



KWA-NGOZA SECONDARY SCHOOL

INANDA

4310

TEL: 083 251 4892



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)

CIBANE TRIBAL AUTHORITY (16)

GRADE 8

SOCIAL SCIENCES - HISTORY

FINAL EXAMINATION

OCTOBER/NOVEMBER 2024

ADDENDUM

MODERATOR: MRS N.F DLAMINI

EXAMINER: MR T KHUZWAYO

APPROVED BY: MRS N.F DLAMINI

SIGNATURE:

DATE:

SCHOOL STAMP

N.B. This addendum consists of 6 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW WAS THE ASHANTI KINGDOM COLONISED AND WHAT WERE THE RESULTS OF THIS COLONISATION?****SOURCE 1A.**

The source below is an extract from a Textbook titled Via Afrika Social Sciences: It highlights the causes of colonisation in Africa.

Colonisation in Africa started long before the Berlin conference. European countries took over Africa because she was rich and they wanted economic power. Britain made an excuse by saying she wanted to stop slavery in Africa, so she colonised parts of Africa. Belgium was interested in the diamonds, rubber and Congo coffee, so she took Congo. Germany just wanted to show her power, so she took Namibia.

This scramble was made lawful by the Berlin conference. At this conference, countries agreed to stop fighting and divide Africa amongst themselves. They knew Africa well because their explorers and missionaries were already in Africa.

[From a Textbook titled Via Afrika Social Sciences – Grade 8]

SOURCE 1B.

The source below is an extract from a Textbook titled Via Afrika Social Sciences: the results of colonisation

The results of the scramble for Africa are different. Colonisation brought new ideas to Africa. New schools, churches, courts, roads, banks and hospitals were built. New clothes, food and cultures were introduced. Christianity and new medical technologies were brought to Africa.

Colonisation also brought bad things. New borders were drawn without consultation with Africans. This meant that different tribes were put together which led to fighting. Europeans exploited African minerals — gold and diamonds in South Africa, copper, rubber and diamonds in Congo, and many other minerals in Angola, Namibia and Botswana. Colonisation also killed culture. New chiefs were appointed by European colonies. African traditions were replaced by Christianity. Corruption increased and new systems of government were introduced.

[From a Textbook titled Via Afrika Social Sciences – Grade 8]

SOURCE 1C.

The source below is an extract from a Textbook titled Via Afrika Social Sciences: how the Ashanti resisted the British

When the British took over the Ashanti Kingdom, the Ashanti revolted. The British used the treaty system to take over the Kingdom. They also used force. The Ashanti fought back many times but they were always defeated. The Anlo state attacked Britain twice but they were defeated. Other states like the Dune also attacked Britain in the Gold Coast.

The great rebellion came when Britain wanted to take control of Ashanti. Britain also wanted to take the Golden Stool. The Ashanti went to Britain to ask to remain independent. But the British refused and burnt the capital Kumasi. Then, a strong woman called Yaa Asantewa led her people against the British. She was powerful and forced the British Governor to move from Ashanti. But, Asantewa was defeated and sent into exile in the Seychelles.

[From a Textbook titled Via Afrika Social Sciences – Grade 8]

SOURCE 1D.

The painting/drawing below, depicts a strong woman called Yea Asantewa.



[From <https://www.google.com/imagres?Asantewa.jpg>]

KWANGOZA - Addendum

QUESTION 2: WHAT TYPES OF EXPERIENCES DID PEOPLE HAVE DURING WORLD WAR I?**SOURCE 2A.**

The source below is an extract from a Textbook titled Via Afrika Social Sciences: It examines the conscription and propaganda in Britain

At the start of World War I, Britain had many soldiers who volunteered to join the army. They were happy to join the war so as to defend their country. But, as time went on, the number of enlisted men went down because many soldiers were being killed and the volunteers dropped in number. This gave the Germans an advantage. They were able to defeat the British soldiers easily. The British then decided to do military conscription. They also used propaganda to recruit soldiers. Conscription was spread to British colonies.

In addition, the British introduced the Military Service Act in 1916. According to this Act, all healthy men from 18 to 41 years old were liable to be called up for service in the army unless they were married, widowed with children, serving in the Royal Navy, a minister of religion, or working in one of a number of reserved occupations. This Act was also known as the Bachelors Act. A second Act in May 1916 extended military service to married men, and a third Act in 1918 made the upper age limit for conscription 51 years old.

Men or employers who objected to an individual's call-up could apply to a local Military Service Tribunal. These bodies could grant exemption from service, usually conditional or temporary.

[From a Textbook titled Via Afrika Social Sciences – Grade 8]

SOURCE 2B.

The source below is an extract from a Textbook titled Via Afrika Social Sciences:

Conscientious objectors were against the war: they either did not see Germany as their enemy or they believed that war was against their religion, that killing people was a sin and that the carrying of weapons was unacceptable.

Some of the objectors agreed to help their country by working in factories that produced war materials. But others wanted nothing to do with the war. People who were against conscription formed a fellowship called the No-Conscription Fellowship.

[From a Textbook titled Via Afrika Social Sciences – Grade 8]

SOURCE 2C.

The source below is an extract from a Textbook titled *Via Afrika Social Sciences: Wilfred Owen wrote the following poem. It shows his and other soldiers' experiences during World War I. The British soldiers were excited at the start of the war. Soldiers were happy to represent their country. The title of the poem means "it is sweet and right".*

Dulce Et Decorum Est

Bent double, like old beggars under sacks,

Knock-kneed, coughing like hags, we cursed through sludge,

Till on the haunting flares we turned our backs

And towards our distant rest began to trudge.

Men marched asleep. Many had lost their boots

But limped on, blood-shod. All went lame; all blind;

Drunk with fatigue; deaf even to the hoots

Of disappointed shells that dropped behind.
GAS! Gas! Quick, boys! — An ecstasy of fumbling,

Fitting the clumsy helmets just in time;

But someone still was yelling out and stumbling

And floundering like a man in fire or lime. -

Dim, through the misty panes and thick green light

As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,

He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace

Behind the wagon that we flung him in,

And watch the white eyes writhing in his face,

His hanging face, like a devil's sick of sin;

If you could hear, at every jolt, the blood

Come gargling from the froth-corrupted lungs,

Obscene as cancer, bitter as the cud

Of vile, incurable sores on innocent tongues,-

My friend, you would not tell with such high zest

To children ardent for some desperate glory,

The old Lie: Dulce et decorum est Pro patria mori.

[From a Textbook titled *Via Afrika Social Sciences – Grade 8*]

SOURCE 2D.

The poster below, taken from a Textbook titled Via Afrika Social Sciences: a 1914 recruitment poster depicting Lord Kitchener, the British Secretary of State for War, above the words "WANTS YOU" was the most famous image used in the British Army recruitment campaign of World War I.



[From <https://www.google.com/imagres?britons.jpg>]