

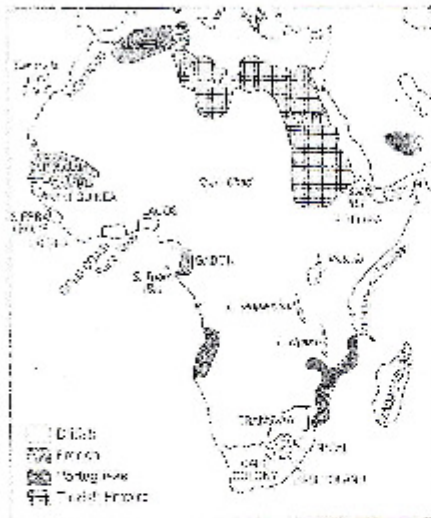
SECTION A

SCRAMBLE FOR AFRICA

QUESTION 1

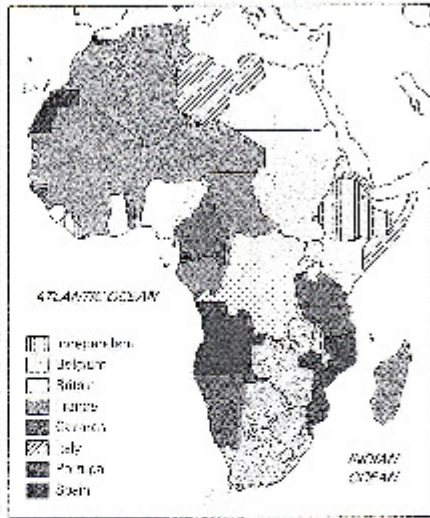
Study the sources listed below and answer the following questions:

SOURCE A



Africa in 1880

SOURCE B



Africa in 1913

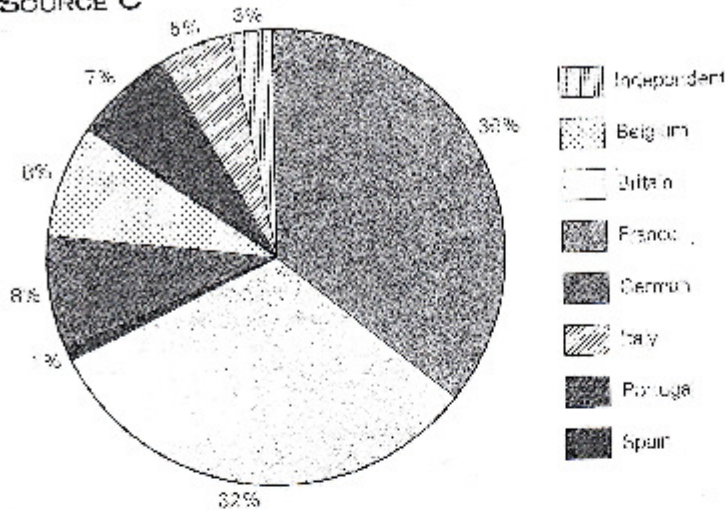
(a) Look at Source A. Where were the most European colonies located – on the coast or inland? Explain why this was the case. (3)

(b) How many European countries had territory in Africa in 1880? ____ And in 1913? ____ (2)

(c) What is the main difference between the maps in Source A and Source B

(1)

SOURCE C



(d) Look at Source C:

(i) What percentage of Africa was colonised by 1913? _____ (1)

(ii) Which 2 European countries had the most land in Africa?
_____ (1+1=2)

(iii) What percentage of Africa was controlled by the rest of the countries? _____ (1)

QUESTION 2

Study Source D and Source E and answer the questions that follow:

SOURCE D

The European onslaught of Africa that began in the mid 1400s progressed to various conquests over the continent and culminated over 400 years later with the partitioning of Africa. Armed with guns, fortified by ships, driven by the industry of capitalist economics in search of cheap raw materials, and unified by a Christian and racist ideology against the African "heathen", aggressive European colonial interests followed their earlier merchant and missionary incursions into Africa.

Professor Malika Mutere, Howard University

SOURCE E

On the bad side, colonialism took huge quantities of resources out of the continents but, on the good side, it reduced or stopped slavery, introduced Christianity and introduced the benefits of civilisation, such as education and welfare.

- (a) Which source is pro-colonialism? _____ Which source is anti-colonialism? _____ (2)
- (b) Many historians have questioned how a relatively small number of Europeans managed to conquer the huge continent of Africa. List the things Mutere mentions in Source D that gave the colonists an advantage over the Africans. (4)

- (c) Look at Source D and Source E. Which source do you agree with? Explain what you agree with and why. Express your opinion on colonisation. (1+1=2)

QUESTION 3**ANALYSING CARTOONS**

SOURCE F



- (a) What continent does the fat man represent? _____ (1)
- (b) Why has he grown fat? _____ (1)
- (c) How has the fat man benefitted from colonising Africa?
 _____ (2)

SOURCE G

This cartoon, created by a Grade 8 learner, is called "Stomping over Africa"



- (d) What point of view does the learner have of the Scramble for Africa?
 _____ (1)
- (e) Explain your answer _____ (2)
- (f) IN YOUR ANSWER BOOKLET draw your own cartoon to illustrate your opinion of the Scramble for Africa and give it a title. (5)

Is the message communicated clearly and simply?	1	2	3
Does the title help interpret the cartoon?	0	1	
Do the cartoon and title make an impact on the way you think about colonisation?	0	1	
Total			

[TOTAL SECTION ON A 30 MARKS]

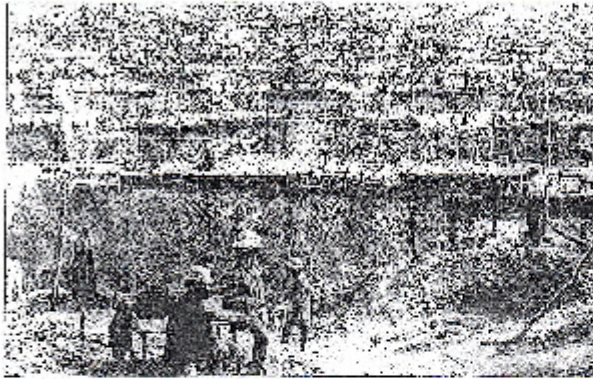
SECTION B

MINERAL REVOLUTION IN SOUTH AFRICA

QUESTION 4

Study the sources below and then complete the following tasks

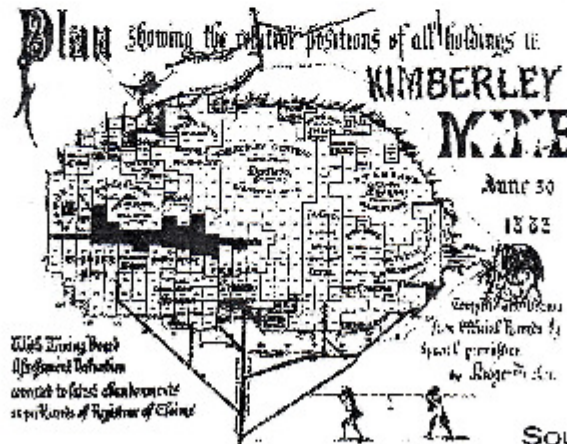
SOURCE A



As each claim grew deeper, it became more difficult and dangerous to mine for diamonds. Narrow roadways were left between the claims, and these started to collapse. Expensive machinery was needed to pump water out of the mines and to bring the material to the surface. Not many miners could afford to continue mining.

SOURCE B

This map shows the different claims in Kimberley Mine. Some wealthier miners grouped together to form companies. They started to buy up the claims of other miners. By 1883, four companies owned most of the claims in Kimberley. They paid workers to mine their claims, but they owned all the diamonds the workers found.

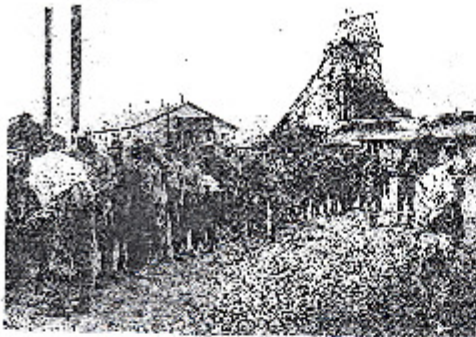


SOURCE C



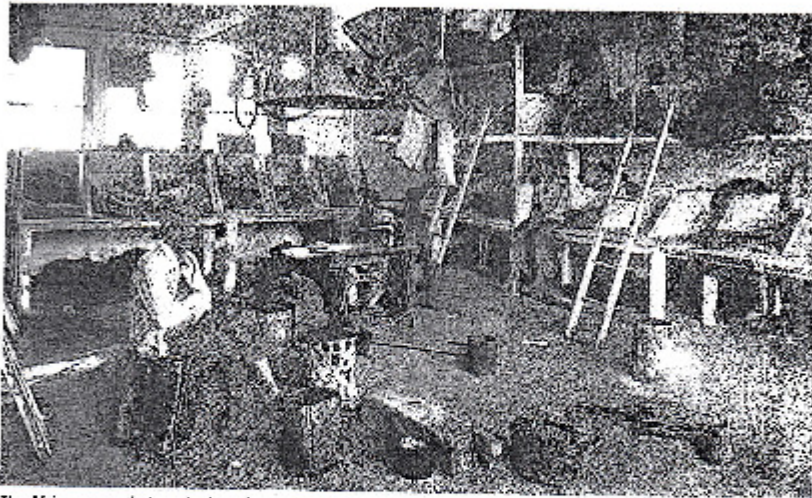
Deep-level gold mining in Johannesburg was expensive and difficult. Special machinery and equipment were needed to work deep underground to bring large amounts of ore to the surface and to separate the gold from the ore.

SOURCE D



The mining companies in Johannesburg needed many people to work in the mines. As more gold was discovered deep underground in the Witwatersrand, the mines had to recruit more and more workers.

SOURCE E



The African men that worked on the mines had to live in compounds. These were big buildings on the mine grounds. The workers were not allowed to leave the compounds, unless they worked a shift. They could not bring their families to Johannesburg to live with them. In the compounds, the men had no privacy or comfort.

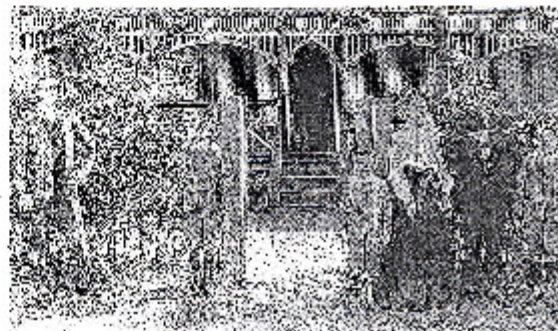
SOURCE F

In 1902, the mine owners dropped the wages of black unskilled workers ... Many black workers did not return to the mines ... They stayed home, or they went elsewhere for jobs ... Other employers were paying higher wages than the mines. The work was not underground and it was not dangerous. The employers did not demand long contracts, as the mine owners did. For all these reasons, the gold mines of Johannesburg were the last place that unskilled workers went to look for jobs.

Luis Gallinicos, a historian, from *Gold and Workers*.

SOURCE G

Many of the skilled workers on the mines came from other countries to work in Johannesburg. The mines also hired white unskilled workers. But they quickly became supervisors and were paid higher wages than the African workers. Many of the white miners settled with their families in Johannesburg.

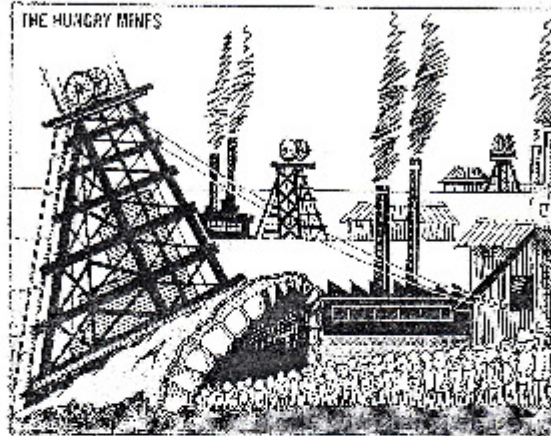


SOURCE H

"Working in the mines is an agonizing and painful experience ... Whenever you go down the shaft, you are not sure that you will come out a free man. You don't want to think about it. But it keeps coming. Whenever an accident happens and someone is ... killed or badly hurt, you think of yourself in that position, you think of your family and you become very unstable and lonely. You feel you want to see them for the last time ... Death is so real, you keep on praying and thanking God each time you come out alive."

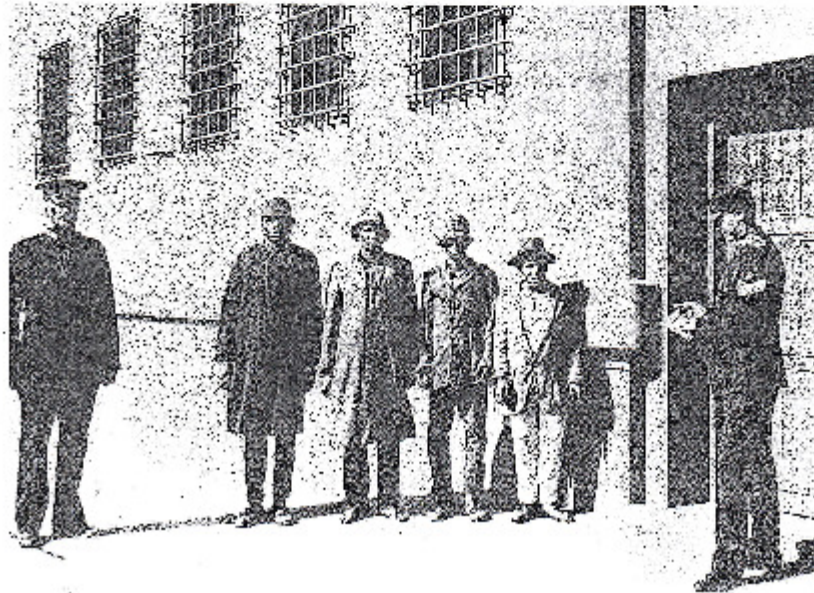
▲ A mine worker, quoted in *Another Blanket from Gold and Workers*.

SOURCE I



The mines needed thousands of workers to keep producing gold. Between 1904 and 1908, unskilled workers were even brought from China to work on the mines in Johannesburg. But they soon shed their contracts and went back home.

SOURCE J



Thousands of workers broke their contracts and left the mines. If they were caught, they were sent to prison and/or forced to go back to the mines to finish their contracts.

- (a) Imagine you are working on the mines in Johannesburg in the early 1900s. Write a letter to your friend who is thinking of coming to the city to find a job. Describe what your work and life in Johannesburg is like.

Make sure you include some form of reference to all the sources given to you to describe this life. Use your own words.

Your letter should be about 15 lines in length.

[10]

ASSESSMENT RUBRIC	1	2	3	4	5
Has the learner made some form of written reference to each given source?					
How has the learner pieced this information together? Is the use of language and flow of subject matter of an appropriate standard?					

- (b) Imagine you are a mine owner living in Johannesburg in the early 1900s. What would you do to ensure your mine has enough workers? (4)
- (c) Look at Source E. Describe the conditions the mineworkers had to live in within the compound. (4)
- (d) Most people want to make lots of money. Is this a good or a bad thing? When is it good and when is it bad? Refer to the cartoon below to support your answer. (3)

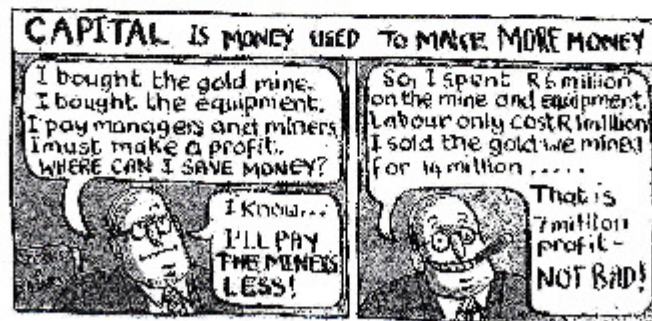


Figure 7.9. Cartoon on Capital (Adapted from *Gold and Politics*)

QUESTION 5**INDIAN INDENTURED WORKERS****SOURCE A**

My name is Dal. At times I have to work 12 hours a day even when it rains. The work is very tough and very demanding. We all live together in one building, and when we get sick we can't properly care for it. We are completely under the control of our employer, who has even whip as if he likes. Sometimes he doesn't pay us for our work, saying that we do it for the love of our land. Children have to work on the plantation.

My name is Davarum and I came here to Natal with my wife and two children. When we arrived in Port Natal I had to put my thumbprint on a document that I could not read or understand. The officials did not even ask me my name, but just wrote me down as 'Chote Dal'. My wife was 'Moula Dal'. My two children were 'Nas' and 'A'. For eight days we stayed in this barracks with 25 families, and my new employer termed us 'Choureamah'. My family was quite happy together, but Choureamah 'Doulah' and his two daughters were sent to work in different places.

▲ **SOURCE A** This photograph shows Indian workers cutting sugar cane with pangas. Imagine the number of snakes that would live in there!

- (a) Describe what Davarum and Choureamah would have felt on their arrival to South Africa. Refer to the information given by Davarum in Source A. (4)
- (b) About half the Indians who came as indentured workers stayed in South Africa. Why do you think that in spite of the difficulties they experienced here, so many of them decided to stay? (3)
- (c) Suggest why others thought it would be a better idea to return to India? (2)

[TOTAL SECTION B 30 MARKS]

SECTION CWORLD WAR 1QUESTION 6

Rearrange the following points in the correct order to show the sequence of events leading up to the war. You need only write down the alphabet letter eg (h), (k) etc. without having to copy the sentence.

- (a) After France declared war, Germany invaded neutral Belgium to reach Paris by the shortest route.
- (b) Britain, allied to France, declared war on Germany on 4 August and, by extension, on Austria-Hungary.
- (c) Russia started mobilising in support of Serbia on the 30 July
- (d) Germany – allied to Austria-Hungary declared war on Russia on 1 August
- (e) On 28 Jul, Austria-Hungary declared war on Serbia
- (f) After Britain declared war, a number of British colonies – including Australia, Canada, India, New Zealand and the Union of South Africa – offered their military and financial help.
- (g) France, allied to Russia by treaty, declared war on Germany and, by extension, on Austria-Hungary on 3 August. (2)

QUESTION 7

- (a) What is a 'conscientious objector'? (2)
- (b) What is 'conscription'? (2)

- (c) Look at Sources A and B below and say how the propaganda of 'cowardice' forced men to enlist in the war. (4)

SOURCE A



Source A: This drawing comes from a story in a magazine story called 'The White Feather'. The caption reads: Suddenly producing a large white feather the sergeant pulled it into his waistcoat. And added: "You coward, why don't you enlist?"

SOURCE B



Source B: In this propaganda poster, British women are shown supporting their husbands and letters going to fight in the war.

QUESTION 8

- (a) Source C shows an advertisement for cigarettes that was issued in 1915. How would you describe life in the trenches if this was the only source you had? (4)
- (b) Imagine you have just come back from fighting in the trenches and you saw this advert. How would you feel? Explain how this advert misrepresents the truth and describe conditions in the trenches. (6)

SOURCE C



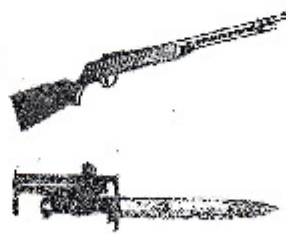
Source C: A cigarette advertisement aimed at soldiers in World War I.

QUESTION 9

Read the following poem and answer the questions that follow.

We are the guns

*We are the guns and your master! Saw ye our flashes?
 Hear ye the scream of our shells in the night
 And the shuddering crashes?
 Saw ye our work by the roadside, the shrouded
 things
 Lying
 Warning to God that He made them – the
 maimed and
 the dying
 Husbands or sons
 Father or lover we break them. We are the guns*



Poem written by Gilbert Frankau called
 'The Voice of the Guns', 1916

- (a) Why does the poet call the guns 'your master'? (2)
- (b) What impression do you get of the war from this verse? (2)

(c) What is meant by 'the shrouded things'?

(2)

QUESTION 10

Read the extract below and answer the questions that follow

German gas is heavier than air and soon fills the trenches and dugouts, where it has been known to lurk for two or three days, until the air is purified by means of large chemical sprays. We had to work quickly, as this gas usually follows the gas with an infernal quick. A company man on our right was too slow in getting on his helmet; he sank to the ground, clutching at his throat, and after a few agonising writhings, went West (dead). It was horrible to see him die, but we were powerless to help him. In the matter of a traverse, a little, and by our dog, one of the company's pets, was lying dead, with his two paws over his nose.

It's the animals that suffer the most, the horses, mules, cattle, dogs, cats, and rats, they having no business to save them. Tommy does not sympathise with rats in a gas attack.

At times, gas has been known to travel, with dire results, 1.5 miles behind the lines.

A gas, or smoke helmet, as it is called, at the time is a vile-smelling thing, and it is not long before one gets a violent headache from wearing it.



From the recollections of Arthur Freyre

(a) How was it that gas could soon fill up the trenches? (1)

(1)

(b) Death in war is always a great waste. Why was this death from gassing particularly awful? (2)

(2)

(c) How far could this gas travel? Why were the results 'dire'? (3)

(3)

(d) Why did the soldiers dislike their gas helmets? (2)

(2)

QUESTION 11

Why was the poppy flower



chosen to be a symbol of World War I?

(1)

[TOTAL SECTION C 10]