



KWA-NGOZA SECONDARY SCHOOL

INANDA

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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

MODERATOR: MRS N.F DLAMINI

EXAMINER: MR T KHUZWAYO

APPROVED BY: MRS N.F DLAMINI

SIGNATURE:

DATE:

MARKS: 75

TIME: 1 ½ hours

SCHOOL STAMP

N.B. This question paper consists of 5 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: THE SCRAMBLE FOR AFRICA - THE ASHANTI KINGDOM (35)

QUESTION 2: WORLD WAR I (1914-1918) – EXPERIENCES IN WORLD WAR I (20)

SECTION B ESSAY QUESTIONS

QUESTION 3: EUROPEAN COLONISATION OF AFRICA IN THE LATE 19TH CENTURY (20)

QUESTION 4: WOMEN IN BRITAIN DURING WORLD WAR I (20)

QUESTION 5: THE DEFEAT OF GERMANY AND THE TREATY OF VERSAILLES (20)

- 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 THREE questions as follows:

4.1 At least TWO must be a source-based question and at least ONE must be an essay question.

4.2 The THIRD question MUST BE an essay question.

- 5 You are advised to spend 30 MINUTES per question.

- 6 When answering questions, candidates should apply their 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.

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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 WAS THE ASHANTI KINGDOM COLONISED AND WHAT WERE THE RESULTS OF THIS COLONISATION?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1. Refer to Source 1A.

- 1.1.1 Identify in the source the THREE European countries that colonised Africa. (3 X 1) (3)
- 1.1.2 Define the term *Colonisation* in your own words. (1 X 2) (2)
- 1.1.3 Comment on why the Europeans colonised Africa. (2 X 2) (4)
- 1.1.4 Using the information in the source and your own knowledge, comment on why you think it was easy for the Europeans to take over Africa. (2 X 2) (4)

1.2. Study Source 2B.

- 1.2.1. Give TWO good results, according to the source, of colonisation in Africa. (2 X 1) (2)
- 1.2.2. Explain the usefulness of this source to a historian studying the results of colonisation. (2 X 2) (4)
- 1.2.3. Explain how colonisation affected Africa negatively. (1 X 2) (2)
- 1.2.4. Quote evidence from the source that shows that the Europeans did not consult with Africans (Europeans did not respect African culture). (1 X 2) (2)

1.3. Use Source 1C.

- 1.3.1. How, according to the source, did the Ashanti react to the British colonisation? (1 X 2) (2)
- 1.3.2. Comment on how and why the British took over the Ashanti Kingdom. (1 X 2) (2)

1.4. Consult Source 1D.

- 1.4.1. Explain the symbolic representation of the woman, and the Golden Stool. (1 X 2) (2)

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- 1.5. Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how was the Ashanti Kingdom colonised and what were the results of this colonisation? (8)

[35]

QUESTION 2: WHAT TYPES OF EXPERIENCES DID PEOPLE HAVE DURING WORLD WAR I?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

- 2.1. Refer to Source 2A.
- 2.1.1. Identify in the source the ONE country that had many soldiers who volunteered to join the army. (1 X 1) (1)
- 2.1.2. Comment on why do you think the third Act extended the age of men to be conscripted to 51 years old? (2 X 2) (4)
- 2.2. Use Source 2B.
- 2.2.1. Using the information in the source and your own knowledge, explain or outline the reasons the No-Conscription Fellowship puts forward for conscientious objection. (2 X 2) (4)
- 2.2.2. Explain the term conscription in the context of the experiences in World War I. (1 X 2) (2)
- 2.3. Use Source 2C.
- 2.3.1. What according to the source, is the title of the poem? (1 X 1) (1)
- 2.3.2. Why do you think Wilfred Owen wrote this poem? (2 X 2) (4)
- 2.4. Read Source 2D.
- 2.4.1. Explain the messages that are conveyed in the source regarding the recruitment propaganda post. (2 X 2) (4)

[20]

SECTION B: ESSAY QUESTIONS

Answer ONE question, in this section.

Your essay should be about ½ OR TWO/THREE pages long.

QUESTION 3: EUROPEAN COLONISATION OF AFRICA IN THE LATE 19TH CENTURY

Pre-colonial Africa was a well-developed civilisation with its own diverse political, economic, social, educational, agricultural and religious systems.

Critically discuss this statement and use relevant historical evidence to support your line of argument.

[20]

QUESTION 4: WOMEN IN BRITAIN DURING WORLD WAR I

Emily Pankhurst fought for women's rights long before the start of World War I.

[20]

Do you agree with the statement? Use relevant evidence to support your line of argument.

QUESTION 5: THE DEFEAT OF GERMANY AND THE TREATY OF VERSAILLES

Explain to what extent the Treaty of Versailles officially ended World War I.

Use relevant historical evidence to support your line of argument.

[20]

GRAND TOTAL: 75