



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI DISTRICT

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

HISTORY

**AUGUST TEST
15 AUGUST 2025**

QUESTION PAPER

MARKS: 50

This question paper consists of 3 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO questions based on the CAPS content framework: ONE source-based questions under **SECTION A** and ONE Essay under **SECTION B**.

SECTION A: SOURCE-BASED QUESTION

QUESTION 1: COLONIAL EXPANSION AFTER 1750 : BASOTHO KINGDOM
UNDER MOSHOESHOE, AS A CASE STUDY

SECTION B: ESSAY QUESTION

QUESTION 2: COLONIAL EXPANSION AFTER 1750: HOW DID COLONIAL
EXPANSION INTO THE INTERIOR TRANSFORM SOUTH
AFRICA?

2. Sources required to answer source-based questions (on SECTION A) will found in the accompanying **ADDENDUM** of sources.
3. SECTION B consists of ONE essay questions. The question counts 50 marks.
4. Answer questions as follows:
 - 4.1. Answer at least One question (Source-Based OR Essay)
5. Candidates are advised to spend at least ONE hour on the question.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
7. Merely rewriting of the sources as answers will be to the disadvantage of candidates.
8. Questions and subsections of questions must be numbered clearly and correctly, using the same numbering system as in the question paper.
9. Write neatly and legibly.

QUESTION 1: WHAT HELPED MOSHOESHOE TO BUILD THE BASOTHO NATION OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?

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

1.1 Study Source 1A

- 1.1.1 What other name was Lepoqo known by, according to the source? (1x 1)(1)
- 1.1.2 Explain the term 'raid' in the context of Moshoeshoe's leadership (2 x 1) (2)
- 1.1.3 What TWO activities, according to the source led him to be called as such? (2x 1)(2)
- 1.1.4 How did Moshoeshoe, as mentioned in the source, became the chief of the Bamokoteli? (1x 2)(2)
- 1.1.5 Using the source and your own knowledge, explain how Moshoeshoe was able to build the Basotho nation during the period known as the 'Mfecane' or Difaqane (1813-1830). (2 x 2) (4)
- 1.1.6 What is the implication of the words "he warded off attacks from many enemies"? (2 x 2) (4)

1.2 Study Source 1B.

- 1.2.1. Quote THREE reasons from the source that led to migration in the region. (3x 1) (3)
- 1.2.2. Explain how Moshoeshoe attracted people to his terrain. (1x2) (2)
- 1.2.3. Define the word *Difaqane/Mfecane* in your own words. (1 x 2) (2)
- 1.2.4 What can you say about from the words "He strengthened his new nation by raiding local Thembu and Xhosa groups for cattle and adopting the use of horses and firearms". (1 x 2) (2)
- 1.2.5 Which new fighting skill helped Moshoeshoe defeat the Griqua and Korana that expanded his control in the Caledon valley as mentioned by the source? (1 x 2) (2)

- 1.3. Refer to sources **1A** and **1B**, explain how evidence in Source 1A **supports** the information in Source 1B regarding Moshoeshoe building the Basotho Nation. (1 x 2) (2)

1.4 Study Source 1C

- 1.4.1 Why according to the source, did Moshoeshoe seek help from Shaka Zulu. (2x1) (2)

- 1.4.2 Name FOUR tributes that were presented to Shaka by both the Bamokoteli and Moshoeshoe (4x 1) (4)

- 1.4.3 What message do you think Moshoeshoe wanted to send to Shaka by offering tributes? (1x 2) (2)

- 1.4.3 According to the source, how often were the Bamokoteli supposed to deliver tributes to prove that Moshoeshoe was trustworthy? (1x2) (2)

- 1.4.4 Comment on the usefulness of this source to a historian researching on Moshoeshoe's relationship with Shaka? (1 x 2) (2)

1.5 Study source 1D

- 1.5.1. Why do you think the photographer took this picture? (1 x 2) (2)

- 1.5.2 What does the clothing style that Moshoeshoe and his council tell you about them? (1 x 2) (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 what helped Moshoeshoe to build the Basotho nation out of the splinter groups created by the difaqane wars? (6)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 2: COLONIAL EXPANSION INTO THE INTERIOR: BRITAIN TAKES CONTROL OF THE CAPE

The British takeover of the Cape was the main factor that contributed to the change in labour patterns at the Cape in the 1830s.

In light of the above statement, **critically discuss** the impact of the British takeover of the Cape on labour patterns during the 1830s.

[50]





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GRADE 10

**HISTORY
AUGUST TEST 2025**

ADDENDUM

**MARKS: 50
DURATION: 1 Hour**

This Addendum consists of 7 pages.

QUESTION 1: WHAT HELPED MOSHOESHOE TO BUILD THE BASOTHO NATIONS OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE WARS?

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

SOURCE 1A

The source below explains about how Moshoeshe became the chief of the Bamokoteli.

Also known as Moshesh, Mosheshwe or Mshweshwe. His name was allegedly changed from Lepoqo after a successful raid in which he had sheared the beards of his victims – the word 'Moshoeshe' represented the sound of the shearing.

In 1820 Moshoeshe succeeded his father, Mokhacane, as the chief of the Bamokoteli. His first settlement was at Butha Buthe, but he later built his stronghold at Thaba Bosiu (Mountain of the Night). He united various groups of refugees during the Shaka wars, a period known as the 'mfecane' or difaqane (1813-1830), into the Basotho nation. From his capital at Thaba Bosiu, he warded off attacks from many enemies, including Shaka's Zulus and Mzilikazi's Ndebele.

[From: <https://www.sahistory.org.za/people/king-moshoeshe>. 11 august 2025]

SOURCE 1B

The extract below explains how Moshoeshoe received refugees and built a nation.

In the late 1810s and early '20s, European land invasions, labour needs, and trade heightened Southern African disturbances and led to migration in the region. Moshoeshoe led his people south to the nearly impregnable stronghold of Thaba Bosiu ("Mountain at Night") in the western Maloti Mountains, where his following expanded to other African peoples attracted by the protection he was able to provide. He eventually united the various small groups to form the Sotho nation, called Basutoland by English-speaking persons.

He strengthened his new nation by raiding local Tembu and Xhosa groups for cattle and adopting the use of horses and firearms. In the cold Highveld he was able to defeat mounted Griqua and Korana raiders with his own mounted cavalry and expanded his control into the Caledon valley.

[From: <https://www.britannica.com/biography/Moshoeshoe>. Accessed 11 August 2025]

SOURCE 1C

This source explains how Moshoeshoe was strategic in pre-empting a move to avoid a war between the Basotho and AmaZulu.

Moshoeshoe decided he had to make a plan to protect the Bamokoteli, and so he decided to seek out Shaka Zulu. Shaka and the Zulus were not only powerful, they were also known to be enemies of Matiwane. Moshoeshoe sent a group of Bamokoteli men to where Shaka was staying at the time, the Gibixhegu military kraal. The Bamokoteli presented Shaka with a tribute of lion and leopard skins, elephant tusks and great plumes of feathers. They told King Shaka that Moshoeshoe wanted to be of service when he was needed.

They also told him that even though it took them three weeks to reach the Zulu kraal, for they lived west of the Drakensberg region, they would continue to send tributes to Shaka. Shaka responded by telling his kgotla that Moshoeshoe was wise to do so. The Bamokoteli were to deliver tributes every full moon to prove that Moshoeshoe was trustworthy. Then Shaka said to Poho, leader of the Bamokoteli group of messengers, that the Zulus would never steal any Bamokoteli cattle. He even sent 50 oxen with them for Moshoeshoe.

[Accessed 11 August 2025] From: <https://www.news24.com/citypress/Voices/our-story-no-4-moshoeshoe-forges-a-nation-20160822>

SOURCE 1D

This photograph shows Moshoeshoe (seated and wearing a long western style hat) together with his traditional council.



[From: https://www.sahistory.org.za/sites/default/files/800pxking_moshoeshoe_of_the_basotho_with_his_ministers.jpg. Accessed 11 August 2025]



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HISTORY

**14 AUGUST TEST MARKING
GUIDELINE 2025**

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MARKING GUIDELINE

MARKS: 50 DURATION: 1 HR

This Marking Guideline consists of 12 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	- Extract evidence from sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	40% (20)
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	40% (20)
LEVEL 3	- Interpret and evaluate evidence from sources - Engage with sources to determine its usefulness, reliability, bias and limitations - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	20% (10)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in *italics*.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.
- Assessment procedures for source-based questions**
 - Use a tick (✓) for each correct answer.
 - Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓); (1 x 2) which translates to one reason and is given two marks (✓).
 - If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓).

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.



- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____	•	_____	•	_____
_____	•	_____	•	_____
				✓✓✓✓

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g.

$\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question

- 
- The appropriate selection of factual evidence (relevant content selection)
 - The construction of argument (planned, structured and has independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.



2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|

- Repetition

- Analysis

- Interpretation

- Line of argument

R

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IV

LOA ↕

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2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50							
PRESENTATION → CONTENT	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	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 is 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 the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	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/irrelevant content selection.			30-33	28-29	26-27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26-27	24-25	20-23	
LEVEL 2 Sparse content. Question inadequately addressed					20-23	18-19	14-17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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
- Questions 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

QUESTION 1:

1.1.

1.1.1. **[Extraction of evidence from Source 1A – L1]**

- Moshesh
- Moshweshwe
- Mshweshwe

(1x1)(1)

1.1.2. **[Explain a historical concept 1A –L1]**

- In Moshoeshoe's leadership, raids were used to strengthen his nation, for example by taking cattle from Thembu and Xhosa.
- A raid was a planned attack to seize cattle, goods, or resources from another group.

(1x2) (2)

1.1.3. **[Extract evidence from source 1A –L1]**

- Successful raid
- He had sheared the beards of his victims.

(2x1)(2)

1.1.4. **[extract evidence from source 1A –L1]**

- Moshoeshoe succeeded his father

(1 x2)(2)

1.1.5. **[[Interpretation of evidence from Source 1A – L2]**

- Moshoeshoe united various groups of people fleeing the Difaqane wars to form Basotho nation.
- He offered people refuge and would also give them mafisa cattle to help them restore their lives and they became loyal to him.
- He offered them protection and many came to join his group for safety.
- Any other relevant answer

(2 x2)(4)

1.1.6. **[Interpretation from Source 1A – L2]**

- Moshoeshoe was very good in his defence strategy and was able to defeat or overcome his enemies.

- He used Thaba Bosiu very well to escape his enemies and succeeded in warding off their attacks.
- Any other relevant answer. (2 x2)(4)

1.2.

1.2.1. **[Extract evidence from source 1B –L1]**

- European land invasions
- Labour needs
- Trade

(3x1) (3)

1.2.2. **[Interpretation from Source 1B – L2]**

- He provided protection at Thaba Bosiu, attracting other groups to join him

(1 x 2) (2)

1.2.3. **[Explanation of historical concept from Source 1B – L1]**

- A period of wars in Southern Africa that brought with it increased migrations.
- Any other relevant answer

(1 x 2) (2)

1.2.4. **[Interpretation of evidence from Source 1B– L2]**

- He expanded and strengthened his nation through cattle raids and by adopting horses and firearms
- Moshoeshoe was also attacking other groups and took their cattle by force.
- Any other relevant answer

(1 x 2) (2)

1.2.5. **Extraction of evidence from Source 1B – L1]**

- Use of Mounted cavalry

(1x2) (2)

1.3 **[Comparison of evidence in Sources 1A and 12B to determine the similarities – L3]**

- In both sources he built his nation at Thaba Bosiu where he gave them refuge.
- Source 1A says Moshoeshe united various refugee groups into the Basotho nation, and Source 1B confirms he attracted people by providing protection at Thaba Bosiu
- Any other relevant answer

(1×2)(2)

1.4

1.4.1 **[Extract evidence from Source 1C – L1]**

- To seek protection from Shaka because the Zulus were enemies of Matiwane

(1×2)(2)

1.4.2 **[Extract evidence from Source 1C – L1]**

- Lion skins.
- Leopard skins.
- Elephant tusks.
- Plumes of feathers

(4 × 1)(4)

1.4.3 **[Interpretation from Source 1C – L2]**

- To show respect and form an alliance by proving trustworthiness to Shaka.

(1 × 2)(2)

1.4.4 **[Extract evidence from Source 1C – L1]**

- The Bamokoteli were supposed to deliver tributes to Shaka **every full moon** to prove that Moshoeshe was trustworthy

(1 × 2) (2)

1.4.5 **[Determine the usefulness of the information from Source 1C – L3]**

- **USEFUL** – The source provides clear details about the tributes Moshoeshoe sent to Shaka, how often they were delivered, and Shaka's positive response.
- This helps a historian understand the diplomatic relationship between Moshoeshoe and Shaka, showing how Moshoeshoe used alliances to protect his people.

(1 × 2) (2)

1.5

1.5.1 **[Interpretation of evidence from Source 1D – L2]**

- To show who Moshoeshoe and his council were
- To show that Moshoeshoe had adopted western ideas and clothing
- To show that Moshoeshoe depended on his council for decisions.
- Any other relevant answer

(1 × 2) (2)

1.5.2 **[Interpretation from Source 1D – L2]**

- They had adopted western style of clothing and knowledge.
- They were willing to modernise.
- Any other relevant answer.

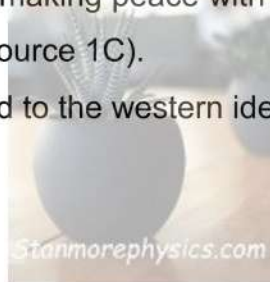
(1 × 2) (2)

1.6 **[Interpretation, evaluation and synthesis of information from sources –L3]**

Candidates could include the following aspects in their responses:

- Moshoeshoe became the leader of the Bamokoteli through succeeding his father Mokhachane.
- He built his stronghold at Thaba Bosio.

- There he united various groups of refugees who had fled the difaqane attacks to form Basotho nation.
- He was good in protecting his own because he successfully defended them from the likes of Shaka and Mzilikazi (Source 1A).
- Many people were attracted to Moshoeshoe due to the protection that he offered his people.
- He strengthened his nation by raiding groups such as the Tembu and Xhosa.
- He also defeated the Kora and the Griqua showing he was a great warrior.
- He protected his people from Shaka by making peace with him and paying tributes to him and promising to be of service to him (Source 1C).
- Moshoeshoe is believed to have adapted to the western ideas like using guns, horses and clothing (Sources 1B and 1C).
- Any relevant response



LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding on WHAT HELPED MOSHOESHOE BUILD THE BASOTHO NATION OUT OF THE SPLINTER GROUPS CREATED BY THE DIFAQANE - Uses evidence partially or cannot write a paragraph.	MARKS 0-2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some on what helped moshoeshoe build the basotho nation out of the splinter groups created by the difaqane. • Uses evidence in a basic manner to write a paragraph.	MARKS 3-4
LEVEL 3	• Uses relevant sources e.g. demonstrates a thorough on what helped moshoeshoe build the basotho nation out of the splinter groups created by the difaqane.. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 5-6



(6)

(50)

SECTION B: ESSAY QUESTION

QUESTION 2: COLONIAL EXPANSION IN SOUTHERN AFRICA

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should critically discuss the extent to which the British take-over of the Cape contributed to changes in labour patterns during the 1830s. They should present a clear line of argument supported by relevant historical evidence.

MAIN ASPECTS

Introduction:

- Candidates should state that the British take-over of the Cape in the early 1800s brought political, economic, and social changes that directly impacted labour patterns.
- A clear argument should be made on whether these changes were mainly caused by British control or influenced by other factors.

ELABORATION:

Candidates should include the following aspects in their response:

- **South Africa under the VOC:** Labour system based on slave labour, Khoikhoi servitude, and limited wage labour.
- **British take-over in 1806:** Introduction of new administrative systems and policies affecting land ownership and labour use.
- **Abolition of slavery (1834):** End of slave labour; slaves became "apprentices" for four years before full freedom.

- **Ordinance 50 of 1828:** Gave Khoikhoi and free blacks freedom of movement and the right to own land, breaking previous labour restrictions.
- **Impact on farmers:** Shortage of cheap labour after abolition of slavery; many farmers relied on migrant workers.
- **Introduction of the Masters and Servants Ordinance (1841):** Gave employers more control over workers and criminalised breach of contract.
- **Shift to wage labour:** Increased employment of Xhosa and other African migrant workers, especially after frontier wars.
- **Economic changes:** Growth of mission stations and towns created alternative employment opportunities.
- **Resistance to change:** Many colonial farmers resisted British reforms and sought ways to maintain control over black labour.

CONCLUSION:

- Candidates should sum up by stating that while the British take-over was the main factor in transforming labour patterns, other influences such as the abolition of slavery, new laws, and frontier conflicts also played important roles.