



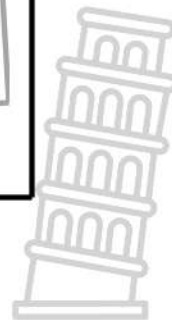
KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

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



MARKS: 75

TIME: 1 ½ HOURS

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

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)

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]



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





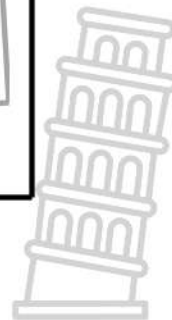
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GRADE 8

SOCIAL SCIENCES
HISTORY
ADDENDUM
ASSESSMENT TASK
MAY/JUNE 2025 TEST

DEPARTMENT OF EDUCATION
KWANGOZA SECONDARY SCHOOL



TOTAL: 75

ADDENDUM

N.B. This addendum consists of 6 pages including this page.

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SECTION A: SOURCE-BASED QUESTIONS

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?

SOURCE 1A

The source below is a Personal Diary Entry taken from "The Diary of a Child Worker"

"My father, a poor weaver, had to send me to the cotton mill when I was barely six. The work was long and tiring, and the machines were dangerous. We were often hit for mistakes, and the air was thick with dust and grime. My hands were always sore and dirty, and I often felt sick. The mill owner cared little for us children, only that we kept the machines running. Many of my friends were injured or even killed, and the terrible conditions took their toll on everyone. We dreamed of a future where children could go to school and play, not work in these horrible places." Excerpt from "The Diary of a Child Worker",

[From The textbook 'Via Afrika grade 8 learner's book 'Social Sciences']

SOURCE 1B

The source below is a Family Narrative taken from a personal account of child labour during the Industrial Revolution

"The Industrial Revolution brought a wave of new machinery and factories, and with it, a massive demand for labour, including that of children. My grandfather, a farmer, lost his land during the enclosure movement and had to move to the city to find work. He and my grandmother struggled to make ends meet, so they sent me and my siblings to work in a factory. We were treated like slaves, with long hours, low wages, and no safety regulations. Many of us were too young to understand the dangers, and we were often hurt or killed by the machines. Despite the hardship, our family did not give up, and we hoped that one day, things would be better for our children."

[From The textbook 'Via Afrika grade 8 learner's book 'Social Sciences']

SOURCE 1C

The source below is a Historical Analysis taken from a study on the Factory Acts and child labour reform

The Factory Acts of the 1800s, while a landmark achievement, were a slow and gradual process of reform. Before these acts, child labour was rampant in factories, mills, and mines. Children as young as five were forced to work in harsh conditions, often for 12-16 hours a day, with little or no pay. The Factory Acts began to limit working hours and introduce some regulations, but it took decades to address the widespread exploitation of child labour. These acts also sparked a larger debate about child labour, the role of government in regulating industry, and the rights of working-class families."

[From The textbook 'Via Afrika grade 8 learner's book 'Social Sciences']

SOURCE 1D

The source below is a Historical Photograph taken from a collection of images documenting child labour in factories Sutcliffe, F. M. (2023, April 05). Child Working in a Factory. World History Encyclopedia.



[From The textbook 'Via Afrika grade 8 learner's book 'Social Sciences']

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?

SOURCE 2A

The source below describes the Migrant Labour System in South Africa.

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 prohibited 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 ... Migrant workers were initially almost all men, who needed to earn a wage to pay hut taxes. Later, women, too, became migrant workers, chiefly doing domestic work for white families.

[From <http://overcomingapartheid.msu.edu/multimedia>]

SOURCE 2B

The following source is taken from a Missionary's Account 'a newspaper article published in the Christian Express in Alice in 1874' it highlights the Diversity of Workers at Diamond Fields.

From the missionary point of view, it is not easy to deal with such a mixture of tribes as we have at the Diamond fields. There are san, Khoikhoi, Griquas, Batlhaping, Damaras, Barolong, Barutse",Bapedi, Baganana, Basutu, Maswazi, Matonga, Matabele, Mabaca, Mampondo, Mamfengu, Batembu, Maxosa etc. many of these (people) can hardly understand each other, and in many cases they have to converse through the medium of either Dutch, Sisutu, or Xhosa. Those coming from far up in the interior such as the Bapedi come with the sole purpose of securing guns. Some of them therefore resolve to stay no longer here than is necessary to get some six or seven pounds for the gun. Hence you will see hundreds of them leaving the fields, and as many arriving from the North almost every day";

[From The textbook 'Via Afrika grade 8 learner's book 'Social Sciences']

SOURCE 2C

The source below explains the Introduction and Purpose of Closed Compounds.

In 1885 mine owners decided to house Africans in barracks or closed compounds. A closed compound was exactly what the name suggests: a number of buildings or living quarters enclosed by high walls, usually of corrugated iron, that shut out the outside world.

African workers passed through a guarded gate, along a fenced walkway to the mine they worked at, and returned the same way. The only difference was that they were searched for diamonds on their return. They could only leave these compounds to go down the mine or to return home at the end of their contracts. There were two main reasons for the introduction of closed compounds: From the outset, whites in Kimberley feared that they would be swamped by African workers. They demanded that Africans be 'localised' in their own area of the diggings. Since diamonds were so easy to steal, mine owners were constantly trying to find ways of preventing theft. They used different methods of searching workers and tried to introduce tighter controls over workers' movements. Closed compounds were designed to control theft.

[From <http://www.sahistory.org.za/archive/all-glitters-rock-which-future-will-be-built-emilia-potenza>]

SOURCE 2D

The photograph below was taken at a Diamond Mine, it reveals the Living Conditions of Migrant Workers. A South African miner bakes bread in an oven in the 'kitchen' of the workers' quarters at a diamond mine in Kimberley, South Africa, mid-20th Century. Native workers at the white-owned mines were required to live entirely on-site for up to three months to prevent theft. The situation is little-improved today. (Photo by J. Jay Hirtz/Frederic Lewis/Getty Images)



[From The textbook 'Via Afrika grade 8 learner's book 'Social Sciences']

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

From The textbook *'Via Afrika Grade 8 Learner's Book 'Social Sciences'*

Sutcliffe, F. M. (2023, April 05). Child Working in a Factory. World History Encyclopedia.

<https://www.worldhistory.org/image/17269/child-working-in-a-factory/>

<http://overcomingapartheid.msu.edu/multimedia>





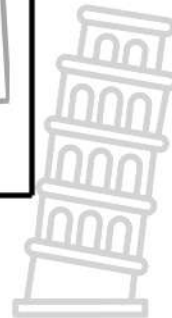
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GRADE 8

SOCIAL SCIENCES
HISTORY
ASSESSMENT TASK
MAY/JUNE 2025 TEST
MARKING GUIDELINES

DEPARTMENT OF EDUCATION
KWANGOZA SECONDARY SCHOOL



MARKS: 75

N.B. These marking guidelines consist of 16 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (22)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	50% (38)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	20% (15)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (●) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement
- Irrelevant statement



- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A ✓

I ✓

LOA ⇕



2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.



C	LEVEL 4	}26-27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.



MARKING MATRIX FOR ESSAY: TOTAL: 20/30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
<p>PRESENTATION</p> <p>→</p> <p>CONTENT</p> <p>↓</p>	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	<p>18-20 Or 27-30</p>	<p>16-17 Or 24-26</p>					
<p>LEVEL 6 Question has been answered. Content selection relevant to a line of argument.</p>	<p>16-17 Or 24-26</p>	<p>15 Or 23</p>	<p>14 Or 21-22</p>				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>		<p>14 Or 21-22</p>	<p>13 Or 20</p>	<p>12 Or 18-19</p>			
<p>LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.</p>			<p>12 Or 18-19</p>	<p>11 Or 17</p>	<p>10 Or 15-16</p>		
<p>LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				<p>10 Or 15-16</p>	<p>9 Or 14</p>	<p>8 Or 12-13</p>	
<p>LEVEL 2 Question inadequately addressed. Sparse content.</p>					<p>8 Or 12-13</p>	<p>7 Or 11</p>	<p>5-6 Or 9-10</p>
<p>LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						<p>5-6 Or 9-10</p>	<p>0-4 Or 0-8</p>

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–2
- Question inadequately addressed and vague; little attempt to structure the essay = 4–8

SECTION A: SOURCE-BASED QUESTIONS

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?

1.1



1.1.1 [Extraction of evidence from Source 1A – L1]

- ‘...The work was long and tiring, and the machines were dangerous...’ (1 x 1) (1)

1.1.2 [Extraction of evidence from Source 1A – L1]

- "We were often hit for mistakes"
- "The mill owner cared little for us children" (2 x 1) (2)

1.1.3 [Extraction of evidence from Source 1A – L1]

- "Many of my friends were injured or even killed, and the terrible conditions took their toll on everyone"
- " We were often hit for mistakes, and the air was thick with dust and grime"
- **Physical injuries from machines**
- **Poor working conditions (dust and grime)**
- **Physical abuse (being hit for mistakes)** (3 x 1) (3)

1.1.4 [Interpretation of evidence from Source 1A – L2]

- The children working in the mill longed for a better future where they could enjoy their childhood, receive an education.
- Have a safer and healthier environment, highlighting the exploitation and hardship they faced.
- Any other relevant response (2 x 2) (4)

1.2

1.2.1 [Extraction of evidence from Source 1B – L1]

- "My grandfather, a farmer, lost his land during the enclosure movement and had to move to the city to find work. He and my grandmother struggled to make ends meet, so they sent me and my siblings to work in a factory." (1 x 2) (2)



1.2.2 [Extraction of evidence from Source 1B – L1]

- "Many of us were too young to understand the dangers, and we were often hurt or killed by the machines." (1 x 1) (1)

1.2.3 [Explaining the historical concept from Source 1B – L2]

- The enclosure movement refers to the process of wealthy landowners taking over common land, fencing it off, and depriving small farmers and peasants of their land and livelihoods, forcing them to seek alternative means of survival.
- Any other relevant response (1 x 2) (2)

1.2.4 [Extraction of evidence from Source 1B – L1]

- 'We were treated like slaves, with long hours, low wages'
 - 'no safety regulations'
 - 'Many of us were too young to understand the dangers, and we were often hurt or killed by the machines'
- (1 x 1) (1)

1.2.5 [Determining the limitations of Source 1B – L3]

The source is LIMITED because:

- The source is a personal account, providing a subjective perspective on the experiences of one family.
- It may not be representative of the broader working-class experience during the Industrial Revolution.
- The source is a recollection passed down through generations, which may be influenced by the narrator's biases or selective memory.
- Any other relevant response (2 x 2) (4)

1.3

1.3.1 [Extraction of evidence from Source 1C – L1]

- 'The Factory Acts began to limit working hours and introduce some regulations, but it took decades to address the widespread exploitation of child labour'
- (1 x 1) (1)

1.3.2 [Extraction of evidence from Source 1C – L1]

- "Children as young as five were forced to work in harsh conditions, often for 12-16 hours a day, with little or no pay."
- (1 x 1) (1)

1.3.3 [Extraction of evidence from Source 1C – L1]



- ‘These acts also sparked a larger debate about child labour, the role of government in regulating industry, and the rights of working-class families’ (1 x 1) (1)

1.3.4 [Extraction of evidence from Source 1C – L1]

- ‘Children...’
- ‘Children as young as five from working-class families were exploited, forced to work in harsh conditions’ (1 x 1) (1)

1.3.5 [Extraction of evidence from Source 1C – L1]

- ‘The Factory Acts of the 1800s’ (1 x 1) (1)

1.4

1.4.1 [Interpretation of evidence from Source 1D - L2]

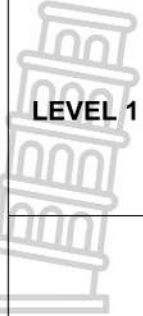
- The photograph conveys messages about the harsh realities of child labour, highlighting the exploitation and vulnerability of children in industrial settings. It may also evoke emotions such as sympathy, concern, and outrage, drawing attention to the need for social reform and protection of children's rights.
- Any other relevant response (1 x 2) (2)

1.5 [Interpretation, evaluation and synthesis from relevant sources – L3]

Learners could include the following aspects in their responses:

- The harsh working conditions and exploitation of child labour during the Industrial Revolution severely impacted children's lives and futures.
- Children worked "long and tiring" hours (Source 1A) in hazardous environments, often for little or no pay, risking physical and emotional harm.
- Many suffered injuries, illnesses, and even death due to lack of safety regulations.
- As one child noted, "We dreamed of a future where children could go to school and play, not work in these horrible places" (Source 1A).
- Children as young as five worked 12-16 hours a day (Source 1C).
- They were treated "like slaves" (Source 1B) with no protection.
- This exploitation had lasting consequences on their health, well-being, and socio-economic mobility.
- It took decades to address this issue.
- Any other relevant response

Use the following rubric to allocate marks:

 <p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of 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. • Uses evidence partially or cannot write a paragraph. 	<p>MARKS 0–2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of 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. • Uses evidence in a very basic manner to write a paragraph. 	<p>MARKS 3–5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of 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. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6–8</p>

(8)

[35]



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?

2.1



2.1.1 [Extraction of evidence from Source 2A – L1]

- ‘..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...’

(1 x 1) (1)

2.1.2 [Extraction of evidence from Source 2A – L1]

- ‘....at the same time, enforced racial segregation of land. Male migrants employed by white-owned businesses were prohibited 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’

(2 x 1) (2)

2.1.3 [Extraction of evidence from Source 2A – L1]

- ‘..Migrant workers were initially almost all men, who needed to earn a wage to pay hut taxes...’

(1 x 1) (1)

2.1.4 [Extraction of evidence from Source 2A – L1]

- ‘...Male migrants.....’
- ‘....women also became migrant workers....’

(1 x 1) (1)

2.2

2.2.1 [Extraction of evidence from Source 2B – L1]

- "Bapedi"
- "Batembu".

(2 x 1) (2)



2.2.2 [Extraction of evidence from Source 2B – L1]



- ‘From the missionary point of view, it is not easy to deal with such a mixture of tribes as we have at the Diamond fields.’
- ‘Many of these (people) can hardly understand each other, and in many cases they have to converse through the medium of either Dutch, Sisutu, or Xhosa. Those coming from far up in the interior such as the Bapedi come with the sole purpose of securing guns’

(2 x 1) (2)

2.2.3 [Extraction of evidence from Source 2B – L1]

- ‘Those coming from far up in the interior such as the Bapedi come with the sole purpose of securing guns. Some of them therefore resolve to stay no longer here than is necessary to get some six or seven pounds for the gun.’

(1 x 1) (1)

2.2.4 [Extraction of evidence from Source 2B – L1]

- ‘There are san, Khoikhoi, Griquas, Batlhaping, Damaras, Barolong, Barutse’; Bapedi, Baganana, Basutu, Maswazi, Matonga, Matabele, Mabaca, Mampondo, Mamfengu, Batembu, Maxosa etc..

(1 x 1) (1)

2.3

2.3.1 [Extraction of evidence from Source 2C – L1]

- ‘..Since diamonds were so easy to steal, mine owners were constantly trying to find ways of preventing theft.’

(1 x 1) (1)

2.3.2 [Extraction of evidence from Source 2C – L1]

- The purpose of searching African workers on their return from the mine was to prevent diamond theft.

(1 x 1) (1)

2.3.3 [Extraction of evidence from Source 2C – L1]

- ‘..From the outset, whites in Kimberley...’

(1 x 1) (1)



2.4 [Comparison of evidence in Sources 2B and 2C to determine similarities – L3]

- The information in Source 2B and Source 2C differs significantly regarding the living and working conditions of African workers at the Diamond fields.
- Source 2B describes a diverse group of African workers from various tribes, who come to the Diamond fields for different reasons, such as securing guns. It highlights the challenges of communication among the workers due to language barriers.
- In contrast, Source 2C describes the introduction of closed compounds, where African workers were housed in barracks enclosed by high walls, with controlled movement and strict security measures, including searches for diamonds.
- The focus of Source 2C is on the controlled environment and measures taken by mine owners to prevent theft, whereas Source 2B focuses on the diversity and transient nature of the workers.
- Source 2B portrays a more fluid and diverse situation, while Source 2C describes a more controlled and restrictive environment.
- Any other relevant response



(2 x 2) (4)

2.5

2.5.1 [Interpretation of evidence from Source 2D - L2]

- The photograph conveys several messages about the lives of African miners working in diamond mines during the mid-20th century. It highlights the harsh living conditions of migrant workers who were required to live on-site for extended periods, often up to three months, to prevent theft.
- The image of a miner baking bread in a makeshift kitchen suggests a sense of resilience and resourcefulness in the face of challenging circumstances.
- The caption also implies that the situation for miners has not improved significantly since then, highlighting the ongoing struggles and exploitation faced by workers in the mining industry. It underscores the racial and economic disparities that characterised the mining industry during apartheid, with African workers being subjected to strict controls and living in separate quarters.
- The photograph provides a glimpse into the lives of African miners and the exploitative labour practices that were prevalent in the diamond mining industry during apartheid South Africa.
- Any other relevant response

(1 x 2) (2)

[20]

SECTION A: ESSAY QUESTIONS**QUESTION 3: BRITAIN, DIAMOND MINING, LABOUR CONTROL AND LAND EXPANSION: FINAL DEFEAT OF AFRICAN KINGDOMS**

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Learners need to 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. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Learners should include the following aspects in their response:

- Introduction: Learners need to take a stance by 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. They should provide an outline of content that will be used to support their line of argument.

ELABORATION

- Control over diamond mining: Britain's control over diamond mining in Kimberley (1871) and other areas led to expansion of territory and influence.
- Labour control: Britain used pass laws, compound systems, and migrant labour to control African workers, restricting their movement and autonomy.
- Military conquest: Britain used military force to suppress African resistance, leading to wars and skirmishes (e.g., Anglo-Zulu War, 1879).
- Annexation of African land: Britain annexed African territories, incorporating them into the British Empire (e.g., Griqualand West, 1871).
- Displacement and subjugation: African communities were displaced, and their autonomy and way of life were lost.
- Any other relevant response
- Conclusion: learners should tie up their argument with a relevant conclusion.

[20]

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

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Learners need to indicate whether they agree that 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. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Learners should include the following aspects in their response:

- Introduction: Learners need to take a line of argument by indicating whether they agree that 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. They should also provide an outline of the content and how they intend supporting their line of argument.

ELABORATION

Agreement with the statement:

- Crucial role in industry development: Migrant workers were essential for the growth and expansion of the gold mining industry on the Witwatersrand.
- Exploitation and hardship: Workers faced harsh working and living conditions, including low wages, long hours, and poor living conditions.

Working conditions:

- Hazardous work environment: Deep-level mining posed health risks, including rock falls, explosions, and diseases like silicosis.
- Long working hours: Workers spent long hours underground, often in poor conditions.
- Low wages: Migrant workers received low wages, making it difficult to support themselves and their families.

Living conditions:

- Overcrowded compounds: Workers lived in cramped, poorly ventilated compounds near the mines.
- Poor sanitation and health: Compounds often lacked proper sanitation, leading to health issues.
- Limited freedom: Workers were subject to strict controls, including pass laws and compound regulations.

- Any other relevant response

- Conclusion: learners should tie up their argument with a relevant conclusion.

[20]

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

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Learners need to critically discuss the statement that the 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. They should use relevant historical evidence to support their line of argument.

MAIN ASPECTS

Learners should include the following aspects in their response:

- Introduction: Learners should take a critical stance on the following statement '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'. They should provide an outline of the content that they will use to support their line of argument.

ELABORATION

- Impact on Family Structures
- The migrant labour system led to the absence of men from their homes for extended periods, causing a breakdown in family relationships and social cohesion.
- Women were left to manage households, care for children, and maintain agricultural production, often without support.
- Erosion of Social Fabric
- The system contributed to the destabilization of traditional family structures and social norms.
- New forms of family organization emerged, and social relationships were redefined.
- Economic Burden
- Families in rural reserves relied on remittances from migrant workers, which were often irregular and insufficient.
- Poverty and hardship were widespread among women and children in reserves.
- Any other relevant response
- Conclusion: learners should tie up their argument with a relevant conclusion.

[20]

TOTAL: 75