully to answer the questions
4. Note the mark allocation to help you answer the questions
5. Write Neatly and legibly
6. This paper consists of **16 pages**

SECTION A: THE INDUSTRIAL REVOLUTION BRITAIN AND SOUTHERN AFRICA FROM 1860

QUESTION 1

1.1. SOURCE A

Under the open-field system, each manor or village had two or three large fields, usually several hundred acres each, which were divided into many narrow strips of land. The strips or selions were cultivated by individuals or peasant families, often called tenants or serfs. The holdings of a manor also included woodland and pasture areas for common use and fields belonging to the lord of the manor and the religious authorities, usually Roman Catholics. The farmers lived in individual houses in a nucleated village with a much larger manor house and church nearby. The open-field system necessitated co-operation among the inhabitants of the manor. The Lord levied [charged] rents. Lords demanded rents and labour from the tenants, and required the peasantry to work on his personal lands, called a demesne.

The arable land belonging to a manor was divided into many long narrow strips called furlongs for cultivation. The fields of cultivated land were unfenced, hence the name *open-field* system. Each tenant of the manor cultivated several strips of land scattered around the manor.

The land of a typical manor in Britain was subdivided into two or three large fields. Non-arable land was allocated to common pasture land where the villagers would graze their livestock throughout the year. The ploughed fields and the meadows were used for livestock grazing when fallowed or after the grain was harvested. One of the two or three fields was fallowed each year to recover soil fertility. Selions were distributed among the farmers of the village, the manor, and the church. A family might possess about 70 selions totalling about 20 acres (8 ha) scattered around the fields. The scattered nature of family strips ensured that each farmer would get an equal share of the good and bad land. If some selions were unproductive, others might be productive.

Taken from: <https://www.britannica.com/topic/open-field-system> **Accessed 2022]**

1.1.1 What according to the source is another name for a village (1)

1.1.2 List THREE areas where the villagers could graze their stock / animals (3)

1.1.3 Identify one piece of land that was for common use (1)

(5)

QUESTION 2

Study the following Source 2.1 and answer the questions below:

2.1

Industrial Revolution, in modern history, the [process](#) of change from an agrarian and handicraft economy to one dominated by [industry](#) and [machine manufacturing](#). These technological changes introduced novel ways of working and living and fundamentally transformed society. This process began in [Britain](#) in the 18th century and from there spread to other parts of the world. Although used earlier by French writers, the term *Industrial Revolution* was first popularized by the English economic historian [Arnold Toynbee](#) (1852–83) to describe [Britain's](#) economic development from 1760 to 1840. Since Toynbee's time the term has been more broadly applied as a process of economic [transformation](#) than as a period of time in a particular setting. This explains why some areas, such as [China](#) and [India](#), did not begin their first industrial revolutions until the 20th century, while others, such as the [United States](#) and western [Europe](#), began undergoing “second” industrial revolutions by the late 19th century.

Taken from <https://www.britannica.com/event/Industrial-Revolution> Accessed 2024

2.1.1

Define the following terms

a) Industrial Revolution:

1x2 (2)

b) Transformation:

1x2 (2)

2.1.2 Explain why children were hired in factories during the period of Industrial Revolution. Give **THREE** reasons. 2x3 (6)

2.1.3 Identify **TWO** places that were advanced in terms of the Industrial Revolution. 1x2 (2)

[12]

QUESTION 3



3.1 Study the following Sources 3.1 A and 3.1B and answer the questions below:

Source 3.1 A: The Swing Riots

The Swing Riots were an agricultural phenomenon. Following years of war, high taxes and low wages, farm labourers finally snapped in 1830. These farm labourers had faced unemployment for a number of years due to the widespread introduction of the threshing machine and the policy of enclosing fields. No longer were thousands of men needed to tend the crops, a few would suffice. With fewer jobs, lower wages and no prospects of things improving for these workers the threshing machine was the final straw, the object that was to place them on the brink of starvation. The Swing Rioters smashed the threshing machines and threatened farmers who had them.



Source 3.1 B: Below is an image of Luddites destroying machines.



From History Extra

3.1.1 Explain what was the common issue that was faced by both the swing riots and luddites? 2x1 (2)

3.1.2 The conditions of swing riots and luddites were generally harsh and challenging due to the invention of these new machines. Mention the two machines that made their lives to be harsh and difficult. 1x2 (2)

3.1.3 Look at Source 3.1 B and explain why the Luddites are destroying the machines.

1x2 (2)

[6]

3.2 Study the following Sources 3.2 and answer the questions below:



Source 3.2: Extract

One Person One Claim

“Digger’s democracy.

Hundreds of individual diggers.

Black and white diggers from Africa and overseas

registered small claims.

Dig down in search of diamonds.

Could subdivide their claims.”

From [https://www.onniesonline.co.za/wp-content/uploads/](https://www.onniesonline.co.za/wp-content/uploads/2015/01/Diamond-Mining.pdf)

2015/01/Diamond-Mining.pdf

3.2.1 Briefly explain the concept, 'claim'. 1x1 (1)

3.2.2 Explain why diamonds are so much valuable. Give two reasons. 2x1 (2)

3.2.3 State the reason why the government emphasized the 'one person one claim' law? 1x1 (1)



[4]

SECTION B: THE MINERAL REVOLUTION IN SOUTH AFRICA

QUESTION 5

5.1 Study the following Source 5.1. A, and answer the questions below:

SOURCE 5.1 A

The tightly controlled closed compound, where the ability of workers to leave the compound before their contracts expired was greatly restricted, came to typify the phenomenon in that country and originated on the diamond mines of Kimberley from about 1885 and was later replicated on the gold mines.

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5.1.1 What is a closed compound? 1x1 (1)

5.1.2 What does it mean to say the workers' ability to leave was restricted? 1x2 2

5.1.3 Can you think of any other situations where a closed compound might be used today? Mention 2 2x1 2

5.2.3 Which strategy did the Randlords use in order for them to manipulate the African people to end up working for them? 2x1 (2)

5.2.4 What is the difference between a skilled worker and an unskilled worker? 1x2 (2)



[8]

5.3 Study the following **Source 5.3A and Source 5.3 B** and answer the questions below:

Source 5.3A: An image depicting colonialism in Africa.

Colonialism in the African continent by the British people.



Adapted from: alamy

Source 5.3 B

Source 5.3 B

“Britain build an empire in other parts of the world including Southern Africa. By 1860 Britain controlled parts of southern Africa and extended its control over most parts of Southern Africa.”



Adapted from Oxford Successful Social Sciences

5.3.1 According to **Source 5.3B** which part of South Africa was the first British colony? 1x1 (1)

5.3.2 What attracted the Britain people to find interest in investing their time Southern Africa? 1x2 (2)

5.3.3 Looking at **Source 5.3 A**, do you think Africans were treated well by the colonisers? Give a reason for your answer. 1x2 (2)

[5]

QUESTION 6: Essay (Look carefully at the two essay topics below and choose one that you will write an essay about).

6.1 “Migration was a very important process to happen due to lack of land which ended up leading to poverty. This lack of resources then led men to end up moving away from their own homes to look for jobs in the cities. This then meant that women were left to play the role of both mother and father in the absence of the father at home.”

Write an essay of about 1 and ½ pages and discuss the above statement by showing how you think the absence of a father affected the family life.

OR

6.2 “Mineral resources such as diamonds and gold were valuable in helping uplift the South African economy, also, as that was the case, South African’s due to colonization lost a lot of benefits that came due to the discovery of these two main mineral resources”.

Write an essay of about 1 and ½ pages and discuss the above statement by explaining in great detail why you believe mineral resources are important in uplifting the economy of South Africa and how at the same time could not fully benefit the South African’s fully.

The rubric on PAGE 15 will be used to assess your paragraph.

GRADE 8 HISTORY ESSAY WRITING RUBRIC 20 MARKS

PRESENTATION	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
CONTENT	Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument	Well planned and structured. Synthesis of information. Constructed an 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 <i>stanmorephysics.com</i>					
LEVEL 6 The question has been answered. The content selection is relevant to a line of argument.	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 recognisable 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

MARKING GUIDELINES

INSTRUCTIONS:

Colleagues,
**this is a marking guide PLEASE accept
relevant answers and add them to your
guide**

Stanmorephysics.com

This paper consists of **17 pages**

SECTION A: THE INDUSTRIAL REVOLUTION BRITAIN AND SOUTHERN AFRICA FROM 1860

QUESTION 1

1.1. SOURCE A

1.1 Under the open-field system, each manor or village had two or three large fields, usually several hundred acres each, which were divided into many narrow strips of land. The strips or selions were cultivated by individuals or peasant families, often called tenants or serfs. The holdings of a manor also included woodland and pasture areas for common use and fields belonging to the lord of the manor and the religious authorities, usually Roman Catholics. The farmers lived in individual houses in a nucleated village with a much larger manor house and church nearby. The open-field system necessitated co-operation among the inhabitants of the manor. The Lord levied [charged] rents. Lords demanded rents and labour from the tenants, and required the peasantry to work on his personal lands, called a demesne.

The arable land belonging to a manor was divided into many long narrow strips called furlongs for cultivation. The fields of cultivated land were unfenced, hence the name open-field system. Each tenant of the manor cultivated several strips of land scattered around the manor.

The land of a typical manor in Britain was subdivided into two or three large fields. Non-arable land was allocated to common pasture land where the villagers would graze their livestock throughout the year. The ploughed fields and the meadows were used for livestock grazing when fallowed or after the grain was harvested. One of the two or three fields was fallowed each year to recover soil fertility. Selions were distributed among the farmers of the village, the manor, and the church. A family might possess about 70 selions totalling about 20 acres (8 ha) scattered around the fields. The scattered nature of family strips ensured that each farmer would get an equal share of the good and bad land. If some selions were unproductive, others might be productive.

Taken from: <https://www.britannica.com/topic/open-field-system> Accessed 2022]

- 1.1.1 According to the source, what is another name for a village
Manor✓ 1x1 (1)
- 1.1.2 List THREE areas where the villagers could graze their stock / animals (3)
Pasture land✓
Ploughed land✓
Meadows✓ 1x3 (3)
- 1.1.3 Identify one piece of land that was for common use (1)
Non-arable land✓ 1x1 (1)
-

[5]

QUESTION 2

2.1

Industrial Revolution, in modern history, the process of change from an agrarian and handicraft economy to one dominated by industry and machine manufacturing. These technological changes introduced novel ways of working and living and fundamentally transformed society. This process began in Britain in the 18th century and from there spread to other parts of the world. Although used earlier by French writers, the term *Industrial Revolution* was first popularized by the English economic historian Arnold Toynbee (1852–83) to describe Britain's economic development from 1760 to 1840. Since Toynbee's time the term has been more broadly applied as a process of economic transformation than as a period of time in a particular setting. This explains why some areas, such as China and India, did not begin their first industrial revolutions until the 20th century, while others, such as the United States and western Europe, began undergoing "second" industrial revolutions by the late 19th century.

Taken from <https://www.britannica.com/event/Industrial-Revolution> Accessed 2024

2.1.1 Define the following terms

a) Industrial Revolution:

1x2 (2)

The Industrial Revolution was the transition from creating goods by hand to using machines. ✓✓

(ANY OTHER RELEVANT)

b) Transformation:

1x2 (2)

grand technological innovation that greatly improved lives, as well as large scale domino effects with consequences that generally worsened them. ✓✓

(ANY OTHER RELEVANT)

2.1.2 Explain why children were hired in factories during the period of Industrial Revolution. Give three reasons. 2x3 (6)

➤ **Children could fit in between small spaces.**

- They were easy to control.
- They could crawl on and under the machines.
- They could climb on top of the machines to clean them.
- They could do what adults couldn't do.
- They were paid less.

(ANY OTHER RELEVANT)

2.1.3 Identify two places that were advanced in terms of the Industrial Revolution. 1x2 (2)

United States ✓ and western Europe ✓

[12]

QUESTION 3

3.1 Study the following Sources 3.1 A and 3.1B and answer the questions below:

Source 3.1 A: The Swing Riots

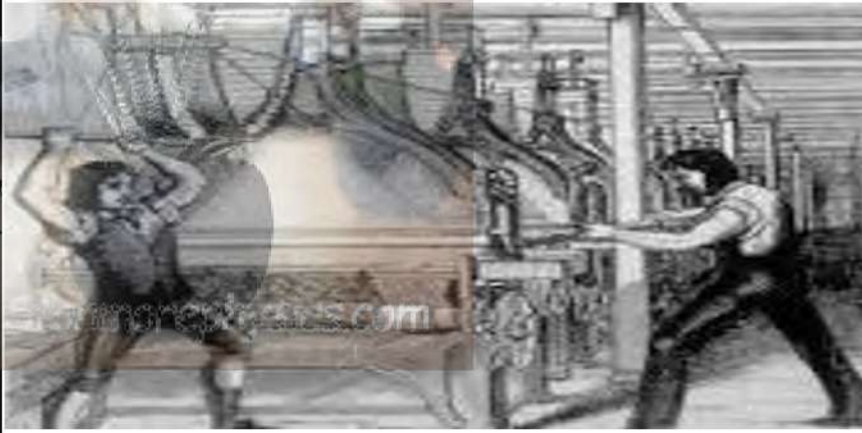
The Swing Riots were an agricultural phenomenon. Following years of war, high taxes and low wages, farm labourers finally snapped in 1830. These farm labourers had faced unemployment for a number of years due to the widespread introduction of the threshing machine and the policy of enclosing fields. No longer were thousands of men needed to tend the crops, a few would suffice. With fewer jobs, lower wages and no prospects of things improving for these workers the threshing machine was the final straw, the object that was to place them on the brink of starvation. The Swing Rioters smashed the threshing machines and threatened farmers who had them.



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From <https://schoolshistory.org.uk/topics/british-history/industrial-revolution/the-swing-riots>

Source 3.1 B: Below is an image of Luddites destroying machines.



From History Extra

2x1 (2)

3.1.1 Explain common issue that was faced by both the swing riots and luddites?

The common issue that was faced by both the swing riots and the luddites is that they both lost their jobs as they were replaced by the machines in the factories. ✓

3.1.2 The conditions of swing riots and luddites were generally harsh and challenging due to the invention of these new machines. Mention the two machines that made their lives to be harsh and difficult. 1x2 (2)

Threshing machines and power looms vv

3.1.3 Look at Source 3.1 B and explain why the Luddites are destroying the machines. 1x2 (2)

Luddites are destroying the machines because they took away their jobs as they replaced them.

[6]

3.2

Study the following Sources 3.2 and answer the questions below:

Source 3.2: Extract

One Person One Claim

“Digger’s democracy.
Hundreds of individual diggers.
Black and white diggers from Africa and overseas
registered small claims.
Dig down in search of diamonds.
Could subdivide their claims.”

From <https://www.onniesonline.co.za/wp-content/uploads/2015/01/Diamond-Mining.pdf>



3.2.1 Briefly explain the concept, ‘claim’. 1x1 (1)

A mining claim is a parcel of land for which the claimant has asserted a right of possession and the right to develop and extract a discovered, valuable, mineral deposit. ✓

(ANY OTHER RELEVANT)

3.2.2 Explain why diamonds are so much valuable. Give two reasons. 2x1 (2)

- **They are valuable because they help uplift the economy. ✓**
- **They create job opportunities. ✓**
- **They create valuable items such as rings and necklaces.**
- **They help in connecting the country where discovered globally.**

(ANY OTHER RELEVANT)

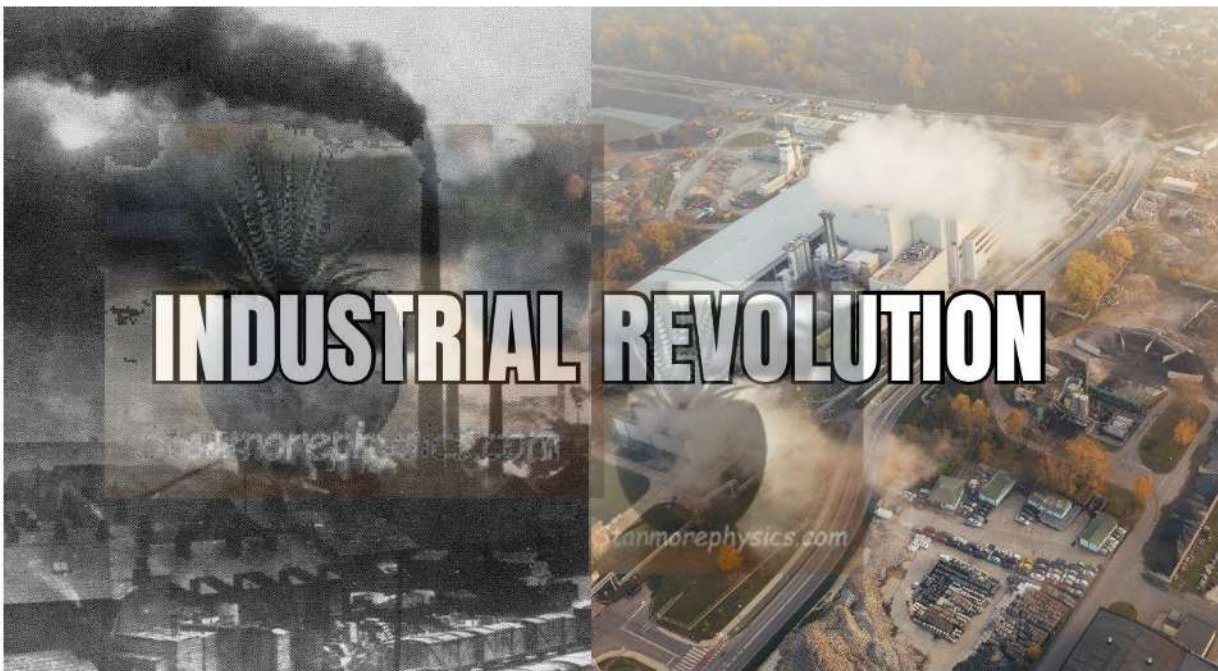
3.2.3 State the reason why the government emphasised the 'one person one claim' law? 1x1 (1)

This was emphasised to ensure that one person only claim once so that there can be equality amongst the citizens. ✓✓

[4]

QUESTION 4: Paragraph

4.1



There are both advantages and disadvantages of the Industrial Revolution on the people and the environment at large.

Write a paragraph of about 8-10 lines and discuss the positive and negative impacts of the Industrial Revolution on people and the environment. (8)

Positive results of the Industrial Revolution on people and the environment:

- **It helped create job opportunities for the people.**
- **Exposed people from the rural areas to city life.**
- **Broadened thinking of people who come from the rural areas.**
- **It well connected people to the salary.**
- **Roads and railways were built.**

- Beautiful buildings were built in the cities.

Negative results of the Industrial Revolution on people and the environment:

- Caused workers to lose fingers due to unfenced machines.
- Caused workers to suffer from exhaustion due to working for long hours.
- Workers were not well paid.
- Workers would be brutally punished for making mistakes.
- Caused air and noise pollution.
- Destroyed some parts of nature such as trees since space was needed to build industries.

(ANY OTHER RELEVANT)

The rubric below will be used to assess your paragraph.

RUBRIC: Paragraph in History

LEVEL 1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 6-8

SECTION B: THE MINERAL REVOLUTION IN SOUTH AFRICA

QUESTION 5

5.1 Study the following Source 5.1. A, and answer the questions below:

SOURCE 5.1 A

The tightly controlled closed compound, where the ability of workers to leave the compound before their contracts expired was greatly restricted, came to typify the phenomenon in that country and originated on the diamond mines of Kimberley from about 1885 and was later replicated on the gold mines.

5.1.1 Give a brief description of a compound. 1x1 (1)

A closed compound is a self-contained, secured area that restricts movement in and out.

5.1.2 What does it mean to say the workers' ability to leave was restricted? 1x2 2

- ✓ **The workers were not free to come and go as they pleased.**
- ✓ **They may have required permission or faced limitations on when they could leave the compound.**

5.1.3 Can you think of any other situations where a closed compound might be used today? Mention 2 2x1 2

- ✓ **Housing dangerous materials or animals**
- ✓ **Securing high-security facilities like prisons or military bases**
- ✓ **Creating quarantine zones to control the spread of disease**

5.1.4 Why do you think mine owners used closed compounds for migrant workers? 2x1 2

- ✓ **To control the workforce and prevent them from leaving before their contracts were fulfilled.**

- ✓ To ensure workers were available for work and couldn't spend wages elsewhere.
- ✓ To limit contact with the outside world and potential unionization efforts.

[7]

5.2 Study the following Source 5.2. Answer the questions below

SOURCE 5.2 A

Randlords (Afrikaans: randhere) were the capitalists who controlled the diamond and gold mining industries in South Africa from the 1870s up to World War I. A small number of European financiers, largely of the same generation, gained control of the diamond mining industry at Kimberley, Northern Cape.

5.2.1 Define the term **migrant labour system** 1x2 (2)

Migrant labour is a person who migrates from one country/region/area to another (or who has migrated from one country to another) with a view to being employed other than on his own account, and includes any person regularly admitted as a migrant for employment. √√

5.2.2 Elaborate on ONE (1) reason why was it difficult for the Randlords to employ people of the African kingdom in the mines. 1x2 (2)

Because black people were still very much independent at the time and could survive through living off the land. √√

5.2.3 Identify the strategy the Randlords used to manipulate the African people to end up working for them? 2x1 (2)

They convinced the government to create restricting laws for the black people and ended up removing them off the land so that they can suffer and resort to working for them for survival. √√

5.2.4 State the difference between a skilled worker and an unskilled worker? 1x2 (2)

Skilled human resources are simply people - in any type of job - who have specific skills needed for their jobs, that they had to learn and spend time developing expertise at.

Unskilled workers are people in jobs who have no deep, learned skills for doing what they're doing. vv

[8]

5.3 Study the following **Source 5.3A** and **Source 5.3 B** and answer the questions below:
Source 5.3A: An imagine depicting colonialism in Africa.

Colonialism in the African continent by the British people.



Adapted from: alamy

Source 5.3 B

Source B

“Britain build an empire in other parts of the world including Southern Africa. By 1860 Britain controlled parts of Southern Africa and extended its control over most parts of Southern Africa.”

Adapted from Oxford Successful Social Sciences

5.3.1 According to Source 5.3B which part of South Africa was the first British colony? 1x1 (1)

Southern Africa ✓

5.3.2 What attracted the Britain people to find interest in investing their time in Southern Africa? 1x2 (2)

They were attracted by the mineral resources of Southern Africa that made South Africa valuable and recognisable. ✓✓

(ANY OTHER RELEVANT)

5.3.3 Looking at Source 5.3 A, do you think Africans were treated well by the colonisers? Give a reason for your answer. 1x2 (2)

No, because they were removed off their land, lost control and great access in their country and were turned into slaves. ✓✓

(ANY OTHER RELEVANT)



[5]

QUESTION 6: Essay (Look carefully and the two essay topics below and choose one that you will write an essay about).

6.1 “Migration was a very important process to happen due to lack of land which ended up leading to poverty. This lack of resources then led men to end up moving away from their own homes to look for jobs in the cities. This then meant that women were left to play the role of both mother and father in the absence of the father at home.”

Write an essay of about 1 and ½ pages and discuss the above statement by showing how you think the absence of a father affected the family life.

Introduction: Learners should take a line of argument and indicate how the migrant labour system and absence of the father affected the family life.

- **Increasing burden on women in the reserves**

- When men were working as migrant labourers' women were left in the reserves.
- Women faced a difficult existence:
- When men were away women were left behind in charge of household
- Had to do all the work that their menfolk had done attending to livestock, milking the cows, clearing the field of trees, thatching, building cattle barns, etc.
- Their own work and daily chores: preparing food, collecting firewood, fetching water, weeding, keeping homestead clean, pottery and basketry. etc.
- Look after children and elderly
- They could not cope with extra household work such sloughing and till the land,
- The soil become barren, and women rely on money sent to them by their husbands who works on mines
- Without able-bodied young men agricultural production in reserves dropped
- Women and children had inadequate food.
- Lack of farming knowledge led to farming methods that destroyed the soil.
- Increased food shortages.
- Financial contributions from migrant workers were too small to help.
- Women and children became increasingly impoverished.
- Women in reserves were forced to find work to earn money to support their families
- Erosion of families.
- Migrant labourers: men were forced to stay away from their families for long periods
- Husbands are separated from their wives and children.
- Family life suffered: erosion of families.
- Had a negative impact on relations between husbands and wives.
- Men became involved in city life: drinking and gambling
- Some men set up new lives in the towns: wives in reserves waited for money/letters
- Many men took up with women in the cities.
- Children did not have enough contact with their fathers.
- Women in the reserves were forced to look for jobs.
- Women could no longer be at home



- When women left their homes and started looking for work in towns, children were left with grandparents.
- Children had to grow up in absence of both parents.
- African traditional way of life was destroyed: strict moral values
- In broken social structures of the reserves, this morality was undermined

Conclusion: Learners should tie up their argument with a relevant conclusion

OR

6.2 “Mineral resources such as diamonds and gold were valuable in helping uplift the South African economy, also, as that was the case, South African’s due to colonisation lost a lot of benefits that came due to the discovery of these two main mineral resources”.

Write an essay of about 1 and ½ pages and discuss the above statement by explaining in great detail why you believe mineral resources are important in uplifting the economy of South Africa and how at the same time could not fully benefit the South African’s fully.

Introduction: Learners should take a line of argument and indicate why you believe mineral resources are important in uplifting the economy of South Africa and how at the same time could not fully benefit the South African’s fully.

- Mineral resources create job opportunities.
- They helped in building industries in South Africa.
- They helped in the creation of roads and railways.
- They help in putting South Africa on the map and making it known to the world.
- They develop many sections of the South African country and causes great stability.
- Help in creating very good jewellery and rings that hhave a high value.
- They help drive investors straight into the South African economy and encourage them to invest their hard earned money.
- They help shape the future of South Africa
- They help people at the end of the day as they get to be supplied with their needs, more especially those concerning food.
- They help greatly in improving the infrastructure of South Africa ta large.

- They help boost the situation in many households as men got jobs in the industries that provided them with a salary to be able to support their families.
- They help in connecting South Africa with international nationals and countries through the process of trade.
- These resources did not really benefit South Africans as anticipated as they gave the colonisers power to want to control as they were selfish and inconsiderate.
- They paid them less with the sales made due to the minerals.
- They did not jobs they anticipated to get.
- They would be sidelined in decision making and they were not well trusted, they would be the first suspects should there be loss of resources in the mines.
- They were always tired and very frustrated due to being really overworked.
- They lost a sense of belonging and hopelessness started to be order of the day.
- They did not gain confidence and trust in themselves during the whole process.

Conclusion: Learners should tie up their argument with a relevant conclusion

The rubric on PAGE 16 will be used to assess your paragraph.



[20]

GRAND TOTAL 75 MARKS

GRADE 8 HISTORY ESSAY WRITING RUBRIC 20 MARKS

PRESENTATION	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
CONTENT	Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument	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 <i>stanmorephysics.com</i>					
LEVEL 6 The question has been answered. The content selection is relevant to a line of argument.	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 recognisable 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

NB!!!!!!!!!!FORMULATE COGNITIVE LEVELS