

# SMARTWIZ

## GRADE 8 SOCIAL SCIENCE EXAM

**MARKS: 50**

MARKS	

**TIME: 2 hours**

**SCHOOL** \_\_\_\_\_

**CLASS (e.g. 4A)** \_\_\_\_\_

**SURNAME** \_\_\_\_\_

**NAME** \_\_\_\_\_

MYST PATHWORKS

### Instructions for Students:

- > Read all instructions carefully before beginning the exam.
- > Write your name and student ID clearly on the answer sheet/booklet.
- > Answer all questions unless otherwise stated.
- > Show all your work/calculations where applicable.
- > Write clearly and legibly.
- > Use blue or black ink only. \* Do not use correction fluid/tape.
- > No electronic devices (calculators, phones, etc.) are allowed unless explicitly permitted.
- > Raise your hand if you have any questions.
- > Do not talk to other students during the exam.
- > Any form of cheating will result in disqualification.

**This test consists of 4 pages, excluding the cover page.**

## SECTION A: HISTORY

### Topic: South African Mineral Revolution (20 Marks)

#### QUESTION 1

1.1 What was the Mineral Revolution?

\_\_\_\_\_ (2)

1.2 Name two minerals that were discovered in South Africa during the Mineral Revolution.

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.3 In which two provinces were diamonds and gold first discovered?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.4 Explain one way the Mineral Revolution changed South Africa's economy.

\_\_\_\_\_  
\_\_\_\_\_ (3)

1.5 What was the compound system used for?

\_\_\_\_\_ (2)

1.6 Describe one social effect the Mineral Revolution had on African communities.

\_\_\_\_\_  
\_\_\_\_\_ (3)

1.7 Why did migrant labour become common during this time?

\_\_\_\_\_  
\_\_\_\_\_ (3)

1.8 Name one long-term impact of the Mineral Revolution on South Africa today.

\_\_\_\_\_ (3)

## SECTION B: GEOGRAPHY

### Topic: Map Skills and Scale (20 Marks)

#### QUESTION 2

2.1 What is a map?

\_\_\_\_\_ (2)

2.2 Define the term “scale” in relation to maps.

\_\_\_\_\_ (2)

2.3 Study the map below and answer the questions:

*(Insert a simple topographic or street map with a scale bar)*

2.3.1 What is the direction from Point A to Point B?

\_\_\_\_\_ (2)

2.3.2 If the scale is 1:50 000, how many kilometers is 4 cm on the map in real life?

\_\_\_\_\_ (2)

2.3.3 Identify one human feature and one physical feature on the map.

\_\_\_\_\_

\_\_\_\_\_ (2)

2.3.4 Why are contour lines important on a map?

\_\_\_\_\_ (2)

2.3.5 Explain how maps can help in planning a new town.

\_\_\_\_\_

\_\_\_\_\_ (3)

2.4 Name one tool other than a compass that helps in reading direction.

\_\_\_\_\_ (1)

2.5 What does the legend or key on a map show?

\_\_\_\_\_ (2)

\_\_\_\_\_

## SECTION C: CIVICS

**Topic: National Symbols and Identity**  
**(10 Marks)**

**QUESTION 3**

3.1 What does a national symbol represent?  
\_\_\_\_\_ (2)

3.2 Name two national symbols of South Africa.  
\_\_\_\_\_  
\_\_\_\_\_ (2)

3.3 Describe the meaning of the motto on the South African coat of arms: “!ke e: /xarra //ke”.  
\_\_\_\_\_  
\_\_\_\_\_ (3)

3.4 Why are national holidays important to a country’s identity?  
\_\_\_\_\_  
\_\_\_\_\_ (3)

**TOTAL: 50 MARKS**

## **MEMO**

### **SECTION A: HISTORY – THE MINERAL REVOLUTION**

**(20 Marks)**

1.1 The Mineral Revolution was a period in South Africa when valuable minerals like diamonds and gold were discovered, leading to rapid economic and industrial development. (2)

1.2 Diamonds and gold (2)

1.3 Diamonds – Northern Cape (Kimberley)  
Gold – Gauteng (Johannesburg) (2)

1.4 It led to the development of mines, railways, and cities, and made mining the backbone of South Africa's economy. (3)

1.5 It was a system where black workers were housed in closed compounds to prevent theft and control labour. (2)

1.6 Many African families were separated, and traditional lifestyles changed as men left for mine work. (3)

1.7 Because mines needed cheap, controlled labour and people had to travel long distances for work. (3)

1.8 It contributed to economic inequality and laid the foundation for apartheid policies. (3)

### **SECTION B: GEOGRAPHY – MAP SKILLS AND SCALE**

**(20 Marks)**

2.1 A map is a visual representation of an area, showing physical and human features. (2)

2.2 Scale shows the relationship between distance on the map and the actual distance on the ground. (2)

2.3.1 Example: North-east / South / West (based on actual map provided – accept correct orientation) (2)

2.3.2 1 cm = 0.5 km, so 4 cm = 2 km (2)

2.3.3 Human feature: road, building  
Physical feature: river, mountain (any valid) (2)

2.3.4 Contour lines show elevation and the shape of the land (height above sea level). (2)

2.3.5 Maps help planners identify good locations for housing, roads, and services by showing terrain, roads, rivers, etc. (3)

2.4 GPS / the sun / a watch / stars (any one valid tool) (1)

2.5 The legend or key explains the symbols used on a map so you can understand what each symbol represents. (2)

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## **SECTION C: CIVICS – NATIONAL SYMBOLS**

**(10 Marks)**

3.1 A national symbol represents a country's heritage, identity, and values. (2)

3.2 National flag, national anthem, coat of arms, national flower, national animal (any two) (2)

3.3 “!ke e: /xarra //ke” means “Diverse people unite” – symbolising unity in diversity. (3)

3.4 National holidays celebrate important events and people, helping citizens feel proud and connected to their country. (3)

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**TOTAL: 50 MARKS**