

## Grade 8 Social Sciences Worksheet

---

### Labour for agriculture and mining

1. Before the mineral discoveries, the South African economy was largely based on:
  - A subsistence agriculture
  - B commercial agriculture
  - C the feudal system
  - D tribal kingdoms
  
2. Conflict developed between the indigenous peoples and the settlers partly because of the differing view of:
  - A religion
  - B material wealth
  - C form of government
  - D land ownership
  
3. The only way South African gold could be mined profitably was by:
  - 1 using poorly paid labour
  - 2 using very high-tech methods
  - 3 mining on a vast scale
  - 4 using capital from the diamond mines to develop the gold mines
  - A 1 and 2 only
  - B 2 and 3 only
  - C 1, 2 and 3
  - D 1, 2, 3 and 4
  
4. The Glen Grey Act
  - A Forced mining companies to employ black labour
  - B Forbade miners from bringing their families to the mines
  - C Forced African farmers into migrant labour
  - D Forbade the Boers from employing African farm labourers
  
5. Africans generally did not like working on the mines or Boer farms so long as:
  - A they had access to their own land to farm
  - B they had enough food from the previous year's harvest to survive
  - C the pay was so low
  - D they were badly treated by the employers

## Grade 8 Social Sciences Worksheet

---

6. The Pedi (who lived in the far north of what is today South Africa) were the first people to willingly go to the mines in large numbers because:
- A They were starving and needed money to buy food.
  - B They needed money to buy guns to defend themselves.
  - C They needed money to pay the traditional 'bride price'.
  - D They thought that working on the mines turned them into real men.
7. The lack of labour caused the Boers to develop a system of 'ingeboekte' labour which:
- A imported labour from India
  - B traded guns for labour with local chiefs
  - C used children until age 25
  - D enslaved any young men that they could find
8. The British annexed Natal in:
- A 1806
  - B 1820
  - C 1843
  - D 1886
9. Most settlers in Natal were:
- A Voortrekkers
  - B English-speaking
  - C Indian
  - D convicts
10. Up until about 1860, African farmers were often more successful than white farmers because:
- 1 they had more experience of African conditions.
  - 2 they lived more simply and did not expect to earn a lot.
  - 3 their whole families were involved in production.
  - 4 they had access to the best farmland.
- A 1 and 2 only
  - B 2 and 3 only
  - C 1, 2 and 3
  - D 1, 2, 3 and 4
11. The reluctance of Africans to work on white sugar farms caused the Natal settlers to:

## Grade 8 Social Sciences Worksheet

---

- A import labour from India  
B use more machinery  
C give up farming and become merchants  
D send troops to destroy African farms
12. A people of mixed Khoi, San, Boer and African who lived in the centre of the Cape Colony were called:
- A Uitlanders  
B Trekboers  
C Sepedi  
D Griquas
13. The minerals on which South Africa's wealth was built in the late 19<sup>th</sup> Century were:
- A gold and coal  
B diamonds and coal  
C gold and diamonds  
D coal and platinum
14. At the beginning of the diamond mining era, an agreement was reached that the mines would be controlled by the:
- A Griquas  
B Thlaping  
C Boer Republics  
D Scottish and Cornish miners
15. In the end, the agreement of mine ownership did not work out and control of the diamond mines was taken over by:
- A The South African Government  
B The Orange Free State  
C The British  
D Private companies
16. Gold and diamonds were each discovered in the modern era in South Africa at two of the following: Kimberley, Witwatersrand, Barberton and Hope Town.
- A Gold at Kimberley and Barberton, diamonds at Witwatersrand and Hope Town  
B Gold at Barberton and the Witwatersrand and diamonds at Kimberley and Hope Town

## Grade 8 Social Sciences Worksheet

---

- C Gold at Hope Town and Barberton and diamonds at Kimberley and the Witwatersrand
- D Gold at Witwatersrand and Hope Town and diamonds at Kimberley and Barberton
17. At their peak, South African gold mines produced approximately:
- A 10 000 tonnes of gold per year
- B 1 000 tonnes per year
- C 100 tonnes per year
- D 10 tonnes per year
18. South African gold was different to other gold in that it was:
- A cheap to mine because there was so much of it
- B very deep underground and dangerous
- C scattered in a haphazard fashion
- D found in big nuggets that could make a man his fortune
19. In order to ensure labour stability, the mines introduced:
- A The Compound System
- B Indentured Indian labour
- C Slave labour
- D Compulsory labour service
20. Mining is a dangerous activity. It is estimated that one miner has died on gold mines for:
- A every ounce of gold mined
- B every kilogram of gold mined
- C every tonne of gold mined
- D every ten tonnes of gold mined

## Grade 8 Social Sciences Worksheet

---

### Suggested Solutions

1. A subsistence agriculture
2. D land ownership
3. D 1, 2, 3 and 4
4. C forced African farmers into migrant labour
5. A they had access to their own land to farm.
6. B they needed money to buy guns to defend themselves.
7. C used children until age 25
8. C 1843
9. B English-speaking
10. C 1, 2 and 3
11. A import labour from India
12. D Griquas
13. A gold and coal
14. B Griquas
15. C The British
16. B Gold at Barberton and the Witwatersrand and diamonds at Kimberley and Hope Town
17. B 1 000 tonnes per year
18. B very deep underground and dangerous
19. A The Compound System
20. C every tonne of gold mined

### Assessment tools

Multiple choice questions can be used as an informal whole-class exercise, especially in large classes, to get informal feedback and as a learning tool, especially revision before a major summative examination. Issue each class member with a sheet with a bold A, B, C and D on it. Fold the paper so that anyone of A, B, C or D can be displayed. Read out the questions, place them on an overhead projector or write them on the board, or issue a worksheet. For each question the whole class displays their answers so only the educator can see. If they really do not know, they display A, B, C and D.

The teacher can see everybody's answers and offer remedial help either to individuals or the whole class. The teacher can also discuss why the distracters are incorrect.