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GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

EKURHULENI NORTH DISTRICT
NOVEMBER EXAM 2023

Subject: Social Sciences
Discipline: History
Grade: 8
Duration: 2 hours
Mark: 75 marks
Date: 23RD November 2023

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Name and Surname: _____ Class: _____

Marks obtained by:	Q 1: 13	Q 2: 14	Q 3: 8	Q 4:10	Q 5:10	Q 6:20	Total: 75
			/35			/40	75
Teacher:							
School Moderator:							
District Moderator:							

INSTRUCTIONS AND INFORMATION

1. This paper consists of :
SECTION A:**The Scramble for Africa**

SECTION B: **World War I (1914 – 1918)**

2. Answer all questions- Question 1-5 is compulsory **BUT** Question 6 answer 6.1 **OR** 6.2

3. In answering the questions you must use your knowledge and skills and insight.

4. You will be penalized by mere copying of sources and answers.

5. Write neatly and legibly

6. The Question Paper consists of **19 pages**

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SECTION A: THE SCRAMBLE FOR AFRICA

QUESTION 1: QUESTION 1: EUROPEAN COLONISATION OF AFRICA IN THE LATE 19TH CENTURY

1.1 Use **SOURCE 1A** and your own knowledge to answer the following questions.

SOURCE 1A is a picture of The Berlin Conference in 1884 to decide how Europeans are going to divide Africa between leading European powers.



1.1.1 What was the name of the conference that was taking place in **Source 1A**? 1x1 1

_____

_____

_____

1.1.2 What is the name of the Prime Minister that is holding a knife in the Conference? 1x1 1

_____

_____

_____

1.1.3 Explain in not more than 8 words what the Berlin Conference was about. 1x1 1

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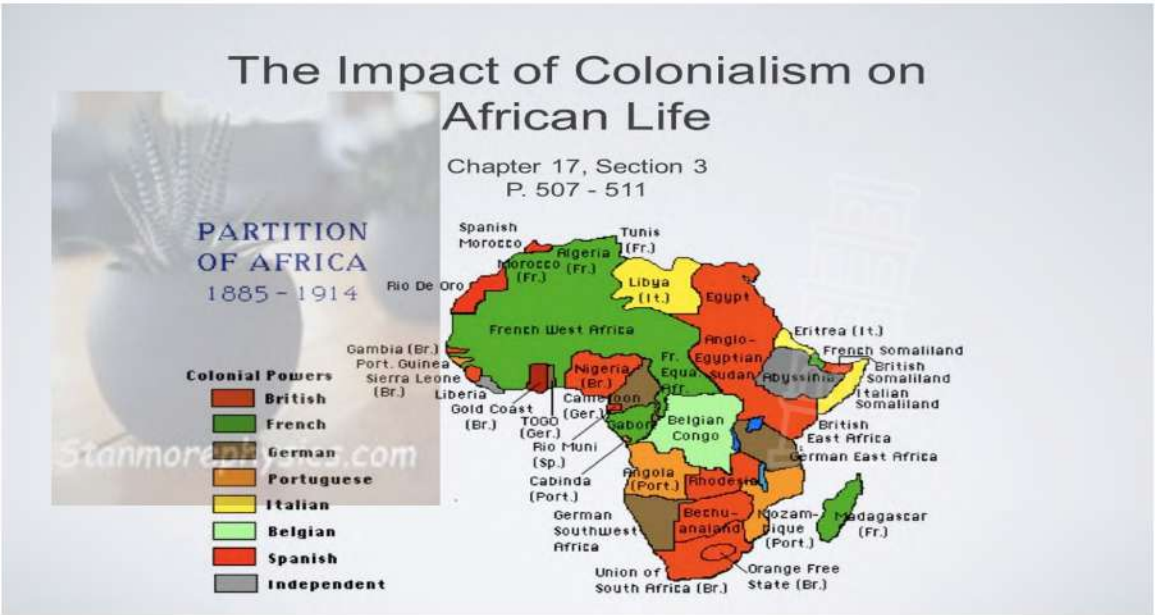
1.1.4 According to **Source 1A**, why do you think the man is holding the knife? 1x2 2

[5]

PATTERNS OF COLONISATION

1.2 Refer to **SOURCE 1B** below and your own knowledge to answer the questions below:

SOURCE 1B shows a map of Africa after it had been divided up by the European powers at the Berlin Conference of 1884-1885



1.2.1 What is ***colonization***? 1X1 1

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1.2.2 Name **THREE** colonial powers that you know of. 3X1 3

1.2.3 What are the areas that European colonial powers took over called? 1X2 2

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1.2.4 Give **TWO** reasons why European powers were able to colonize the African continent so quickly? 2X1 2

[13]

QUESTION 2: RESULTS OF COLONIALISM

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2.1 Use **SOURCE 2A** and **SOURCE 2B** below and your own knowledge to answer the questions that follow:

SOURCE 2A is an extract of and from the biography of an African leader sum up what happened as a result of Colonialism in Africa.

SOURCE 2A

'When missionaries came to Africa they had the Bible and we had the land.

They said, "let us pray". We closed our eyes.

When we opened them we had the Bible and they had the land.'

Desmond Tutu: A Biography (2004) by Steven D. Gish, Greenwood Publishing, Westport CT, P.101

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SOURCE 2B is a comment on colonialism from the Prime Minister of Rhodes (now Zimbabwe) during white minority rule.

SOURCE 2B

'I would say colonialism is a wonderful thing. It spread civilisation to Africa.

Before they had no written languages, no wheel as we know it,

no schools, no hospitals, not even normal clothing.'

The Great Betrayal. The Memoirs of Ian Douglas Smith by Ian Smith, Hardback,

418 pp, Blake Publishing, London 1997

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2.1.1 Explain the aims of colonizers as they colonized the African continent? 1X2 2

_____

_____

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2.1.2 Refer to **Source 2B** to mention the **TWO** benefits of colonialism on the colonized countries? 2X1 2

2.1.3 What were the aims of the missionaries as they came to Africa? Give any **TWO** 2X1 2

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2.1.4 Write a **paragraph** of 8 lines where you explain in great detail what **Source 2A** entails. Refer to the following key words: Bible and pray. 8X1 8

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[14]

QUESTION 3: THE ASHANTI KINGDOM

3.1 Study the following the following **Source 3A and Source 3B** answer the questions that follow

Source 3A is about European view of Africa in the 1700s.

Source 3A

When we came to Africa there were no railways, telegraphs, schools, hospitals, no proper government at all. When we left, there were railways, there was a system of roads, there was a police force, there was an army, and there were hospitals, schools, and even universities. All this was done in about fifty years. We had set up a civilization which had not existed before.

Comments by Sir James Robertson, a former Government-General in West Africa

Source 3B is about African view of colonisation

Source 3B

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We can rule ourselves. We did this before they [the Europeans] came. Why should we do it now? We did not ask them to come here. This has always been a civilised values. The Europeans have shown us how to make technical progress, and we are grateful, but at the same time they have not done this for nothing. They have grown fat on the riches of Africa….

Comments by Kwame Nkurumah, resistance leader and later the first Prime Mnister of Independent Ghana



3.1.1 Compare the attitude to the British colonisers in **Source 3A** and **Source 3B**. 2x1 2

3.1.2 Which **TWO** areas of improvement are seen mentioned by the **Source 3A** that happened as a result of civilization? 2x1 2

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3.2 **Carefully look at the picture (SOURCE 3B) below of slaves and slaves masters to answer the questions that follow**



Source, image showing slaves and slave's masters

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3.2.1 Define the term ***slavery***? 1X2 2

_____

_____

_____

_____

3.2.1 How did slavery impact the financial status of the slaves in a negative manner? 1X2 2

_____

_____

_____

_____

_____

_____

[8]

SECTION A TOTAL 35 MARKS

SECTION B: WORLD WAR I (1914 – 1918)

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QUESTION 4: REASONS WHY WORLD WAR I BROKE OUT

4.1 Study the following **Source 4A** and answer the questions below:

Source 4A is about the World War I battles

World War I Battles: Timelines



For four years, from 1914 to 1918, World War I raged across Europe's western and eastern fronts after growing tensions and then the assassination of Archduke Franz Ferdinand of Austria ignited the war. Trench warfare and the early use of tanks, submarines and airplanes meant the war's battles were devastatingly bloody, claiming an estimated 40 million military and civilian casualties, including 20 million deaths. Fighting under brutal conditions, World War I battles on both land and at sea saw mass carnage, but few decisive victories, with some conflicts waging for months on end.

https://www.history.com/topics/world-war-i/world-war-i-battles-timeline

4.1.1 Define the following terms: 2x1 2

a) Assasination

_____

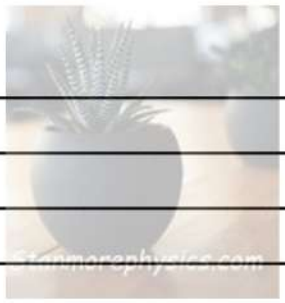
_____

_____

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b) Nationalism

4.1.2 When did World War I start and end?. 1x1 1



4.1.3 Which major European countries were part of the Triple Entente? 1x1 1

4.1.4 What role did militarism play in the lead-up to World War I? 1x2 2

4.1.5 How did the assassination of Archduke Franz Ferdinand lead to the outbreak of World War I? Briefly explain **2** 2x2 4

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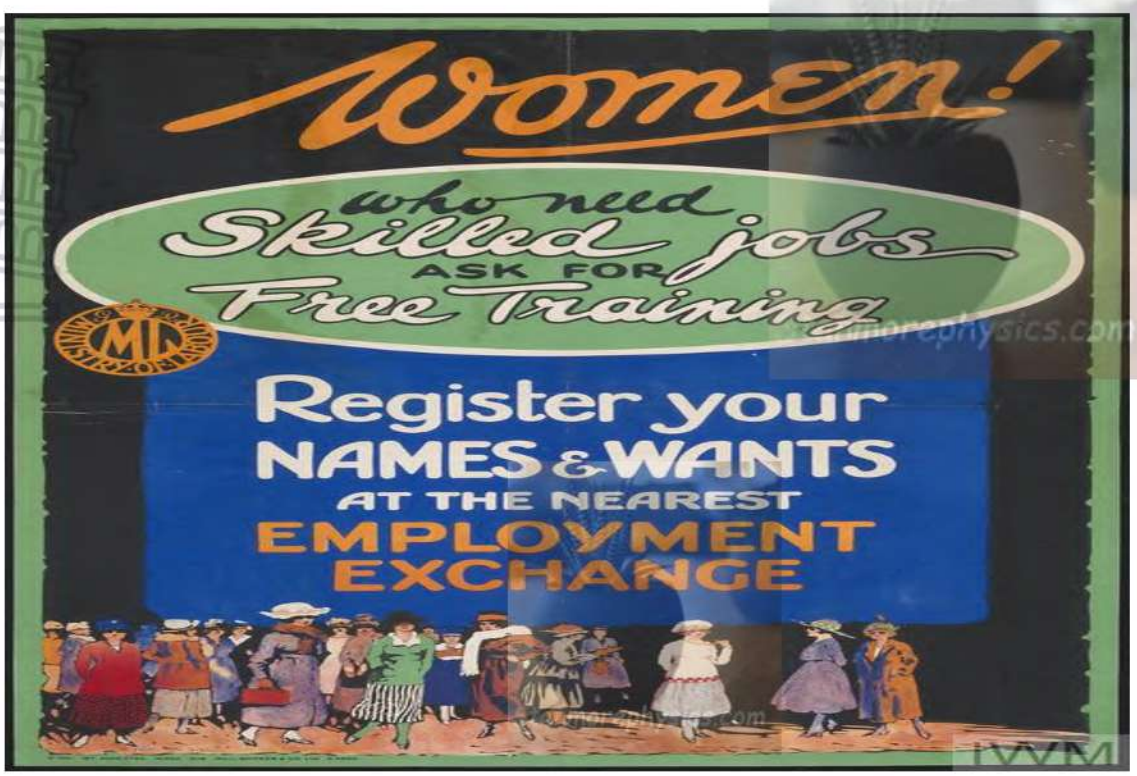
[10]

QUESTION 5 : CHANGING ROLES OF WOMEN IN THE WORKPLACE IN BRITAIN IN WORLD WAR I

5.1 Study the **(SOURCE 5A)** below and answer the questions that follow:

Source 5A is about the roles of women before and during World War 1

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Changing role of women

Before the Great War, a woman's role was considered to be within the home. Public life, including politics was widely seen as for men only. It was believed that women involved in politics would neglect their responsibilities at home.

There had been progress towards a change in this attitude to women. A number of laws were passed to improve their standing. Women had increased rights over property and children within marriage, and divorce. They were also receiving more education and could be involved in local politics. All of these laws paved the way for further reform in favour of women's position in society. Women had become more involved in 'white-collar' (professional) jobs by the turn of the century.

5.1.1 Define the following term: 1X1 1

a) Propaganda

_____

_____

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5.1.2 What roles did women traditionally occupy in the workplace in Britain before World War I? 2X1 2

5.1.3 What impact did World War I have on the roles of women in the workplace in Britain? 1X2 2

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5.1.4 How did the British government promote the employment of women during World War I? 1X2 2

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5.1.5 What challenges did women face in the workplace during World War I, and how did they overcome these obstacles? 1+2 3

[10]

QUESTION 6: Essay Writing (20)

Choose one of the following questions and write an essay in the correct essay format. Your essay must be written in the following form.

A. Introductory paragraph

B. Supporting paragraphs

C. Concluding paragraph

6.1 Write an essay of **ONE** page in which you discuss the experience the soldiers faced at the time of the **War in the trenches** during **World War 1.**

Your essay should include:

When did the war started

How long the war lasted

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The conditions in the trenches.

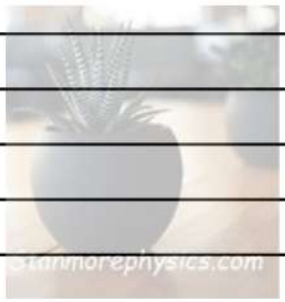
OR

OR

6.2 In an essay of about **ONE** page, describe how **World War One** came to an end with reference to the Treaty of Versailles.



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[20]

SECTION B TOTAL 40

GRAND TOTAL 75



QUESTION 2.1.4 : Paragraph Rubric

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. • Uses evidence partially to report on the topic or cannot report on the 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 of the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6-8**

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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. A 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 is used to support the argument.	Writing structured. Constructed an argument. Evidence used to support argument	Clear attempt to construct an argument. Evidence is 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 is fully relevant to the line of argument.	18-20	16-17					
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