



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**CURRICULUM GRADES 10-
12 DIRECTORATE CAPS
SUPPORT**



**JIT LEARNER SUPPORT
MATERIAL**

HISTORY

GRADE 10

2026

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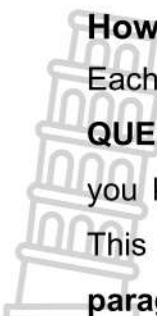


ASSESSING SOURCE-BASED QUESTIONS

In the assessment of learners' ability to work with historical sources, the cognitive levels, the associated historical skills, and the weighting of questions across grades must be considered. An elaboration is contained in the following table.

COGNITIVE LEVELS	HISTORICAL SKILLS	QUESTION VERBS	
LEVEL 1 40% [20] (1x1); (2x1), (1x2), (3x1)	- Extract evidence from sources. - Selection - Define historical concepts	- According to the source - List - Identify - Quote - State - Name - Give	- What information in the source tells you about ...? - Quote two reasons from the source - What do you understand by the term ...? - Define the concept or historical terms ... in your own words.
LEVEL 2 40% [20] (1x2) (2x2)	These questions require learners to interpret information in the source and not to extract information directly from the source. - Explanation of historical concepts/terms (in the context of...) - Interpretation - Explain information gathered from sources. - Analyze evidence from sources.	- Explain - Comment on. - Explain ... in the context... - What messages ...?	- Explain the historical term in the context of - Use the source and your own knowledge ... - What do you think? - What messages are conveyed? regarding ...
LEVEL 3 20% [10] (1x2) (1x2)	- Interpret and evaluate evidence from sources. - Engage with sources to determine - Compare and contrast interpretations - Interpretation, evaluation, and synthesis of evidence from the relevant sources (paragraph writing)	- Compare, - Contrast, - Comment on..., - Explain the usefulness, limitations, - Write a paragraph	- Explain to what extent the evidence in Source 1 ...? Compare the evidence in Source 1A and 1B regarding ... - Comment on the usefulness/reliability/limitations of the information in Source 1B regarding

How should one read and respond to source-based questions?



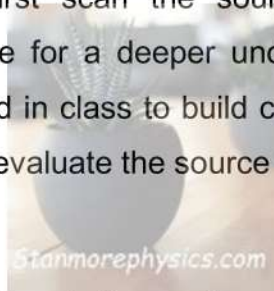
Each source-based section is guided by what is known as a **KEY QUESTION**, always start by reading the key question. Make sure you keep it in mind when reading and answering the questions. This will be even more helpful when you are answering the **paragraph question**.

When working with sources it is essential that you use critical thinking.

Take care to use

The 5 Skills Approach to guide you.

The approach requires you to first scan the source for key information, then read and analyze for a deeper understanding, connect the ideas you have learned in class to build context as to what the source is about, and then evaluate the source to find out if it is reliable or not.



Next, the Approach requires you to ask 5 questions when reading through material or sources;

1. **Who?** (Who are the people in the source)
2. **When?** (The dates when this historical event occurred and when the source was created)
3. **Where?** (The places. Towns, cities or countries where the event/s took place)
4. **What?** (What information is the source telling you or showing you)
5. **Why?** (Why did that historical event happens?)

In addition, it will assist you to identify and understand the different **cognitive** (relating to the mental process involved in knowing, learning, and understanding things) levels.

EXAMPLES OF LEVEL 1 AND 2 QUESTIONS

EXAMPLES OF LEVEL 1 EXTRACTION QUESTIONS

IMPORTANT: When you answer these questions, you must extract **DIRECTLY** from the source. **DO NOT** paraphrase or write the answers in your own words!

1. **Give** reasons, from the source, **why**...
2. **Quote**... pieces of evidence / reasons from the source...
3. **What** evidence in the source **suggests**...
4. **Name / State / Mention**... any countries/persons/powers/requests from the source...
5. According to the source, **name**...
6. **Who**, according to the source...
7. **When**, according to the source...
8. **Why**, according to the source...
9. **What**, according to the source...
10. **Which**... according to the source...
11. **How**, according to the source...
12. **Identify** in the source...
13. **Give any**...in the source...
14. **List any**... / **Make a list of**...in the source...

EXAMPLES OF LEVEL 2 INTERPRETATION & EXPLANATION QUESTIONS

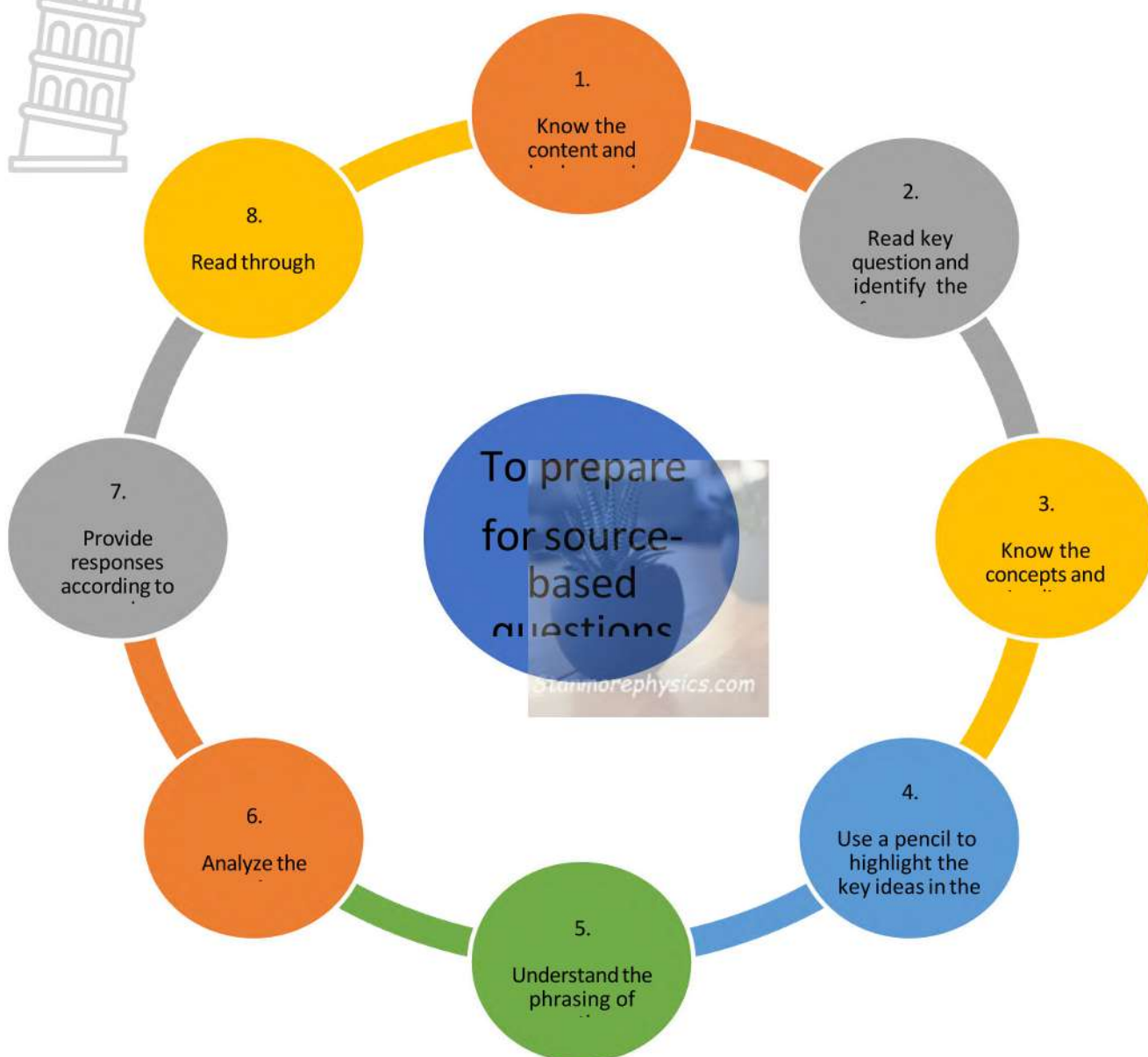
IMPORTANT:

When you answer these questions, you must interpret and explain. **DO NOT** extract sentences from the source. Write the answers in your **OWN** words!

1. **Comment** on the slogan/significance/meaning/implication of the statement...
2. **Comment on why**...
3. **Explain** the term/concept...
4. **In context of**...explain the term/concept...
5. **In context of**...what is implied...
6. **In context of**...what conclusion can be drawn from the photo/cartoon regarding...
7. **Explain why/how**...
8. **Explain** the messages/meaning...
9. **Explain what the cartoonist means with**...
10. **Why**, do you think...
11. **Why did** the...
12. **Use the information in the source** and your **own knowledge** and **comment** on the statement...
13. **Use the information in the source** and your **own knowledge**, **explain why**...
14. **To what** does the statement **refer**...
15. **What is meant with**...

Compare similarities/differences Compare how the sources support each other regarding...	- Identify the similarities/differences between the two sources in response to the question. - Please note the mark allocation (2x2) means two similarities must be given. Your response should be: Source A indicates... and Source B ...) ✓✓ Both sources indicate that...) ✓✓ (2x2)
Comment on Comment on the usefulness/ reliability/ limitations/bias of the source regarding...	- Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge (2 x 2) - The source is useful/ reliable/ limited/biased because... (2 x 2)
PARAGRAPH WRITING	
Using the information in the relevant sources and your own knowledge, write a paragraph...	You need to identify all the relevant sources. Use the information in the source that would answer the question. Refer to the sources you obtained your information from. E.g. According to Source 1A ... (8)

HOW TO PREPARE FOR SOURCE-BASED QUESTIONS





HOW TO ANSWER SOURCE-BASED QUESTIONS?



Remember!!

- ✓ The **key question** provides the focus of the content in the sources.
- ✓ It will also be asked as a **paragraph question**.



1. The source will be labelled e.g. Source 1C



2. The source will be **contextualized**- it will indicate **what** the source is about, **why** it was written, **who** wrote (owner of) the source,

when it was written and **where** the event took place.

3.



4. Highlight concepts / terms. In this source e.g. communism/amnesty



Mark Allocation

- The **mark allocation** will indicate how much information you are required to provide in your response.
- Your responses should be clear, concise and be guided by the mark allocation.

	(2 x 1) (2)	Write 2 short responses from the source (extraction of information)	Response 1...✓ Response 2...✓✓
	(1 x 2) (2)	Write 1 complex response e.g., definitions or explanations	Response 1...✓✓
	(2 x 2) (4)	Write 2 complex responses Interpretation / explanation	Response 1...✓✓ Response 2...✓✓



Skills in Answering Source-Based Questions



RELIABLE

The following questions will help you to answer a question on reliability ...

- What type of source is it? (Is it a primary or secondary source?)
- Who created the source? (Author)
- When was it created? (Date)
- Why was it produced? (Purpose)
- Where was it produced?

WHAT MAKES A SOURCE

UNRELIABLE?

- A biased source only gives one person's perspective on the event in question.
- If a source contains a

USEFUL

The following questions will help you to answer a question on usefulness ...

- ✓ What does the source tell you?
- ✓ (Validity) of Who created the source?
- ✓ When was it created? (Date)
- ✓ Look at the purpose – is it informative (fact) or opinionated is the source positive or negative?
- ✓ (Bias)
- ✓ Do you agree with what the source is showing?
- ✓ Would it be 'typical' at the time? (Relevance)
- ✓ What does the source not show us that we need to know? (Limitations)
- ✓ Can you relate this source to another? (Corroboration)

GUIDELINES ON ASCERTAINING THE RELIABILITY OF A

- A source is likely to be more reliable if it was created at the time of an event in question (a primary source that gives first-hand information).
- Sources created by people who were directly involved in an event can be more reliable.
- These sources will usually be biased but they show us how a key role-player experienced the event in question.
- Sources written by historians are also considered more reliable, however, be aware of the context in which they were written (e.g., is the historian biased?)

GUIDELINES ON ASCERTAINING THE RELIABILITY OF A SOURCE



Remember: No source is likely to be more reliable if it was created at the time of an event; first-hand information created by people who were directly involved in an event can be more reliable. Sources will usually be biased but they show us how a key role-player experienced the event in question.

Sources written by historians are also considered more reliable, however, be aware of the context in which they were written (Is the historian biased?)

WHAT ARE THE LIMITATIONS OF A SOURCE?

- One-sided view/Which side/viewpoint is missing
- Bias
- Facts are deliberately omitted/exaggerated.
- Propaganda



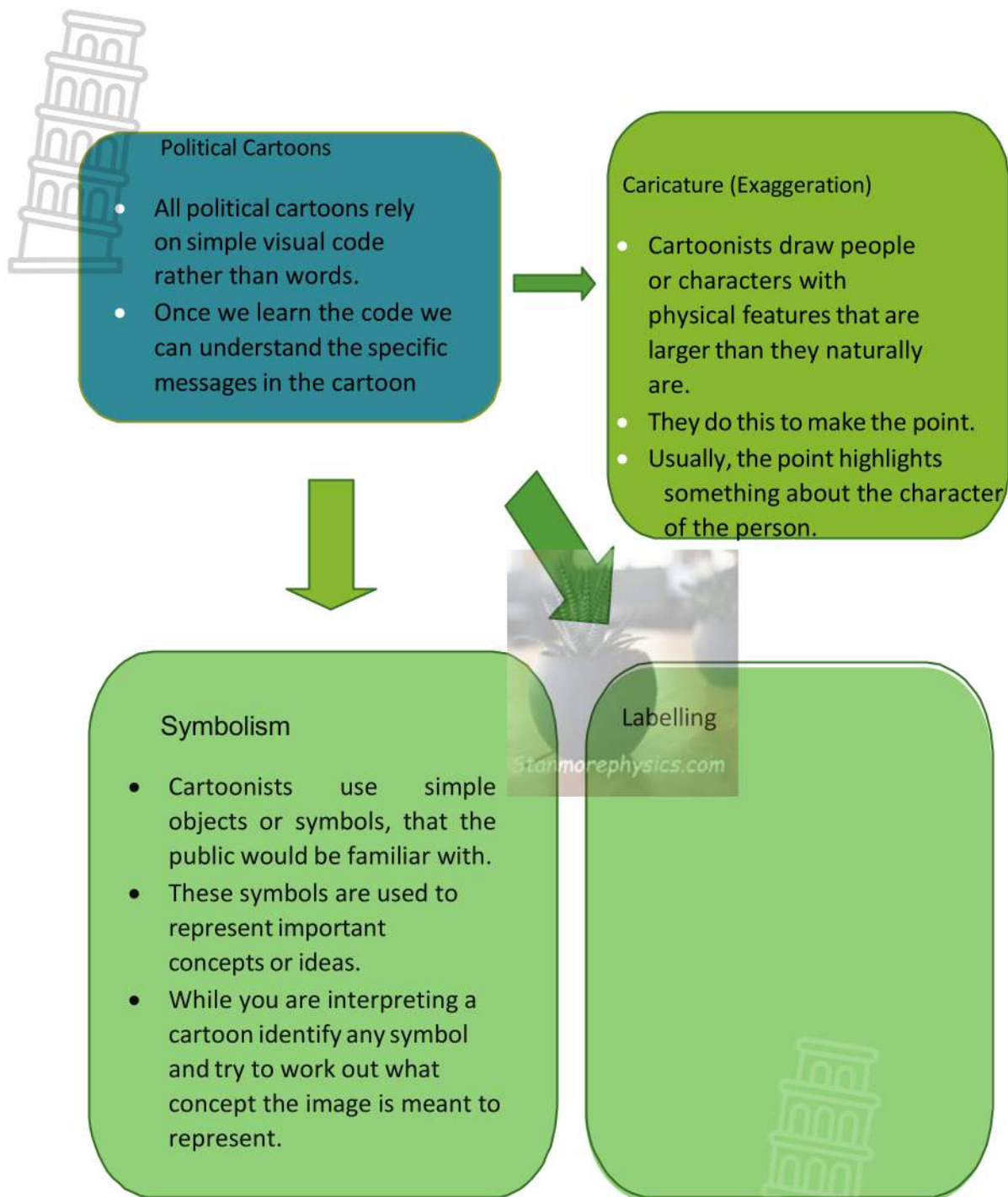
BIAS

Bias is when the creator's perspective is so strongly for or against something that the information in the source is clearly unbalanced or prejudiced. All sources contain some degree of bias, but it is not always possible to detect it.

How do I detect bias in a source?

- Look for times in a source where any of the following happen:
- When describing people or events, the language is too positive and does not admit anything negative.
- When describing people or events, the language is too negative and does not admit anything positive.
- The source fails to mention very important information of which you are aware.
- The source provides clearly incorrect information.

CARTOON ANALYSIS



Messages



What messages ...

- To answer these questions, you are required to explain and /or clarify information in a source, i.e. interpret the message that the creator is trying to expose.
- In some instances, you could be asked to expose the creator's message. by using evidence to substantiate your response.
- In the case of visual source (cartoon, poster, or photograph), you will have to explain what you see in the picture- literal meaning, as well as the symbolic meaning of what you see- the figurative meaning.

COMPARING SOURCES

Comparing information from different sources: When you are asked to compare information from sources, whether it be similar or differences, you are expected to gather information from both sources which correspond or differ to each other.

- For example, you will say "Source A says..." and Source B confirms this by saying...

The mark allocation will be as follows:

Source A say...

Source B confirms this by saying...✓✓

Remember, it is important that you find a link in both sources to compare. If the mark allocation is (2x2) (4) then you compare by providing **TWO**

HOW TO WRITE A PARAGRAPH:

- Read ALL the sources in the Addendum with the understanding, and keeping in mind the **KEY QUESTION**.
- As you read and analyses each source to answer the source-based questions have a pencil/ pen/ highlighter at hand.
- Ensure you either highlight or underline the information in a different colour that relates to the KEY Question.



- You will use those highlighted/ underlined points and select the most appropriate information to construct your paragraph.
- Always refer to the sources where you got the information from e.g. In source 2B ..., according to source 2C...
- It is essential that you include '**Your Own Knowledge**' to help elaborate on the information that the source gave you- this can be information you learned in class, or in your notes that is **NOT in the sources**.
Remember your paragraph must focus on the specific key question you are dealing with and not the topic as a whole.
- **Do not use bullet points** to write the paragraph.
- Write only **one** paragraph if a learner splits the paragraph or writes separate paragraphs only the first paragraph is marked.
- If the paragraph has content that is lifted/ extracted directly from the source that content is not awarded any marks.

History Essay Writing Frame

This writing frame will assist you in structuring your responses to the Essay Questions

Question: (Write the Essay Question in the space below)

Underline the Key 'instruction' words.

Any terms/names/dates need explaining.

Introduction: (Write your introduction below) Your introduction should respond directly to the question posed.

PARAGRAPH 1:

(A) First sentence of first paragraph (Point) Check: Have you made your key point?)

(B) Development/explanation of point? (Explanation)

(C) Evidence to support your argument? (Evidence/Elaboration)

- 1.
- 2.
- 3.

(D) Check: Have you referred to the question/linked the point explicitly to the question? YES? NO



(E) Link to the Line of argument (Link)

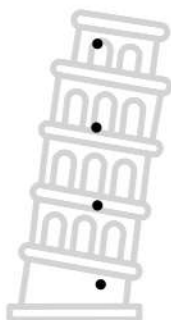
CONCLUSION:

This essay writing frame can be used for structuring any History essay. Use it with the paragraph structuring frame (Point > Explain > Example > Link) and guidelines for writing introductions and conclusions. Learners can adapt this frame to include as many paragraphs as they need.

- Your essay must have the correct structure, leave a line between each paragraph.
- You must write in full sentences and make use of paragraphs to structure your essay,
- There must not be any headings.
- AVOID using "I", "We" and "Our"
- Use transition words to reinforce your stance and make your essay sound more formal;

First	Second	Third
Furthermore	In addition	Besides
Equally important	On the contrary	Similarly
Therefore	Above all	Thus
Also	Comparatively	Nevertheless
Nonetheless	Specifically	While
After	But also	Moreover
However	As a result	Hence
With this in mind	Subsequently	To demonstrate
More importantly	Another key point	In conclusion
Altogether	Given these points	To conclude
	To sum up	Lastly

The Introduction



The introduction must have a **CLEAR LINK** to the QUESTION not the topic it as you learned it in class.

You must show/develop your argument, also known as a **STANCE** in history.

Your introduction must be clear and strong, there should be no ambiguity.

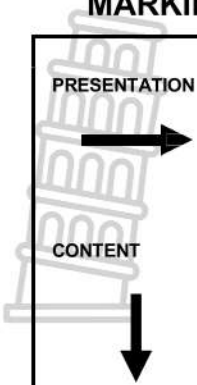
The introduction should not be longer than 4 to 5 lines.

N.B USE THE NAMES OR TITLES OF PEOPLE IN FULL WHEN YOU REFER TO THEM FOR THE FIRST TIME IN ESSAY

DONT'S

- **Do not** use slang.
- **Do not** use chatty or colloquial terms. In History, you must use **plain formal language**.
- **Do not** write your essays in point form. Write full sentences in paragraphs
- **Do not** use the personal pronoun 'I'. Instead of saying 'I think that ...' say 'It can be argued. that ...'
- **Do not** call historical figures by their first names. For example, don't refer to Martin Luther King as Martin as Nelson Mandela as Nelson!
- **Do not** write personal notes for the person marking your paper, you will just irritate him or her.
- **Do not** colour in, highlight or draw little "smileys" in your work.
- **Do not** make comments or value judgments that are not directly asked for in the question.
- **Do not** use 'etc.'. 'Etc.' usually indicates that you can't think of any more examples. If you said 'Peas, carrots and potatoes, etc. ...' the reader knows that you know many other examples of vegetables. But, in a history essay, if you say "The peasants in France rose against the monarchy because of the taille, capitation etc., it usually means that you do not know any more names!
- **Do not** make up your own abbreviations. Only use recognized abbreviations. You can use USA for the United States of America or BC for Black Consciousness.
- **Do not** use words that you do not understand, even if they sound 'cool'.

MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION 	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts Conclusion drawn from the evidence	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows so me evidence of a planned an d constructed argument. Attempts Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

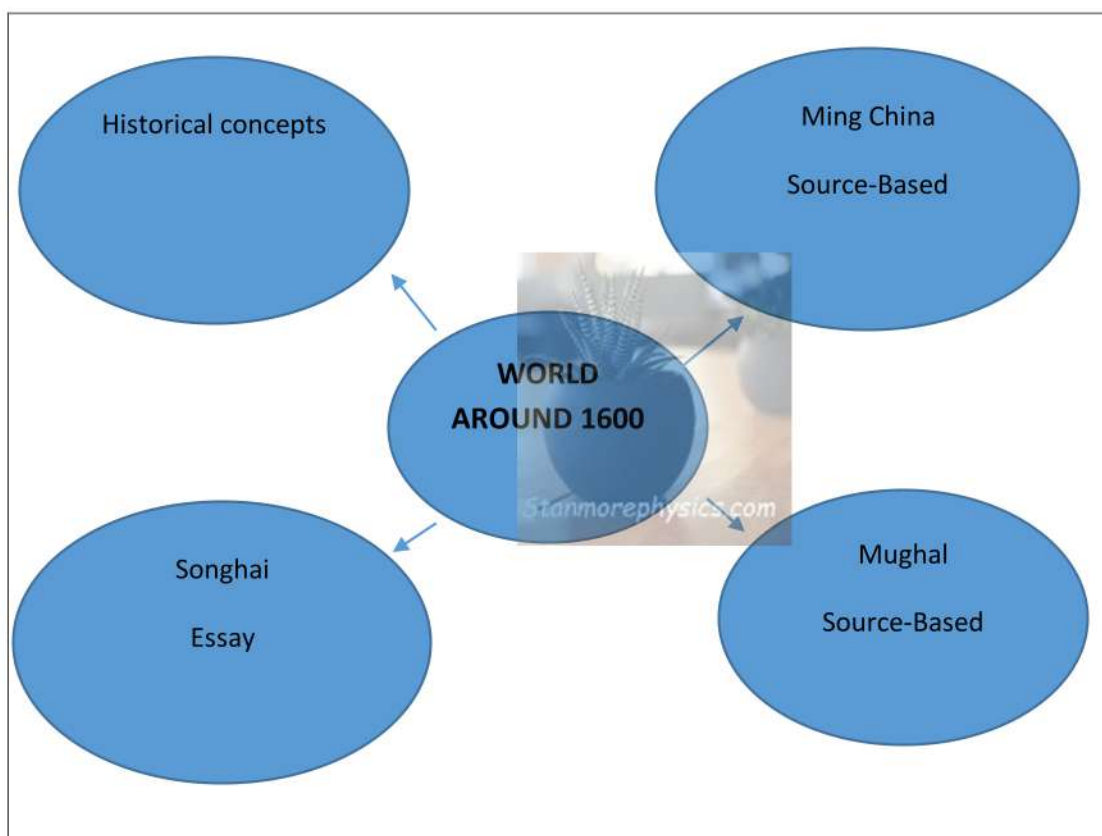
Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13



TOPIC: 1

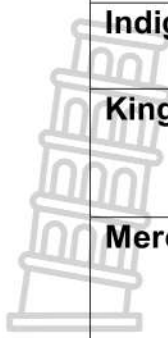
How do we understand our world today? Ming China Dynasty, Mughal and Songhai Empire



Glossary:

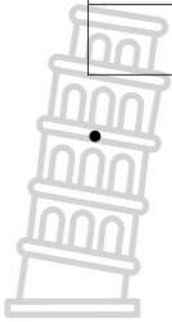


Concepts	Definitions
Ancient	Belonging to a period of history that is thousands of years in the past.
BC	Before Christ. Used in the Christian calendar to show a particular number of years before the year when Christ is believed to have been born.
Bureaucracy	A system of government in which there are a large number of state officials who are not elected.
Civilization	A society, its culture and its way of life during a particular period of time or in a particular part of the world.
Colonize	To take control of an area or a country that is not your own, especially using force, and send people from your own country to live there.
Conquest	The act of taking control of a country, city, etc. by force.
Corruption	Dishonest or illegal behaviour, especially of people in authority.
Dynasty	A series of leaders of a country that all belong to the same family. For example, the Ming Dynasty (who ruled China from 1368 to 1644).
Emperor	The ruler of an empire.
Empire	A group of countries that are all controlled by one leading body (a leader or a government). For example, the Songhai Empire or the Mughal Empire.
Expansion	An act of increasing or making something increase in size, amount or importance.
Explorer	A person who travels to unknown places in order to find out more about them.
Feudalism	A social system that was used during the Middle Ages in Europe where people had to work and fight for a nobleman where in return, they were given land and protection.



Independence	Freedom from political control by other countries.
Indigenous	Belonging to a particular place rather than coming to it from somewhere else.
Kingdom	A country ruled by a king or queen; an area controlled by a particular person or where a particular thing or idea is important.
Merchants	A person who buys and sells goods in large quantities, especially one who imports and exports goods.
Middle Ages	A phrase that describes Europe from the period of the fall of Rome (c. 5th century) to the rise of the Renaissance period (c. 15th century).
Militia	A group of people who are not professional soldiers but who have had military training and can act as an army.
Monastery	A building in which monks (religious male community) live together.
Monopoly	The complete control of trade in particular goods or the supply of a particular service; a type of goods or a service that is controlled in this way.
Nobleman	A man that is a member from a family that has a high social rank.
Prosperity	The state of being successful, especially in making money.
Settler	A person who goes to live in a new country or region.
Slavery	Slavery refers to the state of being a slave or the practice of having slaves.
Smelt	To heat and melt ore (rock that contains metal) in order to obtain the metal it contains.
Superpower	Is a country in the world that has significant military, economic or political power, as well as a country that has great influence over other countries. One could also use the term World Power.
The Renaissance Period	This period refers to a period where European countries experienced a cultural, political, economic and artistic “rebirth” after the Middle Ages.

Trade	The exchanging (buying and selling) of goods and services between people or countries.



- Chinese Civilisation stretches back to least 2000 BC. It became a single empire in 221 BC. China was ruled by a series of dynasties until 1911 and from 1368 to 1644, the Ming Dynasty ruled over China. This was the last native Chinese dynasty.
- The word 'Ming' means bright, and is a fitting name for the Dynasty that had many developments during its lifespan. The Ming Dynasty had a total of sixteen emperors. This article will focus on the changes that took place during rule of the following Emperors: Hongwu (first emperor), Yongle (third emperor), Yingzong (sixth emperor) and Chongzhen (sixteenth emperor).



THE RISE OF THE MING DYNASTY

- Up until 1368, Mongolian rulers held the Yuan Dynasty in China. In Mongolian Law, various groups of indigenous Chinese people, especially the Han, were considered 'lower class'. Chinese groups were considered 'dregs' in the social order. Many Chinese peasants were enslaved in large numbers, had their lands confiscated, and were excluded from governmental positions.
- Non-mongolian foreigners, such as, the Persian Ahmad and the Uighur Sengge, were welcomed as patrons in Yuan China. It could be argued that this hospitality was not shown towards Chinese locals. Internal class tension was exacerbated in the 1340s by natural disasters and forced conscription of Han peasants for labour. Various rebel groups began to assemble and prepare for a rebellion.
- Zhu Yuanzhang was one of the main leaders of these rebel groups. He did not come from an affluent background, and spent years begging for a Buddhist monastery. At the time, Yuan militia burned down the monastery in an attempt to stop an impending rebellion. Yuanzhang worked his way up through rebel ranks in 1352 A.D., when

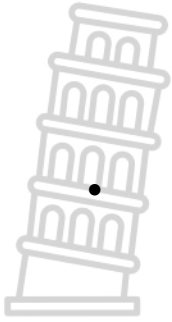
he joined a group related to the White Lotus Society.



- In 1368, Zhu Yuanzhang initiated a rebellion and captured Beijing. This marked the official end of Mongolian control over China. Yuanzhang began the Ming Dynasty and took the title of Emperor Taizu, or the Hongwu Emperor.

GOVERNMENT AND SOCIETY

- At the time, the Ming Dynasty had the most effective central bureaucracy in the world. Emperors were autocratic rulers who had absolute power over all aspects of life in their Empire. During the Ming Dynasty, the civil service system was perfected.
- Officials entered top levels of the bureaucracy by passing a government examination. During Emperor Taizu's reign, an office called the Censorate (Yushati) was made separate to the government. They investigated official cases of corruption and misconduct. Each province had its own bureau that was attached to the central government. Instead of having a prime minister, the Emperor took personal control over the government and was assisted by a Grand Secretariat, also known as a Neige.
- Castrated men, known as Eunuchs, were employed as advisors for the emperor. These advisors held a high position in the bureaucratic rank. By the 16th Century, weak Ming emperors were often dominated by their advisors. The governmental structure of the Ming Dynasty lasted until China's imperial system was abolished in 1911.
- During the beginning of his reign, Emperor Taizu enforced strict military discipline and reorganised the army to establish the 'Brocade Guards'. These guards operated alongside spies and secret agents to purge corrupt officials.
- Forms of punishment were severe and often included tattooing, severing of organs and castration, however, near the end of Taizu's reign, these were outlawed in favour of corporal punishment and flogging. In 1380 A.D., Taizu revised the legal code to ensure that his power could not be challenged in court.



- He also launched a series of land and tax reforms. The palace guard launched an internal investigation 1380 A.D., this lasted for 14 years. A total of 30 000 executions were conducted during this time.

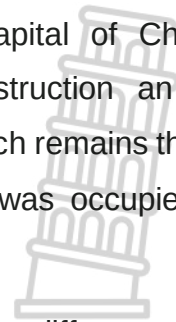
THE ROLE OF WOMEN

Women in Ming China had the ability to become property owners, if they were affluent enough. They also had access to literature when it was widely published. In the 17th Century, an anthology of Chinese poetry included poems from as many as 1000 women. Writer Li Yu is an example of an early feminist, arguing that women should be equal to men.

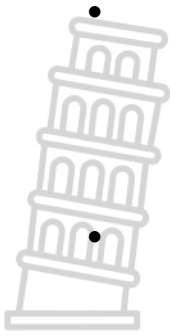
- In reality, women in Ming China lived domestic lives and bore children. Male children were more important than female children, and a common practice of killing female babies at birth was present. This practice was officially discouraged but unofficially practiced. Status was strongly connected to class.
- Therefore, rural peasant women worked in the same conditions as men. Urban women, on the other hand, were employed in the fields of weaving and embroidery. Upper class women were subjected to the practice of foot-binding, in an attempt to keep their feet small and feminine. When women's feet were bound, their bones would often break and they could only make small strides when walking.

CULTURAL ACHIEVEMENTS

- In 1406, Emperor Yongle transferred the capital of China from Nanjing to Beijing. Yongle ordered the construction an imperial palace complex called the Forbidden City, which remains the world's largest to date. In 1420, the Forbidden City was occupied by the court.
- The capital became a cultural hub where different types of craftsmanship took place. Decorative techniques, including cloisonné, lacquer work and furniture sculpting also reached a peak during this time. Ornamental carvings from wood, porcelain, ivory and jade were some features during this time. Decorative ceramics that used different techniques were a trademark. Porcelain was one



of the Ming Dynasty's best exports.



- Porcelain is created by grinding china-stone and mixing it with china-clay. This mix is then baked until it becomes translucent. In 1368, an imperial factory was created in Jingdezhen to produce ceramics for the imperial court.

- A common ceramic technique of enamel painting combined with a blue underglaze, called 'blue and white' was imitated by China's neighbouring countries. This technique was later adopted by European countries, although most of the porcelain was still produced in the Jingdezhen factory.

TRAVEL, TRADE AND SCIENTIFIC ACHIEVEMENTS

- China sent their trade goods to western Asia and Europe via the Silk Road. This was a 6 400 kilometer overland journey that ended at the Mediterranean Sea.
- Another way that they traded was via ships on the ocean. Chinese junks were unique ships that were used from as early as the 5th Century AD.
- China's first imperial treasure fleets were commissioned by the Mongols who held the Yuan Dynasty, between 1271 and 1368. The Chinese hoped to discover new lands and to establish new trading partners. They often returned with exotic animals, spices, ivory and prisoners of war.
- This fleet was extended by Emperor Yongle during the Ming Dynasty. Emperor Yongle invested a large amount of money into extending the fleet. Chinese junks had two predominant features: a yuloh oar for steering and stiffened sails supported by bamboo battens.
- The yuloh rudder allowed ships to steer and turn, without having to take the rudder out of the water. Legend suggests that this design was inspired by the way that fish use their tails to thrust themselves forward. Junks were huge, with a length of 122m and width of 46m.
- Foreign countries were impressed by Chinese inventions and tradeable goods. Chinese inventions included the magnetic compass, paper, the

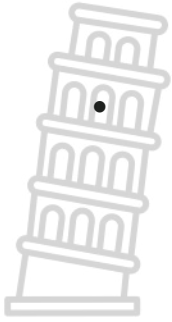
wheelbarrow, suspension bridges, gunpowder, porcelain, movable type and the mechanical clock. The most commonly traded items from Zheng He's fleet were silks and spices.



- Zheng He's fleet used a star chart and magnetic compasses to navigate the oceans. This technology allowed for more accurate travel towards their destinations. Zheng He departed for his final voyage in 1431 and visited Indochina, Sri Lanka (formerly Ceylon), India, Iran, Zanzibar, the Red Sea and Java. This voyage would mark the last of the Chinese fleet, and when it returned in 1433, China ended its expansionist policies.

THE FALL OF THE MING DYNASTY (1433)

- During the first five decades of the Ming Dynasty, The Mongols were driven north to what is now known as Mongolia. Following this, the northern border a place of increasing threat. After Emperor Yongle's death in 1424, the Ming Dynasty became extremely vulnerable to outside invasion.
- In 1449, Mongol-speaking Oirat peoples invaded China. The emperor at the time, Yingzong, led an unsuccessful counterattack. Emperor Yingzong was ambushed at Tumu. As a result, he was taken hostage. This incident caused a shift from expansionist policy to a defensive frontier strategy.
- Yingzong's China lacked the military resources to defend against the Mongols. In 1474, a barrier over the Qin Dynasty walls were built out of brick and stone. This barrier became known as the Great Wall of China. The Great Wall was strengthened and maintained throughout the Ming Dynasty.
- There were also struggles with groups from other nationalities. To the south of China, early Ming Emperors attempted to invade Northern Vietnam, but were unsuccessful. The boundary lines between China and Vietnam remained the same, and Ming Emperors stopped their attempts to push further south.
- The nomadic Jurchen people of the northeast placed pressure on the



Ming armies until they gained the territory right until the Great Wall.

The Jurchen people stemmed from the Jin dynasty and consisted of both Mongols and Chinese.

- Jurchen leader, Huang Taiji, changed the name of the Jurchen people to the Manchus and introduced Chinese practices to his people.

Across the ocean, Japanese and Chinese pirates initiated coastal raids, however, these did not threaten the control of the Ming Dynasty

TOPIC: 1 WORLD AROUND 1600

Ming

Mughal

Songhai

SOURCE-BASED

Question 1: How was the Ming dynasty able to emerge as a world power in the 14th and 15th centuries?

Source 1A: The extract below explains why and how the Forbidden City was built in the capital city Beijing in 1407 CE.

Emperor Yongle moved the capital from Nanjing to Beijing in 1421 CE to be better placed to deal with any foreign threat. At huge expense, Beijing was enlarged and surrounded by a 10-metre high wall measuring some 15 kilometres in total length.

The Forbidden City in the heart of Beijing, was built as the imperial (stately) residence. Construction began in 1407 CE, and thousands of labourers spent the next 14 years creating one of the greatest architectural wonders in the world. Besides functional buildings, there were huge open squares, pavilions, ornamental gardens, canals, bridges, and pagodas (ornaments of Buda). The emperor and his family lived in great luxury in the Forbidden City. The whole ensemble (group) was designed to leave a visitor in no doubt of the power of the ruler who could build such a complex.

The emperor himself and all male attendants lived in buildings on the eastern side while women lived on the western side of the complex. The Forbidden City also included government offices, all arranged strictly according to the rank of officials. The forbidden aspect derives (starts) from the controlled access to it. Only officials of certain ranks and invited ambassadors were permitted within its walls. Similarly, the emperor was worshiped as the 'Son of Heaven' and was never seen by ordinary people.

[Taken from: https://www.ancient.eu/Yongle_Emperor/ Accessed: 05 January 2021

- 1.1.1 Why, according to the source, did the emperor move the capital to Beijing in 141 CE? (1x1) (1)
- 1.1.2 Using the information in the source and your own knowledge, explain the purpose of the Forbidden City. (2x2) (4)
- 1.1.3 What information in the source tells you that the Emperor and his family lived lavishly in the Forbidden City? (1x2) (2)
- 1.1.4 Why was the Capital considered forbidden? Quote the reason from the source. (1x2) (2)
- 1.1.5 Explain what you think is implied by the term 'Son of Heaven'. (1x2) (2)

Source 1B

This extract offers a brief history of the Great Wall of China within the context of the Ming

Maintenance of the Great Wall of China was not consistent throughout the history of China, and by the time of the Ming dynasty, it required significant repair work.

The Mongols were a constant threat to the citizens of the Ming dynasty, and the Great Wall was believed to be the most effective defence against invasion. After several clashes, the Mongols captured Emperor Zhengtong in 1449.

The Ming government chose to replace the emperor with his half-brother rather than pay a ransom. The government also decided that restoring the Great Wall to its full glory and power was the best use of their money to effectively protect the Ming Empire. Zhengtong was later released and eventually sat on the throne again under the name Tianshun.

[Taken from: https://www.history.com/topics/ancient-china/mingdynasty#section_5 Accessed: 05 January 2021]

1. Identify the group who posed a threat to the Ming dynasty. (1x1) (1)
2. Define the term *Dynasty* in your own words. (1x2) (2)
3. Explain the function of the Great Wall of China. (1x2) (2)
4. Why, do you think it was decided to replace the emperor with his half-brother rather than pay a ransom? Support your answer with relevant evidence. (1x2) (2)

Source 1C

This source explains the kind of ships built and naval expeditions undertaken by the Ming dynasty in the 15th century.

China sent their trade goods to western Asia and Europe via the Silk Road. This was a 6 400 kilometers overland journey that ended at the Mediterranean Sea. Another way that they traded was via ships on the ocean. Evidence of junks have been recorded in the writings of Muslims on the Euphrates River in the 7th century CE, and fleets of junk ships were recorded by Marco Polo in the 13th century. When Marco Polo wrote about these ships, most were quite large, with 50 to 60 cabins onboard. By the 15th century, however, junks had become colossal in size! These massive, well-built ships were said to be huge, with a length of 122m and width of 46m.

The most extraordinary venture, however, was the dispatch of Zheng He's seven naval expeditions, which traversed the Indian Ocean and the Southeast Asian islands. Zheng He's fleet of Chinese junks used a star chart and magnetic compasses to navigate the oceans. This technology allowed for more accurate travel towards their destinations. Along with its innovative rudder steering system, junks were built to withstand rough seas, to be easy to maneuver, and to move quickly. The strong build of these ships allowed Chinese explorers to venture far and wide. Zheng, He led seven expeditions from 1405 to 1433.

[From
http://www.newworldencyclopedia.org/entry/Ming_dynasty#Exploration_to_Isolation Accessed: 05 January 2026]

- 1.3.1 What was the name given to the overland route that China used to trade with Europe and Asia? (1 x 1) (1)
- 1.3.2 Explain the term *junk* in your own words. (1 x 2) (2)
- 1.3.3 Identify THREE scientific and technological advancements that enabled Zheng He to complete seven naval voyages of exploration. (3 x 1) (3)
- 1.3.4 What archaeological evidence has been found to support the claims of China's age of naval expeditions? (1 x 2) (2)

Source 1D

The source below explains how China focused on sustaining themselves instead of conquering the world.

In the 1400s, China owned the greatest seagoing fleet in the world, up to 3,500 ships at its peak. Some of them were five times the size of the ships being built in Europe at the time. China had been poised to circumnavigate (circle) the globe decades before the Europeans did, but instead the Ming dynasty retracted (withdrew) into itself.

Few people realise how economically and technologically advanced China was by the 1400s. A Chinese ship might have several decks inside it and contain luxurious staterooms and balconies, with a crew of up to 1,500, according to one description. On one journey, 317 of these ships set sail at once.

Yet they did not go on to conquer the world. Instead, the Chinese decided to destroy their boats and stop sailing West. In the 1470s the government destroyed Zheng He's records so that his expeditions could not be repeated. And by 1525, all of China's "Treasure Fleet" ships had been destroyed -- burned in their docks or left to rot by the government. Historians have a variety of explanations.

[From: <https://www.independent.co.uk/news/world/americas/500-years-ago-chinadestroyed-its-world-dominating-navy-because-its-political-elite-was-afraid-free-trade-a7612276.html> Accessed: 05 January 2026]

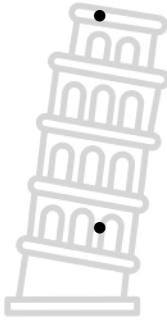
- 1.4.1 What, according to the source, was the reason for the government destroying Zheng's records? (1 x 2) (2)
- 1.4.2 In your own words, briefly explain the variety of explanations put forward by various historians to justify China's decision to stop the naval voyages of exploration. (2 x 2) (4)
- 1.4.3 From the explanations put forward in 1.4.2, evaluate which reason is the most plausible (reasonable). Provide a reason to support your answer. (1 x 2) (2)
- 1.4.4 Compare Source 1C and Source 1D. How do they support each other with regards to the naval advancements of the Ming dynasty? (1 x 2) (2)
- 1.4.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the Ming dynasty was able to emerge as a world power in the 14th and 15th centuries? (6)

MUGHAL INDIA (1526 – 1858)

Government and society – Mughal Empire

- During this long history, foreign powers have conquered India many times to obtain precious resources like spices, rubies and beautiful cloth.
- One of these conquerors, the Mongols, established an empire in India between 1526 and 1858, the word Mongols was changed to Mughal and the Mughal Empire in India became one of the most **prosperous** and **powerful** empires of its time.
- The Mughal Empire ruled a large portion of what is now Afghanistan, Pakistan and India.
- The Mongols were Muslim warriors from Afghanistan whose conquest (defeat) of northern India in the 15th century gave rise to the Mughal Empire.
- In 1526, Prince Barbur marched his army from his small kingdom in Afghanistan to Delhi in India, the Mongols occupied the important towns of Delhi and Agra.
- Babur's grandson, Akbar ruled from 1556 – 1605, the golden age for Mughal India.
- Akbar introduced the following: a highly efficient civil service; military governors in charge of each region; military rulers punished if they abused their power; people taxed equally/abolished special taxes on Hindus; appointed Hindus to his civil service; allowing Hindus to follow their own law – Dharma Shastra; able to unite Hindus and Muslims;

religious tolerance.



- Women in Mughal India: Women were subordinate to the men; men controlled political and economic power; wives and mistresses of the wealthy kept in a Harem; in the royal court some of the harem women were educated and influential; Harem women gave support to poorer women.
- Aristocratic Mughal women funded many artistic achievements. In the Hindu religion female gods played an important role. Poorer rural women worked in the fields.

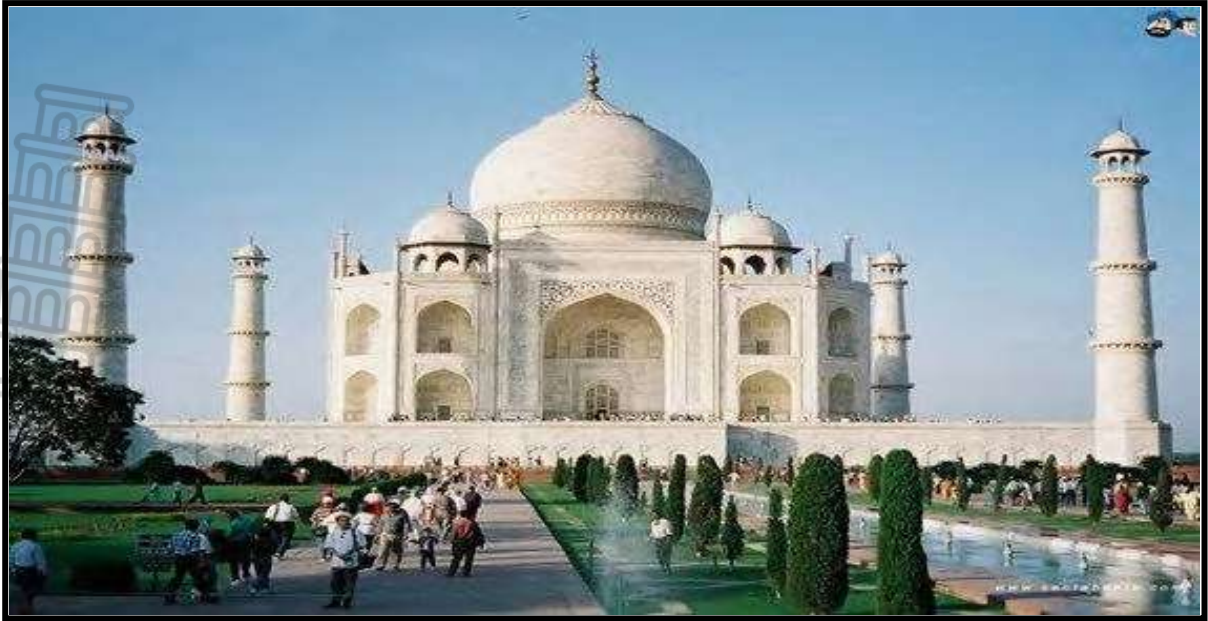
Travel and trade:

- Stability of the Mughal government led to an increase in trade, contact with China and south – east Asia and contact with Europe/new opportunities for Indian trade.
- Competition between European powers to control Indian trade increased. The Dutch established the Dutch East India Company and the British the British East India Company. Both of them challenged the Portuguese monopoly.
- Three hundred years of European domination of the profitable trading routes. Cotton goods, silk, pepper, spices and sugar were important. Foreign trade became important. Textile industry became important in Mughal India. The Mughals improved their roads and transport systems in order for internal trade to flourish.

Achievements of the Mughal Empire

- Learning and knowledge encouraged by Akbar. Extensive library in many languages. Beautiful architecture like the Taj Mahal.
- Mathematics and astronomy flourished. 'Seamless' celestial globe. The Mughal court became a cultural and intellectual centre.
- Akbar established a library of books in different languages. He welcomed scholars and artist to his court.
- Mughal India was admired for its architecture: The Red Fort in Delhi and the Taj Mahal, a marble tomb (built by Akbar's grandson – Shah Jahan – for his wife, Mumtaz Mahal. Astronomy was an important science.





This photograph shows the Southern view of the Taj Mahal.

The decline of the Mughal Empire:

- Rulers after Akbar ended his policy of religious tolerance. Emperor Aurangzeb's harsh treatment of Hindus caused uprisings.
- After his death in 1707, the empire fell into decline. Further invasions from Persia and Afghanistan.
- European powers took control and turned their trading posts into forts with garrisons to defend them.
- By the early 19th century the British East India Company was the dominant power in India.



This is a copy of the Koran from the 12th century. According to notes in the text, it was bought for a Moroccan king for a sum of gold.



(Source: © The New York Times Company)

SOURCE-BASED ACTIVITIES

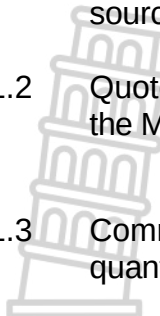
SOURCE 1A

The source below explains the achievements of the Ming Dynasty.

The Ming Dynasty marked an era of great contributions in the fields of culture, science and technology. Military, political and other systems were reformed by the Ming Emperor, Zhu Yuanzhang ... The repair and completion of the Great Wall and restoration of Grand Canal during the Ming era is marked as one of the biggest achievements in the field of engineering. A wide range of equipment and machinery were manufactured during this era, from which cotton and silk looms were made. Agricultural production was increased due to advancements in technology.

Advancement in military technology led to invention of powerful artillery and the Huochong gun, a projection firearm. A medical book named Compendium of Materia Medica advanced knowledge in the field of medicine.... The Forbidden City in Beijing, a great architectural achievement, was constructed during this time. China's famous blue and white porcelain was originated in the Ming era. Ceramic, jade, and bamboo carvings led to the prosperous development of handicrafts and arts during that time. China became famous for its handicrafts, printing, silk and cotton weaving.

[<https://totallyhistory.com> › Ming-dynasty-achievement. Accessed on 7 February 2024.]

- 
- 1.1.1 Mention the THREE achievements of the Ming Empire mentioned in the source. (3 x 1) (3)
- 1.1.2 Quote evidence from the source indicating the greatest achievements of the Ming Dynasty in the field of engineering. (2 x 1) (2)
- 1.1.3 Comment on why the cotton and silk looms were manufactured in large quantities. (2 x 2) (4)
- 1.1.4 What conclusions can you reach regarding the achievements of the Ming Dynasty in the source? (2x 2) (4)

SOURCE 1B

The source explains the Naval expeditions undertaken by the Ming Dynasty.

- 1.2.1 What, according to the source, did the Chinese aim to achieve during the expedition to other countries? (2 x 1) (2)
- 1.2.2 State the number of maritime expeditions that Zheng He undertook, according to the source. (1 x 2) (2)
- 1.2.3 Why, according to the source, were Chinese representatives sent to other countries? (1 x 2) (2)
- 1.2.4 What, do you think, was the impact of 'China's influence along the Asian sea routes' on other regions? (2 x 2) (4)
- 1.2.5 Explain the term *hegemonic rule* in the context of the voyages by Zheng He. (1 x 2) (2)
- 1.2.6 Comment on the limitation of this to a historian researching the rise of the Ming Dynasty. (1 x 2) (2)

SOURCE 1C

The following source focuses on the reasons for the decline of the Ming Empire during the Ming Dynasty in the 17th century.

One major cause of the Ming collapse was a succession of relatively weak and disconnected emperors. Early in the Ming period, the emperors were active administrators and military leaders. By the end of the Ming era, however, the emperors had retreated into the Forbidden City, never venturing out at the head of their armies, and seldom even meeting in person with their ministers. A second reason for the collapse of the Ming was the huge expense in money and men in defending China from its northern and western neighbours. This has been a constant in Chinese history, but the Ming were particularly concerned because they had only just won China back from Mongol rule under the Yuan Dynasty. As it turned out, they were right to worry about invasions from the north, although this time it was the Manchus who took power.

[From Szczepasnski K. The Fall of the Ming Dynasty in China in 1644, Washington 2018]

- 1.3.1 What, according to the source, led to the decline of the Ming Empire? (2 x 1) (2)
- 1.3.2 Comment on the meaning of the statement: 'the emperors were the active administrators and military leaders' (2 x 2) (4)
- 1.3.3 Mention the TWO enemies of the Ming Empire from the source. (2 x 1) (2)
- 1.3.4 What do the words: "they were right to worry about invasions from the north tell you about the political situation in the region?" (1 x 2) (2)

MUGHAL EMPIRE

SOURCE 1A

The source outlines the architectural achievements of the Mughal Empire.

Many emperors supported artists: Akbar's own son even painted pictures of nature and portraits of important persons. Mughal architects built fantastic buildings and palaces that still survive, including the Taj Mahal. During this time, the Mughals built the city that would become Delhi, which today is the second-largest city in India and the third-largest in the world.

The Taj Mahal is a mosque-like building and tomb built in the 16th century by the Mughal Emperor, Shan Jahan in memory of his wife, Mumtaz Mahal. It is one of the most notable Islamic architectures built by the Mughals in India. It is widely thought of as one of the most beautiful buildings in the world and it is one of Indians biggest modern-day tourist attraction. The Taj Mahal was designed as a UNESCO World Heritage site in 1983 for being 'The jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage'. It is regarded by many as the best example of Mughal architecture and a symbol of Indians rich history.

[From <http://www.britannica.com>. Accessed 19 March 2026]

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- 1.1.1 Name the TWO major architectural achievements of the Mughal Dynasty in the source. (2 x 1) (2)
- 1.1.2 When, according to the source, was the Taj Mahal constructed? (1 x 2) (2)
- 1.1.3 Why, do you think, UNESCO declared the Taj Mahal a World Heritage site? (1 x 2) (2)
- 1.1.4 Explain the usefulness of this source to a historian researching the architectural achievements of the Mughal Dynasty. (1 x 2) (2)

SOURCE 1B

The source below explains the decline of the Mughal Empire and its colonisation by Britain.

As the Mughal Empire declined and unrest increased, the EIC (East Indian Company) trading posts developed into forts. These were defended by garrisons of local troops, called Sepoys. People from surrounding areas went to them for protection when there was unrest in surrounding areas. In this way, EIC officials in the forts began to have authority over surrounding areas. The EIC gradually extended its control over much of the east of India.

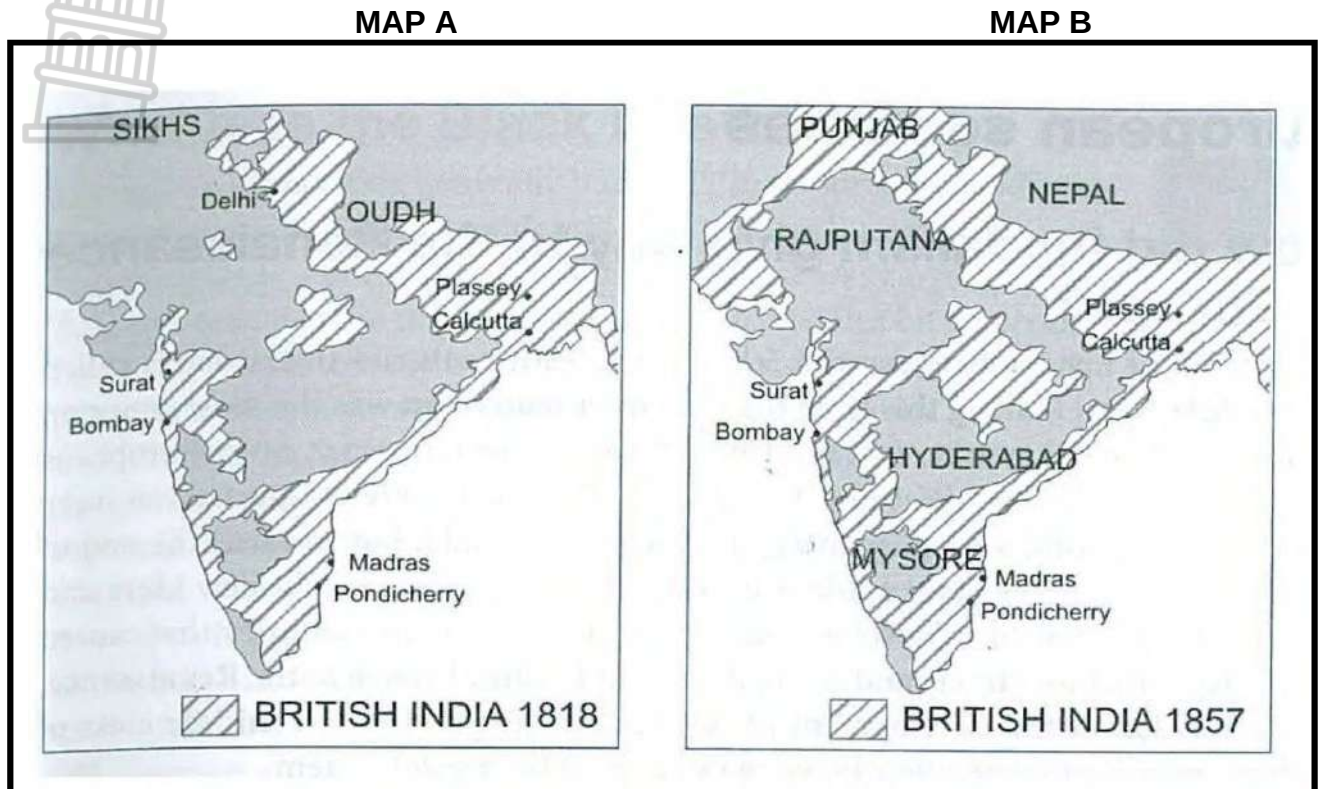
By the early 19th century, the EIC –with its army and its administrators– was the dominant power in India. Although the Mughal Empire continued to exist in name, it no longer had any real power. EIC officials introduced new taxes on landowners and tried to enforce the use of English and make local people follow the English law. Indians resented (hated) these changes... In 1858, the British government abolished the EIC and India became a colony of the British Empire.

[From *British Presence in India in the 18th century* by P Marshall]

- 1.2.1 What, according to the source, enabled the EIC to take control over large parts of India? (1 x 2) (2)
- 1.2.2 Comment on why the British used force to take control of parts of India. (1 x 2) (2)
- 1.2.3 Identify evidence in the source confirming the attempts by the British to take control of almost all the aspects of Indian life. (3 x 1) (3)
- 1.2.4 Explain why the British government was determined to enforce its rule in India. (2 x 2) (4)
- 1.2.5 How, do you think, the following reacted to the colonisation of India: Indians British (2 x 2) (4)

SOURCE 1C

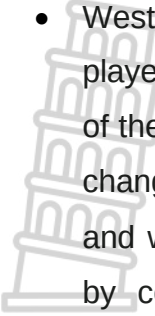
The maps below show the spread of British control in India from 1818-1857 as part of British Imperialism.



[From *A History of world societies since 1500* by J Mckhay]

- 1.3.1 State TWO areas in India that were under British control in 1818. (2 x 1) (2)
- 1.3.2 What, in your view, led to the invasion of India by the British? (1 x 2) (2)
- 1.3.3 Explain the term *imperialism* in the context of the British expansion in India. (1 x 2) (2)
- 1.3.4 Examine Sources 2C and 2D. Explain how the information in Source 2C support the visual clues in Source 2D regarding British imperialism in India. (1 x 2) (2)

OVERVIEW, WEST AFRICA AND THE RISE OF THE SONGHAI EMPIRE

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- West Africa is home to many of Africa's oldest kingdoms. These kingdoms played an important role in the development of trade and economic growth of the region. As old kingdoms came to be replaced by new smaller ones many changes were experienced. The transformations were influenced by conquest and warfare along with patterns of trade. West African societies were shaped by competition for wealth and the search for independence from more powerful kingdoms.
 - The earliest African civilizations south of the Sahara Desert were in West Africa. These civilisations developed at a time when most of Europe was experiencing the Dark Age, after the fall of the Western half of the Roman Empire around 476 A.D. the people of West Africa could already smelt iron ore to make tools for warfare and agriculture. Iron farming tools made agricultural methods far more efficient. This led to improvements in agriculture and greater productivity of the land, as prosperity grew the population expanded giving rise to larger towns. Broad rivers linked people in these larger towns by way of canoe travel. These rivers also maintained the fertility of the soil all year round.
 - At the same time kingdoms were developing in this region. One of the earliest kingdoms to emerge here was ancient Ghana to the far West. By the year 300 A.D, this kingdom had been ruled by about 40 kings, showing that its political administration was well developed to allow new kings to take office without destroying the kingdom by fighting destructive civil wars. The economy of Ghana was based on iron and gold mining along with agriculture. Products were traded with Berber societies north of the Sahara Desert. At the same time (1230-1300) the Mali kingdom of the Mande people, to the east of Ghana, was growing and increasing its control of trade in the region. This brought the two kingdoms into conflict. Finally, the Ghana kingdom was taken over by the Mali kingdom. The Mali kingdom was able to establish its influence with ease due to the surrounding savannah terrain. This enabled the easy and speedy dispatch of soldiers across the region to conquer neighbours. The adoption of the Islamic faith by the Mali people in about the 1500s during the rule of Kankan Musa, created a point of unity for this kingdom.
 - Quarrels over who should succeed the throne and rebellion by the Fulani

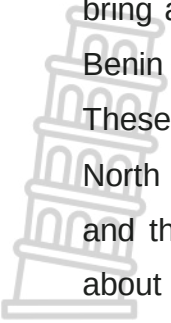
people in Senegambia and the Songhai people in Gao led to the collapse of the Mali kingdom in the 16th century. Songhai became independent of Mali, and rivalled it as the leading power in West Africa.

CULTURE, RELIGION AND MONARCHY

- The Songhai had settled on both banks of the middle Niger River. They established a state in the 15th century, which unified a large part of the western Sudan and developed into a brilliant civilisation. It was ruled by the dynasty or royal family of Sonni from the thirteenth century to the late fifteenth century.

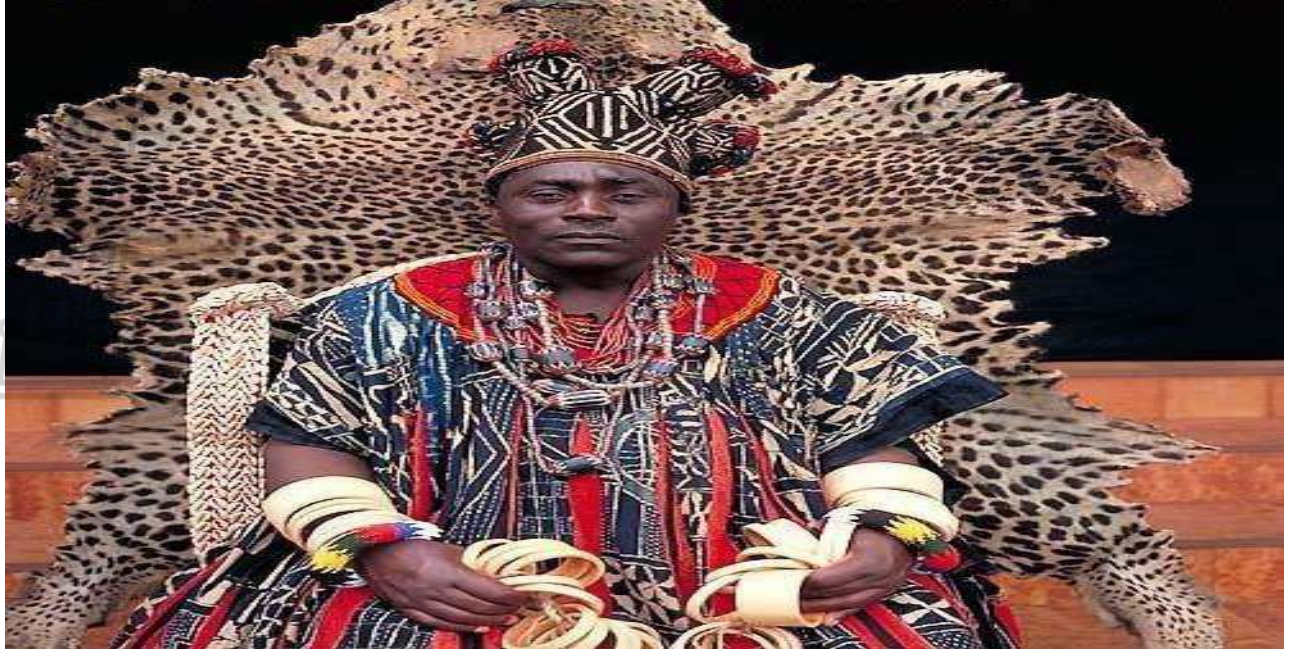
The capital was at Gao, a city surrounded by a wall. It was a great cosmopolitan market place where kola nuts, gold, ivory, slaves, spices, palm oil and precious woods were traded in exchange for salt, cloth, arms, horses and copper.

- Islam had been introduced to the royal court of Songhai in 1019, but most people remained faithful to their traditional religion.
- Sonni Ali reorganised the army, which was equipped with a fleet on the Niger River. The commander of the fleet was known as the 'Master of the Water'. Foot soldiers captured the best men of the defeated armies. An elite cavalry was fast and tough. They wore iron breastplates underneath their battle tunics.
- The foot soldiers were armed with spears, arrows and leather or copper shields. Military music as produced by a group of trumpeters. The total army comprised 30 000 infantries and 10 000 horsemen. The Songhai defence system was the largest organised force in the western Sudan; not only was a political instrument, but also an economic weapon by virtue of the booty it brought in. They conquered the cities of Timbuktu and Jenne.
- Muslim scholars at Timbuktu called Sonni Ali 'tyrannical, cruel and impious'. The Sonni's were driven from power by the Muslim Askiya dynasty.
- The new monarchy based at Gao had centralised and absolute and sacred power. It was possible to approach him only in a prostrate position. He sat on a raised platform surrounded by 700 eunuchs. People paid taxes to the king in return for internal and external security. The royal court was responsible for the administration and the army. Large estates belonged to nobles. They were worked by servile labour that did the fishing, animal raising for milk, meat and skins, and the agricultural work.

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- The Songhai kingdom was the last major one in the region. Its fall did not bring an end to kingdoms in West Africa. Kingdoms that survived were Guinea, Benin in Nigeria, Ashanti in present day Ghana and Dahomey, north of Benin. These kingdoms continued the Trans Saharan trade with the Arab states in North Africa. The Trans Saharan trade was complex. It was not limited to trade and the exchange of gold, copper, iron, kola nuts, cloth, and salt. It was also about close co-operation and interdependence between kingdoms south of the Sahara and kingdoms north of the Sahara. Salt from the Sahara Desert was just as important to the economies and kingdoms south of the Sahara as gold was for those in the north. Therefore, the exchange of these commodities was vital for the economic and political stability of the region.

Travel and trade in Songhai

- Trade significantly influenced the course of history in West Africa. The wealth made through trade was used to build larger kingdoms and empires. To protect their trade interests, these kingdoms built strong armies. Kingdoms that desired more control of the trade also developed strong armies to expand their kingdoms and protect them from competition.
- Long distance trade helped the local economy and supported internal trade. Merchants travelling between towns across the Sahara needed places to rest and stock up with food for the journey across the Sahara Desert. Food would be provided by local markets that relied on local farms for supplies.
- This practice allowed merchants to plan long trips knowing that local markets would provide food and shelter. For this reason, many kingdoms in West Africa encouraged agricultural improvements to meet this need. Often this meant uniting smaller farmers, traders and societies into stronger trading blocs.
- For example, the Kuba kingdom in present day Congo brought together different cultures under a single authority and used the Congo River as a main transport link to other distant kingdoms. As a result, smaller traders joined with each other like the Chokwe and Lunda kingdoms under a single broad-based trade. This led to the increase of ivory and rubber trade between these kingdoms and with Portuguese traders.



Present day Kuba King. Source: Daniel Laine (2001) National Geographic, from www.news.nationalgeographic.com

- The slave trade was also important for the economic development of West Africa. For a very long time, West African kingdoms had relied on slaves to carry out heavy work. The Songhai kingdom under the rule of Askia Mohammed used slaves as soldiers. Slaves were trusted not to overthrow their rulers.
- Slaves were also given important positions as royal advisers. Songhai rulers believed that slaves could be trusted to provide unbiased advice unlike other citizens who held a personal stake in the outcome of decisions. Another group of slaves was known as palace slaves or the Arbi. The Arbi slaves served mainly as craftsmen, potters, woodworkers, and musician. Slaves also worked on village farms to help produce enough food to supply the growing population in towns.
- The Asante kingdom of the Akan people grew in about the 15th and 16th century into a powerful kingdom in the most southern parts of West Africa, present day Ghana. This growth was made possible by the rich gold mines found in the kingdom. The Akan people used their gold to buy slaves from the Portuguese.
- Since 1482, the Portuguese who were interested in obtaining Asante gold, had opened a trading port at El Mina. As a result, their first slave trade in West Africa

was with the Akan people.

- The Portuguese bought the slaves from the kingdom of Benin, near the Niger Delta in Nigeria. Slave labour made it easy for the Akan people to shift from small scale agriculture to large scale agriculture (Giblin 1992). The shift transformed the Asante kingdom and it developed a wealthy agricultural and mining economy.
- The Akan people needed slaves to work their gold mines and farms. Passing traders and a growing population in the Asante towns demanded increasing supplies of food. The slave trade with the Portuguese continued until the early 1700s. The Akan people supplied the Portuguese with slaves to work on sugar plantations in Brazil. A small number of slaves were kept in the Asante kingdom.
- However, by this period, the Atlantic slave trade dominated trade with West Africa. Kingdoms like the Asante and Dahomey used their power to raid societies like the Bambara, Mende, and Fulanis for slaves. The kingdom of Benin is the only known kingdom in West Africa to abolish slave trading in Benin. The slave trade ban was succesful and forced the Portuguese to search for slaves elsewhere in West Africa. However, Dutch traders took over the role. From the 1600s the Dutch dominated the West african and Atlantic Slave trade.
- The Portuguese and Dutch governments were unable to colonise West African kingdoms because they were too strong and well organised. As a result, the slave and ivory, rubber and gold trades remained under the control of Asante, Fon, and Kongo kingdoms. In 1807, the British government abolished the slave trade.
- Because West African kingdoms did not co-operate with the British, the slave trade across the Atlantic Ocean continued. However, the slave trade declined in areas where the British had influence, for example the Gold Coast.
- Industrial development in Britain led to increasing trade with West Africa in agricultural products like palm oil, rubber, and cocoa. To supply Britain with these products, the Asante kingdom kept the slaves they had captured for the Atlantic slave trade and used them as farm workers instead.
- This led to the growth of slavery in West Africa because each kingdom wanted to profit from this new trade. West African slavery came to a slow end towards

the end of the 19th century when many of these kingdoms were colonised by the French and British. Former slaves became the landless lower classes.

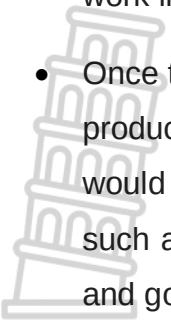
Atlantic System, Contact with Europeans

- The arrival of the Portuguese in the 15th century in search of new trading opportunities changed the trade networks in West Africa. An important change was the new direction of the slave trade across the Atlantic Ocean instead of the Sahara Desert. This increased the power of small West African kingdoms like the Asante and Dahomey kingdoms.
- It also contributed to the fall of the Songhai Empire, because the slave and gold trade were no longer going through the Songhai kingdom. As a result, the Songhai rulers could not claim tribute and taxes from these kingdoms.
- The other change came from the growing slave trade. African slaves were captured from Africa to work as slaves in the Americas in the early 1500's. Portugal, Spain, France and Britain were the key players in this slave trade, which lasted for more than 400 years. Because Portugal was the first to establish itself in the region and to enter treaties with West African kingdoms, it had the monopoly on the slave and gold trade.
- As a result, Portugal was responsible for transporting over 4.5 million Africans, approximately 40 percent of the slaves taken from the continent before the 1700s. During the 18th century however, Britain was responsible for almost 2.5 million of the 6 million African slaves traded.
- Due to expanding market opportunities in Europe and the Mediterranean, they increased trade across the Sahara and later gained access to the interior using the Senegal and Gambia River, which bisected long-standing trans-Saharan routes.
- The Portuguese brought in copper ware, cloth, tools, wine and horses and later included guns, in exchange for gold, pepper, slaves, and ivory. The growing trade across the Atlantic came to be called the triangular trade system.

The Triangular Trade System

- The Atlantic Slave Trade (also known as the triangular trade) was a system of trade that revolved around three areas. The first point of the triangle would begin in Africa, where large shipments of people were taken across the Atlantic

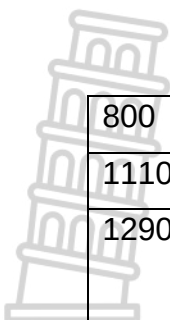
Ocean to the Americas (The Caribbean, North and South America) to be sold to work in colonies on plantations as slaves.

- 
- Once the slaves were offloaded in the Americas, the same ships would then load products from plantations such as sugar, cotton and tobacco. These products would be sold in Europe. From Europe the ships would carry manufactured goods such as cloth, iron, rum and guns, which they would use in exchange for slaves and gold.
 - Most captured slaves were taken between 1450 and 1500, from the West African interior with the co-operation of African kings and merchants. There were occasional military campaigns organised by Europeans to capture slaves, especially by the Portuguese in what is now Angola.
 - This accounts for only a small percentage of the total. In return, the African kings and merchants received various trade goods including beads, cowry shells (used as money), textiles, brandy, horses, and perhaps most importantly, guns.
 - These guns became a very important trade commodity when West African kingdoms were increasingly organising their militaries into professional armies. During this period England sold close to 100 000 muskets a year to West African kingdoms.
 - Slaves crossing the Atlantic Ocean endured inhumane conditions aboard the ships transporting them. They would travel naked and cramped into the hold of the ship chained together at the ankles and packed together side-by-side in holds which were about 1.5 m high with hardly any light and fresh air.
 - They were provided with buckets, which they had to use as toilets. This resulted in many slaves becoming sick and dying. Cases of fevers and small pox were common during the voyages.
 - The health of slaves on board was made worse by the lack of medical attention. Slaves would be regularly hosed down with water each morning and those that had died overnight, would be thrown overboard.
 - The slave trade was abolished in 1807 by the British government. The French only abolished their slave trade in 1848. The continued Atlantic slave trade forced the British government to take responsibility to end slave trading.
 - They captured European ships and released slaves on board. This was made

more difficult by the unwillingness of West african kingdoms to give up the slave trade.

- The British government tried to influence the Asante rulers to stop practising slavery in their kingdom with no success. As a result, from the 1870s, the British government began to colonise the Asante people in order to prevent the use of slave labour, but also as an excuse to take control of the rich gold mines of the Asante and to protect British commercial interests against French expansion in the region. Click [here](#) to read a lesson about colonial rule and African responses.
- The foot soldiers were armed with spears, arrows and leather or copper shields. Military music as produced by a group of trumpeters. The total army comprised 30 000 infantries and 10 000 horsemen.
- The Songhai defence system was the largest organised force in the western Sudan; Not only was a political instrument, but also an economic weapon by virtue of the booty it brought in. They conquered the cities of Timbuktu and Jenne.
- Muslim scholars at Timbuktu called Sonni Ali 'tyrannical, cruel and impious'. The Sonni's were driven from power by the Muslim Askia dynasty. The new monarchy based at Gao had centralised and absolute and sacred power.
- It was possible to approach him only in a prostate position. He sat on a raised platform surrounded by 700 eunuchs. People paid taxes to the king in return for internal and external security.
- The royal court was responsible for the administration and the army. Large estates belonged to nobles. They were worked by servile labour that did the fishing, animal raising for milk, meat and skins, and the agricultural work.

Timeline



800	Gao was established
1110	Timbuktu was established
1290	Empire of Mali established and conquered Timbuktu and Gao
1375	Timbuktu appeared for the first time on a European map
1400	Gold trade flourished - from west Africa, through Timbuktu and Gao, to Europe
1450	Large settlement of scholars and traders in Timbuktu
1468	Songhai Empire established by Sunni Ali. Took over Timbuktu and Gao
1493	Muhammed Ture, a Muslim, founded the Askia dynasty and took over Songhay Empire.
1430	Portuguese came to Timbuktu in search of wealth. Only one man survived.
1591	Timbuktu and the Songhai Empire conquered by Moroccans.

ACTIVITY FOR TOPIC ONE: ESSAY WRITING

The political, economic and social features of the Songhai made the Songhai Empire one of the most powerful empires of its time.

In the light of the above statement, discuss the aspects that made Songhai a powerful empire during its time.

OR

The political, economic and social features of the Songhai made the Songhai Empire one of the most powerful empires of its time.

Do you agree with the above statement? Support your answer with relevant historical evidence.

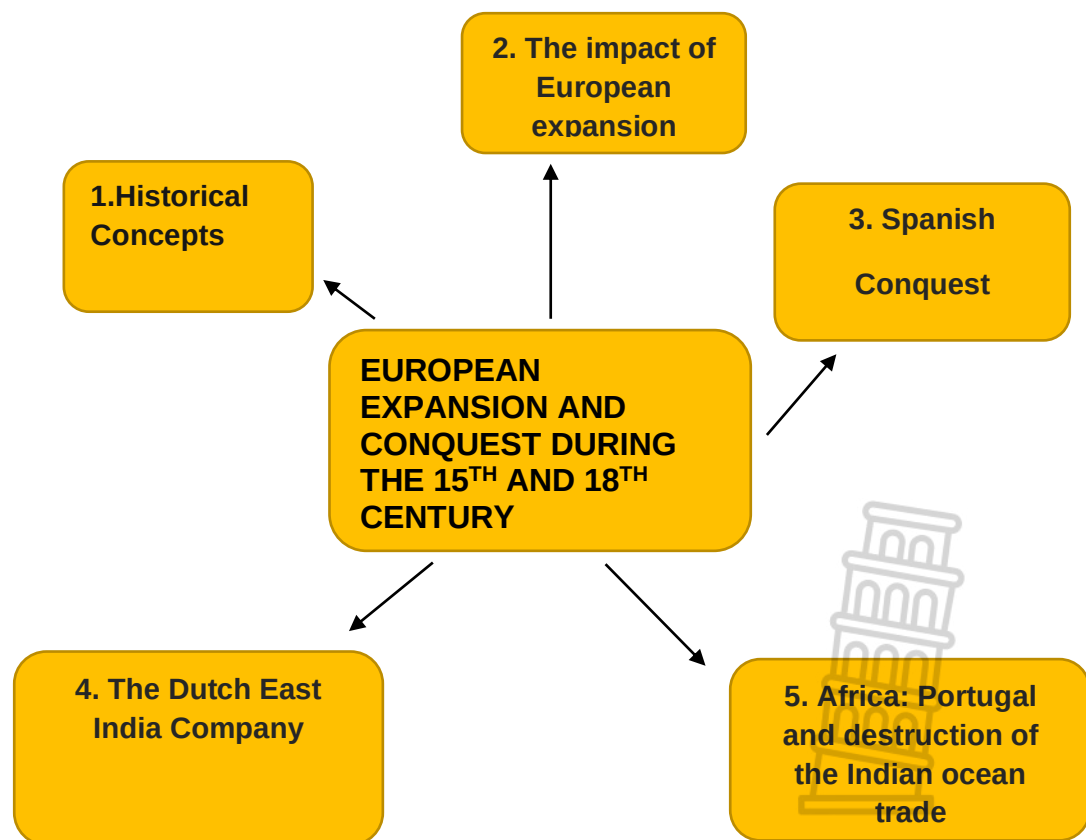


Example of an Essay introduction:

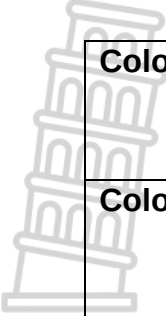
It can be argued that the Songhai Empire was one of the most powerful empires of its time. The political, economic and social features of the Songhai Empire allowed it to grow into an empire that spanned vast areas of West Africa. A well organised government created a strong economy and the advanced social status of the empire created a great appeal for people around the world.

TOPIC: 2

EUROPEAN EXPANSION AND CONQUEST DURING THE 15TH AND 18TH CENTURY



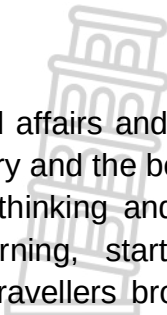
HISTORICAL TERMS



Colonialism	Refers to European and conquest of other countries politically, socially and economically
Colonial Powers	European countries that asserted themselves as major colonial forces.
Colonies	Countries that were colonized by colonial powers and expected to be subservient unto them
Atlantic Slave trade	The period when Africans were caught and sold as slaves in the Americas
Conquest	Refers to a Historical process in the 19 th century when African societies were undergoing major internal changes
Indigenous	The Native or the original people of the Area
Settlers	People who leave their original country to settle in newly conquered territory
European Expansion	Refers to the global spread of European political, economic and cultural power.

How did European expansion change the world?

During the Middle Ages **European influence** on world affairs and trade was **minimal**. However, from the middle of the 15th century and the beginning of the Renaissance, there was a **change** in European thinking and attitudes. Scholars and scientists, inspired by classical learning, started asking questions about the world around them. European travellers brought back **new ideas** and inventions from China. A period of **exploration** and **expansion** led to European conquest and colonisation of overseas territories.

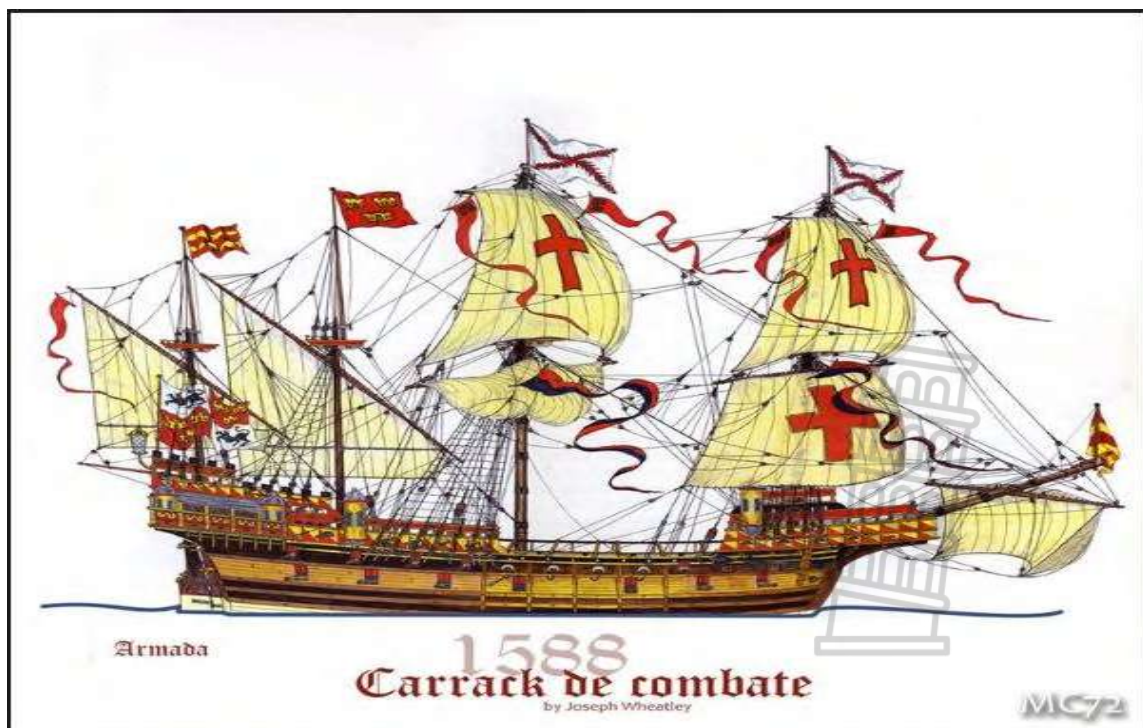


1. AMERICA: SPANISH CONQUEST

CONCEPTS:

Indigenous	Native or original inhabitants
Colonial conquest	Colonial powers that invaded colonies and then took political, social and economic control
Conquistadors	Spanish soldiers who conquered the Inca and Aztec empires
Tribute	Colonised people had to pay tax in the form of produce or labour
Colonialism	System of expansion whereby countries are invaded and conquered by the colonial powers
Encomienda	System whereby Spanish settlers could collect 'tribute' from local people
Independence	The right of people to govern themselves

A Typical Spanish ship used during the colonization period



The Spanish conquests of the Aztecs and the Incas:

Spanish conquest of the Americas closely tied to Columbus's voyages of discovery.

The Americas were called The New World.

- First contact was with the people of the Caribbean Islands, i.e. Arawaks and Caribe. They were farmers and fishermen; they became slaves on their own land as the Spanish forced them to work for them, to accept the Spanish traditions and religion; started with the sugar plantations.
- They started settlements on the islands and gave them Spanish names such as Hispaniola, Cuba, Puerto Rico and Jamaica.



The Spanish conquest of the Aztecs:

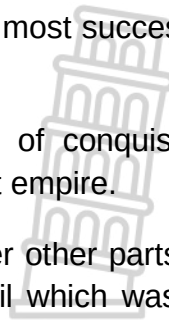
- Spanish hoped to find gold and silver on the mainland of the American continent. At that time the Aztec empire was the strongest state in Central America.
- Its emperor, Moctezuma had enormous power, a large army and controlled lives of over 10 million people. The Aztec capital, Tenochtitlan was a thriving city of 300 000 people.
- The defeat of the Aztecs started in 1519. A small group of Spanish soldiers, led by an adventurer, Hernan Cortés, landed on the coast and marched inland to attack the Aztec empire – within three years, Moctezuma was dead, his empire had been plundered and the city of Tenochtitlan destroyed.

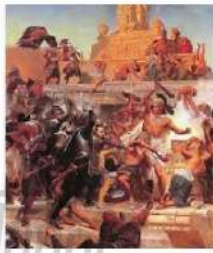
Spanish conquests of the Aztec Empire



The Spanish conquest of the Inca:

- The Inca empire in South America was the largest, most successful and most advanced in the Americas.
- Ten years after the Aztec defeat, another group of conquistadors led by Francisco Pizarro, attacked and conquered this vast empire.
- Other Spanish conquistadors invaded and took over other parts of America – all of Central and South America (except for Brazil which was colonized by Portugal) – Spanish settlers came to live there.
- The Spanish also established settlements in Florida and California.



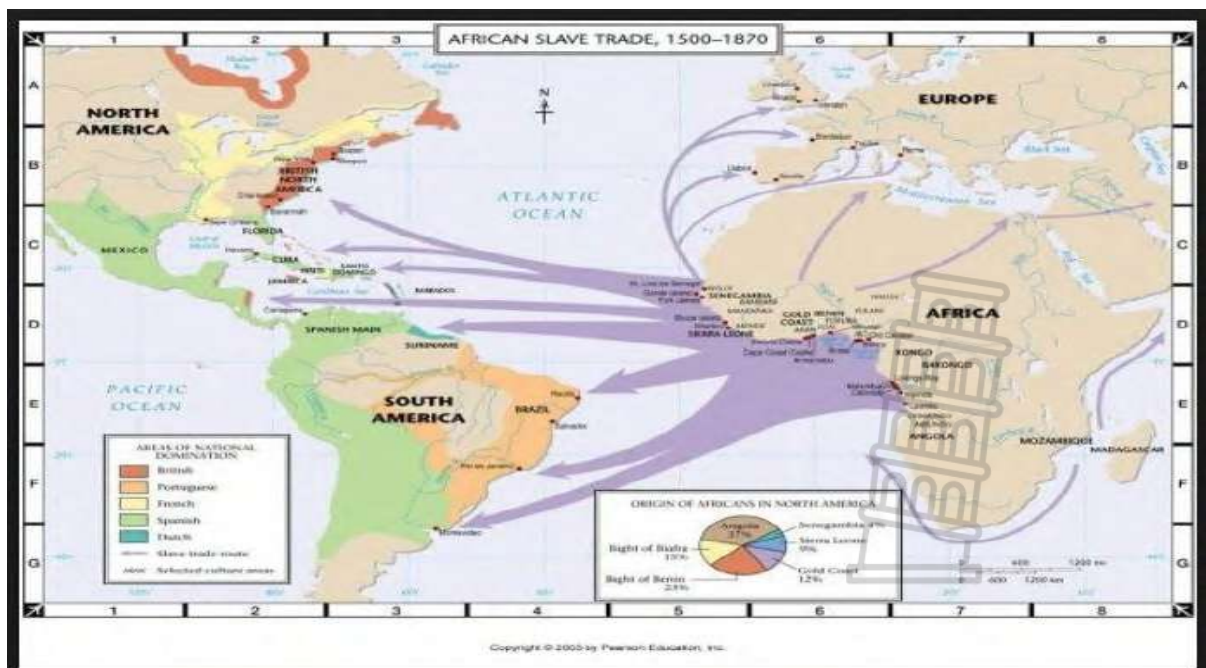


The impact of the Spanish conquest on the people of the Americas:

The most immediate impact was a drastic decline in the numbers of the indigenous population.

REASONS:

- The result of violent Spanish conquest and warfare. Diseases like smallpox and measles. Harsh treatment of the indigenous people by the Spanish – introduced a system called *encomienda* – Spanish settlers were given the right to collect 'tribute' from local people – tribute was in the form of produce or labour.
- Spain became very wealthy from the gold and silver mines in their colonies – the local people worked in these mines under most terrible conditions – they were treated as slaves – thousands died.
- Some Spaniards spoke against the bad conditions like monk, Bartolomé de las Casas – efforts led the Spanish government passed a set of laws which restricted system of collecting.



The impact of slave trading:

- The Spanish bought slaves from the Portuguese and later from other European powers.

- All together there were about 1.5 million slaves in Spanish America. Most of them worked on sugar plantations on the Spanish Caribbean islands of Puerto Rico, Hispaniola and Cuba.
- Other slaves worked on the American mainland, on farms and cattle ranches of northern Mexico, the silver mines of Mexico and Peru and the sugar plantations in Panama. African slaves worked in the towns. In 1640 there were 20 000 slaves in Lima.
- The Spanish classified people according to their race. Some slaves ran away – 1553 slaves on board a Spanish ship seized control and beached it on the coast of Ecuador.

Details of horrific Spanish voyages in transatlantic slave trade



1. AFRICA: PORTUGAL AND THE DESTRUCTION OF THE INDIAN OCEAN TRADE

PORTUGAL AND THE DESTRUCTION OF THE INDIAN OCEAN TRADE WHO WERE THE ORIGINAL TRADERS IN EAST AND SOUTHERN AFRICA

- The Muslim Arab traders.

WHAT COMMODITIES DID THEY TRADE-IN?

- They traded in ivory and gold.

HOW DID THEY TRAVEL FROM PLACE TO PLACE?

- They used special ships called dhows.

WHAT HAPPENED TO THESE MERCHANTS OVER THE YEARS?

- They married local African women and this mixture resulted in the formation of a new language called SWAHILI.

WHICH OF THE PORTUGUESE EXPLORERS WERE THE FIRST TO ATTEMPT TO REACH THE EAST?

- Portuguese explorers, Barthelomeu Dias and Vasco Da Gama attempted to find a sea route around the East coast of Africa coastline.

WHAT DID THE PORTUGUESE DO ONCE THEY OBTAINED THE ROUTE TO THE EAST?

- They seized control of the most profitable ports in east Africa.
- They established trading posts and forts along the coast.

WHY DID THE AFRICANS THAT LIVED ALONG THE COAST SHOW NO INTEREST IN TRADING WITH THE PORTUGUESE?

- They had long standing trade agreements with the Arab traders who provided them with basic commodities.
- They did not want to see their trade monopoly with communities in the interior disturbed.

HOW DID THE PORTUGUESE TRY TO DESTROY THE INDIAN OCEAN TRADE?

- They seized control of profitable ports along the east coast of Africa
- They disrupted their trade routes with the use of guns and cannons.
- They built forts along the coast of Mozambique from which they launched

attacks on the local people.

WHY DID THE PORTUGUESE MOVE INLAND?

- They wanted to get closer to the source of gold.

WHAT ENABLED THE PORTUGUESE TO GAIN ACCESS TO THE INTERIOR?

- They received grants of land by local African rulers in return for guns and military support.

WHAT INFLUENCE DID THIS INVASION HAVE ON AFRICAN COMMUNITIES?

- It disrupted the African way of life.
- It disrupted the cultural lives of Black people.
- These invaders brought foreign diseases which killed many Africans.

WHY DID PORTUGAL INVADE ANGOLA?

- Portugal invaded Angola to gain control of the slave trade.
- Brazil became the biggest market for slaves and Angola was later the major source of slaves.

HOW LONG DID THE ATLANTIC SLAVE TRADE LAST?

- The Atlantic slave trade lasted for 400 years

WHAT WAS THE RESULT OF THE ATLANTIC SLAVE TRADE?

- Africa lost millions of people.
- The slave trade resulted in slave raids, violence and warfare.
- The steady supply of guns into Africa in exchange for slaves changed the nature of warfare.

WHAT IMPACT DID THE PORTUGUESE CONQUEST HAVE ON THE INDIGENOUS PEOPLE?

- The wealth of the East Indies was opened up for Europe.
- It destroyed people's culture and traditions.
- Slavery associated with the Portuguese displayed communities.
- Main goals for Africa: taking anything of value/kings of city-states to pay taxes to Portugal/to gain control over the entire Indian Ocean Trade/shipping a vast amount of priceless goods to Portugal.

- Portugal developed a trading interest and a lasting presence in Africa.

2. THE DUTCH EAST INDIA COMPANY

Colonialism and slavery at the Cape

- By 1657, the Dutch realized that there was more work at the Cape.
- The VOC employees who decided to create a settlement in the Cape required more workers.
- The VOC did not supply them with workers to help them build the settlement. Van Riebeeck introduced two changes to the Cape
 - He requested that married men be released from the contracts with the VOC. This would allow these men to stay in the Cape and develop their own farms to cultivate fresh produce for the refreshment stations. These independent farmers were known as free burghers ('burgher' is a Dutch word which means citizen).
 - Van Riebeeck also requested the purchase of slaves to do domestic and agricultural work. Many slaves were brought from the VOC's stations in Asia, mainly Indonesia and India. Later, Mozambique became the main supply of slave labour.
- By the mid-18th century (or the 1750s), half of the Dutch adult males in the Cape owned at least one slave each.
- Eventually, adult slave males began to outnumber the free burghers. Thus, slavery became an important part of society in the Cape.
- By the end of the 18th century, a newly developed Dutch colony replaced the Dutch refreshment stations in the Cape.
- Without slave labour introduced in the Cape, the Dutch colony would not have developed. In other words, the Dutch settlers would not have been able to occupy 28 and take control of the Cape without slave labour. In this way, Dutch colonisation was a product of slavery.

What was life like for slaves at the Cape?

- Slaves were given housing called Slave Quarters.
- Domestic slaves were better off than unskilled slaves who worked on farms.
- Skilled slaves could hire themselves out as artisans (a person skilled in a specific trade where products are made by hand). These slaves could earn enough to buy their freedom. This drawing depicts bartering (trading) between the early Dutch settlers and the indigenous Khoisan societies in the Cape the 1600s.

- During the 18th century (1700s) the Dutch colony's territory grew more than the Dutch population itself.



- At this time, many free burghers moved away from the coast into the interior parts of the Cape which was occupied by the Khoisan.
- In 1713 a Dutch ship brought smallpox to the Cape.
- The Khoikhoi had not encountered the disease before and had no immunity to the disease.
- Almost 90 percent of the Khoisan population were killed by this disease alone. The free burghers lived as independent, semi-nomadic herdsman in these regions, fighting the indigenous tribes for their land and their cattle.
- As more Dutch settlers became free burgers, the population began to expand into the Cape seeking land for agriculture, land that was populated and used by Khoisan societies for centuries.
- This led to conflicts between the Khoisan and free burghers. These free burghers came to be known as Trekboers (a Dutch word which means wandering farmers).

As a result of the conflict between the Khoisan and Trekboers:

- Khoisan society disintegrated in the Cape. Many Khoisan were killed during wars that broke out between the Trekboers and Khoisan from 1673 to 1677.
- About 700 Khoisan women, children and men were taken into slavery between 1785 and 1795.
- Displaced Khoisan people found jobs as shepherds on Dutch farms where they were treated very harshly.

What was the impact of slave trading on the Cape society?

Economic impact	Social impact
1. The refreshment station functioned efficiently. The slaves worked in the gardens.	1. Slaves from the east brought new languages and culture to the settlement.
2. Slave labour made the expansion of agriculture possible.	2. Islam was introduced to the Cape.
3. Many slaves became skilled and took over supervisory roles. This led to some of the whites becoming	3. Racism was introduced – whites saw themselves as superior and as the ruling class.
	4. Slaves lived under the threat of

impoverished.

punishment. They often ran away.

INFORMAL ACTIVITIES

QUESTION 2: HOW WAS THE SLAVERY PRACTISED AT THE CAPE?

SOURCE 2A

The source below is an extract from the book *South Africa: A Modern History* by T.R.H. Davenport, a South African historian. It outlines the reasons for slavery at the Cape.

In 1717, at a time when there were barely 2000 slaves at the Cape, the directors of the Company in Amsterdam debated the principle of slave labour and invited the Cape authorities to state whether European farm hands and agriculturalists would be less expensive than slaves. Only one member of the Council of Policy, Dominique de Chavonnes in reply proposed an end to the slave importation on the ground that white labourers were more productive.

Other members of the Council thought differently. White labourers, they urged, would be less controllable as well as more expensive and they could not be expected to do 'slaves' work. Importation of slaves was therefore allowed. As a result, the Cape society developed along caste lines. The freemen possessed the civil rights- right to marry, to own property, to provide for their children, to bring or defend an action in court. Slaves on the other hand possessed the natural rights: the right to eat and sleep, to cohabit and not to be deprived of life without sufficient cause.

[From *South Africa: A Modern History* by T.R.H Davenport]

- 2.1.1 Define the term *Indigenous people* in your own words (1x2)(2)
- 2.1.2 Use the source and your own knowledge to explain why the Dutch East India Company needed slaves at the Cape? (1x2)(2)
- 2.1.3 Why do you think the Indigenous people refused to work for the Dutch East Indian Company? (1x2)(2)
- 2.1.4 Why, according to the source, were members of the council against the use of white labourers? (2x2) (4)
- 2.1.5 How, according to the source did the Dutch East India Company solve the labour problem? (1x2)(2)

- 2.1.6 List THREE Civil rights from the source that Free men possessed. (3x1)(3)



SOURCE 2B

The source below is from the book *The lie of 1652: a decolonized history of land* by P.T. Mellet, a South African Heritage activist. It explains the experiences of the enslaved people at the Cape.

In the early years of European settlement, the enslaved at the Cape were drawn from many different locations in Africa, East Asia (India and Sri Lanka), Southeast Asia and China. As time progressed, the enslaved were more frequently indigenous Africans, with Asian component declining by the mid-18th century. By the of the 19th century, except for the 'Liberated African', the diverse or multi-ethnic roots of the enslaved at the Cape had given way to locally born generations of creole slaves with a creole language (Afrikaans and customs).

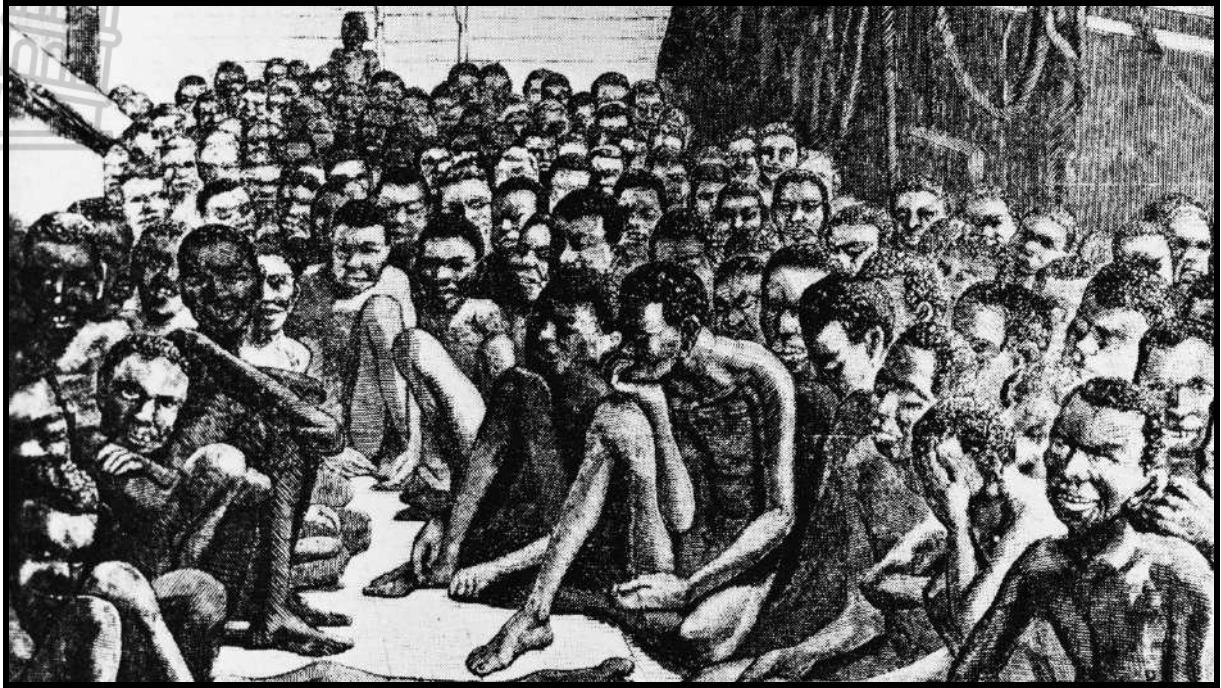
The enslaved were not only used for back-breaking hard labour, but also as a mechanism, together with subjugated Khoi, to create a buffer between resister Africans and European settlers. This process created strong lines of division into collaborator or colony-aligned Khoe and enslaved, and resister descendants of both the Khoe and enslaved. The enslaved and migrants of colour largely came to the Cape by sea voyages, crossed the shoreline frontier and were embraced by the Camissa community. Enslaved migrants in the first two hundred years were in a miserable state after long sea journeys that hard started when they were ripped (forcibly removed) from their homelands and made captive.

[From *The lie of 1652: a decolonised history of land* by P.T. Mellet]

- 2.2.1 Mention THREE regions that supplied slaves to the Dutch East India Company? (3x1)(3)
- 2.2.2 Using the source and your own knowledge explain why there were Multi-ethnic groups at the Cape? (2x2)(4)
- 2.2.3 According to the Source how did Slaves and Migrants come to the Cape? (1x2)(2)
- 2.2.4 Explain the *usefulness* of the source to a historian researching Slavery at the Cape. (1x2)(2)

SOURCE 2C

The source below illustrates the transportation of the slaves from the various parts of the world by the Dutch East India Company.

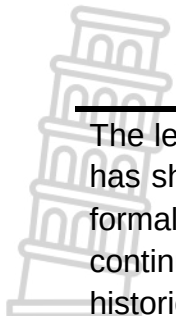


[From: <https://www.bing.com/search?q=images+of+the+slave+transportation&gs>. Accessed 10 April 2026]

- 2.3.1 Explain the messages being conveyed by the source with regards to Slavery at the Cape (2X2)(4)
- 2.2.3 Using the source and your own knowledge, explain why the DEIC needed slaves from other parts of the world? (1x2)(2)
- 2.4 Study sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the acquisition (obtaining) of slaves from their homelands. (1x2)(2)

SOURCE 2D

The source below appeared in the Sabinet African Journal. It outlines the long term impact of slavery in South Africa.



The legacy of slavery in South Africa is a profound and complex narrative that has shaped the nation's social, economic, and cultural landscapes. While the formal abolition of slavery occurred in the 19th century, its ramifications continue to resonate within contemporary society. Understanding the historical context of slavery in the Cape Colony provides essential insights into the origins of systemic inequalities that persist today, allowing us to grasp how the shadows of the past still influence the present.

As we delve into the socioeconomic effects of slavery, it becomes evident that the institution not only disrupted lives but also forged rigid class divisions and shaped cultural identities. The repercussions of these dynamics are still felt, as many South Africans grapple with the enduring impact of racial disparities in wealth, opportunity, and social standing. By exploring the legacy of slavery, we can better comprehend the ongoing struggles for justice and equality that define modern South African society.

[From [https:// www.mexicohistorico.com/paginas-impact-of-slavery-on-south-african-society](https://www.mexicohistorico.com/paginas-impact-of-slavery-on-south-african-society). Accessed 08 April 2026]

- | | | |
|-------|--|----------|
| 2.5.1 | How, according to the source, has slavery shaped South Africa? | (3x1)(3) |
| 2.5.2 | What according to the source were the socioeconomic effects of slavery | (3x1)(3) |
| 2.5.3 | Explain the term <i>slavery</i> in the context of South Africa during the 19th century | (1x2)(2) |
| 2.5.4 | Using the source and your own knowledge explain the repercussion of slavery on South Africa. | (1x2)(2) |
| 2.6 | Using the information in the relevant sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining how was the slavery practiced at the Cape | (6) |

Essay Activity

Discuss the impact of Slavery on the indigenous people at the Cape. [50]

TOPIC: 3 FRENCH REVOLUTION



MIND MAP

Causes of the French Revolution

- What is a revolution?
- The conditions in France that made a revolution probable by 1789.
- the new ideas of liberty, equality, fraternity and individual freedom; and the meaning of these in the context of the late 18th century

ESSAY QUESTION FOCUS

Course of the French Revolution:

- The significant events during the Revolution.
- The role of ordinary people in the Revolution.
- The impact of the revolutionary ideas on the rest of the world

KEY CONCEPTS:

The following concepts will help you to understand the topic:

Ancient Regime	Old Order
Bill of Rights	A list of the rights of citizens in a democracy
Bourgeois	The middle class, elite
Constitution	A statute setting out the way a country should be governed
Philosophers	Group of thinkers who published new ideas
Republic	Nation that has a president as the head of state
Sovereignty	Supreme power of authority.
Liberalism	A philosophy during the 18 th century that supported guarantees of individual freedoms, political change and social reform.
Enlightened	Knowledgeable, free from prejudice
Divine right	Belief that the ruler's authority comes from God
Democracy	Government in which citizens have ruling power

What is a revolution?

The word 'revolution' comes from the word 'revolve', meaning to turn over, or change around. In politics this means to change the system of government.

Change can be negotiated, as in South Africa in 1994 when the new democratic government replaced the Apartheid government.

Change can be a violent and bloody overthrow of the political order, as in the case of the French Revolution.

In History there is a difference between **Revolution** and **Evolution**.

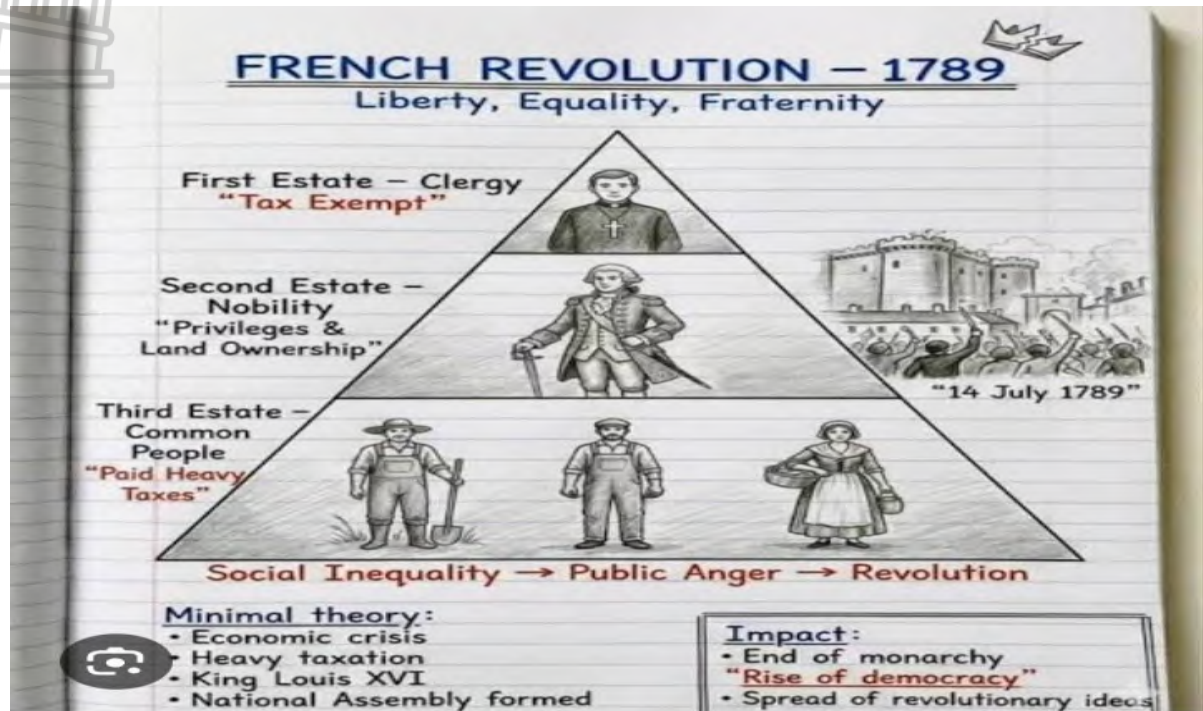
- **Revolution:** refers to a **sudden and dramatic change** in the political or social system often involving **protest, conflict or violence**.
- For example, during the French revolution of 1789, the French people overthrew the monarchy of Louis XVI and completely change the system of government.
- **Evolution:** refer to a slow process and gradual change in society, politics or economy over a long period of time and it usually do not involve violence.
- For example, in France before 1789, ideas about equality and rights slowly developed through the influence of **enlightenment thinkers** such as **Jean-Jacques Rousseau** and **Voltaire**

What conditions in France made a revolution probable by 1789?

1. The way French **society** was structured.
2. The **economic** situation in France.
3. The **political** situation in France

How was French society structured?

The French Society was divided into Three Estates, Namely First estate, second Estate and Third Estate.



Taken from modern educational info-graphic used in educational materials



This illustration from 1789 depicts the three Estates.
(Taken from Grey History)

The First Estate

Who were they? : Church leaders (Bishops and priest)

Privileges:

- ✓ Did not pay most taxes
- ✓ Collected Tithes(church tax) from the people
- ✓ Owned large amount of land

Role:

- ✓ Controlled education and religious life
- ✓ Influenced government decisions

The Second Estate

Who were they? Aristocrats and royal officials

Privileges:

- ✓ Did not pay many tax
- ✓ Held top positions in Government and Army
- ✓ Lived Luxurious lives, especially at Palace of Versailles

Role:

- ✓ They advised the king
- ✓ Owned larger estate

The Third Estate

Who were they? Peasants, Urban workers, Middle (Bourgeoisie-Lawyers, Doctors, Merchants and teachers)

- ✓ They made up of 97% of the population
- ✓ Paid all most all taxes
- ✓ Had no political power

Privileges: no privileges

Challenges they faced:

- ✓ Heavy taxation
- ✓ Poverty and unemployment
- ✓ High bread prices

The unfair structure of the French society created anger and resentment,

especially among the third estate. This inequality was one of the main causes of the French Revolution.

What was the economic situation like in France?

To run the country the French government raised money through taxes. The bulk of these taxes were paid by the Third Estate.



TAX (what was it?)	Who had to pay it?
DIRECT TAXES (Paid to the state) Taille – A tax on either land or income	Third Estate
Capitation – A poll tax – a fixed sum paid every year.	Everyone. But nobles and clergy paid very little.
Twentieths – An income tax on one twentieth of a year's earnings.	Everyone except nobles. Clergy paid little.
Corvée – A labour tax that forced people to do unpaid work mending royal roads.	All men except nobles, clergy, townspeople, postmasters, school teachers and shepherds.
INDIRECT TAXES (Paid when goods are bought) Gabelle – A tax on salt.	Anybody buying salt except some people living in certain provinces.

Despite the collection of taxes, by 1788 France was bankrupt. How had this happened?

1. The central and local government were corrupt and the taxes collected often never reached the Treasury.
2. France was involved in expensive wars in Europe and disputes with Britain over colonies.
3. France owned large amounts on loans. The French borrowed money to pay for their involvement in the American War of Independence (1776-1781).
4. King Louis XVI and his wife, Marie Antoinette, live in luxury at the Palace of Versailles. Here they entertained the nobility, who also lived extravagantly.
5. People in the rural areas were starving and moved to the towns and cities. This increased the number of unemployed people.

Why did the political situation in France make revolution probable?

1. France was ruled by absolute Monarchy, Louis XVI, Who ruled by divine right.
2. France was divided into lots of small states and this made it easy for Louis XVI to rule without being seriously challenged.
3. Louis had inherited his position. He had absolute power and ruled by edict. He controlled every part of the government, including the finances of France. Anyone who criticised the government might receive a letter de cachet. They could be imprisoned without trial for an indefinite period.
4. Louis lacked leadership qualities. He was too weak to introduce reforms that could have prevented bloodshed during the revolution.
5. People were dissatisfied but did not speak out. They were afraid of being imprisoned in the Bastille.
6. The Estates-General (parliament) had not met for 175 years. It had very little power.

These unfair political systems led to the problems which contributed directly to the outbreak of the French Revolution

What effect did the new ideas of liberty, equality, fraternity and individual freedom have on the context of the late 18th century?

1. The French people did not question the way their country was run until a group of **writers** began to criticise their society.
2. These writers of the Enlightenment were called the **Philosophers**. In the 18th century their writings were **revolutionary**.
3. Their writing encouraged people to question the way they were ruled and to demand their right to have a say in government. In particular, the educated **Bourgeois** were inspired by the new ideas.
4. The philosophers introduced the ideas of **freedom and equality**. They argued that kings ruled by the **will of the people**, not by the will of God. Such ideas were considered revolutionary, as they differed from the way of thinking at the time. They Philosophers had new ideas of how state, society and the economy should be organised.

Ideas of Enlightenment thinkers encouraged people to question absolute monarchy.

What were the enlightenment ideas? (Philosophers)

Jean-Jacques Rousseau: He believed that Man is born free but everywhere he is in chains. In my book, The Social Contract, He explained that democratic government is a contract between the people of a country and the government. The

sovereignty of the people is most important.

Voltaire: I may not agree with what you say, but I will defend to the death your rights to say it. I believe in your right to freedom of speech.

Montesquieu: I believe that the different parts of government should not be controlled by one person. Parliament (the law-making body), the executive (the body that puts laws into action), the judges (the body that makes sure that everyone obeys and understands the laws) should be separated. Each part should have enough power to check the power of the other two.

Diderot: He edited the works of the philosophers in the Encyclopaedia and criticized the Church.

What did the French people want?

- People wanted the abolition of letter de cachet
- Due process of law for detention and imprisonment.
- Tax reforms
- Election of the Estate General every 4 years
- Third Estate representation in Estate General

What other issues inspired the French people to demand political change?

The French had recently been involved in the American War of Independence and were inspired by America's fight for **liberty and equality**. The French middle class or Bourgeois discussed the new ideas of how a country should be governed. The **dissatisfaction** of the ordinary people increased. They were given the opportunity to express this when, in 1789, Louis XVI called the meeting of the **Estates-General**, the French parliament. They met at the Palace of Versailles. Before the meeting of the Estates-General, the people of France were asked to send in lists of their demands. These were called **cahiers** and mostly contained basic, everyday complaints.

Essay: The course of the revolution

In 1789 the people of France were given the chance to tell the government what they wanted. France was bankrupt and in debt. Although King Louis XVI had absolute power and ruled by divine right, he could not rule without money.

The King's ministers advised him to:

- Change the tax system to include the nobles and church.

- Call a meeting of the Estate-General.

The meeting of the Estates-General gave the Third Estate the opportunity to demand:

- An end to the Ancient Regime and feudalism.
- That the King should rule through parliament.
- That the Estates-General should meet regularly.

Significant events of the revolution

Calling of the Estates General

- 1st Estate - 300 representatives.
- 2nd Estate - 300 representatives.
- 3rd Estate - 600 representatives - dominated by bourgeoisie

The three houses met and voted separately. Since the first two were dominated by the nobles they would have an advantage. Third Estate wanted all three to meet in a single body. King refused. Third Estate invited other two to join it. Clergy joined Third Estate. They called them the National Assembly. Day of meeting 20 June 1789 they found themselves locked out of the hall. They met at nearby tennis court and swore the Tennis Court Oath.

Other significant events of the Revolution

- ✓ Storming of the Bastille



Taken from National library of France

- ✓ Revolt in the countryside
- ✓ Abolition of feudal rights and privileges
- ✓ Declaration of the Rights of Man
- ✓ Removal of the Royal family from Versailles
- ✓ Flight of the king
- ✓ Execution of the king and queen

What was the Reign of Terror? (Overview)

National Assembly, now known as the National Convention, became the governing authority.

- Jacobins (extremists) -with the help of sans-culottes gained control
- Girondins (moderates) - (29 arrested)
- A committee of Public Safety was established to save the revolution from enemies within & outside France. Robespierre became influential in the Committee of Public Safety. (CPS)

The Killing Machine

- To preserve the Revolutionary Republic, the CPS instituted a Reign of Terror. Thousands died. The reign of Terror ended with the execution of Robespierre, dismantling of the Jacobins Republic & the moderates gaining control of the National Convention.

NAPOLEON'S REACTION AGAINST THE REVOLUTION AND HIS INFLUENCE REGARDING THE MODERNISATION OF FRANCE

Napoleon seized control of the government, introduced a consulate system He provided France with a strong and centralized government.

He introduced CODE NAPOLEON

LAW:

- There was going to be Equality before the law.
- Freedom of religion. - Protection of private property
- Abolition of serfdom

RELIGION - Catholicism was the favoured religion

- Jews and Protestants could also worship freely

EDUCATION - He introduced a state system of public education.

- He believed it would provide him with capable officials and trained officers



ECONOMY - He established the Bank of France.

- Aided industries through tariffs and loans
- Kept careers open to men of talent.
- Provided bread at low prices.

The role of ordinary people in the Revolution.

The working class people, known as the Sans Culottes, were extremely radical. They voiced their grievances by demonstrating in the streets. They led the storming of the Bastille. Women led the march on Versailles and forced the king to return to Paris where he was kept under guard. The National Guard was made up of ordinary people who supported the new democratic government. The Paris Commune and Political Clubs were places where ordinary citizens met to discuss politics.

The impact of the revolutionary ideas on the rest of the world

- ✓ Spread of Democratic ideals
- ✓ End of Absolute monarchies
- ✓ Rise of Human Rights
- ✓ Inspiration for other revolutions
- ✓ Spread through war(Napoleonic Influence)
- ✓ Growth of Nationalism

HOW DID SOCIAL INEQUALITY CONTRIBUTE TO THE FRENCH REVOLUTION?

SOURCE1A

The extract below focuses on the social classes in France before the Revolution.

The French Revolution was basically a war of the social classes. The middle class believed that in order to gain equality they had to get rid of the privileges that were stopping the progress of their rise in society. To do this they had to gain power within the government and make changes, such as, improving the tax system, creating a fair system of production where profits went to the producer, improving the whole economic system of the government, and plus many more. The revolution was a fight for equality; it was not a rebellion against poverty. Many of the French people had learned to live with poverty for they had been living in poverty for centuries. Before the Revolution, only fair reforms, or changes, were wanted by the people.

The Third Estate consisted of the common people. It included the middle class,

peasants and city workers. The middle class was made up of the merchants and manufacturers, lawyers, doctors and others. Peasants were the largest group within the Third Estate. They were forced to pay large taxes, tithes to the church, and rents to their landlords for the land that they lived on. The city workers were servants, apprentices, and household maids.

The major cause of the French Revolution was the differences that these three groups had. France suffered from severe economic problems. The French government borrowed significant amounts of money to pay for the wars of Louis XIV. These costs greatly increased the national debt.

[From <https://www.bartlyby.com/essay/The-French-Revolution-A-war-of-social-classes> Accessed on 11 April 2018]

- 1.1.1 Define the term *revolution* in your own words. (1X2) (2)
- 1.1.2 List the THREE classes that made the Third Estate. (3X1) (3)
- 1.1.3 Explain why you think the peasants were the most burdened (ill-treated) class in France. (1X2) (2)
- 1.1.4 What, according to the source, was the major cause of the French Revolution? (1X2) (2)
- 1.1.5 Explain why this source can be regarded as useful for a historian researching on the social classes in France before the Revolution. (1X2) (2)

SOURCE 1B

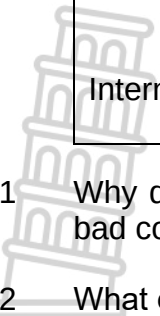
This is an account by A Young, a British traveller in France just before the Revolution, on how peasants were treated: From his book entitled *Travels in France* during the years 1787 to 1789.

Walking up a long hill to help my horse, I was joined by a poor woman, who complained of the times and that that it was a sad country. Demanding her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, yet they had a francher (42 pounds) of wheat and three chickens to pay to one Lord; and four francher of oats, one chicken and one franc to pay to another, besides very heavy tailles (income tax) and other taxes. She had seven children and the cow's milk helped to make the soup. "But why, instead of a horse, do you not keep another cow?" Oh, her husband could not carry his produce so well without a horse. It was said, at present, that something was to be done by some great folk (people) for such poor ones, but she did not know who nor how, but God send us better "car les tailles et les droits nous ecrasent" (for the taxes are crushing us)

This woman, at no greater distance, might have been taken for sixty or

seventy, her figure was so bent and her face so furrowed (wrinkled) and hardened by labour, but she said she was only twenty-eight.

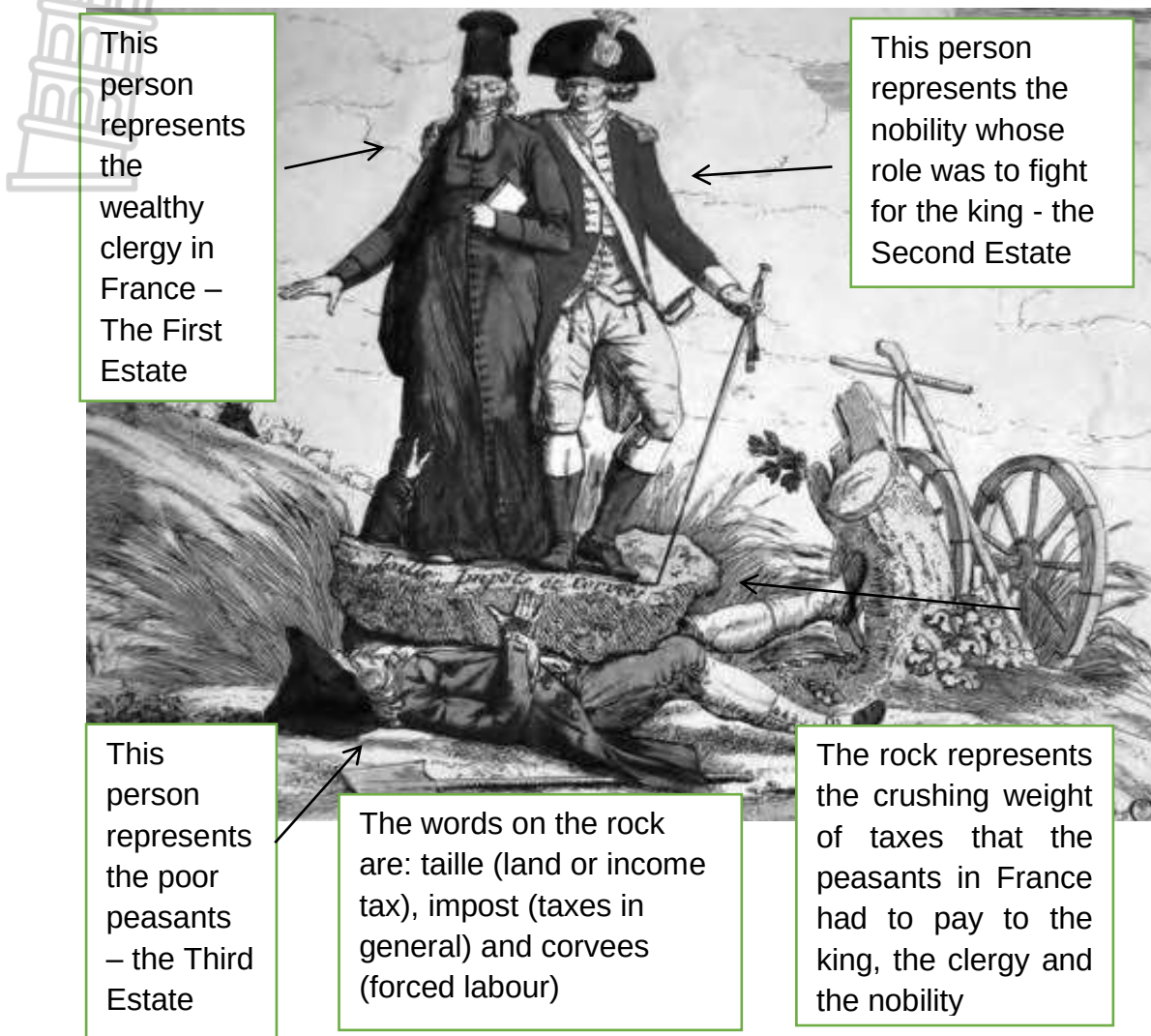
[Adapted from
Internet source: <http://www.flowofhistory.com/units/eme/16/FC104>]

- 
- 1.2.1 Why do you think the poor woman was complaining about France as a bad country? (2X2) (4)
- 1.2.2 What do you think the poor woman meant by “taxes are crushing us”? (1X2)(2)
- 1.2.3 In your view, why was the woman in the source looking older than her Real age which is twenty-eight? (1X2) (2)



SOURCE 1C

This cartoon from 1789 shows a peasant being crushed by the weight of the clergy and nobles.



- 1.3.1 What are the messages conveyed the source regarding Class division in France? (2X2) (4)
- 1.3.2 Name the types of tax referred to in the source that the peasant. (3X1) (3)
- 1.3.3 What, according to the source, was the role of the nobility? (1X2) (2)
- 1.4 Compare Sources 1A and 1C. Explain how the information in Source 1A supports the evidence in Source 1C regarding social inequality in France in 1789. (1X2) (2)

SOURCE 1D

The extract below gives a description of the bourgeoisie in France in 1789

As a class, the bourgeoisie – merchants, manufactures, bankers, doctors, lawyers. Intellectuals – had wealth. In some cases, enormous (huge) wealth. But wealth in the ancient regime did not mean status or privilege and it should be clear by now that “success” in 18th century France meant status and privilege. Wealth was nothing without status. So they tried to improve their status by becoming land owners themselves. By 1789 the bourgeoisie controlled 20% of all land. They were upwardly mobile, but they felt frustrated and blocked by the aristocracy.

[Taken from The French Revolution]

- 1.5.1 Who, according to the source, formed the bourgeoisie? (3x1) (3)
- 1.5.2 What, according to the source, did the bourgeoisie want? (1x1) (1)
- 1.5.3 Use the source to state why, the bourgeoisie were frustrated in France? (1x2) (2)
- 1.5.4 What, according to the source, was done by the bourgeoisie to improve their status? (1x2)(2)
- 1.5.5 Explain what privileges meant to the French citizens in the context of the French Revolution (1x2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words), explaining how social inequality contributed to the French Revolution. (6)



ESSAY QUESTION

The Storming of the Bastille was the only significant event of the 1789 French Revolution.

Do you agree with the statement? Support your line of argument with the relevant evidence.

INTRODUCTION

One would disagree with the statement that the storming of Bastille was the only significant event of the French Revolution 1789(**STANCE**) because there were other several important events that also took place such as the Declaration of Rights of Man and the Citizen and the execution of King Louis XVI. These events also played a major role in bringing political and social change in France (**REASON**). In this essay one would elaborate more on some of the significant events of the French Revolution such as, Revolt in the countryside, Abolition of feudal rights and privileges, Declaration of the Rights of Man, Removal of the Royal family from Versailles, Flight of the king and Execution of the king and queen. (**ORIENTATION**)

PARAGRAPH

One important event that shows the storming of Bastille was not the only significant event of the French Revolution was the women's march on Versailles in October 1789(**POINT**). Thousands of women from Paris marched to the palace of Versailles to protest against the high and shortage of bread. They demanded that the king listen to the people's concerns and return with them to Paris (**EXPLAIN**). As a result, Louis XVI and his family were forced to move from Versailles to Paris, where they were under the watch of the revolutionaries (**EVIDENCE**). This event showed the growing power of ordinary people in the revolution and proved that other important events, besides the storming of the bastille, played a major role in shaping the revolution. (**LINK**)

CONCLUSION

To conclude, it is evident that the storming of Bastille was not the only significant event during the French Revolution hence there were other significant events that took place like the Declaration of the Rights of Man and Citizen, Women March on the Palace of Versailles, The General estates and Tennis court oath, Reign of terror, Execution of Robespierre, The directory and the rise of Napoleon. These events collectively led to the end of the old

political system and eventually paved the way for the rise of napoleon Bonaparte.



Other essay questions

- 1 The French Revolution brought about major changes in France and an end to their monarchy.

Critically discuss the significant events and the changes that occurred in France during the Revolution, which further laid foundations to modern democracy

OR

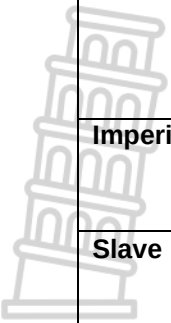
- 2 Explain to what extent the French Revolution brought about major changes in France and an end to their Feudal system.

Use relevant historical evidence to support your line of Argument.

TOPIC: 4

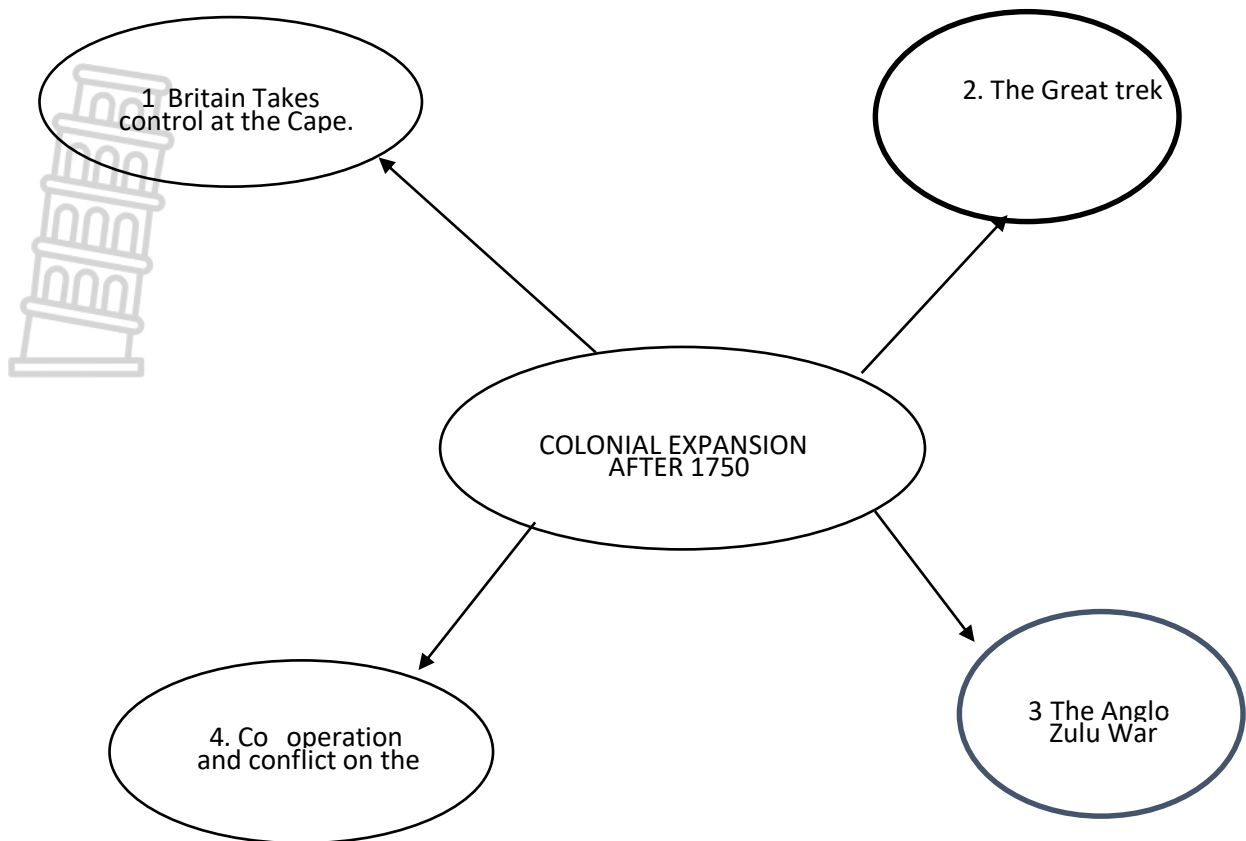
COLONIAL EXPANSION AFTER 1750

Colony	Is a group of people from one country who build a settlement in another territory or land.
Colonisation	Is the process where power establishes control over a territory and its people by invading, settling and exploiting resources.
Expansion	Refers to the increase of a state territory, influence or power through the means such as military conquest colonization or economic domination.
Colonial Frontier	A dynamic, shifting boundary zone where expanding powers encounter and conflict with indigenous populations often marked by resource competition, violence and cultural exchange.
Industrial Revolution	Is a pivotal historical period transforming agrarian, handicraft-based economies into mechanized industrial societies.
Slavery	A system where one human being is legally owned by another, treated as property and forced to work under total control.



Anglicisation	Is the process of modifying foreign words, names, or phrases to adopt the English language, customs, social structures and political systems largely driven by the expansion of the British Empire and English influence.
Imperialism	Is the policy or practice where a powerful nation extends its influence by gaining control over other areas of the world.
Slave	Is a person legally owned as a property, stripped of personal liberty, and forced to perform labor under total control of another.
Indenture-	refers to a contract binding an apprentice to a master or an agreement detailing terms for debts, such as bond.
Indentured Indians	A form of debt bondage, transformation over 1.6 million Indians to European colonies to replace slave labor.
Free Indians	Referred to an Indians immigrant who paid for their own passage to Natal between 1860 and 1911, rather than arriving under a strict, five –year indenture contract.
Annex	The formal, often unilateral, incorporation of a territory, region, or state into the domain of another country.
Ordinance 50	A landmark piece of legislation that granted equality and freedom of movement to Khoisan and other “free people of colour”.
Great Trek	Mass migration of Dutch-speaking Boer farmers(Voortrekkers) from the British controlled Cape Colony into the interior of South Africa.





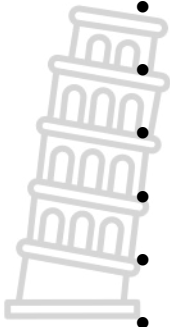
BACKGROUND TO THE DUTCH COLONISATION OF THE CAPE:

Focus- Britain takes control of the Cape Summary

- Southern African interior underwent major changes in the 18th and 19th centuries. There was much conflict between different chiefdoms and many communities scattered. At this time new states were formed and colonialism began to have a much greater impact and transformed South Africa

British occupation of the Cape

- In 1795 Britain invaded and took the Cape from the Dutch
- After the Treaty of Amiens, the Cape was briefly returned to the Dutch in 1803
- Three years later Britain took the Cape from Dutch again.
- In 1814 after the Treaty of Vienna the Cape became a British Colony
- The British occupation was different from that one of the Dutch



- There were traders and farmers they wanted land.
- But the British were interested in money and political dominance
- Britain was the largest trader of slaves from Africa
- In 1807 Britain abolished slavery
- In December 1838 slaves were freed in all British colonies
- At the Cape the freed slaves were given nothing to start a new live.
- Some of them ended up doing the same work with their former masters

Boer response to British control

- The Dutch were becoming more and more unhappy about the British administration at the Cape.
- The British favoured the English language over Dutch
- The Dutch were very reliant on slave labour
- They were outraged when the British abolished slavery
- The Dutch saw only one solution to this
- Their solution was to move out of the Cape Colony
- And establish new economic, cultural and political system away from the British
- Those Dutch became known as the Voortrekkers

Piet Retief's manifesto

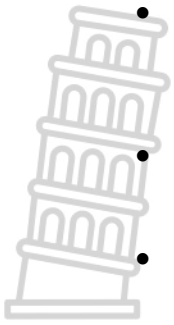
- On 2nd of February 1837 one of the Dutch leaders by the name of Piet Retief published a manifesto.
- The manifesto explained why the Voortrekkers wanted to leave the Cape
- These are some of the ideas put forward in the manifesto:
- Too many criminals and conflicts at the Cape
- They lost money when they were forced to free their slaves
- The Black and Coloured people continue to steal from them
- They wanted to find a peaceful place where they can live
- They will not hurt or take anything from them



The Great trek and Xhosa responses: Co-operation and conflict, including cattle killing.

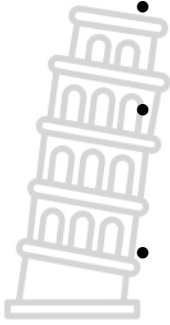
For ten years starting from 1836 thousands of Voortrekkers moved into

the interior part of South Africa.



- Since the arrival of the settlers there had always been conflict between the Dutch farmers and the Xhosa chiefdoms along the eastern frontier area.
- Most of it stemmed from competition for the best grazing land which resulted in a number of frontier wars between them.
- Many missionaries set up mission stations and built schools among the Xhosa people.
- In return for manufactured goods such as tobacco, copper and iron, some Xhosa people
- set up mission stations among the Xhosa.
- The British attacked the Xhosa, captured their cattle and forced them to move east of the Fish River in 1811.
- There would be several more Frontier Wars over the next few decades,
- The British army used scorched earth tactics and burned many of the Xhosa villages and crops.
- As a result of each war the British would take more and more land from the Xhosa and force them further east.
- The Xhosa attacked to regain their land in 1850.
- Despite having guns of their own they could not keep up with the endless supply of guns and soldiers that the British had.
- Lung sickness swept through the Xhosa cattle in 1856 and rains destroyed most of their crops and there was widespread starvation
- By 1857 the Xhosa had fought eight Frontier Wars against the British and lost more land to the British.
- Nongqawuse, a 16-year-old initiate traditional healer who had a vision that the ancestors had spoken to her. She gave a prophecy that, if the Xhosa slaughtered all of their remaining
- cattle and do not plant crops then the ancestors will drive the whites into the sea and restore
- the power of the Xhosa chiefdom.
- Because of their desperate situation, many people were prepared to believe the
- prophecy. This resulted in a total tragedy for the Xhosa people.
- About 400 000 cattle were killed, and, in the famine that followed about 20 000 people





- died of starvation.
- The colonial people refused to assist the starving people unless they came to work in the colony.
- Many Xhosa people started to believe that the colonial powers were responsible for spreading the story but they had no evidence to support that theory.
- Thousands of people were forced to go to the Cape and to work as labourers.
- The colonial authorities were able to take over more land and imprisoned some of the 109
- Chiefs on Robben Island.
- In this way Xhosa resistance to the white settlers was destroyed and the Xhosa had completely lost their independence.
- In 1843 Britain annexed the trekker republic in Natal as a British colony.
- Many trekkers moved away to the Highveld.

QUESTION 1: HOW DID THE BRITISH COLONIALISM IMPACT ON THE LIVES OF THE PEOPLE OF THE CAPE COLONY?

Source 1A

This source describes how the arrival of British changed the lives of people living at the Cape.

The arrival of the British at the Cape changed the lives of the people who were already living there. Initially, British control was aimed at protecting the trade route to the East, however, the British soon realised the potential to develop at the Cape for their own needs. With Colonialism, which began in South Africa in 1652, came the slavery and forced labour models. This was the original model of colonialism brought by the Dutch in 1652, and subsequently exported from the western cape to the Afrikaner republics of the Orange free state. Many South Africans are the descendants of the slaves brought to the cape colony from 1822. The changes brought African societies by imposition of European Colonial rule occurred in a quick period... Of course, not all societies were equally transformed. Some resisted the forces of colonial intrusion, slavery and forced labour for extended periods. Others, however, such as the Khoikhoi communities of the Southwest Cape. Most importantly, grade with Europeans gave African rulers access to a crucial aspect of European technology, namely firearms.

Taken from: South Africa in World History, by Iris Berger, 2009

- 1.1.1 Why, according to the source British decided to take control of the cape. (1x2)(2)
- 1.1.2 Define the term *colonisation* in your own words. (1x2)(2)
- 1.1.3 Use information from the source and your own knowledge to explain why the Khoikhoi communities fall apart (2x2)(4)
- 1.1.4 Comment on the negative impact that Colonisation had on the indigenous people of the cape. (1x2)(2)
- 1.1.5 Name the European technology introduced to the indigenous rulers (1x1)(1)

Source 1B

This extract examines the various reasons that caused the Dutch Settlers (Boers) to leave the Cape Colony in the 1830s.

Between 1834 and 1840, in the estimate of one historian, some 15,000 descendants of the early Dutch, and French (including women, men, and children) assembled their horses and livestock. Accompanied also by servants, they piled their household goods, furniture, agricultural implements, and weapons into covered wagons and left the Cape Colony heading to the north and east. Now known as the Great Trek, this massive resettlement has been interpreted since the late nineteenth century as a flight from oppressive British domination. There certainly was unhappiness over the abolition of slavery, a basic institution of Afrikaner society. Angered at receiving about one-fifth the value of what they deemed their property, slave owners were among the leaders of the exodus. Though these self-styled pioneers had grievances against the British rulers of the Cape, the reasons for their departure were economic as well as political. (Indeed, only a small minority of Trekkers were actually slave owners.) Complaints included insecurity of land ownership in the face of aggressive claims from English-speaking settlers, landlessness, increasing debt, a severe drought in the early 1830s that had already sent people in search of new grazing land, and favourable reports on the quality of the land from trekkers to Port Natal.

Taken from: South Africa in World History, by Iris Berger, 2009

- 1.2.1 According to the source, how many settlers left the Cape Colony between 1834 and 1840? (1x1)(1)

- 1.2.2 List the items that were loaded onto the covered wagons when the Boers left the Cape Colony. (4x1)(4)
- 1.2.3 Explain the term **ordinance 50** in the context of British control at the Cape. (1x2)(2)
- 1.2.4 Explain why you think British abolished slavery in 1807? (2x2)(4)
- 1.2.5 Comment if was it justified for the Dutch Settlers (Boers) to be unhappy when slavery was abolished? (1x2)(2)
- 1.2.6 Use the evidence in the source and your own knowledge and to explain the economic and political reasons for the Great Trek. (2x2)(4)
- 1.2.7 Identify two grievances raised by self-styled pioneers. (2x1)(2)

Source 1C

This source discusses the details of Nongqawuse's prophecy that would divide the Xhosa chiefdoms into 'believers' and 'unbelievers' and resulted in the collapse of Xhosa military resistance to colonialism.

In the early 1850s another crisis occurred; the area was struck with an epidemic of cattle illness that attacked the animals' lungs. With cattle at the heart of economic and social relationships, social stability was further threatened.

In the midst of this turmoil, Nongqawuse announced a practical and spiritual solution to the crisis that promised to restore the precolonial social order, but at a terrible cost. She announced that she had received a prophetic message from a dead paramount chief. The message proclaimed: "Tell that the whole community will rise from the dead; and that all cattle now living must be slaughtered".

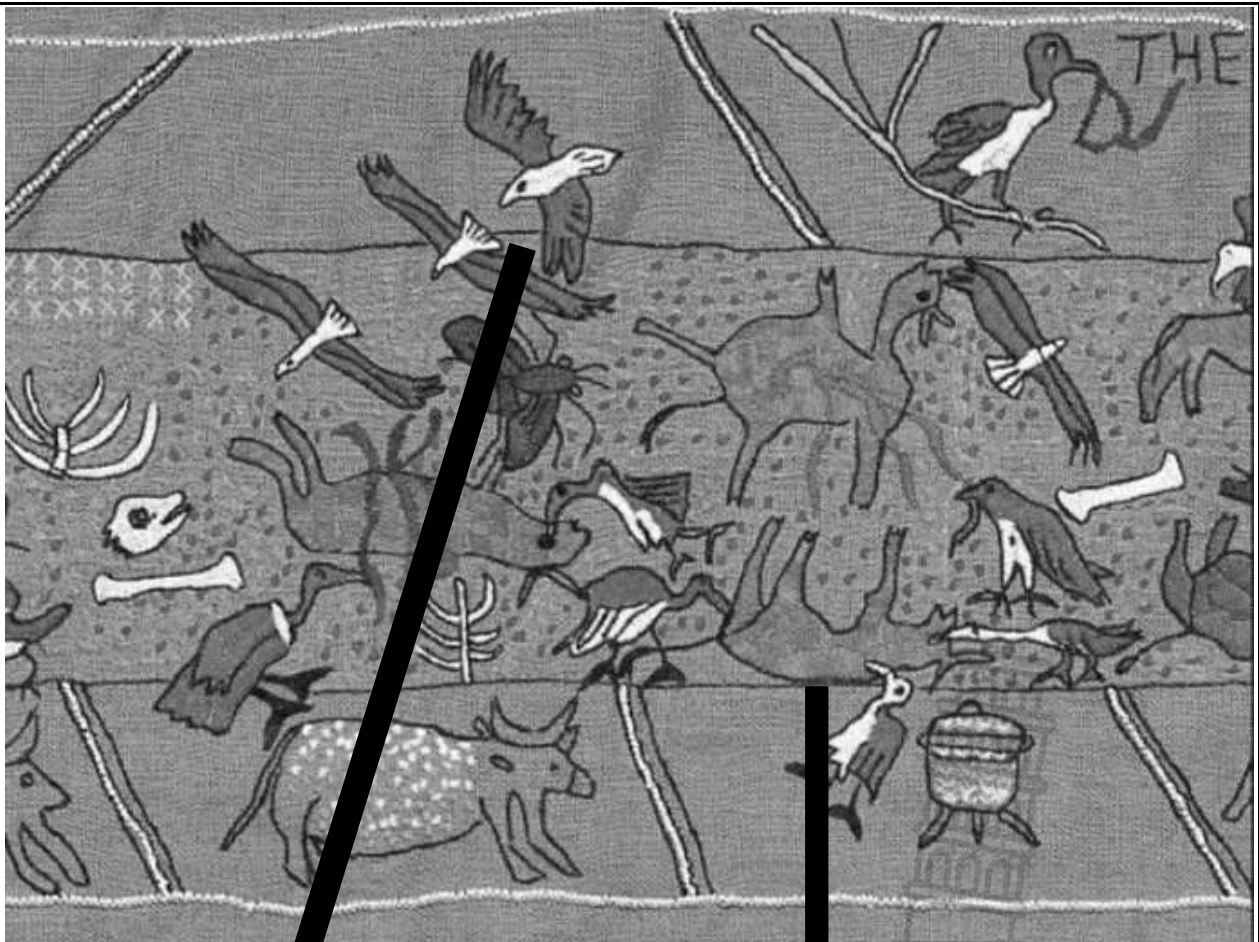
This message also announced that if people stopped cultivating their fields and slaughtered their livestock (already perishing in vast numbers from lung sickness), a great wind would drive all Europeans into the sea. After this dramatic upheaval, the ancestors would be reborn. An abundance of cattle, grain, guns, and ammunition would miraculously appear, and society would return to the harmony and stability associated with life before the British arrived. Desperate for solutions to their many crises, the community quickly divided into the "believers" in the prophecy and the "unbelievers".

Taken from: South Africa in World History, by Iris Berger, 2009

- 1.3.1 What crisis, according to the source, occurred in early 1850s? (1x2)(2)
- 1.3.2 Where did Nongqawuse receive her prophetic message from? (1x1)(1)
- 1.3.3 What according to the source would happen if the Xhosa's followed the prophecy of Nongqawuse. (4x1)(4)

Source 1D

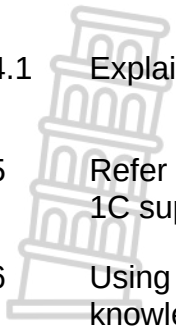
This source is drawing demonstrating the cattle killing as a result Nongqawuse's prophecy.



Source: *The Keiskamma Tapestry, Cattle-killing Panel, Detail* Copyright Robert Hofmeyr

Vultures

Dead cow

- 
- 1.4.1 Explain the messages conveyed in the source. (2x2)(4)
- 1.5 Refer to source 1B and Source 1C. Explain how the evidence in source 1C supports the information in source 1C regarding the cattle killing. (1x2)(2)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how did the British colonialism impact on the lives of the people of the cape colony? (6)

HISTORY OF THE BASOTHO

BACKGROUND

- The emergence of Basotho as a nation occurred around 1818 when King Moshoeshoe (1786-1870) formed alliances with an amalgam of clans and chiefdoms of southern Sotho people who occupied the area which is presently the Northern and Eastern Free State and Western Lesotho from about 1400 AD.
- Moshoeshoe was born at Menkhoaneng in the Northern part of present-day Lesotho in 1786.
- He was the first son of Mokhachane, a minor chief of the Bakoteli, a branch of the Koena clan.
- While still under the tutelage of his father Lepoqo, as he was called at the time, played an important role in augmenting the power of the Bakoteli subclan by bringing the senior Sekake group and a number of Bafokeng clans,

KING MOSHOESHOE I (1786 - 1870), FOUNDER OF THE BASOTHO NATION

- Meanwhile, Moshoeshoe was attacked by the Tlokoa at his Butha Buthe fortress in 1824.
- Although Moshoeshoe and his people were not defeated, the clash had exposed the weakness of Butha Buthe as a stronghold.
- So Moshoeshoe decided to move to the Qiloane plateau, later to be called Thaba Bosiu, as the new site of refuge and defence.
- Thaba Bosiu proved to be an impregnable fortress. It was successfully defended against an Amangwane army in 1828; against the Batlokoa during Moshoeshoe's absence on a cattle raid in 1829; and against the Ndebele of Mzilikazi in 1831.

- Meanwhile, Moshoeshoes's power and influence grew as he offered a friendly hand to his defeated enemies, giving them land and assistance to cultivate crops. Even former cannibals were converted into useful citizens in this way.
- The Basotho nation was thus largely created from refugees who were shattered remnants of clans scattered by the Lifaqane.
- It was further strengthened by alliances as Moshoeshoe chose wives from other clans including daughters of the long-established Bafoken.

ARRIVAL OF MISSIONARIES

- In the late 1820s a new threat came to the clans occupying the Mohokare valley. Groups of Khoikhoi, known as Kora, appeared led by Dutch-speaking people of mixed descent.
- Many were mounted on horseback and armed with guns. The Basotho again had to take refuge on their mountain-tops and in remote rock- shelters, which horses could not easily reach.
- Horses had never before been seen in Lesotho.
- Moshoeshoe decided to obtain horses and guns for his own people. Also, after hearing of the advantages that other clans derived from having a resident missionary, Moshoeshoe sent cattle to induce a missionary to stay with him.
- Moshoeshoe also hoped that the missionaries would help him to acquire guns and thus prevent the depredations of the Kora.
- In this way three missionaries of the Paris Evangelical

Missionary Society (PEMS) - Thomas Arbousset, Eugene

- Casalis and Constant Gosselin - came to Thaba Bosiu in 1833. Moshoeshoe placed them with his two senior sons, Letsie and Molapo, at Makhoarane, the site of the present-day Morija. The arrival of the missionaries had far-reaching effects on the life of the people. Potatoes, 'wheat, fruit trees and domestic cats and pigs were introduced. Before long the missionaries had opened schools and printed books in the Sesotho language.
- The French missionaries did not belong to any of the colonising white groups of southern Africa and were accepted as citizens of Moshoeshoe's kingdom. In fact, Eugene Casalls had a role similar to that of a Foreign Minister for the period 1837 - 55 while living on a mission at the foot of Thaba Bosiu.
- His knowledge of the outside world proved invaluable to Moshoeshoe during the period when white settlers began to threaten his kingdom.
- Two Missionaries of the Paris Evangelical Missionary Society (PEMS),
- Eugene Casalis (left) and Thomas Arbousset, played an important role in the early history of Basotho.

WHITE SETTLERS

- This new and powerful group, the white people from the Cape Colony, began crossing the Orange River in large numbers in the mid-1830s.
- They trekked in ox-wagons, lived partly by hunting and eventually some settled as farmers on land within Moshoeshoe's Kingdom and in adjacent areas.
- For the Basotho the next thirty years was a time when only the statesmanship and diplomacy of Moshoeshoe saved their nation from extinction.
- A Treaty made with the Governor of the Cape in 1843 recognized Moshoeshoe as an ally, with duties to maintain order in a large area north of the Orange River.
- In return he would, receive a sum of \$75 per year from the Colonial Treasury.
- In 1845 this was replaced by a second Treaty which recognized white settlement on part of Moshoeshoe's territory, but without clearly defining boundaries.
- In 1848 the Orange River Sovereignty was proclaimed, making the area between the Orange and Vaal Rivers British territory.
- A British Residents Major Warden, was placed in charge at the newly founded town of Bloemfontein.
- Major Warden was instructed to delineate boundaries between the different chiefs, a procedure quite unacceptable to the Basotho who regarded the Barolong, the Griqua and the white farmers as settled on part of their own territory.
- Warden's boundary line aroused such resentment that the two sides resorted to arms. After attacks had been made on the Bataung of Moletsane, allies of Moshoeshoe, the Basotho came to their aid.
- At the Battle of Tihela, near Ladybrand, in 1851, a crushing defeat was delivered on Major Warden's force which included Barolong, Batlokoa, Griqua and white farmers.
- A blow such as this to British prestige aroused a predictable reaction, and it was decided that Moshoeshoe should be punished.
- No less a personage than the High Commissioner for the Cape Colony, Lieutenant-General Sir George Cathcart brought 2 000 troops and in December 1852 camped with them near the Mohokare River, opposite the present site of Maseru.
- The Basotho were ordered to pay within three days a fine of 10 000 head of cattle and 1 000 horses.
- Moshoeshoe, who always preferred peace to war, met Cathcart at his camp to request peace, but to no avail.
- Only a third of the required cattle had been brought in at the expiry of the deadline, and Cathcart began military operations against Moshoeshoe.
- His force split into three columns, one of which soon mounted the Berea Plateau to

round up cattle.

- As the 12th Royal Lancers were driving the cattle down from the Plateau on the north side, a force under Moshoeshoe's son, Molapo, attacked from the rear, and the British troops suffered heavy losses.
- That evening the Basotho further harassed Cathcart's men and caused the captured animals to stampede and break away. Meanwhile, realising that more was to be gained by diplomacy than by continuing the fight, Moshoeshoe sent Cathcart a letter which enabled him to withdraw without feeling that he had to avenge a defeat.
- Cathcart and his force withdrew. Shortly afterwards Moshoeshoe defeated his old rival Sekonyela, and the entire upper Mophokare Valley came under his direct control.

THE ORANGE FREE STATE

- The expense of maintaining the Orange River Sovereignty proved too much for the British Government in London, and in 1854 the British withdrew from Bloemfontein, handing over responsibility to the newly proclaimed Orange Free State Republic of the Boers.
- At first relations with Lesotho were cordial and at one-point Moshoeshoe himself was a guest in Bloemfontein, but this did not last for long.
- The boundaries left undefined at the time of the British withdrawal soon led to armed conflict in Senekal's War of 1858.
- The result on the Basotho side was loss of life and destruction of mission stations, while the Orange Free State troops lost heavily in an ambush near Thabana-Morena, in what is now the Mafeteng District.

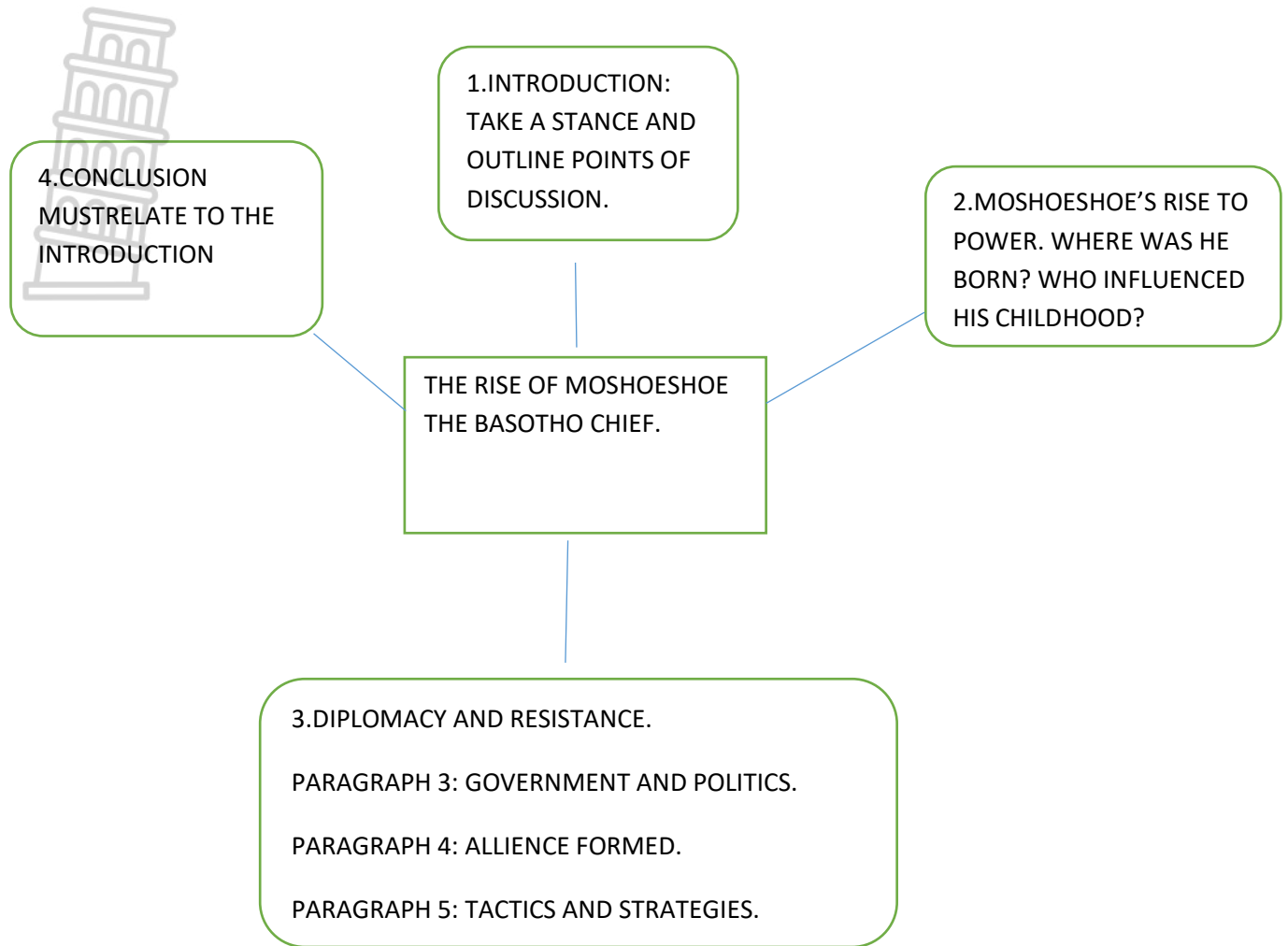
SEQITI WAR AND BRITISH ANNEXATION

- For the next few years an uneasy peace prevailed. Moshoeshoe, realising his precarious position, sought British protection from Sir Philip Wodehouse, the new High Commissioner, who arrived in the Cape in 1861.
- Hostilities with the Orange Free State again broke out in the Seqiti War of 1865. Thaba Bosiu was itself besieged but not taken and a boer commandant, Louw Wepener, was killed, during an assault on the mountain.
- A short armistice followed during which Moshoeshoe renewed his entreaties to Wodehouse for protection.
- In 1867 Free State forces again overran much of Moshoeshoe's land and conquered almost every lowland fortress except Thaba Bosiu.
- In this hour of crisis, Sir Philip Wodehouse finally secured the permission of the British Cabinet to annex the country. On 12 March 1868, Moshoeshoe's prayer was granted, and by proclamation of Sir Philip Wodehouse, Lesotho became a British territory.

- Moshoeshoe died in 1870 soon after seeing his country saved.
- He was buried as have been nearly all principal chiefs since, in the graveyard on the summit of Thaba-Bosiu.
- The after-effects of the war were serious. Casualties had been heavy, missionaries expelled and mission stations taken over, livestock lost, and, worst of all, a large area of land had been annexed by the Orange Free State.
- In the Convention of Aliwal North of February 1869, the boundaries of Lesotho were laid down in their present form.
- The British protection sought by Moshoeshoe proved to be a mixed blessing, for Britain found it convenient to annex Lesotho to the Cape Colony which in 1872 was granted internal self- government by London.
- The move was unfortunate for Lesotho, since the Cape Colony soon began to apply to Lesotho the same laws and methods which it found convenient for administering other areas already annexed by force.
- Matters came to a head with the imposition of the "Peace Preservation Act", by which all fire-arms were to be surrendered.
- Within a few months the whole countryside was in open rebellion.
- The Gun War of 1880-81 cost the Cape Government dearly in men and money. Civil strife created further administrative problems.
- By 1883 chronic misgovernment induced the Cape Government to request Britain to restore direct rule over Lesotho, in return for which it was even prepared to pay any deficit in the annual recurrent budget.

ESSAY QUESTIONS

Commanding statement . (what approach does the question require)	Do you agree?
Content focus (which content will the essay focus on?)	Moshoeshoe's being a diplomatic leader, nation builder and military genius.
Context of the question (what is it about the content that we have to analyse/argue) LOA	...was moshoeshoe able to demonstrate great leadership....
Period/time frame (which year are you supposed to start or end your argument)	1800s



QUESTION 1:

Discuss how King Moshoeshoe was able to build and protect the great Basotho Kingdom in the 19th century.

(50)

OR

QUESTION 2:

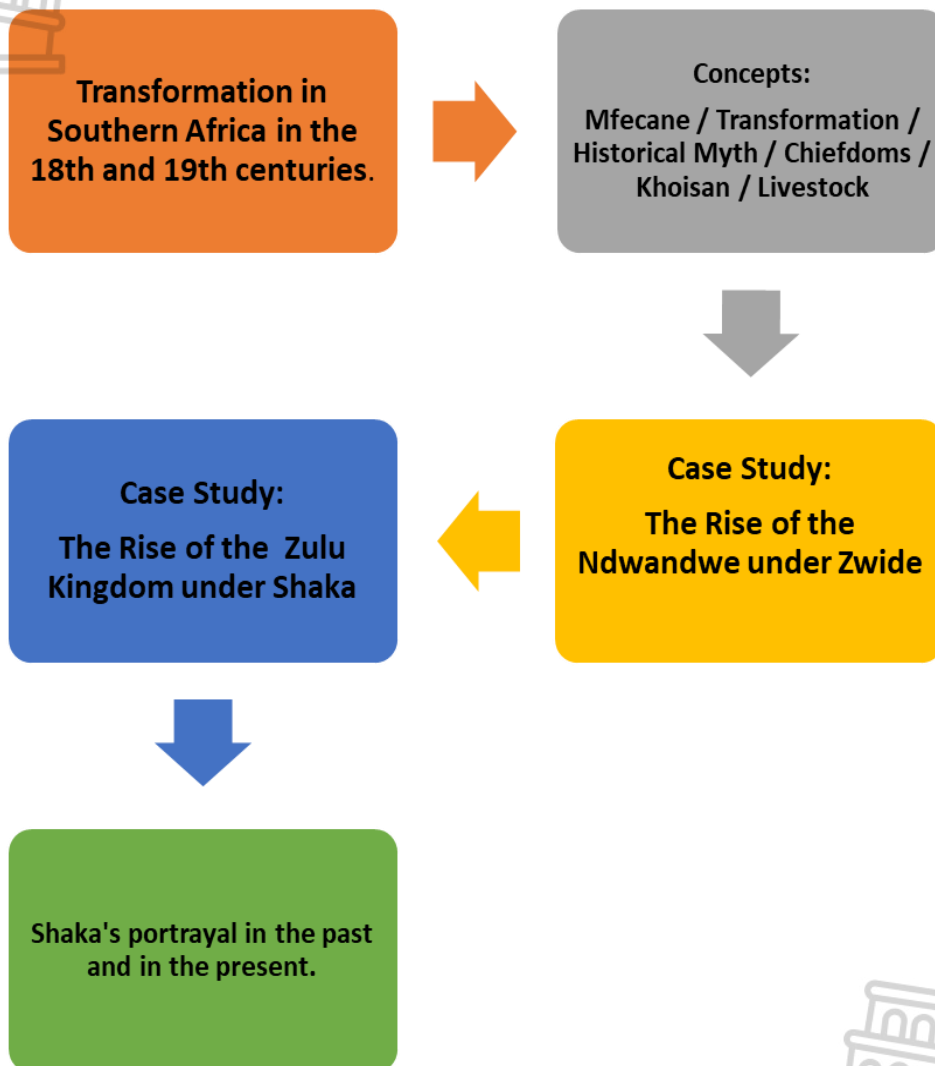
King Moshoeshoe was a diplomatic leader, a nation builder and a military genius.

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

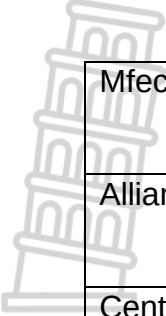


TOPIC: 5

TRANSFORMATIONS IN SOUTHERN AFRICA



KEY CONCEPTS/ TERMS



Mfecane	A period of wars that led to the transformation of Southern Africa
Alliance	It is an agreement between two groups or more to support each other
Centralized power	It is the bringing of political power under one strong leader.
Regiment	A group of soldiers organized by age in the Zulu army.
MILITARISM	It is the organizing of society mainly for war.
Chiefdom	A grouping of people ruled by a chief.
Kingdom	A large territory ruled by a king.

THE RISE OF THE NDWANDWE KINGDOM UNDER KING ZWIDE kaLANGA

Who were the Ndwandwe?

- They were part of the broader Nguni ethnic group in South Eastern Africa.

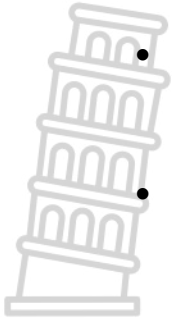
WHERE WERE THEY LOCATED?

- They were located in present day Northern- Kwazulu- Natal.
- They were located at the foothills of and valleys between MKUZE and BLACK MFOLOZI rivers.

HOW WERE THE NDWANDWE ORGANISED AS A GROUP?

- They were organized into small clans or chiefdoms.
- They were pastoralists.
- They were subsistence farmers.
- They followed a kinship based leadership.

WHY WAS IT NECESSARY FOR THE NDWANDWE TO EXPAND THEIR TERRITORY?



- They were situated inland where the land had poor soils and poor grazing lands.

- They faced regular droughts which led to starvation.

HOW DID ZWIDE VIEW THE FUTURE OF THE NDWANDWE?

- He saw the future for his kingdom in transforming by seizing the lands belonging to neighboring kingdoms.

HOW DID KING ZWIDE PLAN TO SEIZE TERRITORIES OF THE NEIGHBOURING KINGDOMS?

- He built a well-trained standing army.
- He created a well disciplined and military age regiments.
- He used strategic warfare to expand his territory

HOW DID THE NDWANDWE KINGDOM EXPAND?

- They began by absorbing and defeating the neighboring clans.
- They gained large tracts of fertile lands and large herds of cattle.
- The above were key to transformation and resources of power.
- Zwide transformed how war was conducted by creating strongholds and military outposts to defend his growing empire.
- The above allowed him to assert dominance over newly acquired areas.

HOW DID THE TRANSFORMATION OF THE NDWANDWE AFFECT NEIGHBORING KINGDOMS?

- It led to conflicts with old kingdoms like the NGWANE and the MTHETHWA kingdoms.

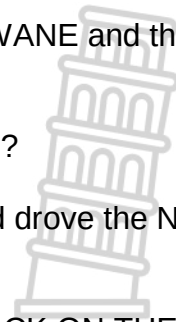
WHO DID THE NDWANDWE ATTACK IN 1816?

- They invaded the fertile Pongolo river valley and drove the NGWANE northwards across the Pongolo river.

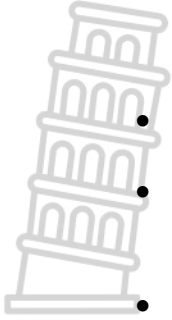
WHAT WERE THE REASONS FOR THE ATTACK ON THE MTHETHWA KINGDOM?

- Zwide saw the presence of the Mthethwa as an obstacle to his political and expansion ambitions.

WHY WAS IT UNEXPECTED OF ZWIDE ATTACKING KING DINGISWAYO?



- They were related through marriage as Zwide's daughter was married to king Dingiswayo.



WHY DID ZWIDE ATTACK AND KILL KING DINGISWAYO?

- He wanted to seize Dingiswayo's hunting grounds.
- He wanted importantly, to seize the trading routes to Delagoa Bay where the trade in ivory with the Portuguese was lucrative.
- Dingiswayo was captured and beheaded on behalf of the equally powerful queen mother Ntombazi and placed at the queen's palace KWADLOVUNGA.

WHO LED ZWIDE'S ARMY AGAINST THE MTHETHWA?

- It was led by Nomhlanjana one of king Zwide's sons who was the most feared in Zwide army.

WHO WERE SOME OF THE NEIGHBORING KINGS THAT WERE ALSO MURDERED BY KING ZWIDE?

- King Mashobane wakwa Khumalo his brother in law.
- King Malusi wakwa Nxumalo his cousin.
- King Phungashe wakwa Buthelezi amongst others.

HOW DID MZILIKAZI RESPOND TO THE MURDER OF HIS FATHER?

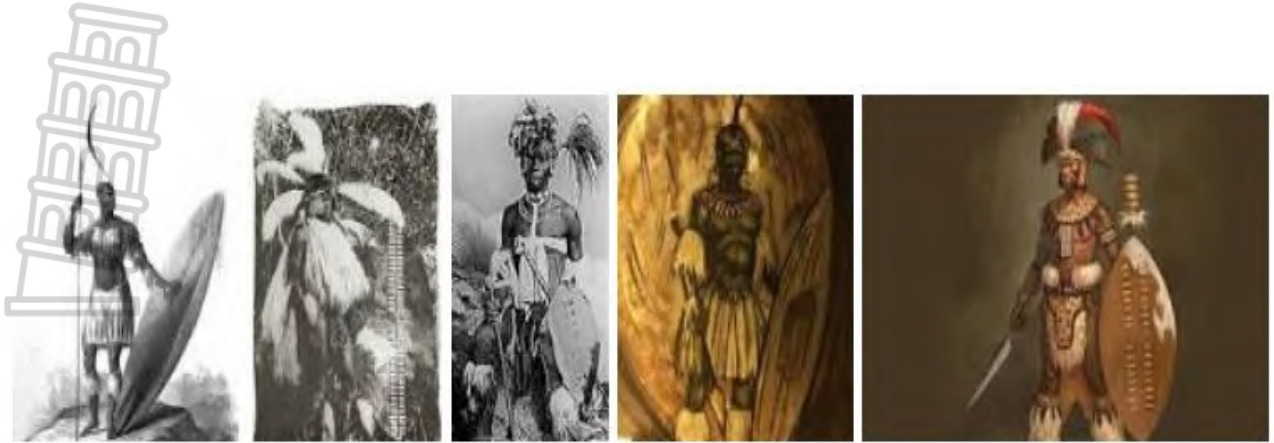
- He fled the Zwide empire and joined king Shaka's army

WHO EMERGED AFTER THE DEATH OF DINGISWAYO TO CHALLENGE THE NDWANDWE EMPIRE?

- King Shaka ka Senzangakhona.



SHAKA AND THE RISE OF THE ZULU KINGDOM



WHERE AND WHEN WAS SHAKA BORN?

- He was born around 1787 at Mthonjaneni in present day Melmoth.

WHICH EVENTS DEFINED SHAKA'S EARLY LIFE?

- Shaka and his mother were ostracized while he was young.
- They were eventually forced to leave their homestead and went to seek refuge among the Qwabe and later among the Mthethwa under King Dingiswayo

WHAT WAS THE LEGEND BEHIND KING SHAKA?

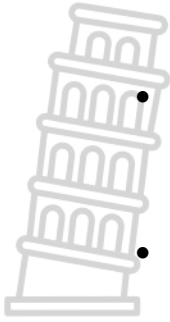
- The story about Shaka is based on oral tradition and on accounts of white traders. There is a debate on whether it is a myth or a legend. This is how the story goes:
- Shaka was the illegitimate son of Senzangakhona, heir to the small Zulu chiefdom.
- His mother, Nandi, was made the chief's wife. Later Nandi and her two children were kicked out of the tribe and eventually found a place to live with the Mthethwa.

WHAT WAS KING DINGISWAYO'S VIEW OF SHAKA?

- Chief Dingiswayo was very impressed with the young Shaka and allowed him to play a leading role in reorganizing the fighting methods of the Mthethwa.

HOW DID SHAKA TRANSFORM THE FIGHTING METHODS OF DINGISWAYO'S ARMY?

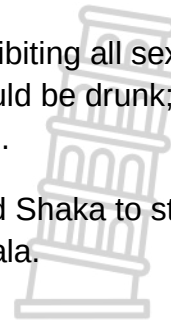
- He introduced a short stabbing spear called iklwa.



- He encouraged his army (IZICHWE) to jog to battle rather than to walk hence a saying that emerged “uthuli lwezichwe” as a direct reference to the strength and power of the army.
- In 1815, Shaka became the leader of the Zulu when his father died. Three years later, when Zwide murdered Dingiswayo, Shaka joined the two tribes together.
- With thousands of soldiers under him, Shaka began to 96ehavior his army into a highly efficient and deadly military machine.

HOW WAS SHAKA PORTAYED IN THE PAST?

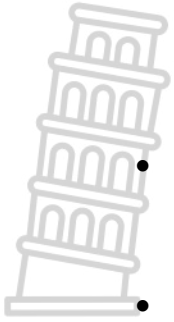
- They are all biased and subjective.
- But it could be true to say that both admirer and enemy would agree that Shaka was the creator of a military revolution with his new warfare tactics.
- Some writers have called him the ‘Black Napoleon’ and said that he is the greatest military commander to come out of Africa.
- Eyewitness accounts were left by the white traders:
- The traders may have been accurate in their description of Shaka when they first had dealings with him.
- However, after they had acquired land, they wanted to make out that Shaka was very ‘bloodthirsty’ so that Natal could be annexed by the British and then their land would become very valuable.
- Some of the ‘bloody atrocities’ that the traders described were the clubbing to death of people for crimes such as murder, rape, robbery, adultery, treason, cowardice and spying.
- Shaka commanded the nation to mourn by prohibiting all sexual relations; no crops could be planted; no milk could be drunk; all pregnant women and their husbands were killed.
- Oral sources record that a man named Gala told Shaka to stop the destruction. Shaka listened and he rewarded Gala.



IMPORTANT BATTLES THAT SHAKA UNDERTOOK AFTER ASSUMING THE THRONE

THE BATTLE OF GQOKI HILL

HOW DID SHAKA PREPARE FOR THE BATTLE WITH ZWIDE?



- The identified Nomahlanjana the son of Zwide as the most important warrior in Zwide's army who needed to be eliminated before the battle began.

WHO PLOTTED THE ASSASSINATION OF NOMAHLANJANA?

- It was Mvundlana kaMenziwa Biyela.

HOW WAS THE PLOT CARRIED OUT?

- Mvundlana plotted to pretend to desert the Zulu army and joined the Zwide army

HOW WAS THE PLOT CARRIED OUT?

- Mvundlana plotted to lure Nomhlanjana away from the army while they were camped on their way to battle and killed him and escaped back to Shaka and his army.
- Zwide's army became disillusioned and lost the war and the Zwide were defeated.

WHAT WAS THE FINAL BATTLE BETWEEN THE ZULU AND THE ZWIDE?

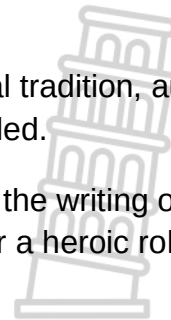
- The battle of Umhlathuze.

WHAT WAS THE IMPACT OF THE DEFEAT OF ZWIDE?

- Zwide and his followers fled across the Pongolo river and as far as the Nkomati river in present day Mpumalanga province.
- Shaka gained control of very large parts of Natal and demanded that all trade be centralized.

HOW IS SHAKA REMEMBERED

- Legends and myths, eyewitness reports and oral tradition, authoritarian and abnormal behavior, suffering and being killed.
- All these add up into the making of movies and the writing of books about Shaka, which have portrayed him in either a heroic role, or as a bloodthirsty tyrant.
- But nothing can take away Shaka's role of forming a united Zulu people, who are proud of their heritage and the legacy that Shaka has left them.





A POEM FO PRAISE FOR KING SHAKA

elephants take shelter When the heavens frown... He is Shaka the unshakeable,

Thunderer-while-sitting, son of Menzi

He is the bird that preys on other birds,

The battle-axe that excels over other battle-axes in sharpness, He is the long-strided pursuer, son of Ndaba, who pursued the sun and the moon.

He is the great hubbub like the rocks of Nkandla Where

(Traditional Zulu praise song, English translation by Ezekiel Mphahlele)

HOW DID ZWIDE TRANSFORM THE NDWANDWE CHIEFDOM IN THE 1700S?

SOURCE 1 A

The rise of the Ndwandwe kingdom under Zwide in 1700s

- | | | |
|-------|---|-------------|
| 1.1.1 | According to the source, why did the Ndwandwe and the Mthethwa thrive economically? | (1 x 2) (2) |
| 1.1.2 | Why, do you think, the chiefs provided the amabutho with wives and land | (1 x 2) (2) |
| 1.1.3 | What caused the conflict that enabled Zwide to rise? | (2 x 1) (2) |
| 1.1.4 | Why was it important to control the route to Delagoa Bay | (1 x 2) (2) |



SOURCE 1B

The defeat of the Mthethwa chiefdom under Dingiswayo by the Ndwandwe kingdom under Zwide in 1817

Zwide made use of his amabutho to conquer smaller chiefdoms in the region. Mthethwa, under the rule of Dingiswayo, was Zwide's main rival. In 1817 Zwide ordered an attack on the Mthethwa and successfully defeated them, capturing and killing Dingiswayo. As a result of the defeat, the Ndwandwe became the most powerful chiefdom in the region.

Once the Ndwandwe had defeated the Mthethwa, they were poised to be the dominant kingdom in the Phongola-Mzimkhulu region. But there remained one state they still had to conquer – the Zulu nation, led by Shaka kaSenzangakhona.

[<https://www.sahistory.org.za/article/political-changes-1750-1820> Accessed on 04 March 2025]

- 1.2.1 Which chiefdom was a main rival to Zwide? (1x1) (1)
- 1.2.2 How did the war end between the Ndwandwe and the Mthethwa chiefdom? (1x2) (2)
- 1.2.3 Explain the results of the defeat to the Mthethwa chiefdom. (1x2) (2)
- 1.2.4 Comment on the challenge that faced the Ndwandwe kingdom after defeating the Mthethwa chiefdom. (1x2) (2)
- 1.2.5 Define the term *kingdom* in your own words (1x2) (2)

SOURCE 1C

The Ndwandwe kingdom rising up under Zwide by defeating Sobhuza

Sobhuza was the son of the Ngwane chief Ndvungunye (of the Dlamini clan), whose chieftaincy was situated somewhere near the Pongolo River, south of Delagoa Bay (the exact area is still uncertain). About 1820, after being attacked by warriors from the Ndwandwe chieftaincy under Zwide,

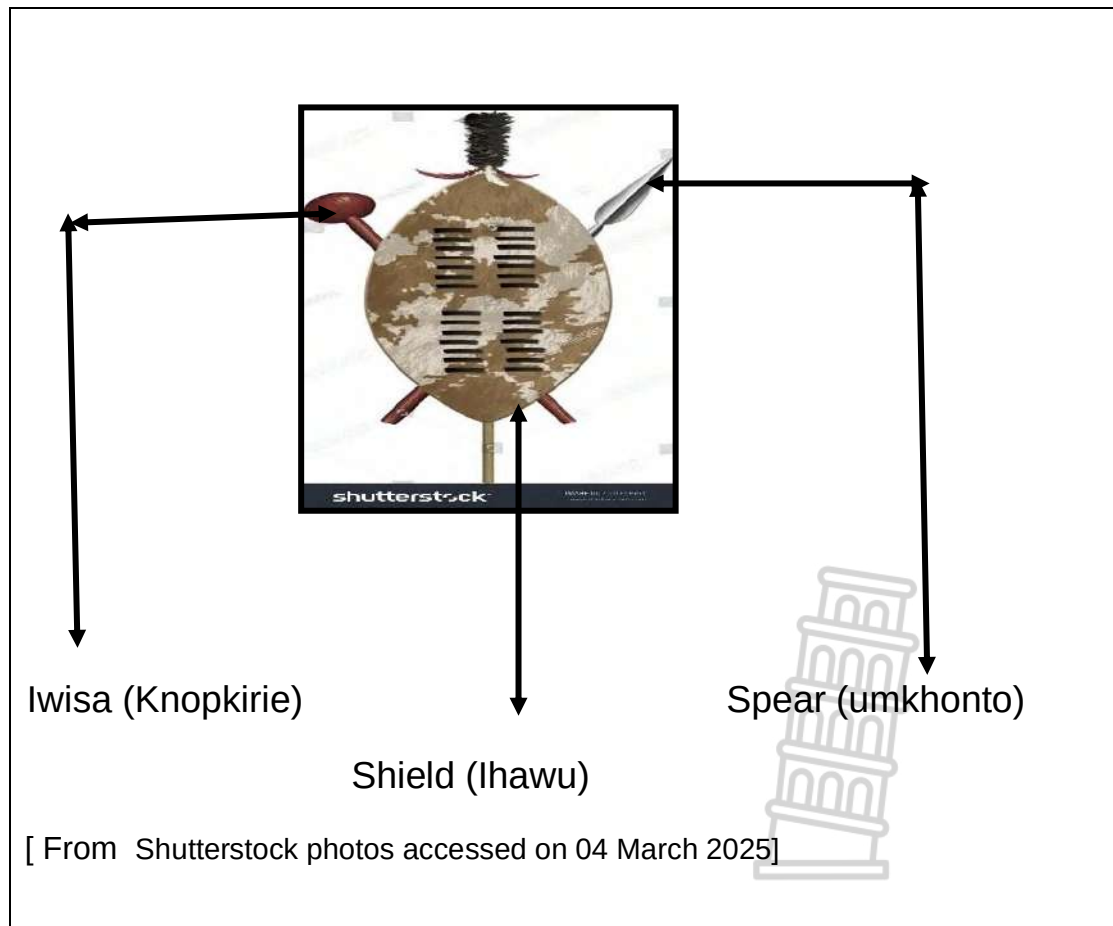
Sobhuza began to migrate with his people north of the Usutu River, where he was attacked on several more occasions. After the destruction of the Ndwandwe in the mid-1820s (attributed to the Zulu under Shaka), Sobhuza returned south to the Ezulwini valley (southern Swaziland), where he established his village.

[<https://www.sahistory.org.za/article/political-changes-1750-1820> Accessed on 04 March 2025]

- 1.3.1 According to the source, who was Sobhuza? (1 x 2) (2)
- 1.3.2 Where, according to the source, was the Dlamini clan situated? (1 x 2) (2)
- 1.3.3 Why do you think the Ndwandwe kingdom never grew big looking the speed at which other the kingdoms were growing? (2 x 2) (4)
- 1.4 Compare sources 1B and 1C, explain how the evidence in Source 1B supports the information in Source 1C regarding the rise of Zwide the king of the Ndwandwe (1 x 2) (2)

SOURCE 1D

The traditional weapons used mostly by chiefdoms and kingdoms in Kwa-Zulu Natal.



- 1.5.1 List THREE weapons identified in the source. (3 x 1) (3)
- 1.5.2 Using the source and your own knowledge, explain the significance of the shield or ihawu during the war. (1 x 2) (2)
- 1.5.3 Identify any ONE weapon that could cause death to a human life from the source. Give a reason for your answer. (1 x 2) (2)
- 1.5.4 Comment on the usefulness of the source to the historian researching the traditional weapons used by the Ndwandwe and other chiefdoms in Kwa-Zulu Natal (1 x 2) (2)
- 1.6 Using the relevant sources and your own knowledge, write a paragraph of about 6 lines (60) explaining Zwide transformed the Ndwandwe chiefdom in the 1700s. (6)

ESSAY QUESTION

King Zwide was known for cruelty in a quest to create a large empire to rival all surrounding clans.

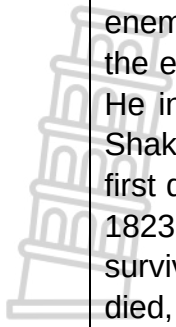
Do you agree with this statement? Use relevant historical evidence to support your line of argument. [50]

HOW DID KING SHAKA'S MILITARY MIGHT CONTRIBUTE TO THE BUILDING OF THE ZULU NATION?

Source 2 A

This source describes how Shaka increased the might of the Zulu nation by reorganising his army. This resulted in him defeating all of the nearby tribes and increasing his power.

When Shaka took over the Zulu leadership, his first act was to reorganise the army. The Zulu were armed with ox hide shields and spindly (long and thin) throwing spears. Shaka first trained his men with a short, broad bladed stabbing spear called the iklwa, and a larger cowhide shield, which forced them to fight at close quarters. He developed the classic 'Buffalo' horn formation, the chest and horns tactic of surrounding the enemy, which



became the trademark of the Zulu. The available regiments, the *impi*, were divided into four groups. The strongest, named the chest, closed with the enemy to pin them down while the 'horns' raced out to encircle and attack the enemy from behind. Shaka continued to revolutionize the Zulu army. He introduced new weapons, new regiment structures and battle forums. Shaka developed standard tactics, which the Zulu used in every battle. He first decimated the small clans in his vicinity, starting with the eLangeni. By 1823 the region was a depopulated ruin of smoking kraals, and the survivors fled. Thousands of subjects were massacred when his mother died, so that their families would mourn along with him, according to rumours made by traders. But, Shaka was remarkably successful as a leader and he was probably not the tyrant that he was made out to be. He made mistakes, like all leaders, and he killed almost always for political or disciplinary reasons. The modern-day Zulu people continue to be influenced by facts and myths about Shaka.

[From <https://www.thefamouspeople.com/profiles/shaka-8310.php>. Accessed on 30 June 2020.]

- 2.1.1 What, according to the source, was the first thing Shaka did when he became leader of the Zulus? (1 x 1) (1)
- 2.1.2 Identify the name that was given to a regiment of Zulu warriors (1 x 1) (1)
- 2.1.3 Using the information in the source and your knowledge, explain why the region became a 'depopulated ruin of burning kraals'. (1 x 2) (2)
- 2.1.4 Define the concept *tyrant* in your own words. (1 x 2) (2)



Study Source 2B

This source portrays both the positive and negative leadership qualities of Shaka.

His outlook was that of his day, and when that is taken into account, and when all that can be said to his discredit has been said, this king of legendary physique emerges as a brilliant general, and a ruler of great courage, intelligence, and ability.

Nevertheless, Shaka did go against some of the customs of his people, and this was his downfall. In particular, he over-used the army, allowing his little time for the normal pursuits of peace. As the years passed, his ambitions got the better of him. That he was despotic [acted like a dictator] probably didn't matter, but his people expected their king to balance this with kindness. Shaka's rule grew harsher...In the end, Shaka went the way of most tyrants...Even the army appears to have helped to plot the assassination by his half-brother, Dingane. Shaka died unmourned by the nation which he had raised up.

[From: Let my People Go by Chief A. Luthuli]

- 2.2.1 Name THREE positive features in the source that are used to describe Shaka as a leader. (3x1) (3)
- 2.2.2 What, according to the source, were the reasons for the fall of Shaka? (3x1) (3)
- 2.2.3 Explain the term *despot* in the context of the rule of King Shaka. 1x2) (2)
- 2.2.4 Explain the usefulness of this source to a historian researching the reign of King Shaka. (2x2) (4)
- 2.2.5 Explain the limitations of this source to a historian researching the reign of Shaka (2x2) (4)

Source 2C

This source describes Shaka as a brutal and cruel man during his reign in building the Zulu Nation.

His reputation for brutality was concocted (to invent a story) by biased colonial-era white (historians) and unreliable Zulu storytellers who turned the man into a myth.

Dr Wylie describes his book, *Myth of Iron: Shaka in History*, as anti-biography because the material for a trustworthy biography did not exist. 'There is a great deal that we do not know, and never will know', he said.

Worse, the academic found that colonial-era white writers distorted and exaggerated the meagre historical record to turn Shaka into a despotic monster.

Nathaniel Isaacs, who wrote about Shaka in *Travels and Adventures in Eastern Africa*, published in 1836, wrote to a fellow author, Henry Francis Fynn, advising him to smear Shaka and his successor, Dingane: 'Make them out be as bloodthirsty as you can and endeavour to give an estimation of the number of people they have murdered during their reign(s).' This would help sell Fynn's book and encourage British annexation of Zulu lands, which would mean a 'fortune' for both authors.

Not all accept the debunking (to show a false belief) Sibani, a historian and tour guide of Zulu battlefields, said there was no doubt Shaka 'was a cruel and ruthless man but they were cruel and ruthless times'.

[From:

<https://www.theguardian.com/world/2006/may/22/rorycarroll.mainsection>.

Accessed 28 July 2020]

- 2.3.1 State the names of the TWO authors who wrote negative things about Shaka? (2x1) (2)
- 2.3.2 Use the information in the source and your own knowledge to explain why they wrote negative things about Shaka in their books. (2x2) (4)
- 2.3.3 Quote TWO negative words that were used in their books to describe Shaka. (2x1) (2)
- 2.4 Compare Source 1B with Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the negative perceptions of Shaka as a leader of the Zulu nation. (2x2) (2)

Source 2D





[From: <https://www.ancient.net/history/Shakazulu> story ruthless ruler. Date Accessed 28 March 2026]

- 2.5.1 Explain the symbolic representation of the shield and the spear in the picture (2x2) (4)
- 2.5.2 What message is the photograph portraying about Shaka? (2x2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining how Shaka's military might contributed the building of the Zulu nation. (6)

ESSAY QUESTION

The king of the Zulu nation (Shaka)'s legacy got a profound fame and recognition which enabled the Zulu nation to be respected like him from 1820 to 1835.

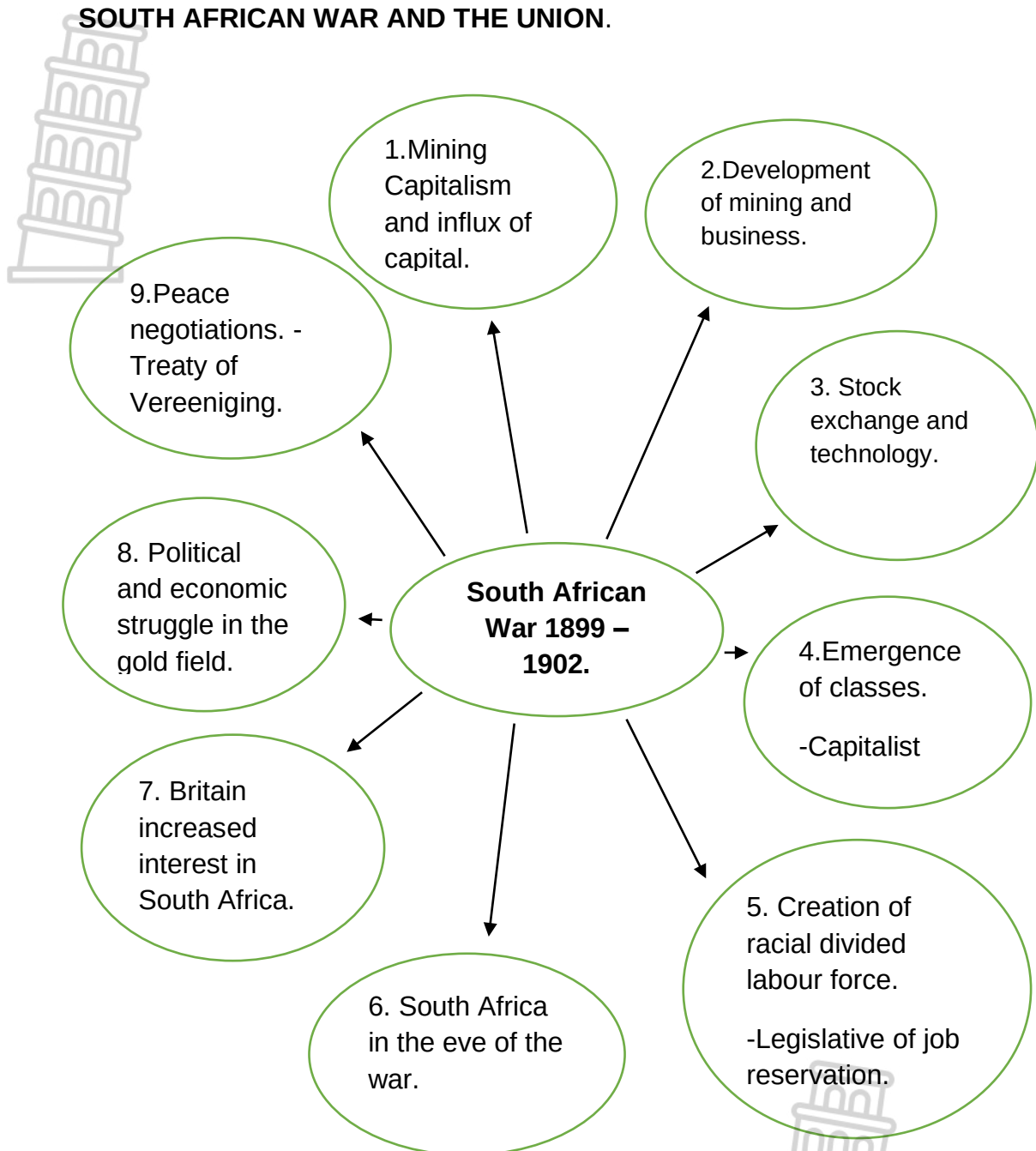
Do you agree with this statement? Use relevant historical evidence to support your line of argument.

(50)

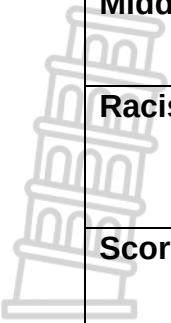


TOPIC: 6

SOUTH AFRICAN WAR AND THE UNION.



Boers	are South African descendent of Dutch speaking settlers from 17 and 19 centuries.
Capital	is money for investment in material and equipment.
Capitalism	is an economic system based on the private ownership of the means of production.
Negotiations	is a strategic dialogue between parties aimed at



	resolving differences.
Middle class	is the class of professionals and business workers.
Racism	is a condition in a society in which a dominant racial group benefit from the oppressed of others.
Scorched Earth Policy	is a policy used by Kitchener to deprive Boer food supplies and the support they obtained from women on the farms.
Stock exchange	is a place where shares in companies are bought and sold
Struggle	making a great effort, fighting and experiencing significant difficulty in achieving a goal.
Uitlander	is an Afrikaans word for foreigners who flocked to Transvaal after the discovery of gold.
Ultimatum	is a final warning.

Britain have an interest in South Africa after the discovery of gold in Witwatersrand.

- 
- Diamond was discovered in Kimberly.
 - British took control of diamond field in 1867
 - British quickly took the area and made it a part of the Cape Colony.
 - When gold was also discovered at Witwatersrand in 1886, a part of Transvaal, led by Paul Kruger.
 - British financed the gold mines because were concerned that Transvaal would become wealthier and control South Africa.
 - Mine owners in Kimberly and British dominated the mining industry.
 - Britain wanted to avoid completion from Germany and Portugal.
 - Worried that Kruger might form an alliance with Germany and Portuguese. They were also afraid that Kruger might allow the Portuguese to build a railway line linking Delagoa bay to Rand.
 - This means that trade from Rand would no longer pass through the British colonies on Natal and Cape.
 - British allowed thousands of skilled workers from Britain and

elsewhere to move to Rand.



- These people caused a threat to Transvaal government.
- Boers called them Uitlanders.

Uitlanders in Transvaal

- Kruger prevented the uitlanders to vote and have a say to the Transvaal government.
- He believed that if the Uitlanders allowed to vote, their huge number would outvote the Transvalers.
- They would give control of Transvaal to British government.
- Kruger imposed custom duties on mine owners.
- He also allowed monopoly on the sale of dynamites.
- Kruger policy favoured the Afrikaners farmer rather than mining town.
- Cecil John Rhodes criticised Kruger for not allowing the Uitlanders to vote.
- In 1890, Kruger passed the new law that gave the Uitlanders to vote with condition that: (a) if the Uitlanders were over 40 years of age.

(b) Had lived in Transvaal for 14 years.

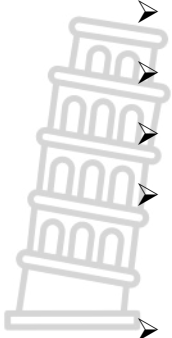
Jameson Raid

- In 1896, the Uitlanders asked Rhodes the Cape Prime minister to them gain their civil rights in Transvaal.
- Rhodes then ordered the invasion of Transvaal led by Leander Jameson and this became known as Jameson Raid.
- The Uitlanders were secretly supported by some members of British government.
- Arms were smuggled to the Uitlanders in Johannesburg to start an uprising
- Jameson supported the uprising.
- But the raid was a failure as the Jameson troops were arrested soon after they entered Transvaal.
- Rhodes was lost position as a Prime Minister at the Cape.

The results

- The Jameson Raid strained the relationship between the Boers and British government.
- British spread propaganda against Kruger.
- The Boers also prepared themselves by asking Germany to send rifles,

ammunition and artillery.



- Rhodes resigned and lost the support of the Afrikaners at the Cape.
- Britain was condemned internationally.
- Jameson Raid strengthened Paul Kruger's position.
- It also boosted his electoral popularity in both republics and Cape.

Bloemfontein Conference June 1899.

- Kruger met Millner in Bloemfontein to the issue of Uitlanders.
- Milner demanded the franchise for all Uitlanders.
- Kruger offered two to seven years depending on how long the Uitlanders been in Transvaal.
- Milner rejected the offer and ended the meeting.
- On 9 October 1899, Marthinus, Orange Free State president and Kruger sent an ultimatum to British which was rejected by Britain.
- On 11 October 1899, South African Republics formally declared war on Britain and sent troops to Natal, a British colony.

Conventional warfare.

- In October 1899, Boer forces invaded the Colony of Natal.
- Surrounded Dundee and Ladysmith, trapped 12 000 British troops.
- Advanced into Norther Cape, cutting off the railway lines to prevent British troops and supplies from the North.
- Also besieged Kimberly.
- Struck British troops in November.
- On December 1899, British suffered three significant defeats.
- This was known as **Black Week**.
- Buller also suffered another two defeats at Spioen Kop on January 1900.

British Advances :January 1900.

- Lord Robert, Field Marshall, arrived and took the command of the British forces in South Africa.
- He relieved Kimberly on February.
- On the same month, Ladysmith was also relieved by General Buller.
- In March, Robert took Bloemfontein. Capital of Orange Free State and Transvaal in May 1900.
- Mafikeng was also r and Johannesburg taken by British.



- In June, Pretoria, a capital of South Africa was occupied by Robert troops.
- On October, Kruger went to exile.



QUESTION 3: WHAT WERE THE CONDITIONS INSIDE THE BRITISH CONCENTRATION CAMPS DURING THE SOUTH AFRICAN WAR?

SOURCE 3A

This source describes how Black South Africans were treated in the concentration camps.

Officially, neither the British nor the Boers would allow blacks to join them in fighting against the other side. Yet it is believed that as many as 100 000 blacks served in the war as scouts, spies, drivers, labourers, stretcher bearers and servants.

In Mafikeng, 2 000 Africans were chased out and left to starve in the veld because of food shortage. Yet when the Boers attacked Mafikeng, it was largely the Barolong who trapped them, saving the city for the British. No thanks was given to the Barolong. No compensation for their loss of lives and cattle in this “white man’s war”.

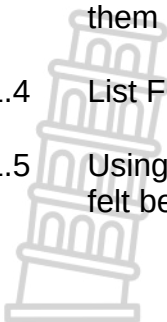
Many black farmers suffered from loss of crops, cattle theft and burnt-down homes during the war.

On the Rand, black workers were trapped when the war started and the mines closed down. They could not get home. Thousands were put into concentration camps and kept there at a cost to Britain of less than a cent a day each. There were hundreds of deaths there, due to weaknesses and infection. In fact, there were even more deaths there than there were in the camps set up for the Boers.

[From *In Search of History* by J. Bottaro et al]

- | | | |
|-------|---|-------------|
| 3.1.1 | What according to the source, were the roles of blacks during the South African War? | (3 x 1) (3) |
| 3.1.2 | Quote evidence from the source suggesting the ill-treatment of Blacks during the war. | (1 x 2) (2) |

- 3.1.3 Comment on the British response to the Barolong after they had assisted them in saving Mafikeng. (1 x 2) (2)
- 3.1.4 List FOUR valuables that black farmers lost during the war 4 x 1) (4)
- 3.1.5 Using the source and your knowledge, explain why Black South Africans felt betrayed by the British after the war. (2 x 2) (4)



SOURCE 3B

This source explains the experiences of farm-burning by the British Captain March Phillips.

At another farm a small girl interrupted her preparations for departure to play angrily their national anthem for us on a piano. We were carting people off. It was raining hard and blowing – a miserable hurried home-leaving; ransacked house, muddy soldiers, a distracted mother saving one or two little things and pushing along her children to the ox-wagon outside, and this poor little wretch amid it pulling herself to strum a final defiance ...

We can do enough to make hatred of England and thirst for revenge the first duty of every Boer, and we can't effectively reduce the numbers of the men who will carry that duty out. Of course, it is not a question of the war only. It is a question of governing the country afterwards.

[From *Focus* by B. Johanneson et al]

- 3.2.1 What, according to the source, prompted the girl to sing the national anthem? (1 x 2) (2)
- 3.2.2 What conclusion can be drawn from the source regarding the British attitude towards Boer women and children? (1 x 2) (2)
- 3.2.3 Explain the term *ox-wagon* in the context of South African war. (1 x 2) (2)
- 3.2.4 How, according to the source and your knowledge, did the Boers respond the treatment of their women and children in the concentration camps. (2 x 2) (4)



SOURCE 3C

This source refers to a story of Emily Hobhouse on conditions in the concentration camps.

The shelter was totally inadequate. When the 8, 10 or 12 persons who occupied a bell tent were all packed into it, either to escape from the fierceness of the sun or dust or rainstorms, there was no room to move, and the atmosphere could not be described, even with the flaps lifted.

There was no soap provided. The water supplied would not go around. No bedsteads or mattresses were to be had. Those, and they were the majority, who could not buy these things must go without.

Fuel was scarce. The (food) ration was small, but, when the accrual amount did come up to the scale, it became a starvation rate.

[From *Focus* by B. Johannes et al]

- 3.3.1 State THREE conditions in the concentration camps. (3 x 1) (3)
- 3.3.2 Comment on how the treatment of the Afrikaner women and children was regarded as barbaric. (1 x 2) (2)
- 3.3.3 What, according to the source, was the consequence of food shortage in the camps? (1 x 1) (1)
- 3.3.4 Explain the usefulness of the source to a historian studying the conditions of workers in the concentration camps. (1 x 2) (2)



SOURCE 3D

The source below is an illustration of the impact of the South African War on Afrikaner children



[From <https://www.sahistory.org.za/topic/women-children-white-concentration-camps-duringanglboerwar-1900-1902>: Accessed 12 Mar

- 3.4.1 What, do you think, was the intention of the photographer in publishing this picture? (1 x 2) (2)
- 3.4.2 Using the source and your knowledge explain the impact of this source to Boer- British relations. (2 x 2) (4)
- 3.4.3 Compare Sources 3C and 3D, comment on how the evidence in source 3D supports the information in source 3C, regarding the conditions in the concentration camps? (1 x2) (2)
- 3.5 Using information from the relevant sources and your own knowledge, write a paragraph of SIX lines (60 words), explaining the conditions in the British concentration camps during the South African War (6)

SECTION B: ESSAY QUESTION

Explain to what extent Britain was able to exert control over South African war from 1899 to 1902.

Support your answer with the relevant evidence

(50)