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Study Guide

Via Afrika History Grade 10



Our Teachers. Our Future.

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Introduction to History Grade 10

Who are you? Why are you here?

Where are you going? How will you get there?

These are some of the questions that History can help you to answer.

From studying the past, we can learn how to live in the present. We can see what mistakes were made and we can avoid repeating them in the future. By studying these mistakes made in the past, as well as many correct and courageous decisions, we can understand why our world is like it is today.

History is the study of people: famous people, notorious people and ordinary people, and how their decisions and actions shaped the future. Studying these people can inspire us to take a more active role in shaping our world and striving to achieve our individual potential. History is an exciting and dynamic subject. Studying History can help you to understand and speak intelligently about what is happening in the world.

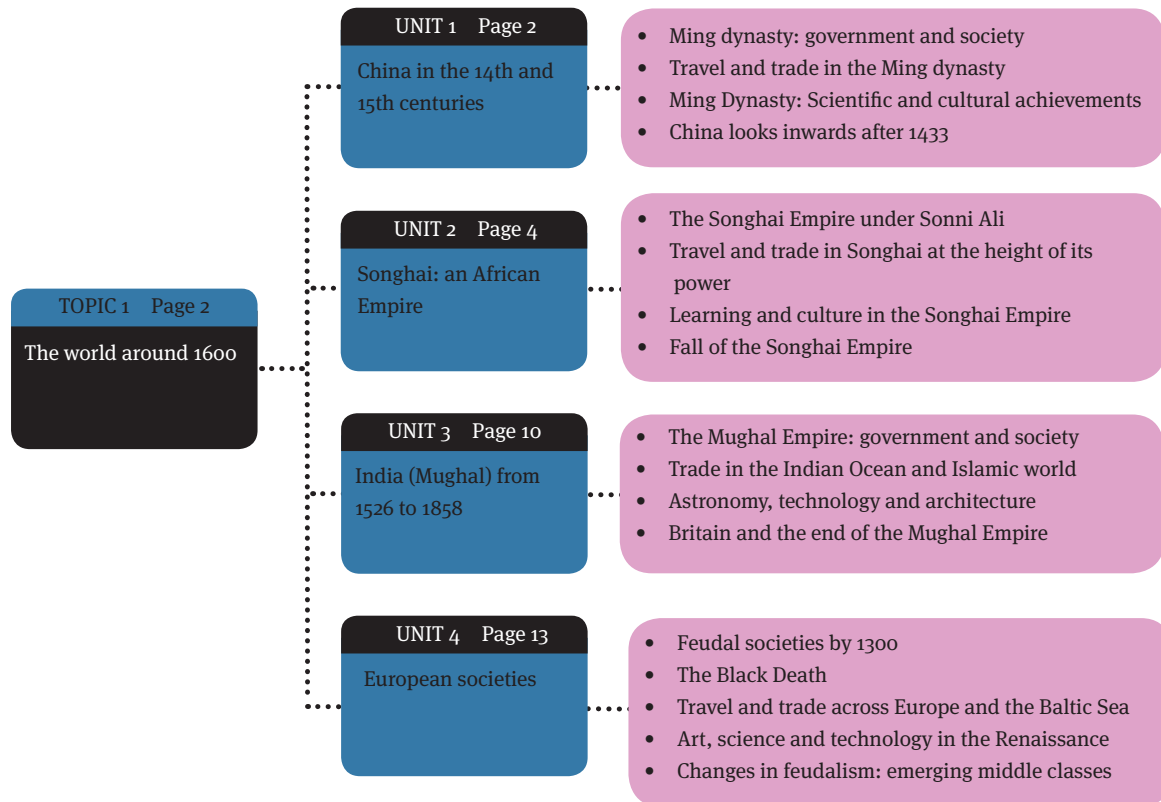
History is full of details, such as events, dates and names of people and places. However, when you study History, don't worry about getting overwhelmed by all the details. Try to see the importance of the bigger picture.

To do well in History, here are some strategies that you can use:

- Listen carefully in class.
- Ask your teacher questions until you understand what is going on.
- Go over the work you did in class that day.
- Do your own extra research on the topic you are studying.
- Never leave your studying to the day before a test or exam.
- Make your own mind-maps and summaries.
- Never study without talking to yourself and giving yourself short tests.

The world around 1600

Overview



What you will study in Topic 1

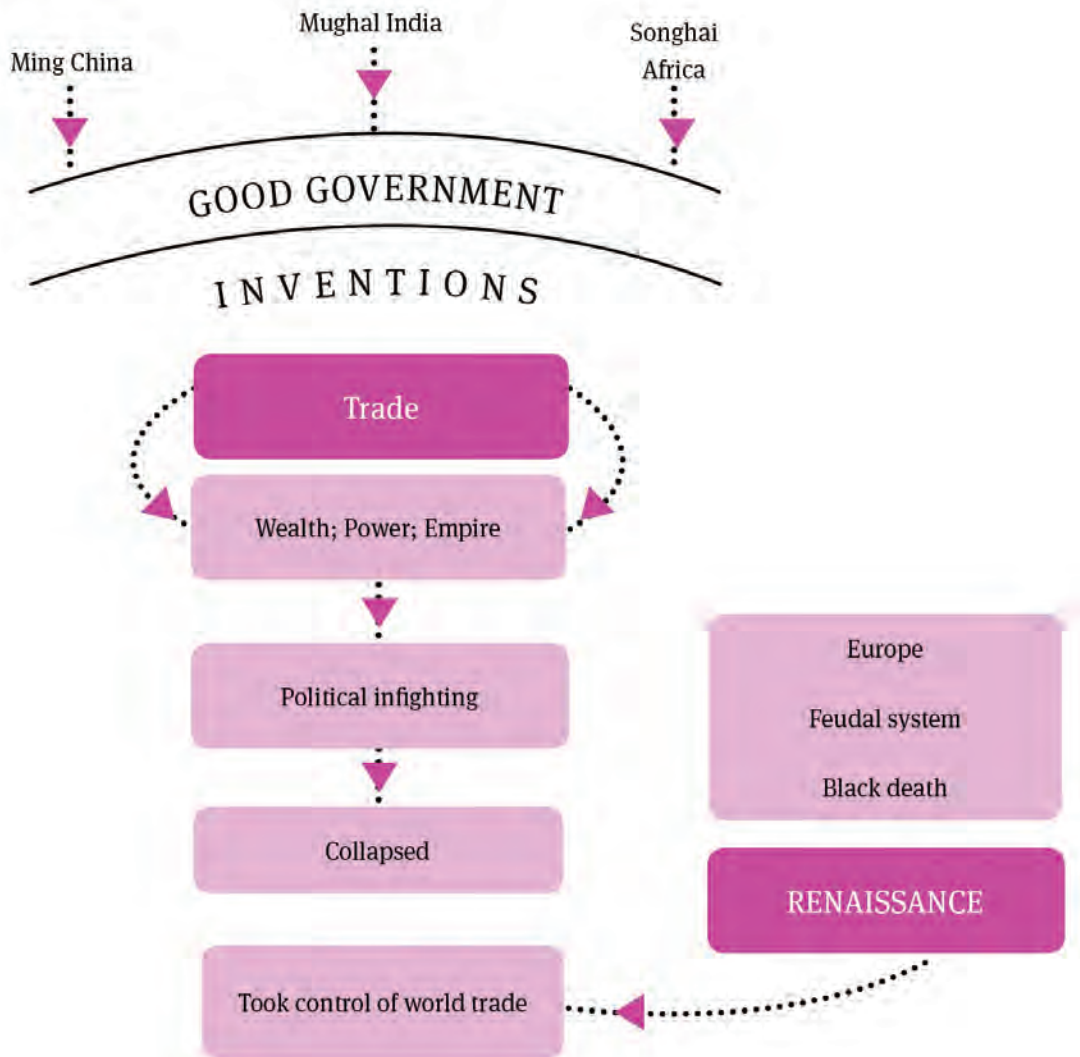
Before the emergence of the United States of America (USA) and the Soviet Union (USSR) as world powers in the 20th century, Europe dominated the world. However, this had not always been the case. The Ming dynasty in China in the 14th and 15th century was the most powerful empire in the world at that time. The rulers had a well-organised, stable government. Inventions enabled ships to trade in East Asia and as far as Africa, Portugal and Holland. But political infighting caused China to become isolated and the empire collapsed.

The Songhai, in West Africa, formed the largest empire in Africa from the early 15th to the late 16th century. They also became very wealthy by controlling the Saharan trade routes. Timbuktu became a centre of learning for scholars from all over the world. A civil war weakened them and invaders took control.

The Mughal Empire in India, which began in 1526, became wealthy because of an excellent system of collecting taxes from trade. Gradually, during the 19th century, the empire collapsed as the British colonised India.

The world around 1600

While the above empires were flourishing, there were problems in Europe. The feudal system kept the majority of the population oppressed, poor and uneducated, while the Black Death was killing millions. The Europeans' voyages of discovery only started in the late 15th century when the Renaissance started.



Government interventions

China in the 14th and 15th centuries

1.1 Ming dynasty: government and society

In 1368 a rebel peasant leader, Zhu Yuanzhang, defeated the Mogul emperor of China and took the throne himself. He announced a new dynasty, the Ming dynasty, and took the title Hong Wu. Hong Wu ruled for 30 years and was one of the greatest emperors ever to rule China.

China became the most powerful, wealthiest and most technologically advanced empire in the world during Hong Wu's reign.

He reorganised the government into a centralised state.

- 70 000 eunuchs (= castrated government officials) ran the country honestly and efficiently.
- Hong Wu introduced a code of laws.
- He collected taxes efficiently.
- He grouped the people into 3 hereditary classes: soldiers, craftspeople and peasants.

1.1.1 The role of women

A woman's social status and position within the family system determined her status and rights.

- Women living in rural areas had to work hard to survive.
- Some women who lived in urban areas were free to go out in public.
- Wealthy women were often kept at home – their deformed feet, which had been bound up since they were babies – were a symbol of wealth and leisure.

1.2 Travel and trade in the Ming dynasty

1.2.1 Shipbuilding

Chinese shipbuilding began over 2 000 years ago. By the 16th century, Chinese ships were the most advanced in the world.

- They had hulls with watertight holds for buoyancy, nine masts and 12 massive bamboo slat sails.
- The slats could be adjusted – this made it possible for the ships to sail against the wind.

1.2.2 Navigation and map-making

The Chinese invented the magnetic compass. They had a long tradition of map-making.

On one of the most important maps of the Ming dynasty, the Nile River and the Drakensberg Mountains can be clearly seen – this is evidence of contact with Africa long before the European explorers.

1.2.3 Trade and influence along the Asian sea routes

When the Ming dynasty came to power in 1368, the silk route overland from Asia to Europe was blocked to China.

This resulted in finding new trade routes in the Indian Ocean.

By the 16th century, China was trading with: East Asia – Southeast Asia – southern India – Ceylon – the Persian Gulf – Africa – Portugal – Holland.

China traded silk, cotton and porcelain in return for Spanish silver and firearms, and American sugar, potatoes and tobacco.

Admiral Zheng He made seven voyages between 1405 and 1433, to more than 30 countries in Southeast Asia, the Middle East and the east coast of Africa.

- On his first voyage he set sail with 27 000 men on 317 ships, including treasure ships carrying trade and tribute goods. The ships brought back treasures for the emperor, such as a giraffe, spices, wool, precious stones and Arabian horses.
- Zheng He's ships were six times larger than the ships that Columbus used in 1492.

1.3 Ming Dynasty: Scientific and cultural achievements

The stability and prosperity in the Ming period led to great scientific achievements in science, technology and culture, such as:

- fine porcelain and silk – major exports
- writing paper and printing
- explosive bombs filled with gunpowder, the fire cannon, rockets, missiles and fireballs
- blast furnaces for casting iron, the water clock, the abacus, and sophisticated textile weaving equipment.

The Grand Canal and the Great Wall of China were restored – this improved communications and defence.

The Forbidden City was built in Beijing and became the home of emperors from 1420 to 1911.

1.4 China looks inwards after 1433

Zheng He's last voyage of 1431–1433 marked the end of the Chinese age of exploration – he died during this voyage.

At that time, Emperor Hong XI had taken power and decided to end the voyages. This was because of the advice of conservative Confucian officials.

The emperor destroyed the ships and maps, and China became isolated from the rest of the world.

The belief that the world outside China was filled with barbarians was another reason for the Chinese to isolate themselves.

Fighting among ministers and corruption at court all contributed to the end of the Ming dynasty – and to the end of China being the greatest power in the world.

The old Chinese trade routes in the Indian Ocean were then taken over by the Portuguese.

Songhai: an African Empire

2.1 The Songhai Empire under Sonni Ali

The Songhai kingdom had existed in West Africa since the 11th century in the region of the city of Gao.

Sonni Ali became king of Songhai in 1464. During his reign, Songhai became the largest empire in Africa. The heart of the empire lay along the middle Niger River, southeast of the city of Gao.

Sonni Ali was a great military general. His army had a fleet of canoes; foot soldiers with leather and copper shields; a cavalry with iron breastplates under their tunics, lances, swords, and arrows with poisoned tips.

This army became the top force in the region. They occupied the city of Timbuktu with the famous University of Sankore in 1468, and in 1475 they took the most important trading city of Jenne (also known as Djenne).

Sonni Ali now had control over the three greatest trading cities on the Niger River: Gao, Timbuktu and Jenne.

2.1.1 Religion

The Songhai royal house in Gao had converted to Islam in the 11th century. Being a Muslim was important for gaining access to the major trade routes.

But Sonni Ali was a Muslim in name only. Most of his people also had not converted to Islam, but still followed their traditional religion and communicated with their ancestors.

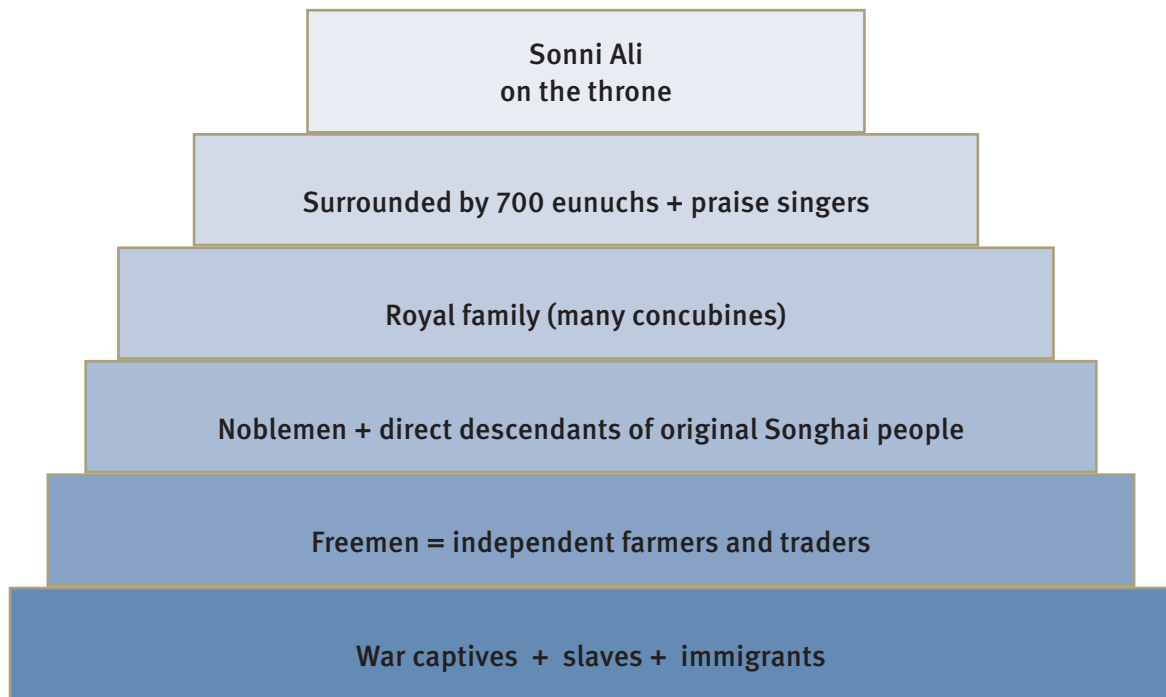
This meant that women were much freer than women in strict Muslim societies. They mixed with the men and did not have to cover their faces.

2.1.2 Government and power

Sonni Ali was a brilliant administrator who created a centralised administration.

He replaced the traditional rulers with men who were his trusted servants or members of the royal family.

Each province had a governor with his own army, which collected tribute (taxes) from the farmers in the province.



Structure of society in the Songhai Empire

2.1.3 Economy

The most common occupations were metalwork, fishing and carpentry. Sonni Ali developed new farming methods — he introduced slave-based farms.

- Each slave-village had to produce a certain amount of grain for the king.
- Any surplus grain could be used by the village.

2.1.4 Mohammed Ture

In 1492 Sonni Ali died. A year later, his son was overthrown by Mohammad Ture.

- Mohammed Ture strengthened the administration of the empire and consolidated Sonni Ali's conquests.
- He was a Muslim and used Islam to enforce his authority throughout the empire and to extend trade.

2.2 Travel and trade in Songhai at the height of its power

The Songhai Empire controlled the gold and salt trade across the Sahara to Europe.

- The army protected the trade routes.
- The three main trading centres were Gao, Timbuktu and Jenne on the Niger River.
- The main source of government income was tribute from the provinces and the slave farms, and from taxes on trade.
- The internal currency was salt.
- The external currency was cowrie shells.
- Gold and slaves were the main items of trade across the Sahara.

2.2.1 Arab, Italian and Jewish merchants

For hundreds of years, Muslims, Christians and Jews inhabited Timbuktu. It was a centre of racial and religious tolerance. But after 1492 Mohammad Ture told the Jews to convert to Islam or leave.

2.3 Learning and culture in the Songhai Empire

Mohammad Ture revived Timbuktu as a great centre of Islamic learning. He did not force the Songhai people to convert – most of them carried on with their traditional religious beliefs.

Scholars and students came from as far away as Cairo, Baghdad and Persia to study in Timbuktu and to consult with the learned historians and writers. Those who taught were known as ‘ambassadors of peace’.

Students and scholars studied grammar, law and surgery at the University of Sankore. Some of the great mosques, the university, and schools and libraries built at that time still stand today.

Leo Africanus has left us a firsthand account of the trade and learning in Timbuktu in the early 1500s.

2.4 Fall of the Songhai Empire

In 1538 Muhammad Ture died.

The empire began to lose its strength and control of its vast territory. In the late 16th century civil war broke out. Droughts and disease also caused the empire to become less wealthy and less powerful.

In 1591 Morocco, equipped with European firearms, attacked Songhai’s main commercial centres – they wanted to get control of the wealth from the gold trade.

The Moroccan army plundered Timbuktu. The 500-year-old university was destroyed and the lecturers were exiled to Morocco.

One of those exiled was the great scholar Ahmed Baba, who had written 40 books. His library of 1 600 books was lost when he was exiled.

Although the Moroccans were not able to conquer Songhai, the invasion did lead to the decline of the empire.

India (Mughal) from 1526 to 1858

3.1 The Mughal Empire: government and society

3.1.1 Government

The Mughals were Muslim rulers from the Uzbekistan region in Central Asia who invaded India in 1526.

By 1600, much of the Indian sub-continent became part of the largest empire in Indian history – the Mughal Empire. Babur, the founder of the empire:

- was a brilliant military strategist
- was a gifted writer and poet
- had elegant gardens at his palace
- lived according to strict personal rules.

The Mughals brought many changes to India:

- Many small kingdoms were brought together under one government.
- Anyone could see the emperor about complaints.
- There was religious tolerance.
- Excellent government brought political stability, which led to economic growth.
- Urdu was the new dialect made up of Persian, Arabic and Hindi.

3.1.2 Society

The Mughals were a minority Muslim dynasty ruling over a Hindu majority. Society was organised on a feudal basis:

- Under the emperor were the nobles.
- The nobles had titles like Maharaja or Raja, which means 'king'.
- They owned large pieces of land, had their own armies.
- They ruled over the peasants and collected taxes.

The Hindu society had a caste system (a system of four social groups) which a person was born into. This system determined who you would marry and what work you would do:

- teachers – scholars – priests
- rulers and warriors
- skilled traders – merchants – minor officials
- unskilled workers – peasants – service providers – artisans

The people outside the system were known as 'untouchables' – they were very poor; they worked in unhealthy, unpleasant and polluting jobs; they were not allowed to mix with the rest of society.

3.1.3 Women in India

In ancient times in India, women were equal in status to men. But, by the time of the Mughal Empire, women had become lower in status than men.

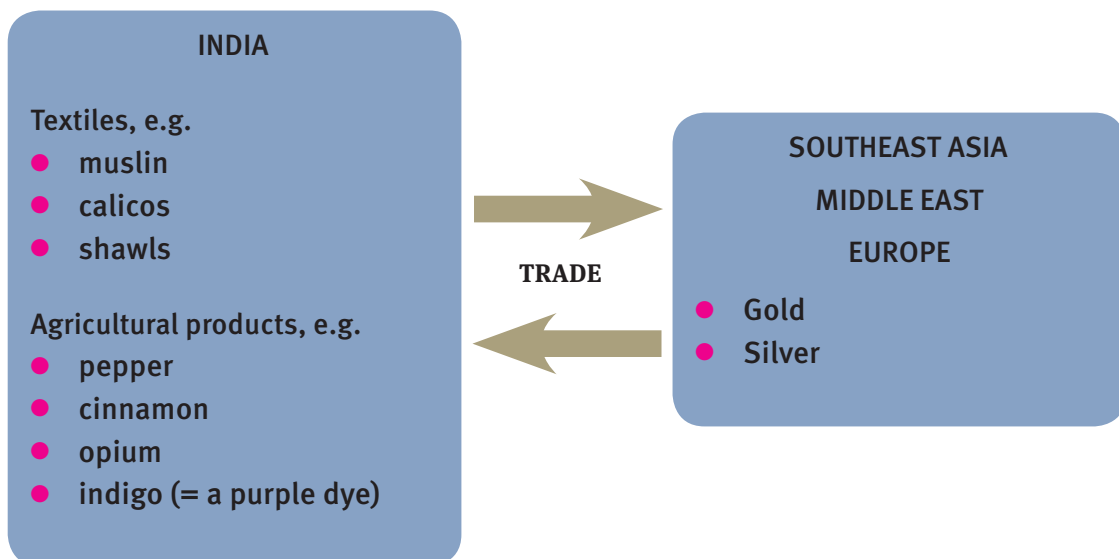
- They had to cover their faces.
- Child marriage was allowed.
- Widows were burned (later this practice was stopped).

But women could own land and do business. Noble women got a better education than the majority of women – they learned to paint, write poetry and play music.

3.2 Trade in the Indian Ocean and Islamic world

The Mughal Empire's centralised government brought about political stability. It was also economically unified and strong because of:

- a very good tax collecting system
- a well-developed internal trade network:
 - the ports along the Indian coasts were very important for long-distance trade in the Indian Ocean
 - there were important river-borne trade routes along the Ganges River, and overland trade routes to Afghanistan, the Middle East and Central Asia
 - India traded with Europe, the Middle East and southeast Asia.



3.3 Astronomy, technology and architecture

A major observatory was built near Deli.

One of the most remarkable astronomical instruments was invented in Mughal India: a seamless celestial globe using a secret wax casting method.

Military weapons at this time were far better than those made in Europe. By the 16th century, the Indians were manufacturing a variety of firearms:

- large bronze guns
- rapid-firing guns
- war rockets with a range of more than a kilometre.

Persian artists were brought to India to share their art, culture and architecture.

Some Persians became the emperor's scribes – illustrating manuscripts with scenes of court celebrations, battles and cheetahs being used for hunting.

Persian architects inspired two monuments which are today world heritage sites:

- Emperor Humayun's tomb
- The Taj Mahal –
 - starting in 1632, Shah Jahan took 16 years to build a memorial for his wife who had died after the birth of their 14th child
 - today it is still known as one of the most beautiful symbols of love in the world.

3.4 Britain and the end of the Mughal Empire

By the end of the 17th century, India became the main trading destination of the English East India Company (EEIC). Trading posts were set up in some Indian provinces for cotton textile exports.

In 1757, Britain took over the very rich Bengal province after a battle, led by Commander Robert Clive.

Over the next 100 years, by 1857, Britain had annexed 60% of the Indian subcontinent.

European societies

In 1877 the British Queen Victoria was crowned Empress of India.

At the time when the Chinese, Indian and Songhai emperors ruled wealthy and powerful empires, Europe was divided into many small states each with their own kings or princes.

There was a European empire, known as the Holy Roman Empire, which lasted from 800 until 1806 – it was not a powerful, centralised state but made up of many smaller states, which were often at war with each other. The Holy Roman Emperor was elected to office and had very little real power.

Trade and commerce expanded in Europe in the 12th and 13th centuries: the main long-distance trade routes were from the Baltic and the eastern Mediterranean to central and northern Europe.

In 1347, the bubonic plague (the Black Death) reached European cities along the trade routes. By 1400, half of the European population had died.

The economy and trade revived in the 1400s, which led to a period called the Renaissance. This was a time of renewed interest in art, and a spirit of enquiry developed which led to voyages of exploration.

4.1 Feudal societies by 1300

The kings, nobles, and bishops of the Catholic Church controlled huge areas of land – so they had all the wealth and power.

- The nobles gave land to the knights and manor lords.
- They had to provide the king and nobles with soldiers.
- These soldiers were peasants and serfs (like slaves) who lived on the land of the nobles.
- The nobles protected the peasants but they had to pay many feudal dues to them.
- The bishops and abbots were very wealthy and powerful – they were in charge of the large abbeys and monasteries. Abbeys were places of agricultural production and trade.
- The monks, nuns and priests did everything for the community:
 - They married and buried the people.
 - They looked after the orphans, sick, disabled, old and poor.
 - They controlled the education.

Wealthy women had legal and social rights – they could own land and some managed the accounts of the manors. But peasant women had a hard life working in the fields.

4.2 The Black Death

In 1347 the first wave of deaths from the bubonic plague swept across Europe.

- It was found along the trade routes from China – brought by ship rats that came ashore full of disease-carrying fleas.
- Symptoms were:
 - swellings in the armpit and groin
 - skin became covered in black blotches – reason it was called the Black Death.
- It affected mainly poor people as their resistance to disease was low – they were often sick and weak from starvation caused by floods and bad harvests.

Flagellants were groups of people who whipped themselves to show God that they were taking the punishment and He must then stop the plague.

In England, the plague ended in 1666 when the Great Fire of London killed all the rats.

There were many consequences of this Black Death:

- an economic decline because of the thousands of deaths
- a shortage of labour
- survivors lost faith in the government leaders and in the church
- artists became obsessed with images of death in their paintings.

4.3 Travel and trade across Europe and the Baltic Sea

The centre of trade was in Italy, on the crossroads between the East and the West.

- Important ports were Genoa and Venice.
- Important towns were Florence in Italy, and towns in Flanders in present-day Belgium.
- A new middle class of wealthy merchants and traders developed.
- Kings taxed trade and increased their own wealth and power.
- A new capitalistic spirit developed – you could become wealthy no matter what class you belonged to.
- A banking system was started.
- The Baltic Sea played an important part in linking all the trade routes of the European countries
 - transported goods such as timber, furs and metal.

4.4 Art, science and technology in the Renaissance

As trade increased in the 14th century, Italy became very rich and powerful. Because of this wealth, there was a growing interest in art, literature and science.

- This period from the 14th to the 17th century is known as the Renaissance.
- Florence was one of the greatest centres of art and literature, because its ruler – Lorenzo de Medici – sponsored the artists and scientists.
- Leonardo da Vinci is still admired as one of the greatest artists in the world.
 - He was a brilliant painter, sculptor, engineer and scientist.
 - One of his most famous paintings is the Mona Lisa.
- Michelangelo was another great artist.
 - He was a painter, sculptor and architect.
 - He painted the ceiling of the Sistine Chapel in the Vatican in Rome.
- The Renaissance in England was a period of great literature. William Shakespeare wrote many plays, for example *Romeo and Juliet*.
- Copernicus made the startling discovery that the Sun, and not the Earth, was the centre of the solar system – this went against the teaching of the Catholic Church.
- This time of inquiry led to the voyages of discovery of Columbus, Dias and Vasco da Gama.

4.5 Changes in feudalism: emerging middle classes

Trade changed the economies of Europe – new towns and cities grew.

New social classes formed – merchants and artisans. Old feudal ties were broken.

Merchant guilds were used to protect trading interests.

Kings taxed the trade, which began to replace feudal dues as their source of income.

Summary and questions

Summary of Topic 1

The world after 1600 was very different from the world before that time. The voyages of discovery changed the global power structure. It was the beginning of the domination of the world by the West.

Did you notice that there was a common theme running through the story of the wealthy and powerful empires?

Trade → wealth → power

Good rulers → efficient collection of taxes → wealth

Political stability – no war – religious toleration → unity

Wealth and time to sponsor art, learning, culture, science and new inventions such as better ships or guns to control trade routes

The Songhai and the Mughal empires fell because they were invaded. The Ming dynasty came to an end because it stopped trading.

Questions for Topic 1

- 1 Explain how the feudal system worked. (8)
- 2 How did trade break down the feudal system? (3)
- 3 What were the causes and results of the Black Death in relation to trading? (5)
- 4 Write a sentence explaining the meaning of the words below in the context of the topic you have studied. (14)
 - a Renaissance
 - b Taj Mahal
 - c Leonardo da Vinci
 - d Queen Victoria
 - e the caste system
 - f the Forbidden City
 - g Timbuktu
- 5 In what way did the conservative Confucian officials affect China's trade after 1433? (3)
- 6 How did religious tolerance affect trade? (2)
- 7 From your study of the three empires, what is your opinion about the general status of women before 1600? (5)

Summary and questions

8 Study the source and answer the questions below.

Source on Sonni Ali

Some African records describe him as an “intolerant tyrant”.

According to the *Cambridge History of Africa*, the Islamic historian, Al-Sa’di, describes Sonni Ali’s invasion of Timbuktu as follows: “he committed gross iniquity, burned and destroyed the town and brutally tortured many people.”

Oral tradition called Sonni Ali “a powerful politician” and a “great military commander”.

Whatever the case may have been, his legend consists of him being a fearless conqueror who united a great empire.

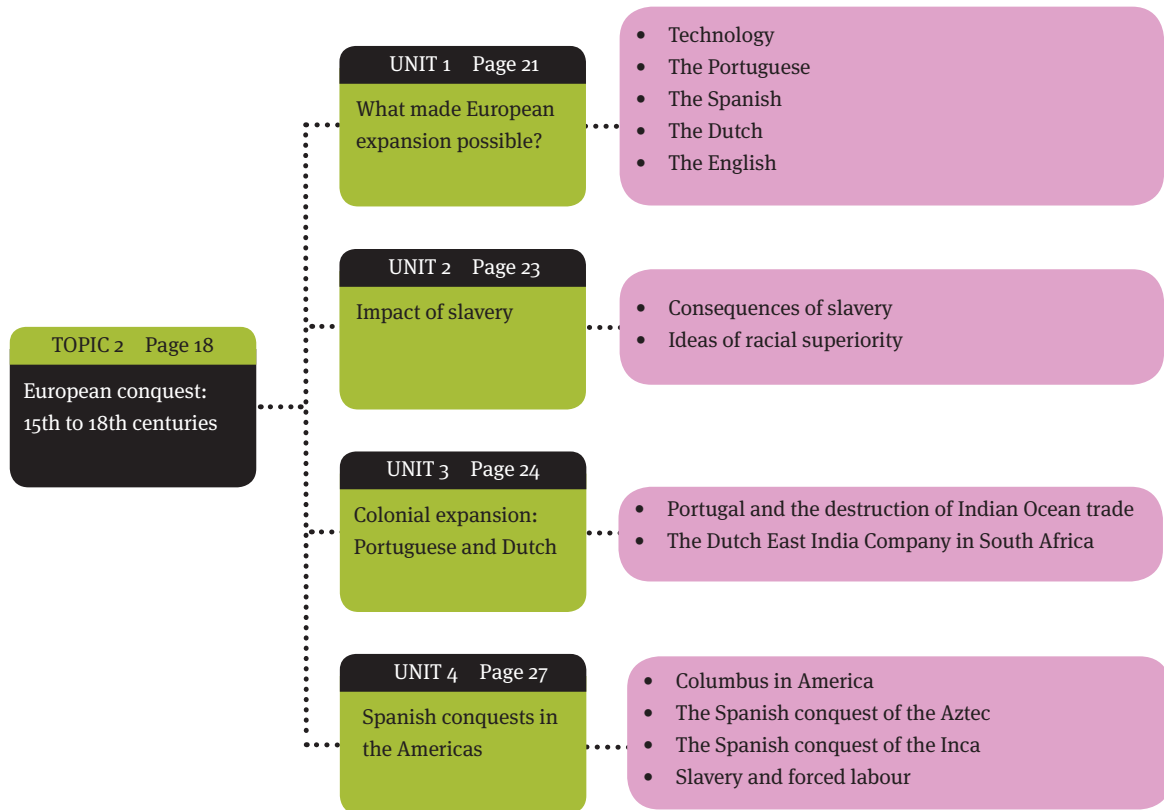
Adapted from: [Wikipedia.org/wiki/Songhai-Empire#Sonni_Ali](https://en.wikipedia.org/wiki/Songhai-Empire#Sonni_Ali)

- a How useful and how reliable is oral tradition as an historical source? (4)
 - b Could the Islamic historian be telling the truth or is he biased? Give a reason for your answer. (2)
 - c Give your point of view of how all these opinions of Sonni Ali could actually be true and not contradict each other. (4)
- 9 Write an essay of about two pages on the following topic: ‘The power and wealth of an empire is due to its leaders, its trade and its inventions’. Discuss the various aspects of the topic by giving examples from the three empires that you have studied. (50)

Total marks: 100

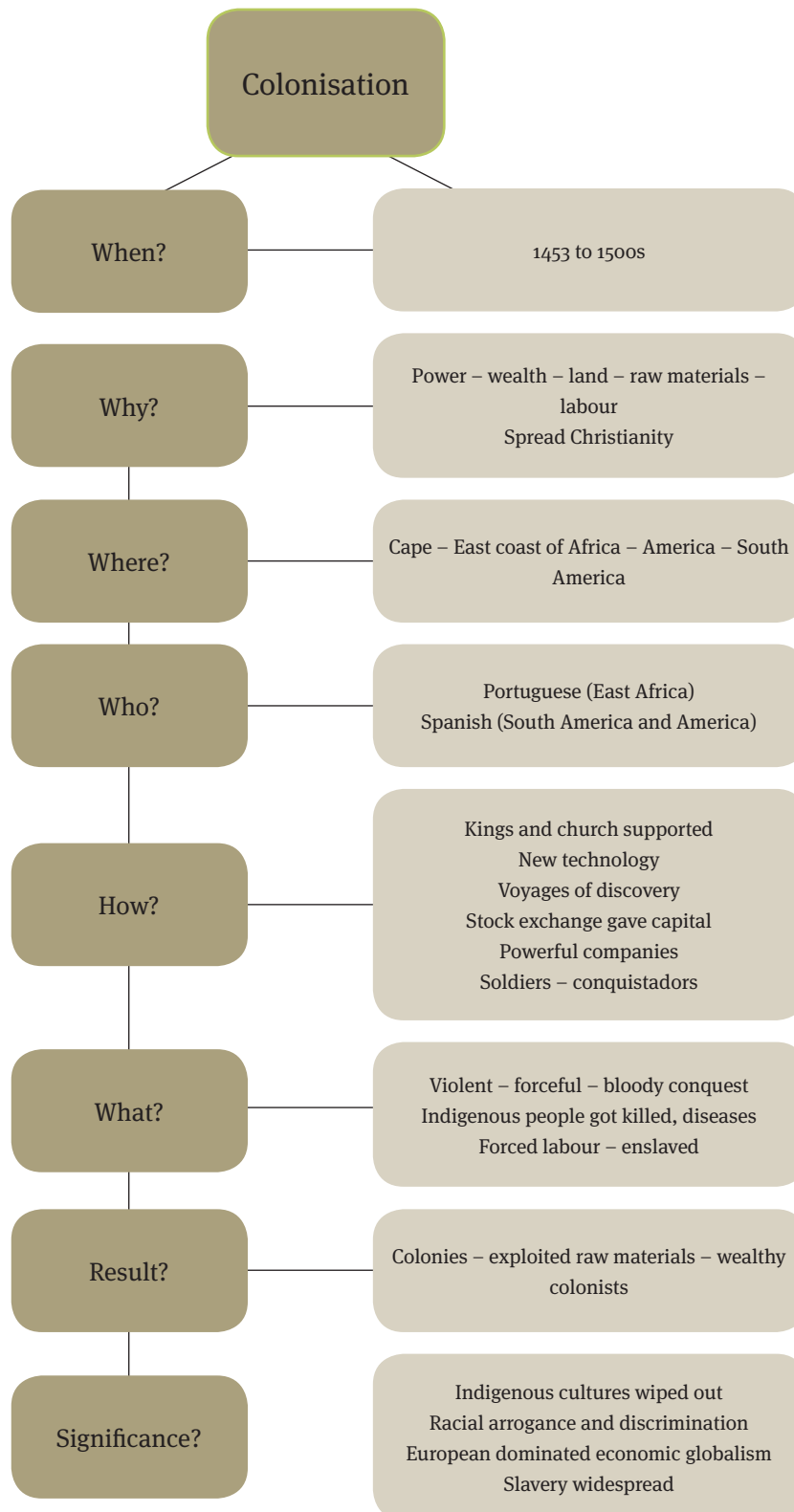
European conquest: 15th to 18th centuries

Overview



What you will study in Topic 2

European conquest: 15th to 18th centuries

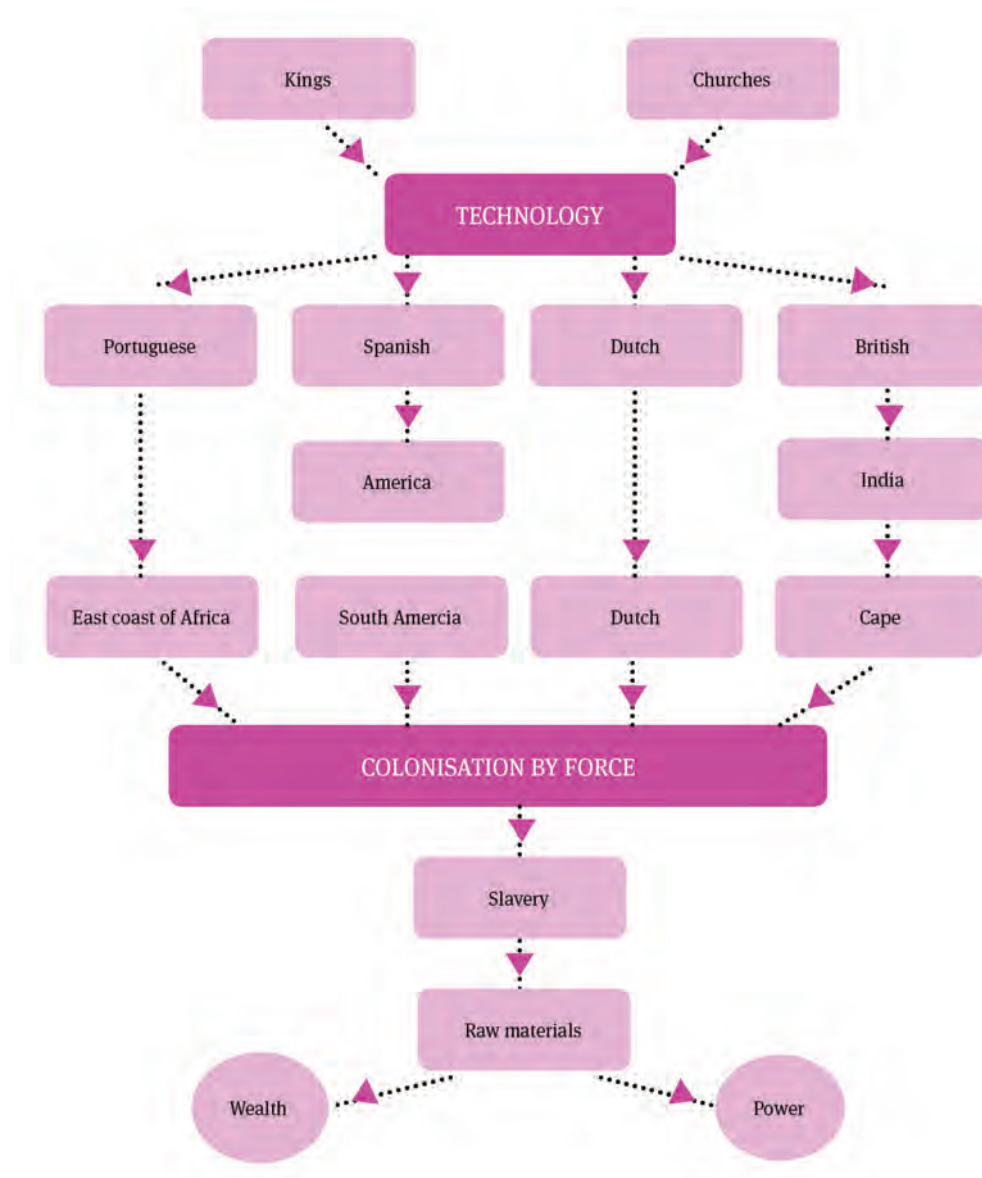


European conquest: 15th to 18th centuries

How did European expansion change the world?

When the land trade route to the riches of the East was blocked, countries needed to find a sea route. The Portuguese, Spanish, Dutch and British were able to invent new technology that enabled them to sail to unknown faraway places. Their kings and churches supported them.

Colonisation resulted as the indigenous people were forced into submission and robbed of their land. Raw materials were obtained from the farms and mines in the colonies. A new way of life developed as slavery became part of the economies of the new colonies.



European expansion and conquest in the 15th–18th centuries

What made European expansion possible?

1.1 Technology

Until 1453, the Europeans were dependent on Arab overland traders to get gold, silk and spices from the East.

- In 1453, the Turks captured Constantinople and this trade was disrupted.
- The kings of Spain and Portugal looked for a sea route to the East.
- They used the navigational experience of the Arabs to design new technology:
 - caravels = better ships for long voyages + large cargoes with cannons and muskets
 - astrolabe = could predict positions of the planets and determine local time
 - quadrant = could plot positions accurately.

1.2 The Portuguese

- In 1486, the king of Portugal sent Bartholomew Dias to find a route to the East.
 - Dias sailed south along the west coast of Africa and rounded the Cape.
 - He then made contact with Arab-Swahili trading settlements on the east coast of Africa.
- In 1498, Vasco da Gama used the experience of Dias and found the route to the East.
 - The Portuguese eventually destroyed the Arab-Swahili trading stations and gained control of the spice trade.
 - Spices were essential for preserving food and were probably more valuable than gold at that time.

1.3 The Spanish

- In 1492, the king of Spain sent the Italian, Christopher Columbus, on a voyage west to find a route to the East.
 - After 70 days, Columbus landed on the coast of South America.
 - He defeated the indigenous people and took many of them back to Spain as slaves.
 - Later the Spanish colonised all the land they conquered.
- For the next 100 years, the Portuguese and Spanish dominated overseas trade.
 - They were supported by the Catholic Church to convert the 'heathen'.
 - In 1493 the Pope divided the world between Spain and Portugal by the Treaty of Tordesillas.
 - Based on this treaty, a north-south line was drawn on the world map.
 - Spain could exploit all land west of the line.
 - Portugal could conquer all the land east of the line.

1.4 The Dutch

The Dutch tried to break the Portuguese and Spanish control of the trade with new technology and the establishment of the Vereenigde Oost-Indische Compagnie (VOC; known in English as the Dutch East India Company or the DEIC).

In 1648, the Dutch won their independence from Spanish rule. This led to religious, intellectual and commercial freedom.

Scientists, artists and merchants from many parts in Europe came to settle in Amsterdam, which became the centre for international trade because of two things:

- The VOC became the world's first stock exchange – shareholders invested in the company; this capital was used to go exploring for colonies and riches.
- For 100 years the VOC had a virtual monopoly of the spice trade; it became the richest and most powerful company in the world.

1.5 The English

The English built light, fast-moving, well-equipped warships. These ships were able to defeat and plunder the Spanish ships filled with gold and silver from America = pirates.

England formed the Royal East India Company. But they were unable to challenge the Dutch control of the Pacific Spice Islands.

- In 1588 the British defeated the main Spanish Armada (= navy).
- This was the beginning of England's supremacy at sea and opened the way for their colonisation of America.

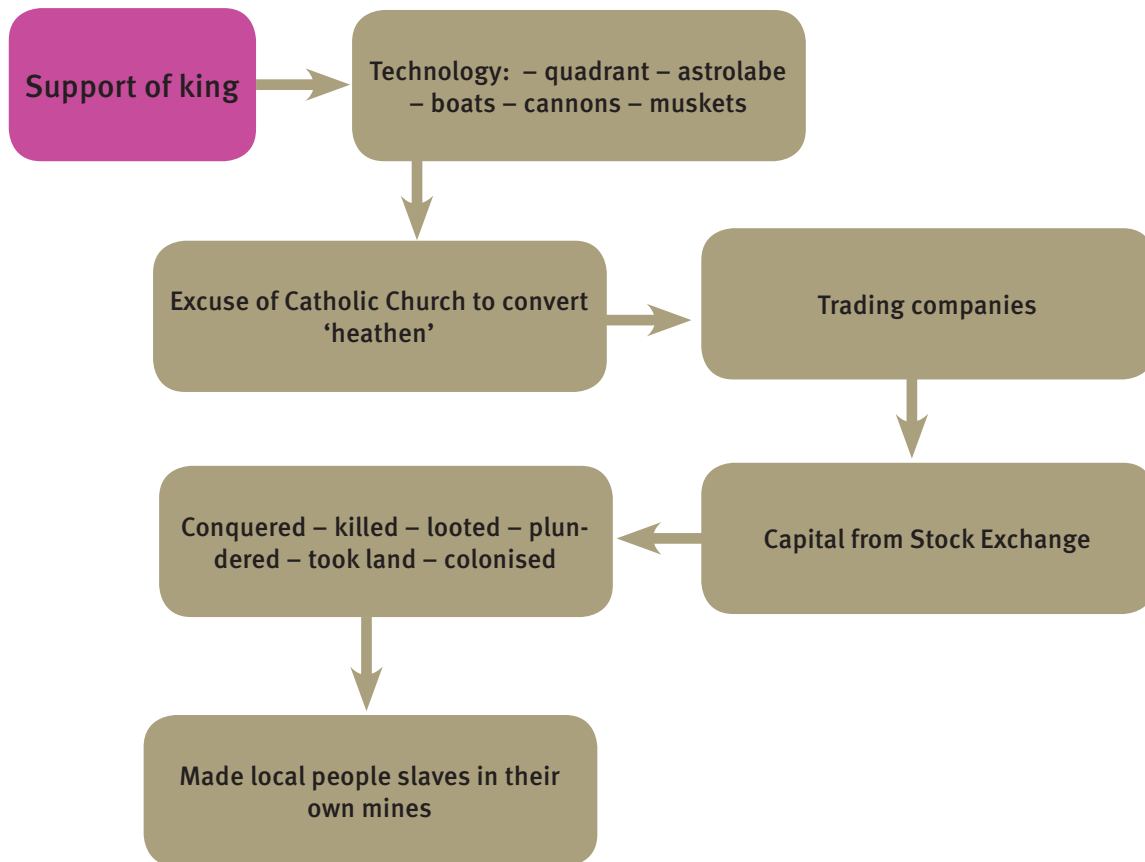
Conclusion

European expansion and conquest was made possible by:

- sponsorship of kings
- support of the Catholic Church
- new technology
- companies
- stock exchange.

The balance of world power was affected as European powers began competing over trade routes and colonies. European expansion laid the foundation for modern-day globalisation.

Impact of slavery



Summary: Colonial expansion of the Portuguese

2.1 The consequences of slavery

Wealth from trading and slavery changed the Western powers.

- Cities and ports became wealthy and larger, e.g. Amsterdam, Bristol and Liverpool.
- Stock companies invested in buying slaves for plantations.
- Banks lent money to new businesses trading overseas.
- A new middle class of entrepreneurs emerged from trading.
- Science and technology developed – new weapons and methods of production.
- A new consumer market of ordinary people, who wanted things such as sugar, cotton, tobacco and tea, developed.

2.2 Ideas of racial superiority

Europeans felt they were more educated and civilised than the ‘heathen’ indigenous people. This made Europeans feel they were justified in exploiting the indigenous populations.

Colonial expansion: Portuguese and Dutch

3.1 Portugal and the destruction of Indian Ocean trade

- Vasco da Gama made four voyages to India.
 - With his superior cannons he attacked Muslim trade routes and settlements.
 - With brutal violence he took any goods he could find.
 - Within a few years the Portuguese had destroyed the Arab-Swahili trading towns, but taking control of the trade was very difficult. This was mainly because small Arab trading vessels, called dhows, easily avoided the Portuguese gunboats.
- Munhu Mutapa was king of the land we now call Zimbabwe.
 - He traded with the Swahili traders on the east coast of Africa.
 - In 1569, the king of Portugal sent an army to invade Munhu Mutapa's kingdom and other kingdoms to get gold.
 - The African king did not want war – he wanted to be friendly and trade.
 - The Portuguese brought three demands from the king of Portugal:
 - expel all Arabs from the settlement
 - accept Christianity
 - hand over the gold mines to Portugal.
 - Munhu Mutapa saw the military power of Portugal and agreed to the terms.
 - He became a Christian.
- As a result, Portugal dominated the area, including chiefdoms stretching the east coast (present-day Mozambique).
 - This occupation was a failure as many Portuguese settlers died from malaria and wars, and it was too hard to get the gold out of the rock.
 - The Portuguese king lost interest in the area and 'gave' the land to a Portuguese viceroy who, in turn, gave it to settlers.
 - They formed private armies of about 5 000 and forced the local chiefs to pay them taxes.
 - By 1800 they were only trading around Delagoa Bay.
 - The Gaza kingdom of Soshangane grew powerful as they traded slaves and ivory with the Portuguese.
 - The results of the Portuguese invasion were:
 - destruction of the Swahili trading settlements
 - destabilisation of African kingdoms
 - destruction of trade in gold.

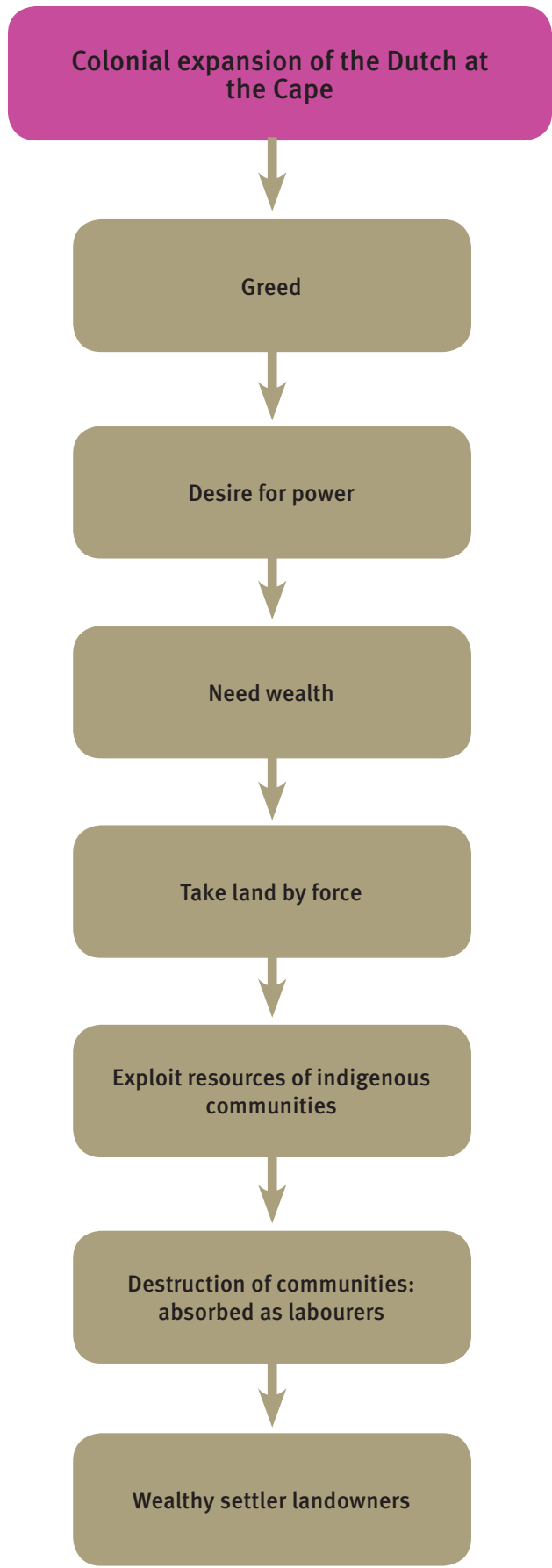
3.2 The Dutch East India Company in South Africa

- During the 1600s, the VOC (or DEIC) was the richest and most powerful trading company in the world.
 - It had 150 ships and 40 giant warships.
- The Cape had provided fresh water for all passing ships.
- By 1650 the Dutch had competition from England, France and Portugal.
 - Therefore, in 1652, the VOC established a military station at the Cape to protect their refreshment station from rivals.
 - After five years of working for the company, the Dutch were free to find their own farms in the interior of South Africa.
 - As the local Khoekhoe did not want to work for the Dutch, Malay slaves were imported to work on the wheat, vegetable, cattle and wine farms.
 - For 143 years the VOC did not want to expand, and they could not control the burghers in the interior.
 - During this time, there were many hundreds of raids and counter-raids between these trekboers and the Khoekhoe.
 - The trekboers were taking more and more of the Khoekhoe's land as the following towns grew: Stellenbosch, Paarl, Genadendal, Worcester, Swellendam and Graaff-Reinet.
 - By 1800, war and smallpox had virtually destroyed the Khoekhoe communities.
 - Some went north and became the mixed-race tribe of the Griquas. Others became servants and farm workers.

3.2.1 Colonialism and slavery

Slaves in the Cape came from all over the world, but the majority were Malay people.

- In 1692 there were 337 slaves and 799 freemen.
- By 1810 there were 30 421 slaves and 30 937 freemen.
- The Malay slaves were involved in various occupations – there were coachmen, tailors, painters, shoemakers, carpenters, fishermen, blacksmiths, domestic workers and farm labourers.
- The Dutch believed that their Christian civilisation entitled them to treat the slaves as the lowest of the low.
 - There was racial discrimination against the slaves.
 - They were treated as property or animals, rather than human beings.
 - Adults were called 'boy' and 'girl'.
 - Historians have recorded many incidents of the Dutch cruelly punishing the slaves: whipped until dead; branded with a hot iron; both ears cut off.



Summary: Colonial expansion of the Dutch at the Cape

Spanish conquests in the Americas

4.1 Columbus in America

In 1492 Columbus landed on one of the Caribbean islands, thinking it was India.

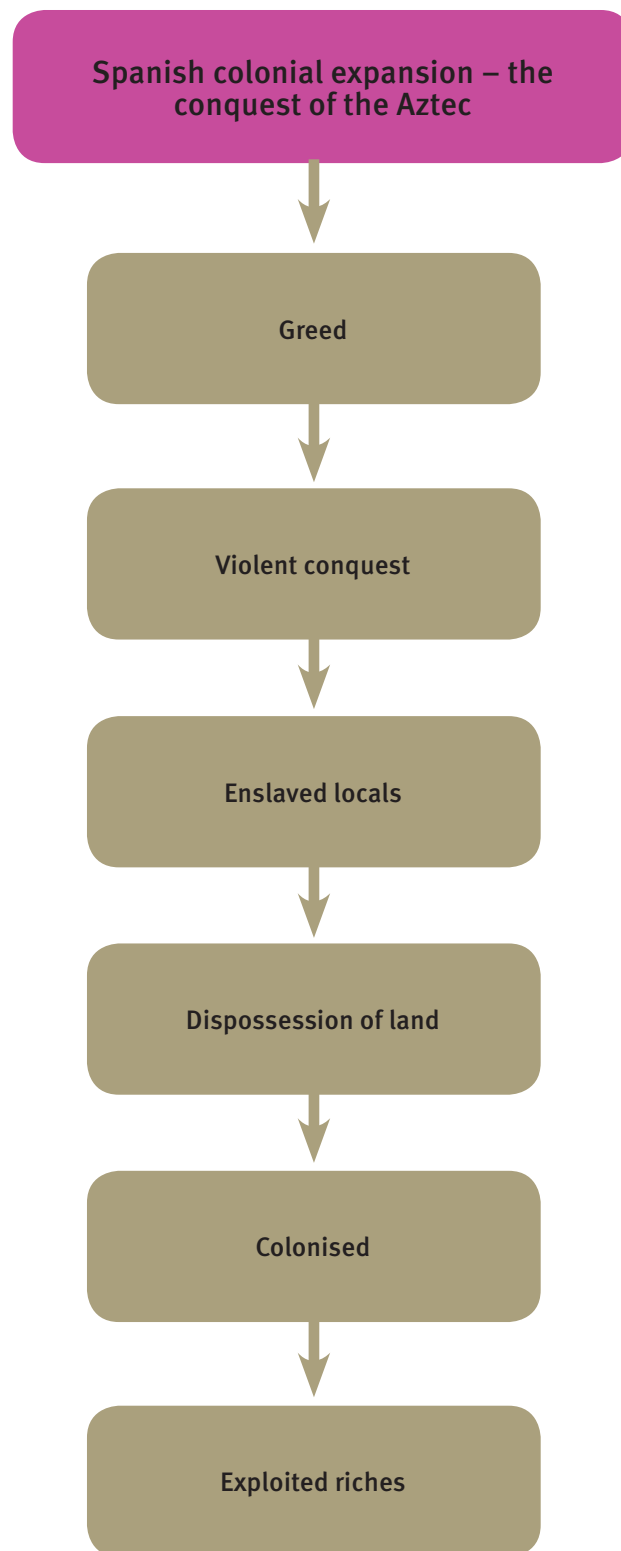
- He called the local Arawak people Indians.
- The Spanish king and bankers were sponsoring Columbus – he would get 10% of the profits.
- Columbus made four voyages to the land they called the ‘New World’ (= America).
- His aim was to take land and riches for the king and Catholic Church.
- He once captured 500 Arawak and shipped them back to Spain as slaves.
- In the land we call Haiti today, virtually all the indigenous people were killed off by forced labour, disease and starvation.
 - In 1493 the population was about 100 000; by 1570 it was 300 – the result of conquest and exploitation.

4.2 The Spanish conquest of the Aztec

After Columbus, commercial companies financed expeditions of exploration. These expeditions were organised on military lines led by conquistadors (= soldiers).

One area colonised = the Aztec Empire occupied the area we now call Mexico.

- The Aztecs had a developed culture.
 - There was a class system consisting of nobles, travelling merchants, commoners, peasants and slaves.
 - Education was compulsory – they taught history, religion, war, trade, crafts, civic duties, music, drama and poetry.
 - But the Aztecs had human sacrifices which they believed caused the sun to rise, crops to grow and favourable weather.
- In 1519 the Spanish king sent Cortés with 500 men, 17 horses and 10 cannons to subdue the Aztecs and take their gold.
 - Cortés was welcomed by Emperor Moctezuma II at his palace in the capital city of Tenochtitlan, and they exchanged gifts.
 - Spanish troops massacred an unarmed crowd at a religious ceremony and held the emperor hostage.
 - In a later battle, the emperor was killed but the Aztecs continued to fight fiercely.
 - Eventually, after three years, the Aztec Empire collapsed, its people destroyed by disease and starvation.
 - Mexico City was built on the ruins of the old capital and the colony was called the New Spain.



Summary: Spanish colonial expansion – the conquest of the Aztec

4.3 The Spanish conquest of the Inca

- Incas = about 12 million people, speaking 20 different languages, lived on 4 000 km² of land along the Andes Mountain range on the west coast of South America.
 - The Incas were advanced in their engineering and architectural skills.
 - They had 14 000 km of well-built roads for efficient and fast transport.
- 10 years after Cortés the Spanish king sent Pizarro to defeat the Inca.
 - When Pizarro arrived in 1532, Atahualpa had just been made emperor after a civil war which had ravaged Inca cities and destroyed its economy.
 - Pizarro invited the Inca emperor to a feast and then captured him while the conquistadors slaughtered thousands of Incas.
 - The emperor offered enormous amounts of gold and silver for his release.
 - When the ransom was paid, the Spaniards killed the emperor.
 - Guerrilla campaigns continued for the next few years.
 - Internal fighting and jealousy weakened the Spanish. Pizarro was assassinated.
 - Eventually the Inca Empire ended in 1572 and today we know it as Peru.

4.4 Slavery and forced labour

- The Spanish king gave a grant to the first settlers of the new colonies who then:
 - protected a certain part of the indigenous population
 - taught them Spanish
 - taught them about the Catholic faith.
- In return, the local people had to give the settlers labour, corn, wheat, chickens or gold. But, in reality, this forced labour was like slavery.
- Previous owners of mines were forced to be labourers in the mines.
- The Spaniards became very rich and the world's leading supplier of silver taken from the Aztecs and Incas.
- Between 1496 and 1820, 10 to 15 million Africans were forcibly brought to the New World as slaves.
 - They worked in mines and on coffee, sugar, tobacco and cotton plantations.

Conclusion

- Colonisation changed the world economy:
 - Europe provided the capital, the market and the technology.
 - Africa provided the slaves.
 - The New World provided the raw materials and products from the plantations.
- In the 16th century, the colonists believed in the natural order of the supremacy of race and they used this belief to justify their control of the colonies.
- All the colonies had societies that were constructed around race:
 - The white settlers had all the wealth and power.
 - At the bottom of the ladder were the indigenous labourers and then the slaves.

Summary and questions

Summary of Topic 2

The countries of Europe expanded their power by conquering and taking over colonies, their resources, and their people during the 15th to 18th centuries.

This was made possible by the development of military technology and naval advances.

Slavery changed the way the Western European powers functioned and also drastically changed the lives of the colonised people.

The Portuguese in Africa and the Indian Ocean, and the development of the Dutch East India Company (VOC), as well as the Spanish conquest in South America led to colonialism, slavery and forced labour, which had a huge impact on indigenous societies and in the rest of the world.

Questions for Topic 2

Question 1: Source-based question (20)

Quotes about early explorers

Da Gama 'cut off ears, noses and hands of some 800 and flogged the Muslim chief'

'locked 400 passengers in the hold and ... [and his] uncle ... burnt them to death'

'everyone started to plunder the town'

Orders from the king of Portugal to the sultans of East Africa:

'Hand over your wealth to me'

The Emperor gave the Spaniards the ransom but they executed him and slaughtered thousands of Incas.

Adapted from: Via Afrika Grade 10 History

Summary and questions

- a Are these quotes a good source of information for an historian? Give reasons for your opinions. (4)
- b What impression of the colonists do these selected quotes give the reader? (4)
- c How is the arrogance and racial superiority of the colonisers shown in these quotes? (4)
- d Why is it important to know the date and author of a source? (4)
- e What is your opinion of colonisation – was it good or bad? Give reasons for your answer. (4)

Question 2: Paragraph questions (20)

- a Did the Dutch at the Cape benefit the Khoekhoe? Give reasons for your opinion. (5)
- b What impact did slavery have on the economy of the world? (5)
- c What was wrong about the system of slavery? (5)
- d Why were the Aztecs and Incas unable to resist colonisation? (5)

Question 3: True/false (10)

Study the following sentences and say if they are TRUE or FALSE:

- a A caravel was an instrument to plot the position of a ship.
- b Dias did not find the sea route to the East.
- c The Arab-Swahili traders were on the west coast of Africa.
- d The Treaty of Tordesillas divided the trading world between the Spanish and the Dutch.
- e Amsterdam was the headquarters of the VOC.
- f Shareholders of companies received dividends only when there were profits.
- g The Spanish Armada defeated the British in 1588.
- h Bristol was a port that became very wealthy because of slavery.
- i Malaria killed colonists and smallpox killed locals.
- j King Munhu Mutapa became a Christian out of fear.

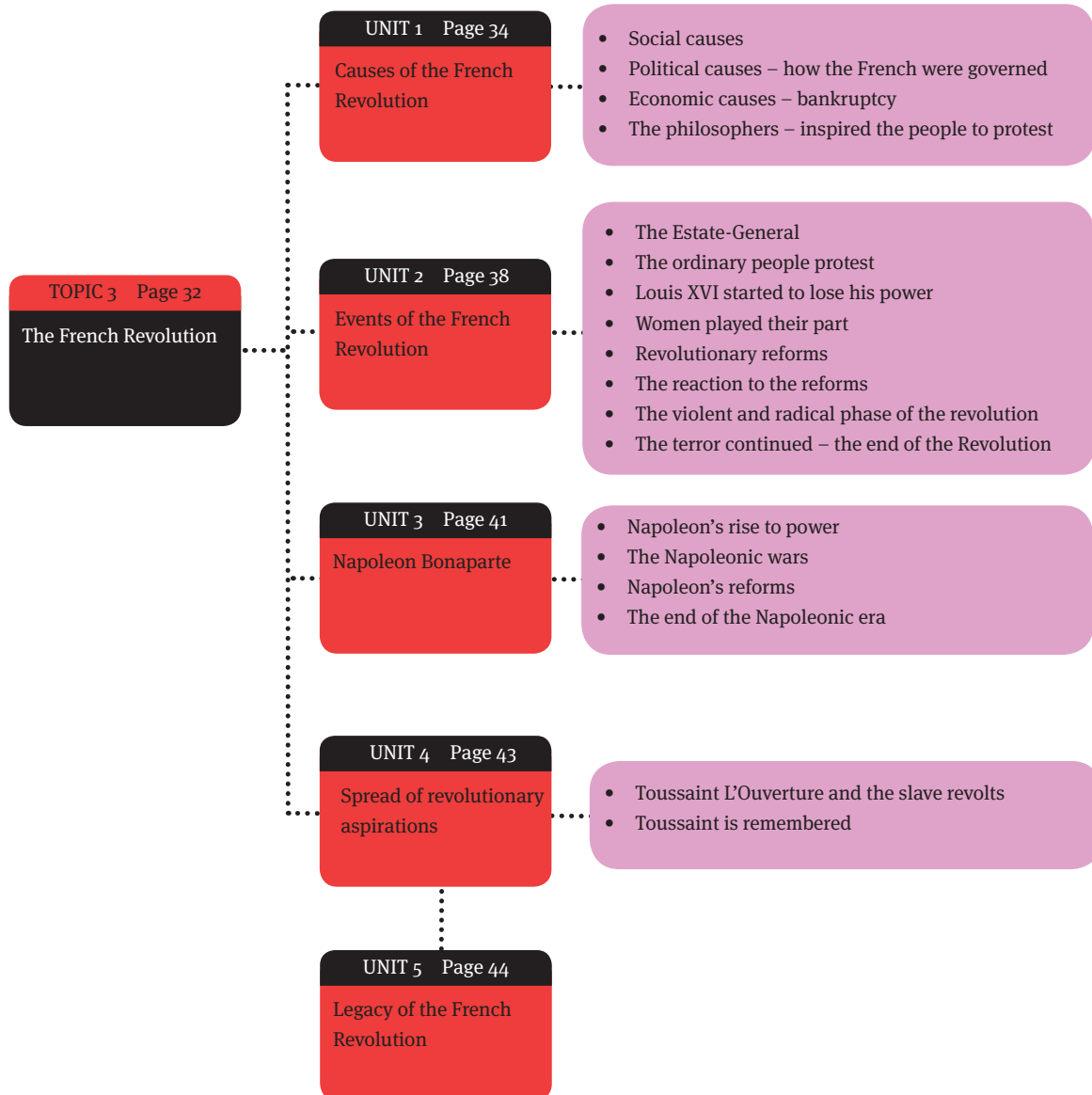
Question 4: Essay (50)

Write an essay of about two pages on the following topic: 'The Dutch colonisers were wealthier and more successful than the Spanish colonisers.'

Argue this statement in the light of what you have learned in this topic. Do not just write facts, but compare the colonial activities of the two countries. **Total marks: 100**

The French Revolution

Overview

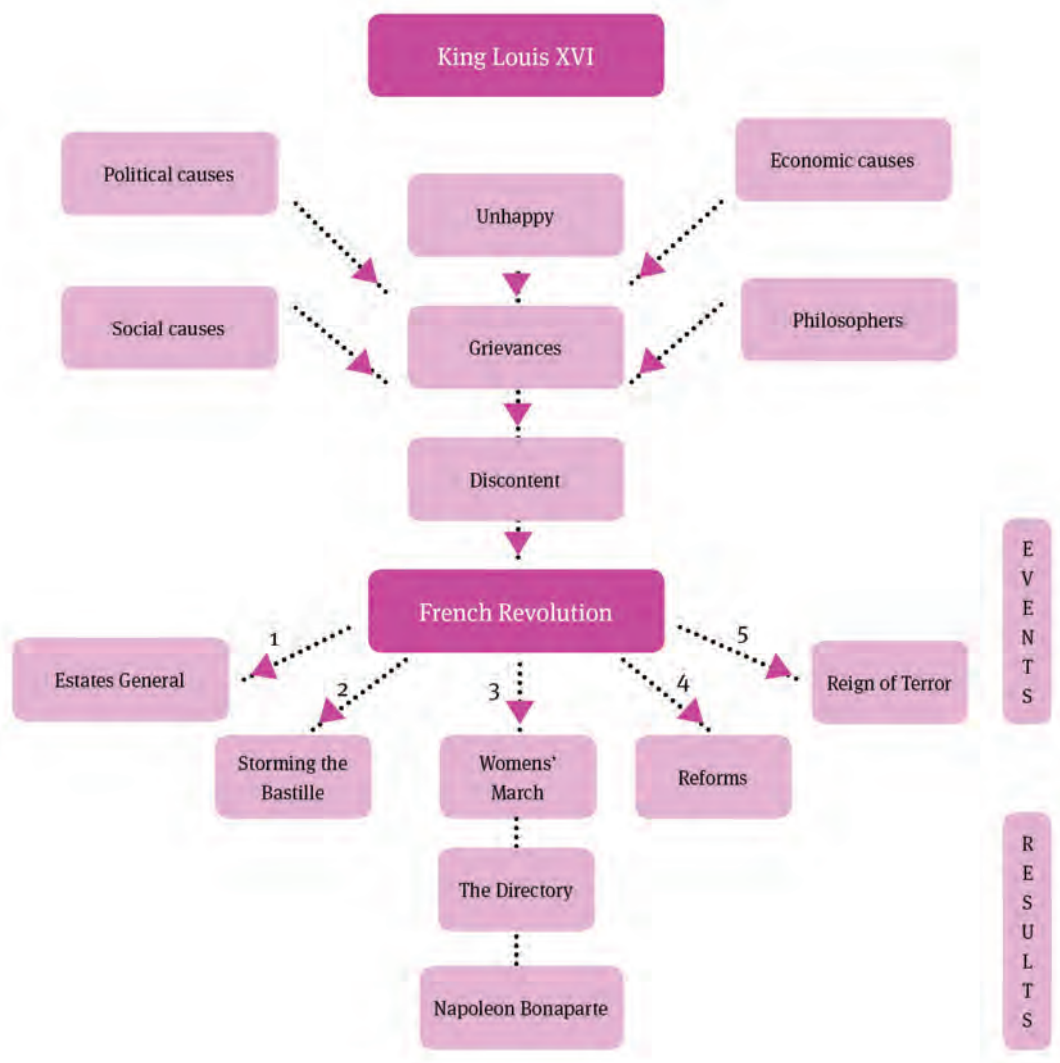


What you will study in Topic 3

The French Revolution

How did the French Revolution lay the foundations for modern democracies?

A revolution is a dramatic change in society. This happened in France in 1789. Discontented ordinary citizens revolted against the Old Order of government, known as the Ancien Régime. After six bloody years of protests, a new constitution was adopted in 1795. The French people had achieved 'liberty, equality and fraternity'. Then Napoleon Bonaparte ruled France from 1799 to 1815. He put the nation through a series of devastating wars. However, the ideals of the French Revolution spread throughout the world. Ordinary people were inspired to protest against their oppressive rulers. The French Revolution laid the foundations of our modern democracies.

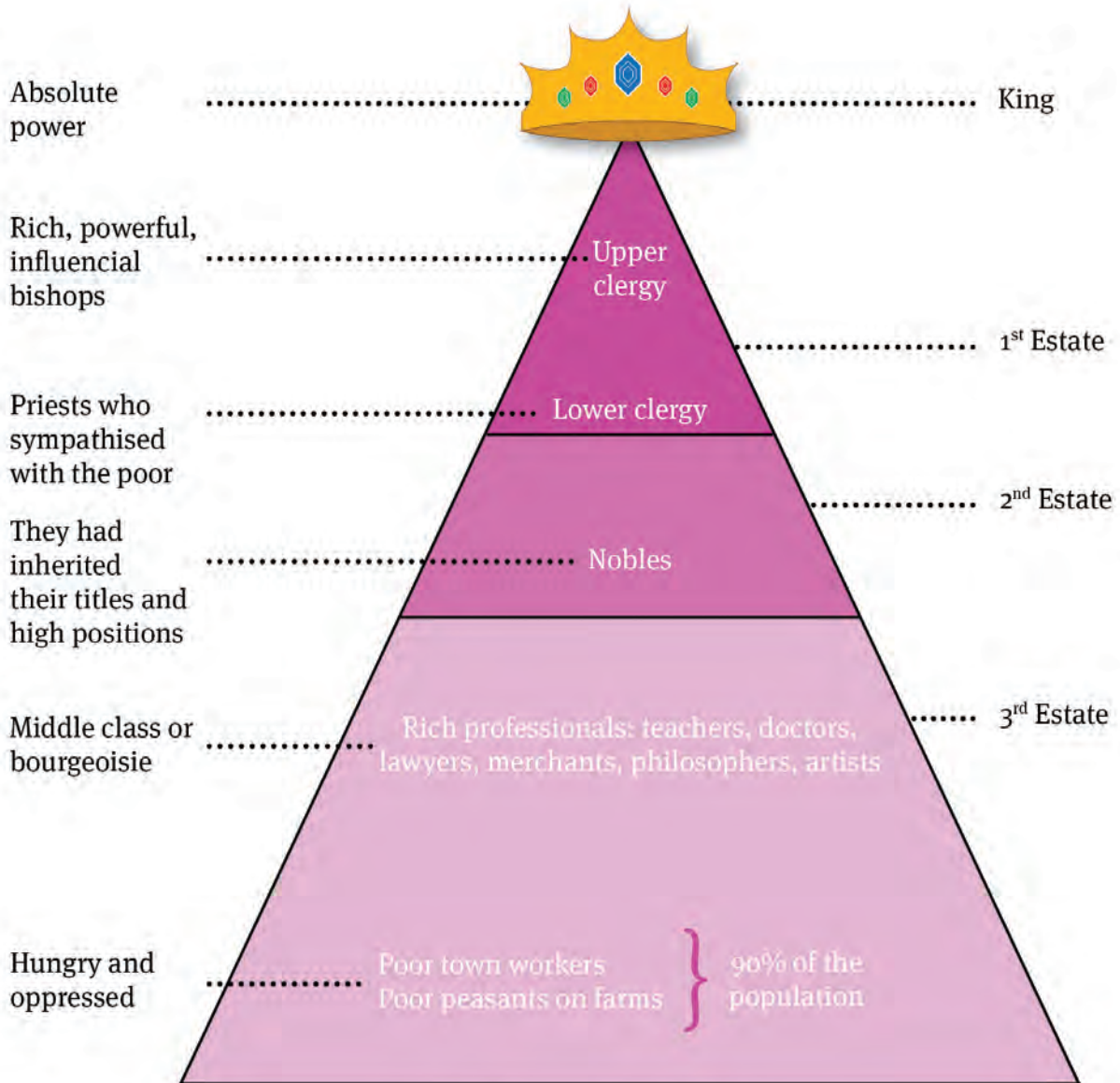


The French Revolution

Causes of the French Revolution

1.1 Social causes

The diagram below shows how the French society was divided before 1789.



The French Society before 1789

French society before 1789

The French people had many complaints:

- The Third Estate was heavily taxed – 80% of their income could be taken from them. But the rich First and Second Estates were not taxed.
- The factory workers were cruelly treated. They were poor and lived in dreadful conditions in the towns.
- The peasants on the farms hated the feudal system.
 - In return for the protection of a noble, the peasants had to work for him, pay to use his mill, oven, slaughterhouse and winepress.
 - The peasants could not hunt on the farm.
 - The noble would often ride all over the peasants' precious vegetable gardens.
- The wealthy professionals, called the bourgeoisie, were angry because:
 - they had no say in the government and no freedom of speech
 - they could never be promoted because the nobles got all the top positions, even though many were not suited to these positions.

1.2 Political causes – how the French were governed

- King Louis XVI, from the Bourbon family, had a weak personality.
- His Austrian wife, Queen Marie Antoinette, dominated him.
- The King had absolute power – what he said was law. The Estate-General, the French parliament, had not met since 1614.
- With a lettre de cachet (= a letter bearing the King's seal), anyone could be sent to prison without a trial.

It is interesting to note that at this time the monarchies in Britain and Russia had introduced some social and labour reforms. Therefore, there was no need for their people to revolt.

1.3 Economic causes – bankruptcy

- People were starving in France in 1789 because of a severe drought, which had caused a lack of food, making food prices too high for them to afford.
- The rich First and Second Estates were not taxed, as the King did not want to lose their support.
- Louis XVI demanded heavy taxes from the Third Estate because France was almost bankrupt as a result of:
 - past wars, e.g. the American War of Independence
 - debt because Louis XV had spent a fortune on his Versailles palace
 - Marie Antoinette's extravagant lifestyle, spending huge amounts of money on clothes and court entertainment.

1.4 The philosophers – inspired the people to protest

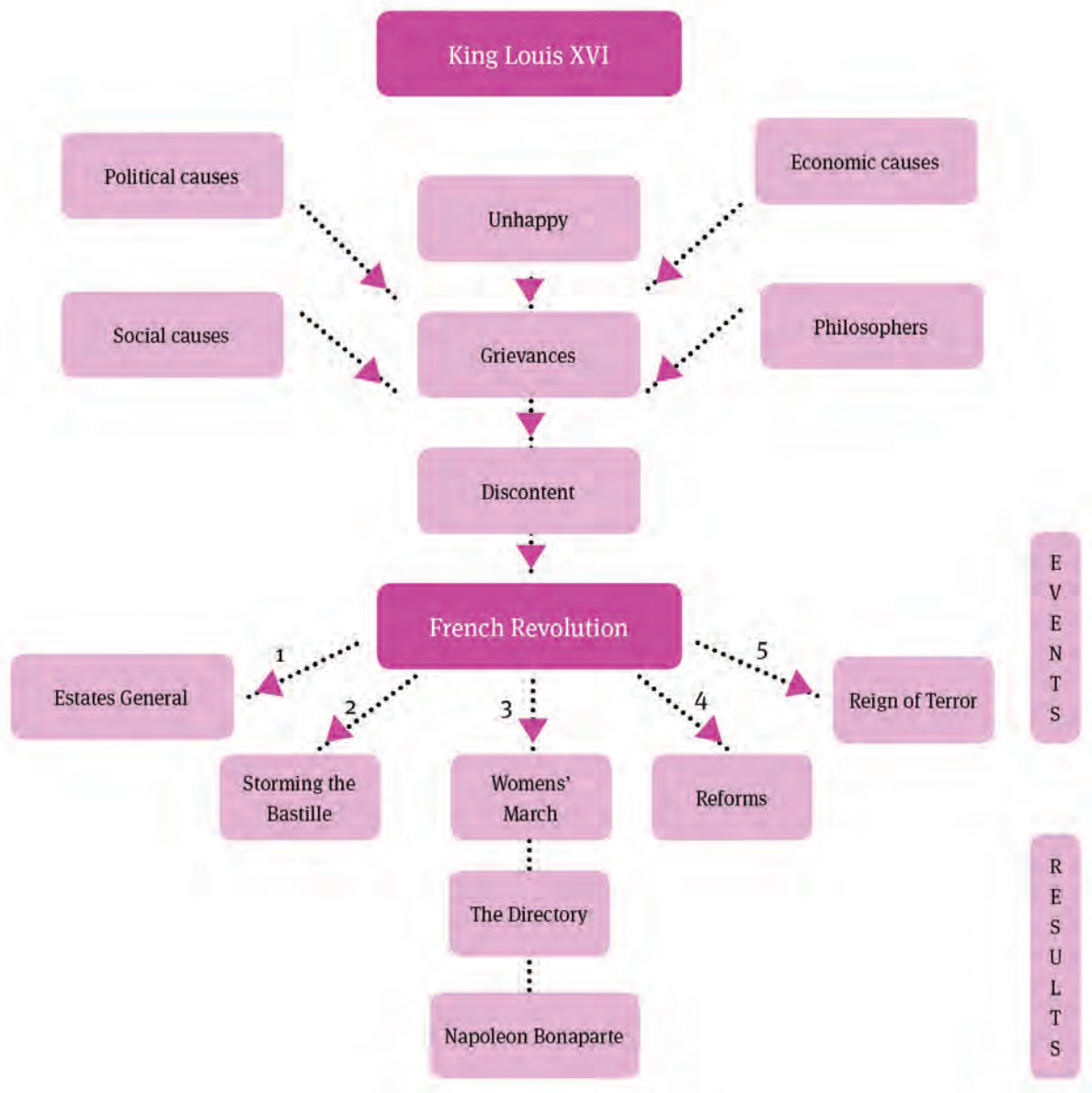
The thinkers or intellectuals of that time were called philosophers.

- They wrote articles that encouraged the French people to question the Divine Right of Kings, which meant that a king's authority came from God and no one could ever criticise the king.
 - Voltaire
 - openly attacked the abuses in the church and the political tyranny of the Ancien Régime (Old Order).
 - Rousseau wrote
 - The *Social Contract*, which said that all citizens should submit themselves to the General Will of the people (= democracy).
 - Montesquieu promoted the radical and unheard-of idea of the separation of government powers:
 - some people make the laws = legislative powers
 - some people carry out the laws = executive powers
 - some people judge the lawbreakers = judicial powers.

Conclusion

- The French people were oppressed, hungry and angry in 1789.
 - They blamed King Louis XVI for their problems.
 - The philosophers inspired them to protest and fight for their rights.
 - The revolutionary motto was:
 - 'Liberty, Equality and Fraternity'
 - = freedom, no social classes, brotherhood.

The diagram on the next page summarises the causes of the French Revolution.



Summary of the causes of the French Revolution

Events of the French Revolution

2.1 The Estate-General

- The King called the Estate-General together to discuss the economic crisis.
- A deadlock (5 May 1789) when the deputies of the three estates met at Versailles.
 - All the decisions were to be made by a vote of the estates – each estate had one vote. This, however, would mean that the privileged clergy and nobles would always vote together against reforms and they would beat the Third Estate two to one each time.
 - The Third Estate refused to accept this voting method and declared themselves a National Assembly.
 - They were then locked out of the meeting place and so they met on a nearby indoor tennis court.
 - They swore that they would not separate until France had a new constitution.
 - This was known as the Tennis Court Oath (20 June 1789).
 - The lesser nobility and the lower clergy supported them and soon the King ordered them all to join the Assembly. Individual voting (= one vote per member) would take place. This was a victory for the Third Estate.

2.2 The ordinary people protest

- Meanwhile, tempers were flaring up in Paris because of the dismissal of Necker, the King's financial advisor.
- The King had fired Necker after Necker had suggested that the nobles and clergy should also pay taxes.
- On 14 July 1789, a starving, lawless mob equipped with pikes stormed the Bastille.
- The Bastille was a prison and therefore a visible symbol of the royal tyranny.
- The mob paraded through the city with some of the prison guards' heads on their pikes, as proof of their victory.
- The 14th of July is now celebrated as a public holiday in France.

2.3 Louis XVI started to lose his power

- Citizens set up a local government and recruited a National Guard under La Fayette, a hero from the American War of Independence.
- A humiliated Louis XVI was forced to wear a tri-colour cockade – the red, white and blue revolutionary badge.
- Bread riots spread through all the towns.
- The peasants rose up and burned their hated nobles' castles.
- The terrified nobles fled to foreign countries to get help. They became known as the émigrés.

2.4 Women played their part

- In October 1789, about 7 000 hungry, angry women marched 22 km to Versailles.
 - They had heard that the queen was giving a banquet to their Flemish guards.
 - With the help of La Fayette and the National Guard, they forced the royal family to return as virtual prisoners to the Tuileries palace in Paris.
- Charlotte Corday was passionate about stopping the violence, which she felt Marat was stirring up with his newspaper articles. (Marat was a radical journalist who criticised the conservative revolutionary leaders.)
 - She went to his house and found him in his bath where he was working because of an irritating skin disorder.
 - She stabbed him to death with a large knife that she had hidden under her dress.
 - This scene is today remembered in a painting that has become very famous.

2.5 Revolutionary reforms

- The National Assembly now controlled the King, the administration and the army.
- By 1791 a document was drawn up which gave all citizens liberty, equality, justice and a say in the government.
- It was called ‘The Declaration of the Rights of Man and of the Citizen’.
- The evils of centuries were swept away. A limited monarchy was created together with a parliament. This is known as a constitutional monarchy.
- The privileges of the nobles and clergy were abolished
- The clergy became civil servants paid by the government.

2.6 The reaction to the reforms

- Bitter opposition came from the royalists, nobles and clergy who were angry at their loss of power and privileges. They turned to foreign countries for help.
- The poverty-stricken town workers and peasants were furious that their economic grievances were not sorted out.
- In June 1791, the royal family disguised themselves and tried to flee to Marie Antoinette’s family in Austria.
- However, they were recognised and arrested at Varennes near the border, and brought back to Paris, humiliated.

2.7 The violent and radical phase of the revolution

- In October 1791 a group of extremists, called the Jacobins, managed to get control of the new Assembly.
- Prussia and Austria were desperate to prevent a revolution in their countries. They invaded France in April 1792 to rescue the monarchy.

- Panic and wild rumours spread. The Tuileries palace was stormed and the royal family became prisoners. About 600 of the Swiss guards, who have been recruited to safeguard the royal family, were massacred by the mob.
- The Jacobins, led by Danton and Robespierre, hunted out nobles and priests. More than 1 000 people were killed. This time became known as the September Massacre.
- The monarchy was abolished and France was declared a republic.
- Patriotic soldiers filled with a nationalistic spirit marched to the borders singing the new national anthem, the Marseillaise.
- In January 1793 the King was guillotined. The revolutionaries were fighting the enemy inside and outside the country.

2.8 The terror continued – the end of the Revolution

A feeling of utter horror spread through the monarchies of Europe. Britain, Holland, Austria, Prussia, Spain and Sardinia joined together in a coalition and declared war on France.

- The Jacobins formed a Committee of Public Safety. They began a Reign of Terror in September 1793, which lasted for 10 months.
- Fanatical Robespierre aimed to get rid of all traitors. About 40 000 suspects were brutally butchered or guillotined, including Marie Antoinette.
- Robespierre guillotined his friend Danton, who had wanted the terror to stop.
- Soon Robespierre himself was overthrown by his own friends and guillotined. This ended the terror.
- In 1795 a new moderate middle-class body of five members was formed to govern France.
 - It was called the Directory.
 - The Directory ruled the country for four years.
 - But it was corrupt, inefficient and it could not solve France's financial problems.

Conclusion

To grasp the events of the revolution, learn the above eight headings. Then tell the story under each heading. Notice the part played by the various groups of people. They each wished to achieve something different through the revolution.

- The professionals in the Third Estate were not hungry or violent like the mobs. These educated people were influenced by the philosophers and they started the revolution because they wanted freedom and democracy.
- But the majority of the population were suffering from hunger and were being treated cruelly, and their anger caused violent rioting as the revolution progressed.
- Notice the role that women and individuals played.
- Another unexpected factor of the revolution was the invasion of the foreign powers.
- You can form your own opinion on why Robespierre, the leader of the Reign of Terror, was himself guillotined.

Napoleon Bonaparte

3.1 Napoleon's rise to power

Napoleon was noticed by the Directory for his excellent strategies as a soldier against the invading countries.

- He was put in charge of one section of the French army. He became a hero when he conquered the Italians and brought back many looted treasures.
- In Egypt he beat the Egyptians at the Battle of the Pyramids. But the famous British Admiral Lord Nelson destroyed all the French ships at the Battle of the Nile.

[Bod]Napoleon heard that the Directory was very unpopular.

- He managed to get himself back to France where he staged a coup d'état (= a forceful overthrowing of the government).
- Napoleon made himself First Consul in 1799.

3.2 The Napoleonic wars

About 13 years of warfare followed. Napoleon conquered the monarchs of Europe and liberated the people through his brilliant military tactics.

- He spread the ideals of the French Revolution of equality and fraternity, but not of liberty.
- He put his own family on the thrones he had conquered.
- At first Napoleon was the 'liberator'. But slowly a nationalistic spirit began to rise and the people turned against him as an 'oppressor'.
- In 1804 Napoleon crowned himself Emperor.
 - He ruled autocratically with no parliament.
 - But he made sure that all the officials he chose were efficient and responsible to him.

3.3 Napoleon's reforms

- Napoleon modernised France and ran the country efficiently.
- He established the Bank of France.
- The streets of Paris were widened and beautified.
- The peasants were given the church lands.
- The bourgeoisie were given high positions in the army and navy.
- A Legion of Honour was introduced to reward the achievements of ordinary people.
- Freedom of worship was restored with an agreement with the Pope. It was called the Concordat. But Napoleon chose the bishops.
- The education system was improved.
- The legal system was reformed and simplified through the Code Napoleon.

3.4 The end of the Napoleonic era

- After the famous Battle of Waterloo in 1815, the British captured Napoleon and sent him to the island of St Helena, where he died, supposedly of stomach cancer, in 1821.
- Napoleon has become known as one of the most famous generals of all time.
- He was called 'The Son of the Revolution'. If it had not been for the revolution, he would not have had the opportunity to rise to power.
- He got rid of the Old Order in Europe but he replaced it with his own type of absolute power.
- He spread the ideals of equality and fraternity throughout, Europe but he did not give people democracy or freedom of speech.
- As the wars went on, year after year, thousands of soldiers died. Napoleon then became known as the 'bloody tyrant' and the 'disturber of the world's peace'. The people that he had liberated turned their nationalistic protest against him.
- When the coalition armies of Europe captured Paris in 1814, King Louis XVIII was restored to the throne.

Spread of revolutionary aspirations

4.1 Toussaint L'Ouverture and the slave revolts

In 1791, Toussaint brilliantly led a successful slave revolt against the French soldiers in the French colony of Haiti.

- Toussaint had been a slave who could read. He read some articles by the enlightened French philosophers about individual rights and equality.
- He then became a general in the Spanish army fighting the French.
- When slavery was abolished on the French side of the island, Napoleon asked him to come back to the French side.
- He agreed to help the French. He ejected the invading British and Spanish armies in seven brilliant battles in seven days.
- Toussaint was made Commander-in-Chief of the colony and he ensured liberty and equality for all, regardless of race.

4.2 Toussaint is remembered

- Napoleon was persuaded by the wealthy plantation owners in Haiti to reinstate slavery.
- There was such an uproar from the slaves that Napoleon eventually came to an agreement with Toussaint. Haiti's independence would be recognised if Toussaint agreed to retire from public life.
- A few months later Napoleon betrayed Toussaint and sent him to prison, where he died.
- But his friends carried on the fight for freedom and eventually Haiti became independent.
- Toussaint, influenced by the French Revolution, had changed an entire society of slaves into a free, self-governing people.
- Today the legacy of Toussaint is remembered by the world through statues, monuments, plays, poems, books, paintings, songs and even an opera.

Legacy of the French Revolution

The French Revolution had a huge impact on the world.

- It started the modern age as it destroyed the foundations of the Old Order:
 - absolutist politics
 - legal inequality
 - a feudal economy
 - an alliance of church and state.
- ‘The Declaration of the Rights of Man and of the Citizen’ of 1789 became an important document for the whole world.
- It created a new vision in the world:
 - that sovereignty resides in nations
 - that a constitution and the rule of law govern politics
 - that people are equal and enjoy inalienable rights
 - that the church and state should be separate.
- The separation of government powers (into legislative, executive and judicial) by countries all over the world today, was first promoted by Montesquieu.
- The French Revolution helped to introduce male voting rights – even if a man did not own property.
- Women realised that they too could protest for their rights.
- The French revolution also showed that states could be overthrown by mass action:
 - it became an inspiration and guideline for revolutionaries throughout the world, including South Africa.

Summary and questions

Summary of Topic

The conditions prevailing from 1614 under the old order laid fertile ground for the outbreak of the revolution in 1789.

- The harsh economic crisis of 1788–1789 adding to the mounting social and political inequalities, served as the immediate cause of the revolution.
- The Enlightenment era produced philosophers (such as Montesquieu, Rousseau, Voltaire and Marat) whose writings played a crucial role in influencing ideas as to why the masses should revolt against the old order.
- The course of the revolution, starting from the meeting of the Estate-General (May 1789), the establishment of the National Assembly and the Tennis Court Oath sworn in June 1789, signified the commitment of the masses to destroying the old order and putting a new one in place, based on equality.
- The storming of the Bastille (July 1789), which was seen as a symbol of the power of the monarchist dynasty, signified the breakdown of this power.
- The Declaration of the Rights of Man and of the Citizen (August 1789), a month after the fall of the Bastille, ushered in a new order.
- The women of France, though not real beneficiaries of the Declaration of the Rights of Man and of the Citizen, played an important role in pressurising the royal family through their march (October 1789) to leave their expensive palace in Versailles outside Paris and move back to the Tuileries.
- The King was executed in January 1793 and this meant the end of absolute monarchy in France.
- The Revolution became very aggressive in the Reign of Terror waged against sympathisers to the royal family and those labelled anti-revolutionary by the Jacobins, the violent Republicanists under Robespierre between 1793 and 1794.
- The rule by the Directory (1795-1799) of elected representatives was characterised by conflict, corruption and a chaotic atmosphere. The people were still not happy with the government and the way the country was being run.
- The general discontent against the Directory paved the way for the coup d'état of Brumaire in November 1799 by Napoleon Bonaparte. Immediately after taking over, Napoleon centralised power again and declared himself Emperor with hereditary privileges.
- The general discontent that continued after the execution of the King and Queen and the taking over of power by Napoleon Bonaparte raised questions as to what the Revolution had actually achieved.

Summary and questions

Questions for Topic

You will probably not find short questions such as the ones below in an exam. However, they will help you to learn the basic facts that you will need for your essays. You should not attempt the essays below until you have achieved at least 80% for these short questions.

Question 1: Matching columns(10)

Match each term in column 1 with a term from column 2. Write down only the number and the letter of the matching term, e.g. 1.a = P.

Column 1	Column 2
a Old Order	A thinkers
b Absolute monarch	B the lower class
c Constitution	C the Bourbons
d Liberty	D a palace
e Fraternity	E Ancien Regimé
f Bourgeoisie	F the head of the army
g Philosophers	G the French national anthem
h Estate-General	H the study of phyllo pastry
i Versailles	I the king had all power
j Marseillaise	J middle class
	K freedom
	L the old way of thinking
	M the French parliament
	N brotherhood
	O set of rules on how to govern

Question 2: Sentences (10)

Explain the meaning of the following words in the context of the French Revolution. Each explanation should be one sentence long.

- | | |
|---------------------------|--|
| 2.1 discontented | 2.6 Lettre de Cachet |
| 2.2 oppressive | 2.7 the Tennis Court Oath |
| 2.3 grievances | 2.8 the Bastille |
| 2.4 the National Guard | 2.9 the cockade |
| 2.5 Divine Right of Kings | 2.10 The Declaration of the Rights of Man and of the Citizen |

Summary and questions

Question 3: Paragraphs (50)

Answer the questions below in short paragraphs.

- a How were the nobles different from the doctors and lawyers? (4)
- b What was the feudal system? (4)
- c How did the philosophers influence the French people in 1789? (6)
- d Why do you think that most French people hated Marie Antoinette? (2)
- e Why did Louis XVI want to tax the Third Estate more heavily in 1789? (4)
- f How did a young Corsican soldier become Emperor of France? (5)
- g Give your opinion of why Napoleon did not give the French liberty. (2)
- h How did the French Revolution affect Haiti in 1791? (3)
- i In what way did Napoleon help to modernise France? (10)
- j Explain how the French Revolution affects the lives of people today. (10)

Question 4: Multiple-choice questions (10)

Two answers in each question are wrong. Write the correct letter next to the number.

- 4.1 The National Assembly was formed by the
 - A King
 - B Third Estate
 - C Second Estate
- 4.2 Necker suggested that the King should tax the
 - A nobles and clergy
 - B peasants
 - C Third Estate
- 4.3 Marat was a radical journalist killed by
 - A La Fayette
 - B Robespierre
 - C Charlotte Corday
- 4.4 The émigrés were the
 - A peasants
 - B professionals
 - C nobles who fled France
- 4.5 When trying to flee in June 1791, the royal family was arrested at
 - A the Tuileries Palace
 - B Varennes
 - C Versailles
- 4.6 The Jacobins were the
 - A bourgeoisie
 - B extremists

Summary and questions

- C peasants
- 4.7 Robespierre was responsible for the
 - A march to Versailles
 - B September Massacre
 - C storming of the Bastille
- 4.8 The Directory consisted of
 - A Louis XVI and the Estates-General
 - B Robespierre and Danton
 - C five moderate middle-class members
- 4.9 Marat was killed by
 - A Pauline Leon
 - B Olympe de Gouges
 - C Charlotte Corday
- 4.10 Napoleon was called an oppressor by the
 - A army
 - B people he had liberated
 - C monarch

Question 5: Source-based question (10)

Analyse the cartoon and then answer the questions.

- a Explain the bias and usefulness of this cartoon. (2)
- b Analyse the meaning of the cartoon. (3)
- c In your opinion, was this a true picture of French society in 1789? (5)



Summary and questions

Question 6: Source-based question (10)

Over the years, hundreds of historians have studied and analysed the life of Napoleon. They have debated and argued about his good and bad characteristics and actions. Below are three statements about Napoleon, which can be found on the website credited below. Study the statements and then answer the questions that follow.

Three statements about Napoleon

Some critics believe that Napoleon was not troubled when faced with the idea of war and the death of thousands.

Other historians say that his role in the Haitian revolution and his decision to reinstate slavery, was controversial and had an impact on his reputation.

Other experts have put forward the argument that Napoleon was not responsible for the wars that bear his name. They say that France was the victim of a series of coalitions which aimed to destroy the ideals of the revolution.

wikipedia.org/wiki/Napoleon#Legacy

- a Identify two negative aspects of Napoleon's personality that are revealed in the above opinions. (2)
- b Explain why foreign countries were so keen on destroying the ideals of the revolution. (2)
- c In your opinion, did Napoleon do anything of value for France? Back up your arguments with facts. (6)

Question 7: Essays (2 × 50 = 100)

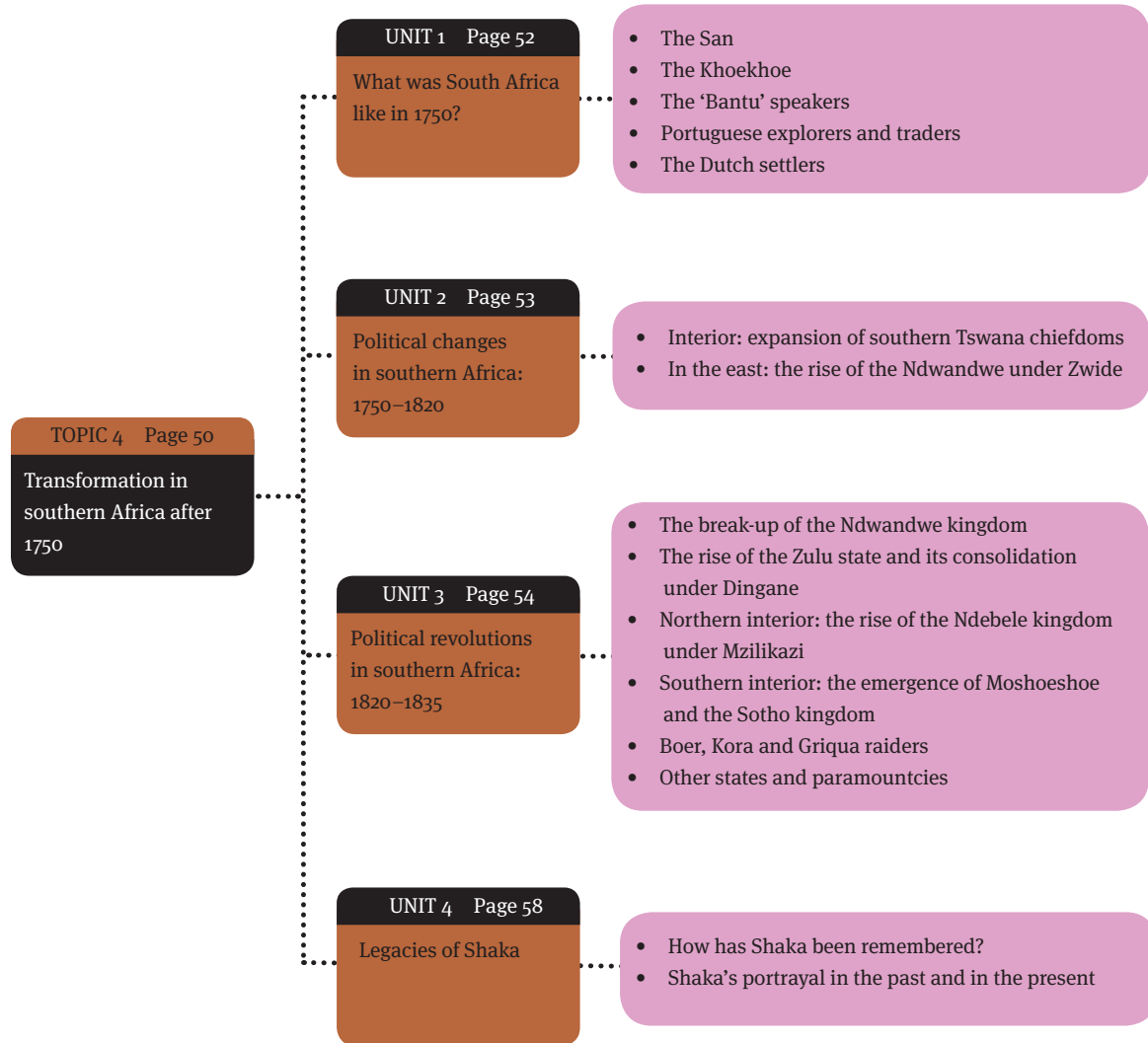
Write an essay of about two pages on each of the following topics:

- a 'The French Revolution was caused because the peasants were unhappy with the feudal system.' Argue that this was only one of the causes of the French Revolution. In your discussion show how all the social, political and economic conditions in France in 1789 combined to cause the outbreak of the revolution. (50)
- b 'The course of the revolution was not directed by only one person. It seemed to have a life of its own as it was controlled by various groups at different times.' Analyse this statement and develop an argument around the keywords. Evaluate to what extent various groups of people had an influence in pushing the revolution forward. (50)

Total marks: 200

Transformation in southern Africa after 1750

Overview

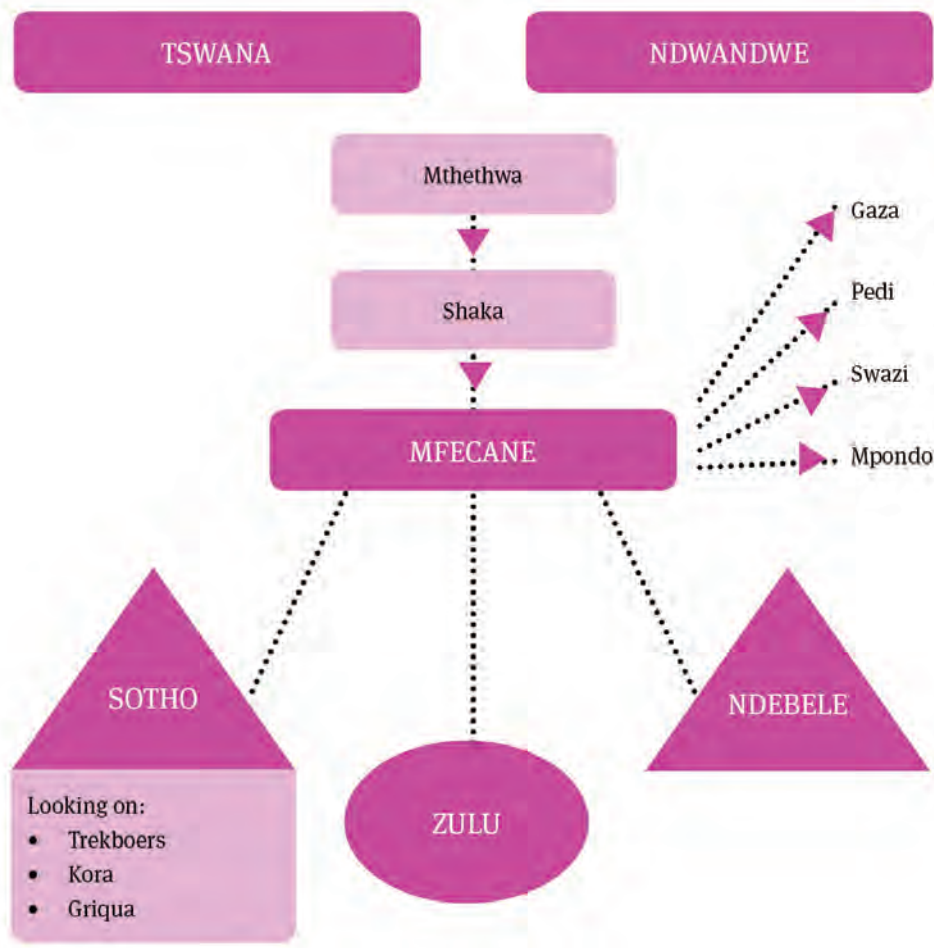


What you will study in Topic 4

Transformation in southern Africa after 1750

How and why did transformation occur in southern Africa between 1750 and 1835?

Like France, South Africa had its own political revolution after 1750. The Tswana and the Ndwandwe were powerful tribes in the interior of South Africa. They relied on the amabutho to fight for them. A dynamic military leader, called Shaka, suddenly rose to power. He brought in new military tactics and beat or absorbed all the tribes around him. This period, which is known as the Mfecane (in Nguni) or the Difaqane (in Sotho) resulted in other new, strong tribes being formed from the people who had run away from Shaka. Mzilikazi formed the powerful Ndebele nation. Moshoeshoe was a great leader of his Sotho nation. In just a few years, the political face of South Africa had been transformed.



Transformations in southern Africa after 1750

What was South Africa like in 1750?

Various small groups of people lived all over South Africa. There were some clashes over grazing land but no major wars.

1.1 The San

For hundreds of years these Stone Age hunter-gathers had lived undisturbed in the interior of South Africa. But, by 1750, their numbers were getting smaller as they clashed with the white farmers and the more powerful Nguni tribes.

1.2 The Khoekhoe

The Khoekhoe were pastoralists who lived in the southern Cape. They had a number of conflicts with the white farmers over land and cattle grazing.

1.3 The 'Bantu' speakers

The Nguni, Sotho-Tswana and many other tribes came from northern Africa.

- They settled all over South Africa from about 300 to 700 AD.
- Before 1750, there was plenty of grazing land, so the tribes were divided up into small independent chiefdoms.

1.4 Portuguese explorers and traders

After 1486, the above three groups had some contact with Portuguese shipwreck survivors along the east coast.

- Portuguese traders, mainly from Mozambique, bartered with various tribes.
- Sometimes there would be aggressive attacks with fatalities on both sides.

1.5 The Dutch settlers

In 1652, the Dutch East India Company started a halfway-station vegetable garden at the Cape with Jan van Riebeeck in charge. After 5 years the workers were made 'free burghers' and given land in the interior to farm. Over the years, the number of these 'free burghers' (who began developing their own language and culture and became known as Boers or trekboers) increased:

- They took more and more of the Khoekhoe's land.
- By 1750, Cape Town was a growing, bustling settlement with taverns, inns and shops to trade with the passing ships.
- Many fights over land occurred between the trekboers, the San and the Khoekhoe.

Political changes in southern Africa: 1750–1820

2.1 Interior: expansion of southern Tswana chiefdoms

- After 1750, the southern Tswana expanded and settled south of the Vaal River.
- Large social and political changes started to take place because of fierce competition over land, cattle and trade with the Cape and Mozambique.
- Chiefs who had imported goods like guns, and who had control of trading goods like cattle, ivory and animal skins, became more powerful.
- These chiefs could use their wealth to buy the loyalty of smaller chiefs.
 - One of the largest of these communities was the Hurutshe.
 - The southern Tswana claim to be descended from their royal line.
 - By 1800, some Tswana communities adopted a raiding lifestyle with horses and guns in defence of other raiders.
 - They were called the Kora or the Koranna.

2.2 In the east: the rise of the Ndwandwe under Zwide

Zwide aimed to expand his borders and to defeat his enemy, the Mthethwa.

- A serious drought in 1790 caused widespread warfare as tribes competed for land.
- Smaller clans joined with stronger chiefdoms.
 - Armies were formed according to age groups.
 - These were called *amabutho*.
- The tribe became more united and more efficient in:
 - taking land from other groups
 - raiding neighbours
 - controlling trade routes.
- When Zwide came to power in 1805, the Ndwandwe clan, in the north of what we now call Zululand, was growing in military power.
 - After many violent raids and counter-raids, the Ndwandwe defeated the Mthethwa.
 - Zwide invited Dingiswayo, the chief of the Mthethwa, to come to him for peace talks, but instead Zwide killed him.
 - The Ndwandwe set out to dominate Zululand.

Political revolutions in southern Africa: 1820–1835

3.1 The break-up of the Ndwandwe kingdom

- After Dingiswayo's death, Shaka joined the Mthethwa with the Zulu.
- The Ndwandwe-Zulu wars went on for about four years.
- Shaka's new military tactics – the 'horns of the bull' attack formation and the short stabbing spear – beat the greater numbers of the Ndwandwe.
- On one occasion, Shaka pretended that he was retreating. For nearly a week he drew his hungry and exhausted enemy into his territory and then attacked and beat them. Zwide lost five of his sons that day.
- Zwide adopted Shaka's military tactics and weapons.
- After much fighting, the Zulu warriors reached Zwide's headquarters at Nongoma. They sang the Ndwandwe victory songs and tricked the guards to let them in.
- One source says that Zwide was killed; another source says that he fled to the Pedi where he later died.
- Some of the Ndwandwe abandoned their lands and fled to Zambia, Malawi and Mozambique. Some joined other kingdoms that rose up, e.g. the Shangane in Gaza and the Swazis. The majority submitted to Shaka.

3.2 The rise of the Zulu state and its consolidation under Dingane

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.

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

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 organise his army into a highly efficient and deadly military machine.

For the next few years a series of bloody conquests resulted, which are called the *Mfecane* in Nguni and the *Difaqane* in Sotho.

- The Mfecane both united and divided the northern Nguni population in Natal.
 - Clan after clan joined the growing Zulu nation.
 - But thousands fled and scattered to other regions of South Africa.
 - Towards the end of his rule, Shaka had to use force and terror to ensure loyalty, to frighten his enemies and impress the British traders.
 - In 1828, Shaka was stabbed by his half-brother Dingane and died.
 - Dingane consolidated the Zulu state by continuing with many wars over the next few years, e.g. against the Ndebele, the Mpondo and the Voortrekkers.

3.3 Northern interior: the rise of the Ndebele kingdom under Mzilikazi

Shaka had welcomed all newcomers to his tribe. One was Mzilikazi, a petty chieftan and Zwide's grandson. He had fled when Zwide killed his father. Mzilikazi was one of Shaka's favourite indunas. But one day, Mzilikazi disobeyed Shaka – not for the first time – and an impi was sent after him.

- Mzilikazi fled north with about 300 warriors causing a huge amount of destruction on the Highveld.
- He formed the Ndebele tribe out of his Zulus and all the Sotho clans that joined him.
- In 1829, after attacking the Tswana chiefdoms, the Ndebele numbered about 8 000.
- Mzilikazi got guns from traders. His strict set of rules managed to unite the various clan members into a stable state.
- Numerous fights and raids took place over 20 years, e.g. in 1836 the Ndebele attacked the Voortrekkers at Vegkop.
- In 1837 the Zulu and the Voortrekkers attacked Mzilikazi. He then took his tribe across the Limpopo River, where they built a new capital called Bulawayo and became a powerful nation in Zimbabwe.

3.4 Southern interior: the emergence of Moshoeshoe and the Sotho kingdom

Moshoeshoe, chief of the Sotho, started life as a simple herdsman.

- Because of the Mfecane, he moved his people to the slopes of the Butha Buthe Mountain in 1820.
- He stood firm against all the raids against him and sometimes avoided confrontation by offers of cattle.
- In 1824, Moshoeshoe and his followers were besieged and they fled to another mountain, Thaba Bosiu, which was like a fortress.
- They were constantly involved in conflicts over the next years. Moshoeshoe offered displaced leaders and their followers protection and a place to live.
- By 1840 his followers numbered about 40 000.
- Moshoeshoe tried to be friendly with the British missionaries.

- Eventually, in 1868, his land was annexed and made a British Protectorate.
- Today it is the independent nation of Lesotho.
- Moshoeshoe never drank or smoked. He had 30 to 40 wives and died at the age of 84 in 1870.

3.5 Boer, Kora and Griqua raiders

In the early 19th century there were only a few trekboers in the southern interior of South Africa. Then hundreds joined them once the Great Trek started after 1834.

- They settled with their cattle and sheep on land that traditionally belonged to the southern Sotho.
- There were continual clashes and raids between the trekboers and the Sotho until Moshoeshoe asked the British to protect him.
- Some Tswana groups also had a raiding lifestyle with guns and horses. They were known as the Kora.
- The Griquas were a mixed race of Khoekhoe, Europeans, Malay and African slaves.
- They were divided into two groups under Waterboer and Adam Kok.
- They frequently raided the Ndebele and Moshoeshoe for slaves and cattle which they sold to the Cape.

3.6 Other states and paramountcies

3.6.1 Gaza

- In the present-day Mpumalanga and Limpopo provinces, Soshangane formed the Gaza kingdom, named after his grandfather.
- He kept strict discipline in the amabutho system and used it to control all trade in ivory and slaves with Mozambique.
- At its height, the Gaza kingdom had the largest area of land compared to the other kingdoms.
- Soshangane died in 1856. The Gaza kingdom only lasted until 1897 because internal divisions weakened the Gaza.

3.6.2 Swazi

- Sobhuza was chief of the Dlamini branch of the Ngwane.
- They were forced to flee from Zwide into the area which today is Swaziland.
- There they found themselves among small Sotho and Nguni groups which they defeated one by one, and then brought them into their tribe.
- Because of his amabutho, Sobhuza was able to resist raids from Shaka and others.
- Through conquest and diplomacy, he was able to expand his power and form the Swazi nation of today.

3.6.3 Pedi

- In the area now called Mpumalanga, Chief Sekwati built the Pedi kingdom by offering protection to many communities who were devastated by raids from the Zulu, Ndwandwe, Gaza and Swazi.
- Sekwati restocked cattle herds through raids and ensured the loyalty of his subordinates by giving them a share of the spoils.
- In 1828 he was the dominant power in his area.

3.6.4 Mpondo

- They lived south of the Zulu across the Mzimkhulu River.
- Chief Faku also strengthened his kingdom by absorbing refugees from the Mfecane.
- He survived Zulu invasions in 1824 and 1828 and became a strong power in the area south of the Zulus.

3.6.5 Southern Tswana

- Most of the southern Tswana groups were nearly completely destroyed in the raids of the 1820s.
- Only after 1836 were they able to regroup under their traditional families.
- Due to the presence of the missionary Robert Moffat some of the clans were able to survive the Ndebele raids.

Conclusion

It is very difficult to follow the history of each tribe in southern Africa from 1750 to 1835. But you have been given an overall picture of the political revolution that took place. You have seen that the authority of the rulers depended on their ability to provide their subjects with protection, land and cattle. The amabutho system was the key to power and wealth. The Mfecane was a disruptive time in South Africa when many political changes resulted. The main issue was competition for land. Trade was therefore very important as guns helped to make a tribe stronger. The transformation of South Africa, from a relatively peaceful place, where land was plentiful, to a place where there was fierce competition for land, did not come without a huge amount of bloodshed.

Legacies of Shaka

4.1 How has Shaka been remembered?

There are two important living monuments in KwaZulu-Natal in memory of Shaka:

- the tourist attraction on the Durban beachfront, uShaka Marine World
- the new King Shaka International Airport, 35 km north of Durban.

These are proof of the high esteem in which modern Zulus hold the founder of the Zulu nation.

4.2 Shaka's portrayal in the past and in the present

If you Google the word 'Shaka' on the internet, you will find 9 160 000 sources of information. Historians have a problem trying to sort out which sources are reliable and which are myths or legends.

There are many points of view about who Shaka was.

- 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:

- Farewell, Fynn and Isaacs.
 - Farewell's diary was lost and rewritten from memory 20 years later. Therefore, the accuracy of his accounts is debatable.
 - 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. (One must remember that in England at this time, there were 200 offences which resulted in hanging, e.g. cutting down a tree, a sailor begging, and stealing five shillings from a shop.)
- However, these eyewitnesses and oral tradition seem to agree that in the last four years of his life Shaka was unstable and had some psychological problems which led to obsessive and abnormal behaviour.

- For example, after Nandi's death there was a period of terrible destruction. 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.
- Isaacs was witness to Shaka's abnormal behaviour on one occasion when he massacred 170 young men and women on suspicion of adultery.
- Oral tradition has revealed that the army became very disgruntled with Shaka for not giving them a season of rest, and there were mass desertions.

There is no doubt that Shaka was a very forceful, authoritarian and controlling character who instilled fear into his enemies and followers alike.

It is said that over two million starving and homeless people wandered about during the Mfecane. However, it was not only Shaka's enemies who suffered during his reign – his own people were under terrible strain from 10 years of war.

Conclusion

Legends and myths, eyewitness reports and oral tradition, authoritarian and abnormal behaviour, 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 romantic and 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.

Summary and questions

Summary

- Southern Africa by 1750 was not an ‘empty land’ as some claims stated. The migrations of societies in southern Africa started before Shaka came to power in 1818 with political changes that took place in the interior (migrations and expansion of the Sotho-Tswana chiefdoms) and the eastern parts of southern Africa (the rise of the Ndwandwe chiefdom) between 1750 and 1820.
- The Mfecane/Difaqane resulted from the political revolutions in the rest of southern Africa between 1820 and 1835, giving rise to new states and new power blocs such as the Zulu kingdom under Shaka and Dingane, the rise of the Ndebele under Mzilikazi, the Basotho of Moshoeshoe, the the trekboers, the Pedi, Tswana, Griqua-Kora raiders, Soshangane’s Gaza and the Mpondo in the Mfecane/Difaqane.
- The role of Shaka in transformation in southern Africa and his legacy need to be looked at in terms of his different portrayals from the past to the present, and from the Zulucentric (Zulu centred) perspectives to the multi-dimensional views. These show that many myths about Shaka and the Mfecane/Difaqane exist today.

Questions Topic 4

Question 1: Short questions (15)

Answer the following questions in full sentences.

- Why were the amabutho so important in the political revolution? (3)
- How did the white traders affect the political revolution? (2)
- Why is it so difficult for historians to learn about what took place in South Africa between 1750 and 1835? (4)
- In your opinion, why has land been such a key issue in South Africa’s history? (4)
- What do you understand about the term ‘Mfecane’? (2)

Question 2: One-word answers (5)

Rewrite the sentences by choosing the correct word from those in brackets.

- [Nos2.1]The Trekboers were (British, Dutch, San) farmers.
- The amalala were (warriors, people of lower status, part of the king’s council).
- The most valuable item of trade that many tribes wanted was (guns, ivory, animal skins).
- The main sign of wealth for a chief was (houses, followers, cattle).
- The mother of Shaka was called (Ndebele, Ndwandwe, Nandi).

Summary and questions

Question 3: Matching columns (10)

Match the entries in the columns. Write the numbers 3.1 to 3.10 down the margin and then write the letter of the matching word from column 2 next to each number.

Column 1	Column 2
a Mzilikazi	A Griqua
b Dingane	B Pedi
c Zwide	C Sotho
d Adam Kok	D Ndebele
e Dingiswayo	E Gaza
f Moshoeshe	F Ndwandwe
g Soshangane	G Mpondo
h Sobhuza	H Zulu
i Sekwati	I Swazi
j Faku	J Mthethwa

Question 4: Essay (50)

‘A political revolution took place in South Africa from 1820 to 1835 with both positive and negative results.’

Argue this topic in an essay of about two pages. Without getting into details of dates and names, explain why there was a huge change in South Africa during this period, and briefly describe what resulted. Plan your essay by making a spider diagram so that you can clearly see what needs to be included in your essay.

Question 5: Source-based question (10)

- a Give examples from your notes on Shaka as you analyse the song (on the next page) and explain the following words:
- i ‘unshakeable’ (2)
 - ii ‘the bird that preys on other birds’ (2)
 - iii ‘battle-axe that excels over other battle-axes’. (2)
- b In your opinion which three groups of people would not have sung the song in Shaka’s time? (3)
- c How do you know that Shaka is not only famous in South Africa? Quote from the source. (1)

Total marks: 90

Summary and questions

Source on Shaka

The figure of Shaka still sparks interest among not only the contemporary Zulu but many worldwide who have encountered the tribe and its history. The current tendency appears to be to lionise him; popular film and other media have certainly contributed to his appeal. Against this must be balanced the devastation and destruction that he wrought. Certain aspects of traditional Zulu culture still revere the dead monarch, as the typical praise song below attests. It should be noted that the praise song is one of the most widely used poetic forms in Africa, applying not only to gods but to men, animals, plants and even towns.

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 elephants take shelter
 When the heavens frown...

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

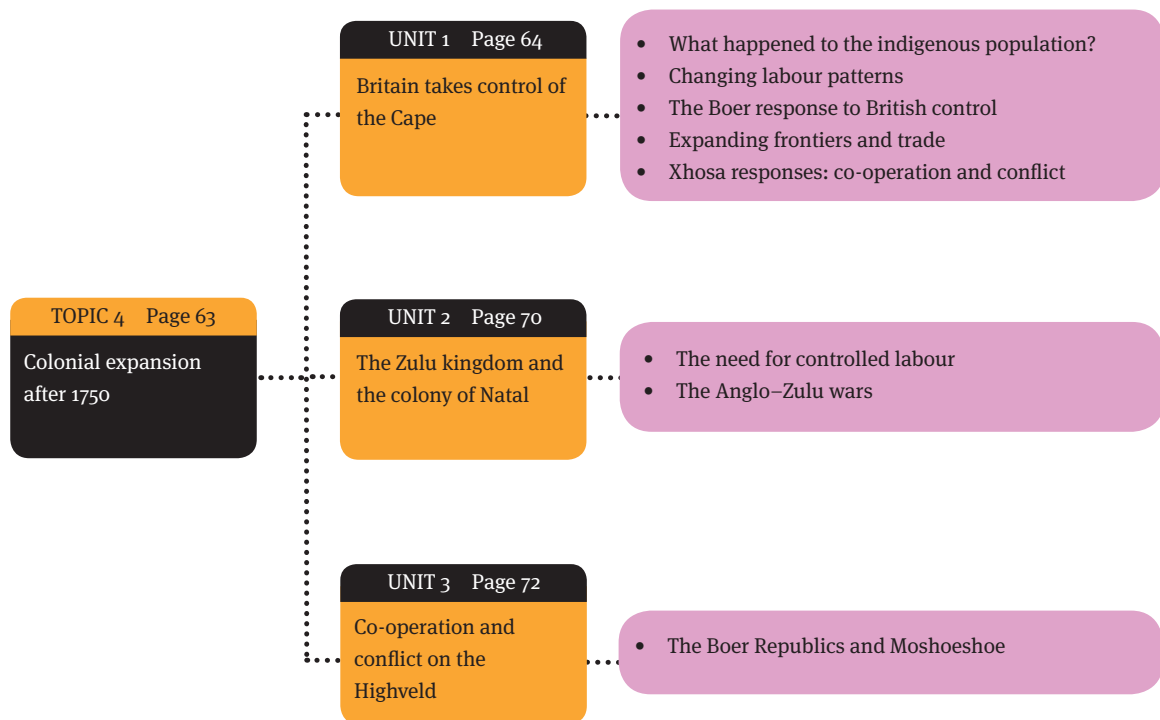
Other Zulu sources are sometimes critical of Shaka, and numerous negative images abound in Zulu oral history.

The figure of Shaka thus remains an ambiguous one in African oral tradition, defying simplistic depictions of the Zulu king as a heroic, protean nation builder on one hand, or a depraved monster on the other. This ambiguity continues to lend the image of Shaka its continued power and influence, almost two centuries after his death.

[Wikipedia.org/shaka/legacy](https://en.wikipedia.org/shaka/legacy)

Colonial expansion after 1750

Overview



What you will study in Topic 5

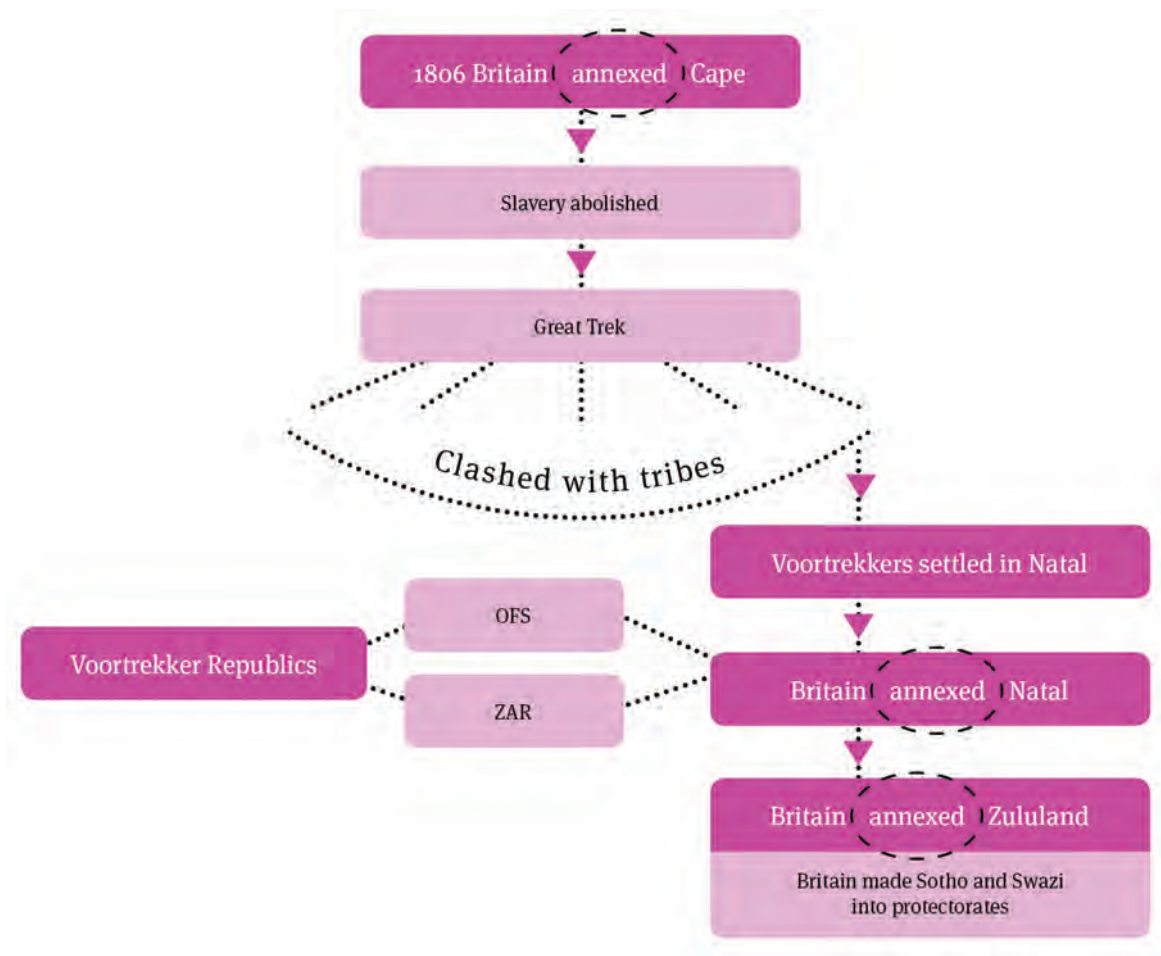
How colonial expansion into the interior transformed South Africa

After 1750, Britain was in need of raw materials for their Industrial Revolution. They occupied the Cape in 1806. The Dutch had been there for 154 years. They were furious when British laws forced them to change their way of life. When slavery was abolished, the Dutch trekked into the interior in large numbers.

For the next few years, these Voortrekkers experienced many hardships and clashes with the various tribes. When they settled in Natal, Britain came and annexed that area. The Voortrekkers moved again, into the interior, and established two independent Boer Republics.

The British imported Indians to work on their sugar plantations in Natal. Britain took over Zululand after the bloody Anglo-Zulu War. They also took over the Swazi and the Sotho kingdoms as Protectorates. British colonial expansion had gone deep into the interior of South Africa.

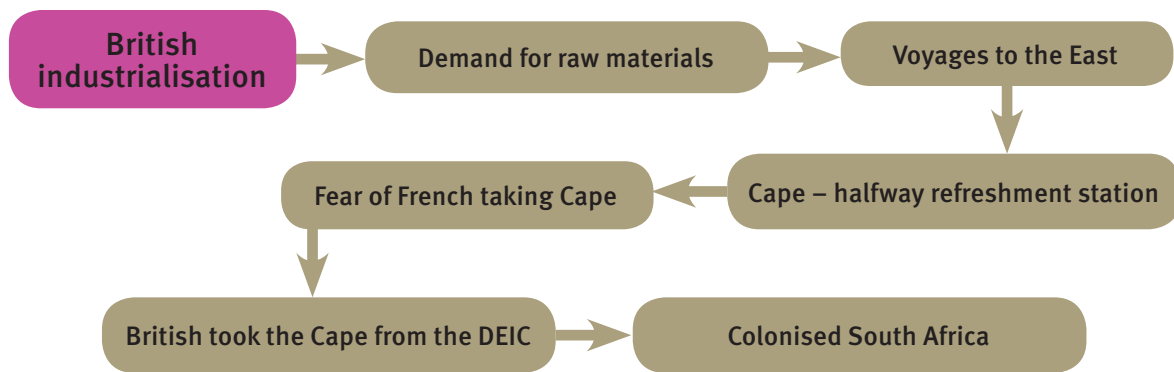
Britain takes control of the Cape



Colonial expansion in South Africa after 1750

Background

- By 1750 Britain was the most advanced industrial nation in the world.
- They controlled most of the trade with India and China.
- In 1795 Napoleon overthrew the Dutch king.
- Britain feared that Napoleon would take over the Dutch East India Company (DEIC also known as the VOC) and disrupt British trade with the East.
- Britain sent warships and took the Cape from the DEIC.
- They withdrew in 1802, but came back in 1806 when war broke out between Britain and France.
- Being the greatest industrial country in the world, Britain needed raw materials for the factories.
- Under colonial expansion, South Africa changed dramatically economically, socially and politically after 1750.



Overview of British colonisation of South Africa

1.1 What happened to the indigenous population?

By 1806 the Dutch had been at the Cape for 154 years.

The Khoekhoe and San communities had become smaller and smaller because of war, slavery and smallpox.

- The survivors became herdsmen, servants and unskilled labourers.
- Some, such as the mixed-race Griquas, left the Cape and settled along the Orange River.
- Others settled along the Kat River in the Eastern Cape. They spoke Dutch.
 - They had guns and began to dominate small chiefdoms.
 - This contributed to conflict and instability in the area.
- In 1809 the British passed an anti-squatting law
 - no blacks could farm on empty land within the Cape Colony.
- In 1811 pass laws controlled movement of workers in the Colony.

1.2 Changing labour patterns

- In Britain the slave trade ended in 1807 and slavery was abolished in 1834.
 - Rev. John Philip of the London Missionary Society played a big role in ending slavery at the Cape.
 - Ordinance 50 was a law which said that all black servants had equality before the law and freed them from doing forced labour.
- Historians have debated the true reasons behind Britain abolishing slavery:
 - humanitarian = being kind
 - self-interests = wanting a free labour force – to be more productive
 - fear of a slave revolt (like the one in Haiti) = fear of lower profits.
- But the slaves were not entirely free because of the laws – another law punished labourers for breaking contracts.

- This is what happened to the freed slaves in the Colony:
 - Some remained as wage earners.
 - Some left the Colony – joined the Griquas.
 - Some rented land owned by missionaries.
 - Some became independent farmers
 - later they were given the vote.

These labour changes dramatically affected the whole way of life and the economy of the Dutch who had lived with slaves for the past 154 years.

1.3 The Boer response to British control

1.3.1 The Boers were angry

- Many Dutch adapted to these changes – but some were furious with the abolition of slavery – especially farmers. Many had spent a lot of money buying their slaves.
- The British said they could have compensation but only if they travelled to Britain to get it, which was not possible for most of them.
- Piet Retief, one of the Dutch leaders, drew up a Manifesto, listing all their complaints and giving reasons why a huge group of Dutch had decided to leave the Cape Colony. Some of the reasons were:
 - they wanted to preserve proper relations between master and servant
 - they felt that there was no longer justice for burghers – only for blacks
 - they resented the government tax on their land
 - they disliked everything being made English.
- About 15 000 Dutch left the Colony in small groups between 1834 and 1845.
- The Great Trek was the first struggle of Afrikaner nationalism to get rid of British imperialism.

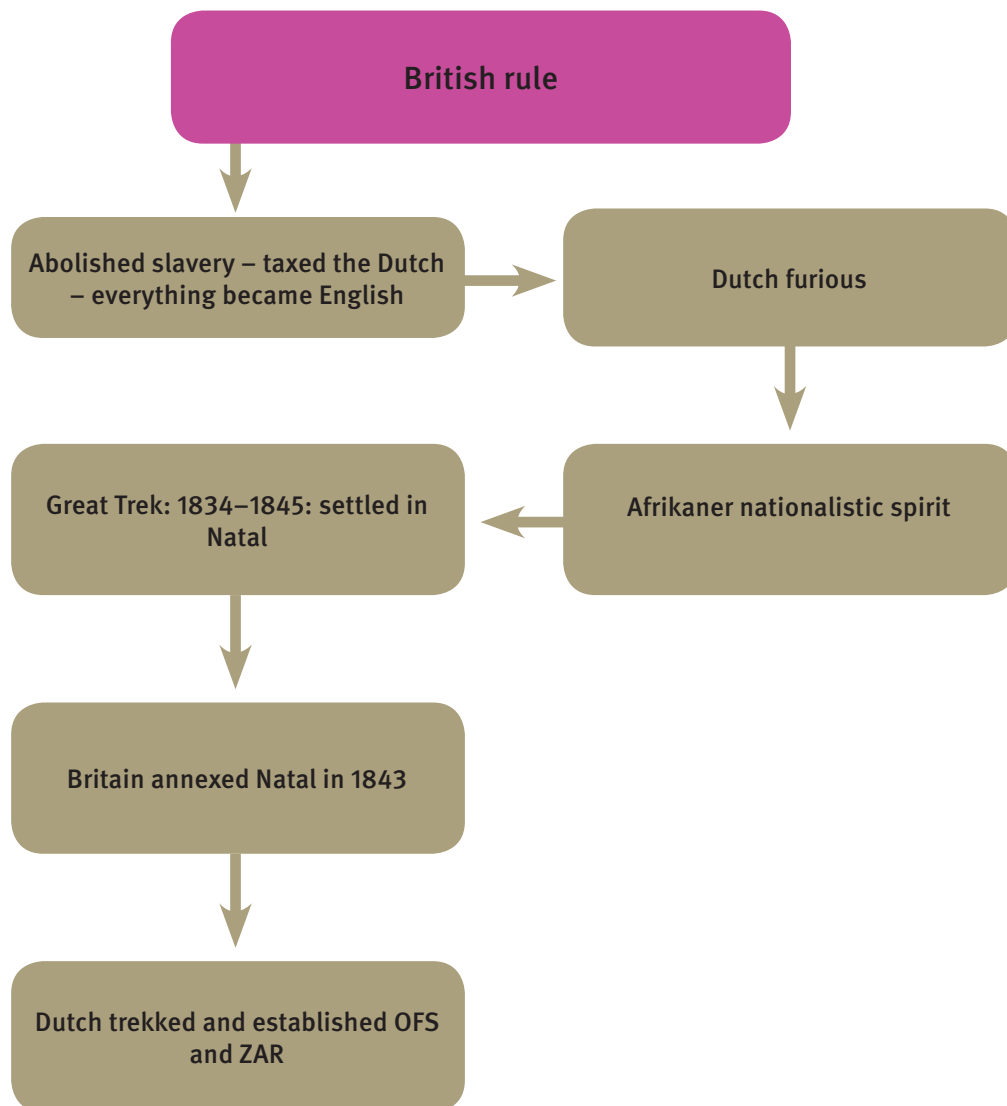
1.3.2 Trekking into the interior

- The Dutch spread into the interior and were led by various trekker leaders.
 - A Xhosa chief, Hintsa, gave Trekker leader Louis Trichardt a large area of land.
 - Trekker leader Hendrik Potgieter settled near the Griqua. In a letter, he said to their chief Adam Kok: ‘We are emigrants together with you...’
 - Trekker leader Andries Pretorius settled on land occupied by Chief Moshoeshoe. He tried to persuade the chief to form an alliance to stop British expansion.
- The Voortrekkers supported Mpande in an internal power struggle. When he became king, he gave them land around Durban.
- In 1843 the British annexed Natal. This resulted in a further Boer trek north.
 - The Dutch established their own two independent Boer Republics: the Orange Free State (OFS) and the South African Republic (ZAR).
 - Nine years later, in 1852, the British recognised the independence of the ZAR, and in 1854 that of the OFS.

1.3.3 Life in the Boer Republics

- The Boers needed the support of the local African chiefs.
- At first the local chiefs welcomed the Boers to help them drive out the Ndebele.
- But later there were many clashes over land and the demand for labour.
- Wealth in the Republics was land and cattle – officials were paid in land.
- The Boers continued in their old ways of slavery and contract labour.
- They depended on merchants from the Cape and Natal for manufactured goods such as cloth, pots, tools, guns and ammunition.
- Large landowners collected rent from white and African tenant farmers.

The following diagram gives a broad overview of Boer response to British control:



Overview of Boer response to British control

1.4 Expanding frontiers and trade

- Important centres of trade developed:
 - Grahamstown
 - Port Elizabeth
 - Port Natal (modern-day Durban).
- Ivory and game products were obtained from the chiefdoms in the interior.
- The Griqua, Kora and Barolong raided communities inland for cattle and slaves.
- Delagoa Bay (modern-day Maputo) was an important trading post where the Boers, Portuguese and Africans exported slaves up to the 1860s.
- The interior chiefdoms sent men to Cape Town to buy guns and other goods in exchange for ivory, ostrich feathers and animal skins.

1.4.1 Missionaries

- Trade and migrant labour gave the Africans an opportunity to break away from the control of the chief.
- Mission stations were built all over the interior.
 - Missionaries were people from different churches who came to Africa to convert the 'heathen' to Christianity.
 - Some missionaries also aimed to extend the influence of the British Empire.
- African families looking for security or new economic opportunities soon surrounded mission stations.
- Schools were started which provided a European education.
- The above resulted in the people challenging the authority of chiefs, undermining the unity of numerous Xhosa communities.

1.5 Xhosa responses: co-operation and conflict

1.5.1 Wars

- Settlers occupied more and more land on the Eastern frontier:
 - Led to conflict.
- By the 1800s, the Xhosa were divided into two main branches: west and east of the Kei River.
- In 1811, 1819, 1835 and 1846 there were wars against the settlers.
- After a war from 1851 to 1853, the British took over the Xhosa on the west of the Kei and called the area British Kaffraria.
 - The chiefs were still allowed their independence but
 - more land was given to settlers and missionaries.
- Colonial forces raided the Xhosa on the east of the Kei –
 - they destroyed many crops and captured cattle.

1.5.2 The prophecy

- In 1856 lung-sickness swept through the Xhosa's cattle, rains destroyed most of their crops and there was widespread starvation.
- Nongqawuse was a 16-year-old initiate traditional healer.
- She saw two strangers in the bushes and called her uncle who was a diviner and religious leader.
- They heard a message or prophecy:
 - If you slaughter all remaining cattle
 - And destroy all remaining crops
 - The ancestors will drive the whites into the sea
 - On that day the sun will rise and set in the East
 - New cattle and crops will be in abundance
- Results:
 - 300 000 to 400 000 cattle were killed.
 - About 20 000 Xhosa died from famine.
 - About 30 000 Xhosa were forced to seek work on settler farms.
- Xhosa resistance to the white settlers and British army was finally broken.
- However, the Xhosa did not disappear as other kingdoms had:
 - Their populations continued to grow.
 - Some became Christians
 - Others became rich from trading with the Cape
 - wool and
 - wheat.
 - Others became rich from being tenant farmers.
 - White settlers took over their land.

The Zulu kingdom and the colony of Natal

2.1 The need for controlled labour

- After the discovery of diamonds in the 1870s, Britain invested large amounts of money in mines and in sugarcane plantations.
- Huge numbers of labourers were needed, but
 - the Africans did not want to be labourers as they were contented with their land and cattle.
- To control the labour force, Britain defeated independent chiefdoms and made Protectorates of the Basotho, Swazi and Tswana states
 - = Basutoland, Swaziland and Bechuanaland.
 - The chiefs had to collect taxes for themselves and the Colony.
 - They had to keep the people obedient and loyal to Britain.
- Britain kept the Protectorates poor so that the people were forced to become migrant workers.

2.1.1 Sugar plantations

- In 1843 Britain had made Natal a colony and started large sugarcane plantations.
 - They required a huge amount of capital investment and many labourers –
 - but the Africans were not prepared to leave their homes.
- In desperation, the British imported over 150 000 Indians, between 1860 and 1911, to work on the plantations.
 - They had a contract for five years –
 - after this they could work elsewhere or renew the contract.
 - After 10 years of work, they were given a free trip back to India.
 - Many chose to stay –
 - they brought their families to settle in Natal and
 - became involved in trading.

2.1.2 Mines and railways

- Coal was discovered at Dundee in Natal.
- Labour was badly needed on the diamond, gold and coal mines.
- Railways were built from the ports to the mines –
 - more labour was needed.
- Africans preferred to be tenant farmers and rent land from the whites.
- As a result, capital investors encouraged the British government to subjugate the indigenous people of Natal.

2.2 The Anglo–Zulu wars

- Britain needed to conquer the Zulu kingdom to get a controlled supply of labour.
- Cetshwayo was king of the Zulu from 1872 to 1879.
 - When Britain brought large numbers of troops to the Zululand border, the king was worried.
 - He wrote to the missionaries and told them that he did not want war.
 - After a few border incidents, the British gave the Zulu king an ultimatum to disband his army or there would be war.
 - Cetshwayo attacked first and beat the British at Isandlwana in January 1879.
 - The war continued for 6 months until the British took the capital, Ulundi.
 - The king was captured and sent to Cape Town and then to London.
- Britain divided the Zulu kingdom into 13 areas and appointed their own chiefs.

2.2.1 The Civil War

Cetshwayo came back in 1883. A Zulu civil war over leadership broke out.

- The civil war lasted eight years and virtually destroyed the Zulu kingdom.
- Thousands of Zulu homesteads were destroyed.
- Because they had lost their land and their cattle, the men were forced to work on the mines and plantations in order to survive.
- Zululand was divided between the Boers and the Natal settlers, leaving the Zulus on a fraction of their original land.

2.3 Other African kingdoms

- Britain also invaded the Pedi under Sekhukuni and beat them.
- By the 1880s, Britain had annexed all the land between the Cape Colony and Natal.

Co-operation and conflict on the Highveld

3.1 The Boer Republics and Moshoeshoe

As you already know, Britain recognised the independence of the two Boer Republics in the 1850s, but this was before the discovery of diamonds and gold.

- Over the years, the Boers had many conflicts and alliances with the local chiefdoms.
 - Moshoeshoe, the chief of the Basotho, had merged displaced people from Shaka's campaigns into his kingdom – these were Kora, San, Nguni and Griqua.
 - There were many raids and battles between the Boers and the Basotho, e.g. the Basotho beat the Boers at Viervoet.
 - Eventually Moshoeshoe asked the British for protection against the destructive Boer raids.
 - Britain annexed Basutoland as a Protectorate in 1868 and it only became independent again in 1966.
- Many Basotho had to enter the labour markets as they had lost much of their agricultural and grazing lands.
- Moshoeshoe, the founder of the Basotho nation, died in his mountain home in 1870.
 - He had been a skilful tactician, balancing military strategy with a policy of generosity in victory.
 - He had dealt diplomatically with African leaders, the Boer trekkers, the British colonisers and the missionaries.
 - He had kept his nation independent for 40 years.

Summary and questions

Summary of Topic

- With Britain taking over the Cape from the Dutch, southern Africa was drawn into the world economy.
- Many groups living in the Cape at this time were unhappy with British rule, which led to a series of migrations into the interior of southern Africa.
- These migrations inevitably resulted in conflict as the migrating parties (e.g. the Boers) came into contact with the indigenous people.
- The British, realising the economic importance of South Africa (e.g. the discovery of diamonds and later gold) also began to lay claim to the interior of South Africa, as well as Natal.
- Together, the Boers' migration and British economic ambitions, led to a series of wars (e.g. the Frontier Wars and the Anglo-Zulu wars) that led to the eventual colonisation of the whole of South Africa.
- However, before this colonisation of South Africa, there was co-operation and conflict on the Highveld between the fragile Boer Republics (e.g. the South African Republic that the Boers established in 1852) and the Highveld chiefdoms, in particular with Moshoeshoe.

Questions for Topic

Question 1: Sentences (30)

Answer the following questions in full sentences.

- a What motivated the British to take over the DEIC? (2)
- b Analyse the various reasons behind Britain's decision to abolish slavery at the Cape. (3)
- c What were the causes and results of the Great Trek? (8)
- d Imagine that you are a member of one of the tribes in the interior of South Africa. Name three things that you would take to Cape Town to trade, and three things that you would bring back with you. (6)
- e Would it be true to say that a 16-year-old destroyed the Xhosa nation? (7)
- f Imagine that you are a praise singer of Moshoeshoe. Write a song of 4 to 6 lines that you will sing when there is an important gathering. (4)

Question 2: Source-based question (10)

Study the source on the next page and answer the questions below.

Summary and questions

Source on Shaka

Despite their enthusiasm and abundance of funds, the chaos caused by the frontier wars and government backing for their schemes, the success rate of missionaries remained low for much of the 19th century. Certainly, by 1850 only about 16 000 Africans out of 400 000 had moved into the 32 mission stations dotted around the Eastern Cape. Of this number, only a small minority had genuinely responded to the call of Christianity and “civilisation”.

For a long time many of the early converts were women who had rejected the oppression of unwanted husbands, accused witches, blind people, albinos, lepers and cripples.

Source: *Illustrated History of South Africa*, 1989 edition, page 152

- a Would you say that this source is biased? Give reasons for your answer. (2)
- b How do you know that the government supported the missionaries? (2)
- c Explain the meaning of the heading. (2)
- d In your opinion, why do you think the success rate of the missionaries was so low? (4)

Question 3: Essay (50)

Write an essay of about two pages with the following title: ‘Labour was at the centre of all the actions of Britain in South Africa from 1806 to the 1880s.’

Analyse this statement and give a broad overview of Britain’s need for labour which led to many conflicts throughout South Africa.

Question 4: Word search (10)

- a Find these 10 words in the puzzle on the next page:

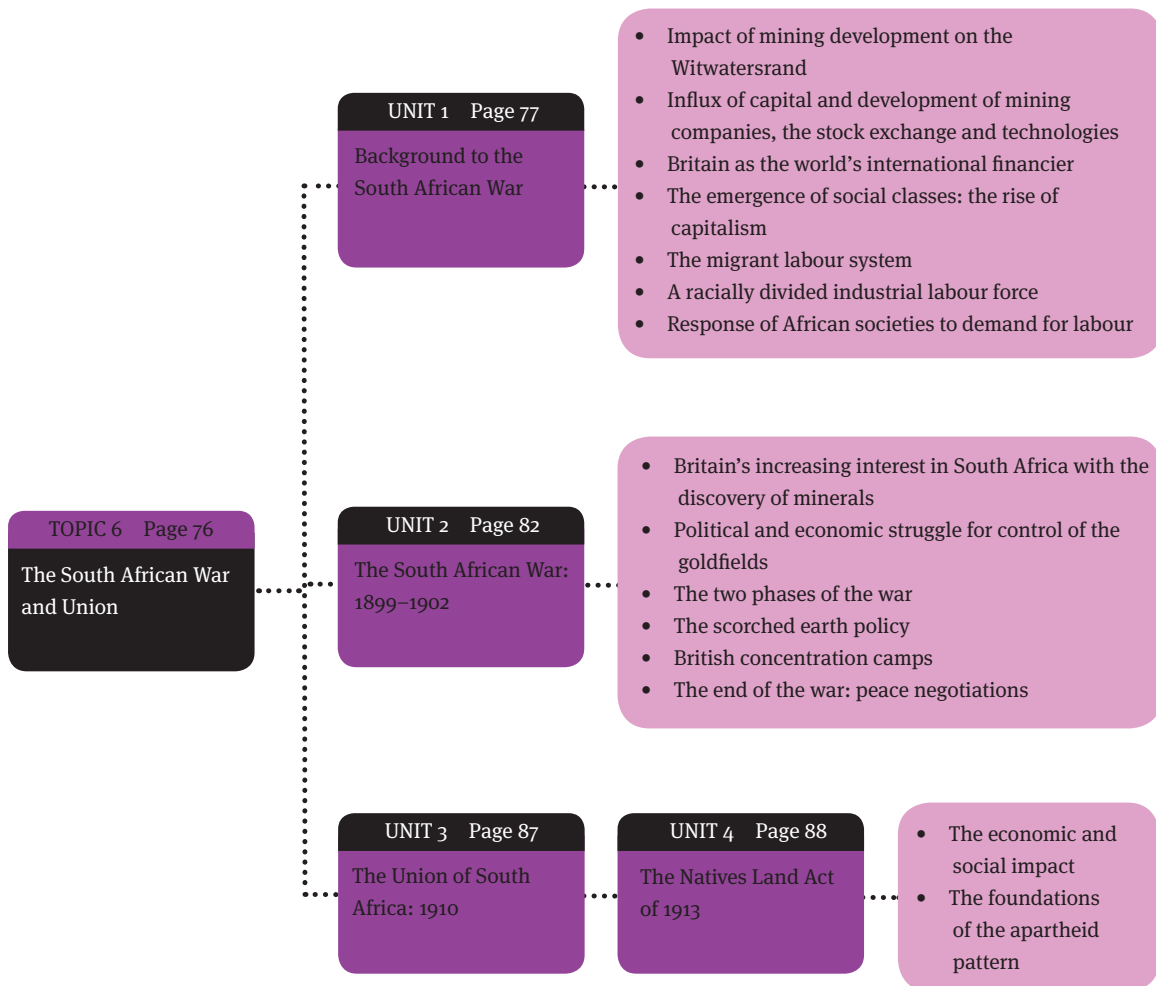
Ordinance	Manifesto	Protectorate	Prophecy
Ulundi	Griqua	Kaffraria	Potgieter
Mpande	Cetshwayo		
- b In one sentence, explain the meaning of each word in the context of the work you have been studying.

Summary and questions

N	D	N	A	G	P	U	I	R	A	A	C	E
U	I	O	E	R	R	M	C	I	P	G	E	D
R	T	T	Y	R	O	I	A	R	P	T	T	I
N	Y	E	R	R	T	O	Q	E	R	E	S	U
I	C	T	E	O	E	O	E	U	T	K	H	R
S	E	L	I	Y	C	T	N	Q	A	E	W	C
R	H	E	F	O	T	S	E	F	I	N	A	M
R	P	C	D	O	O	F	F	I	R	N	Y	L
N	O	T	C	N	R	R	P	P	G	H	O	R
O	R	D	I	N	A	N	C	E	A	T	D	S
O	P	Y	P	R	T	P	P	F	O	O	O	R
P	O	T	I	G	E	N	M	U	E	A	U	P
Q	E	A	M	I	N	U	L	U	N	D	I	D

The South African War and Union

Overview

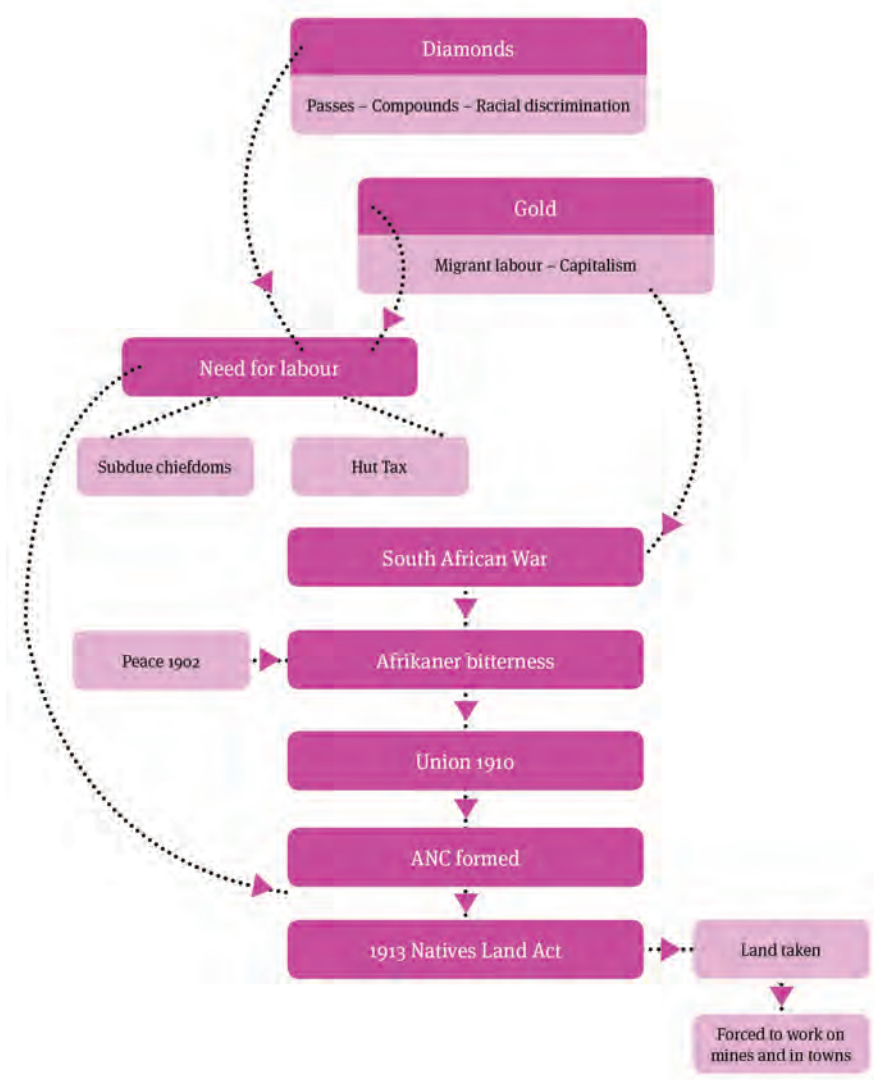


What you will study in Topic 6

How did the period of the South African War impose the social, economic and political patterns of South Africa in the 20th century?

The tension between the British in South Africa and the Boers built up over many years. It was made worse by the discovery of diamonds and gold and resulted in a bloody war. The foundations for apartheid were laid with the pass laws, the migrant labour system and job reservation. A society of classes developed and an economic system of racial capitalism started. The Union of 1910 left the black people out of the government. The Natives Land Act of 1913 led to forced removals which deprived the blacks of their land.

Background to the South African War



Need for labour

1.1 Impact of mining development on the Witwatersrand

- In 1867 diamonds were discovered at Kimberley.
- The Cape and Natal were British colonies.
- The South African Republic (ZAR) and the Orange Free State (OFS) were independent Boer Republics.
 - They were surrounded by independent chiefdoms.
- After a long dispute among many claimants, Britain gave the diamond fields to the Griquas.
- In 1877 Britain annexed Griqualand West – in which Kimberley was located – and it became part of the Cape Colony.

- The Griquas were given some compensation.
- At that stage they had no idea how valuable the ‘little stones’ would become in the future.
- Hundreds of fortune hunters came from all over the world.
 - The mineral revolution had started.
 - South Africa began to change from an agricultural society to an industrialised, capitalist society.
- It became difficult for miners to dig their claims to the required depth to unearth diamonds.
- A new approach was needed to mine on a large scale.
- A lot of capital was needed to buy big machinery.
 - Cecil John Rhodes, J.B. Robinson and Barney Barnato bought up the individual claims and formed a company called De Beers.
 - They developed a system to organise the mining efficiently.
 - Blacks had to have passes to work on the mines.
 - This was the start of racial discrimination – later it was called apartheid.
 - Capitalism became entrenched in South Africa – rich bosses exploited workers by paying them low wages.
 - Compounds were built where the black mineworkers lived in overcrowded, terrible conditions.
- But many blacks did not want to work on the mines for low wages.
 - They still had their land to graze their cattle.
 - There was a new market for their farming produce.
 - Some blacks were involved in ox-wagon transport or in building the new town of Kimberley.

1.1.2 Britain annexes the ZAR and defeats some African kingdoms

Britain’s imperialism was motivated by a desire to continue being the most powerful empire in the world.

- To do this they needed: WEALTH
- To mine the wealth they needed: LABOUR
- To control the labour they needed to: SUBDUE CHIEFDOMS
 - In 1878 Britain crushed an uprising of the Thlaping.
 - In 1879 the Zulu kingdom came under British control after a bloody war.
 - In 1881 the ZAR reacted to the British trying to take over the Republic and defeated them at Majuba. This was the First Boer War of Independence.
 - During 1884–5, Britain proclaimed Protectorates over Swaziland and Basutoland to prevent them from falling into Boer hands and to safeguard the timber, grain and labour for the mines.

All the above events had a huge impact on gold mining in the ZAR and the gradual breakdown of blacks as independent farmers on their own lands.

1.2 Influx of capital and development of mining companies, the stock exchange and technologies

In 1886 gold was discovered on the Witwatersrand in a 60 km gold-bearing reef south of Pretoria, the capital of the ZAR.

- The majority of the thousands of fortune seekers that came from Kimberley and from all over the world were British, and were known as *uitlanders*.
- After a short time there was no room for the independent miners, as the mining had to go down very deep, which needed a lot of money.
 - The money came from the rich mining capitalists, who came from Kimberley. Rhodes, Robinson, Barnato and Alfred Beit – known as the Randlords – founded the Chamber of Mines.
 - The Randlords needed lots of capital for machinery and modern technology.
 - The money was raised by selling shares on the London Stock Exchange and the new Johannesburg Stock Exchange.
 - Profits, called dividends, were later to be divided amongst the shareholders.

Gold mining resulted in economic development: railways, roads, enlarged harbours, secondary industries, commercial farming, houses, offices, shops, banks, post offices.

1.3 Britain as the world's international financier

In the late 19th century, Britain's economic power had been challenged by the growing industrialisation of countries such as Germany and the USA.

- To keep its dominance Britain needed to replenish its decreasing supply of gold.
 - Gold was so important at that time because the international monetary system was being changed to a gold standard. This meant that paper money was being printed, but it had to be backed by gold in the Reserve Bank.
 - Gold was also a very important means of exchange, so it could be used to pay for trade and to purchase guns.
- Therefore, the British were so desperate to get control of the gold mines in the ZAR.

1.4 The emergence of social classes: the rise of capitalism

- Mining resulted in the following classes being formed:
 - Randlords – multi-millionaires; owners of companies; the bosses
 - Middle-class entrepreneurs – people who made their own living by being builders, craftsmen, lawyers, doctors, shopkeepers
 - White mineworkers, mainly British – uitlanders
 - White ex-tenant Dutch farmers – poor; unskilled; unemployed because the black workers got all the low-wage, unskilled jobs; living in slums
 - Black unskilled workers – living in unhygienic, overcrowded compounds.

- Capitalism is the system in which anyone can make as much money as they like.
 - However, the rich often exploit the poor for their own profits.
 - Often the rich get richer and the poor get poorer.
- Racial capitalism emerged when laws were made to prevent black people from even trying to become educated or skilled.
 - This kept them on the level of servants and in poverty.

1.5 The migrant labour system

- A Hut Tax was introduced to force black subsistence farmers to work on the mines as they needed money to pay the tax.
 - Mineworkers had a 6- to 12-month contract.
 - They would stay in mine hostels or compounds. These were overcrowded, unhygienic and strictly disciplined, and the food was poor.
 - Their families stayed behind in the rural areas and had to cope by themselves.
- The 'tout system' was a system whereby mine owners paid people – and sometimes chiefs – to recruit workers, from as far as Tanzania.
 - When recruiting them, these people would often lie to the workers about getting high wages.
- The mining revolution led to a whole way of life being destroyed.
 - Families broke up, detribalisation happened, traditional culture was lost, children grew up without a father's discipline.
 - Men were treated like 'boys' on the mines and this led to a feeling of inferiority and lack of self-worth.

1.6 A racially divided industrial labour force

Racism developed because of the early culture of the Boers.

- They were a deeply religious people who followed the Bible closely.
- They interpreted one verse to mean that black people will always be servants: 'hewers of wood and drawers of water'.
- The white miners became very insecure when the blacks got all the low-wage, unskilled jobs.
- Job reservation was introduced and later the Colour Bar Act would only allow whites to become skilled.
- Laws promoted racial discrimination and forcibly kept the blacks out of the better jobs, keeping them in poverty.

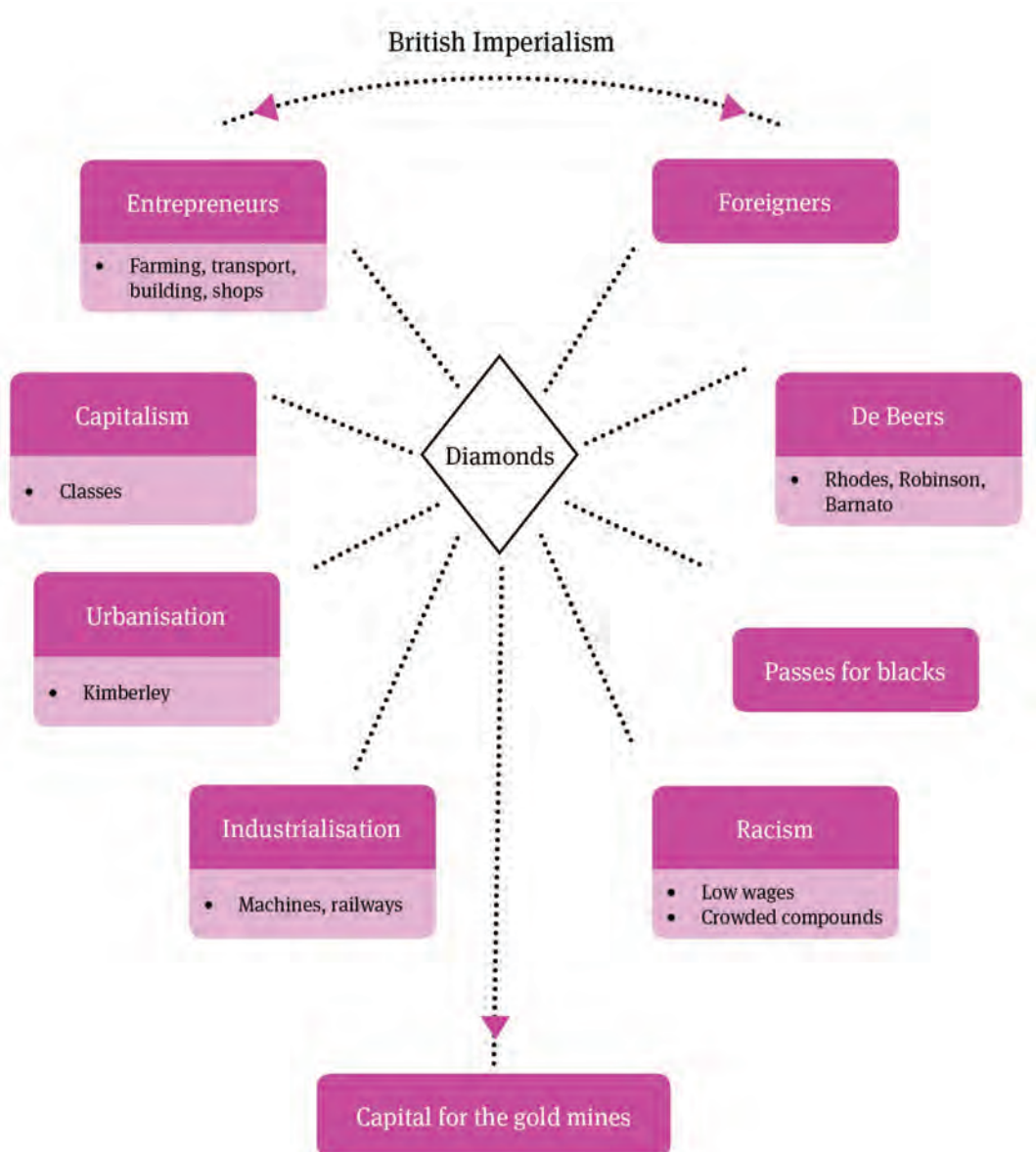
After 1994, the Dutch Reformed Church admitted that this belief was racist and completely wrong. But this could never compensate for the years and years of horrific, humiliating racial suffering endured by millions of blacks.

1.7 Response of African societies to demand for labour

- After the destruction of independent chiefdoms, black resistance along traditional lines ended.
- By the late 1890s, the mines were still short of labour. But the black tenant farmers and sharecroppers had a comfortable life compared to the life on the mines. Those farmers far from towns managed to avoid the tax collectors.
- Some preferred to do other jobs, building or domestic work. For example, the *amawasha* were 600 blacks who did washing for the whites in Johannesburg.

Conclusion

The following diagram summarises some of the key aspects discussed above.



British imperialism

The South African War: 1899–1902

2.1 Britain's increasing interest in South Africa with the discovery of minerals

We have already discussed why Britain was desperate to get control of the mines.

- Britain also feared that other countries, especially Kruger's friend, Germany, would beat them to it. (Kruger was president of the ZAR.)
- Mine owners wanted to modernise the industry.
 - They were keen to create a Union of South Africa.
 - This would give them control of all the land and the workforce under the chiefs and on white farms.

2.2 Political and economic struggle for control of the goldfields

2.2.1 The tensions

Joseph Chamberlain, a true imperialist, was the British Secretary of State for the Colonies.

- He chose another imperialist, Lord Milner to be Governor of the Cape.
- Rhodes was Prime Minister of the Cape.
 - He had conquered a large territory across the Limpopo River, which was called Rhodesia. Today it is Zimbabwe.
 - Rhodes owned the newspapers *The Johannesburg Star* and the *Cape Times*.
 - These newspapers stirred up British opinion in favour of a war with the ZAR.
- The religious, conservative Afrikaners (= Boers) were resentful of the uitlanders who were a threat to their quiet, traditional way of life.
- President Kruger built his own railway line to Delagoa Bay, so that he would not have to rely on the British railway lines from the Cape and Natal.

2.2.2 The grievances of the uitlanders

The uitlanders were frustrated with the backward policies of Kruger and his government, called the Volksraad, which they said was corrupt and inefficient.

- They wanted to create a society to meet the requirements of a capitalist economy, e.g. good infrastructure for transport, water and sewerage.
- They resented the Boers having the monopoly of the supply of dynamite and other mining essentials.
- They hated having to pay heavy taxes while having no say in the government.
- They could only vote after living in the Republic for 14 years.

2.2.3 The Jameson Raid, 1895–6

The grievances of the *uitlanders* gave Rhodes the opportunity to plan to take over the ZAR.

He planned to get the *uitlanders* to call on Britain for help against the terrible treatment from the ZAR.

- His friend Dr Jameson was sent to Pitsani on the Bechuanaland border with 800 mounted police from Rhodesia.
- The *uitlanders*, even though they had been smuggling in guns for some time, decided not to revolt.
- Rhodes therefore told Jameson not to invade.
 - One version is that some telegraph lines had been cut and Jameson did not get the message.
 - Another version is that Jameson saw this invasion as an opportunity for fame and so ignored the orders from Rhodes.
- Kruger's commando was easily able to capture the invaders.
 - The invaders were punished in various ways.
 - This was a triumph for the ZAR.
- Rhodes was so humiliated that he resigned as Prime Minister of the Cape.
- Britain's fears of a Boer-German alliance increased when the German Kaiser sent Kruger a congratulatory telegram.
- Tensions further increased when the ZAR bought large quantities of modern weapons from Germany.

2.2.4 War breaks out

- Milner sent a telegram to Chamberlain saying that Britain needed to intervene because the British subjects were being treated like 'helots', meaning slaves.
- To prevent a war, President Steyn of the OFS organised a conference between Milner and Kruger in Bloemfontein.
 - Milner demanded that the *uitlanders* get the vote after five years of residence in the ZAR.
 - Kruger tried to compromise and said they could vote after seven years.
 - Milner refused this offer.
 - Kruger said: 'You just want my country.'
- In September 1899, British reinforcements sailed to South Africa and British troops were sent to the ZAR border.
- Kruger sent an ultimatum to Milner demanding that the troops be removed.
 - Nothing happened and so war was declared between the two Boer republics and Britain.

2.3 The two phases of the war

2.3.1 The first phase: October 1899 – September 1900

- The Boers invaded Natal and the Cape.
 - They besieged the towns of Mafeking, Kimberley and Ladysmith. This meant that the Boers surrounded the town, hoping that the British residents would eventually surrender because they were starving.
 - The British had a 'Black Week' during which the 'Pride of the British Empire' was beaten by the Boers at Magersfontein, Stormberg and Colenso. Nearly 3 000 men were killed or wounded and many field-guns were lost.
- In February 1900 reinforcements arrived under Lord Roberts.
 - A counter-offensive relieved the besieged towns.
 - Roberts beat the Boers and took the towns of Bloemfontein in February, Johannesburg in May, and Pretoria in June.
 - In September 1900 the ZAR was annexed by the British Empire.
 - Kruger went to Switzerland. Some sources say he went to get help; others say he went into exile.
 - Roberts left for Britain and left Lord Kitchener in charge to carry out the peace arrangements.

2.3.2 The second phase: guerrilla warfare

The Boer generals Botha, Steyn, De la Rey, De Wet and Cronje, wanted to fight 'tot die bitter einde' – to the bitter end. They had a strong nationalistic spirit.

- They formed themselves into commandos and raided the British with hit-and-run tactics, doing much damage.
- For two years, fewer than 60 000 Boers fought a guerrilla war against 200 000 British soldiers.

2.4 The scorched earth policy

The Boer commandos survived by staying on farms where they were supplied with fresh horses and food.

- Lord Kitchener gave the order to burn all the farmhouses, their contents, the crops and the animals, and to put Boer women and children as well as their black farm workers into concentration camps. He hoped that the Boers would then surrender.
- More than 30 000 farmhouses were systematically burned down, using this strategy (called the scorched earth policy) in order to defeat the Boers.

2.5 British concentration camps

- 116 000 Boer women and children were herded off to 40 camps around the country, where about 26 000 died.
- 115 000 blacks went to 66 camps, where over 14 000 died.
- Conditions at the camps were shocking:
 - tents on bare land (extremely hot in summer and freezing in winter)
 - overcrowded
 - unhygienic
 - a lack of food, medicines, clean water, beds and blankets.
 - Pneumonia, measles, enteric fever, dysentery and malaria caused most of the deaths.
- The British actions in this war were to result in a passionate Afrikaner nationalism that would make them protect their own people at all costs.
- The bitterness that resulted against the British was passed on from generation to generation.
 - This bitterness helped to swing the referendum vote in 1960 that saw South Africa become a republic, free from British rule, in May 1961.

2.5.1 The role of women and blacks in the war

- Emily Hobhouse was a wealthy British lady who came to South Africa during the War.
 - She was horrified at the conditions in the concentration camps.
 - She became very unpopular with the British government as she campaigned and raised funds for better rations, sanitation and facilities in the camps.
 - Because of her tireless effort, the death rate in the camps did come down.
 - Today she is remembered as a heroine and is honoured by being buried at the Women's Monument in Bloemfontein.
- Nurses from all over the world came to South Africa to help nurse both sides.
 - Lady Sarah Wilson was the first woman to be appointed as a war correspondent.
- About 100 000 blacks thought that if they joined the British.
 - They would get the vote when the British won.
 - They were very useful to the British
(The blacks that worked for the Boers did the same jobs):
 - they knew the territory well
 - they acted as spies and messengers
 - they performed jobs such as cooking, looking after animals and doing other camp chores.
 - Mahatma Gandhi organised 1 000 Indian stretcher-bearers for the British.

2.6 The end of the war: peace negotiations

The Boers eventually surrendered because their commandos were worn down and their losses were enormous.

- The Peace Treaty of Vereeniging was signed on 31 May 1902 and a negotiated settlement took place.
 - The Boers were promised self-government in the future
 - but the blacks had no political rights.
 - The Dutch language was protected
 - but the Boers had to become British subjects under the Union Jack flag and the monarch.
 - The two Boer Republics became British colonies.
 - Boer prisoners who had been sent to St Helena, Bermuda and Sri Lanka would be brought back and given back their guns.
 - The British said that they would try to help the Boers rebuild their houses and re-establish their farms.

The Union of South Africa: 1910

- After the war, the Boers were devastated from the loss of thousands of lives and thousands of farms.
 - £19 million was set aside to help the Boers modernise their farms.
- The blacks were very disillusioned as many had supported Britain in the war but nothing was done for them afterwards to get the vote.
- The economy was shattered as the mines had closed during the war.
- Milner wanted to create a British majority in the country.
 - He organised for 1 200 British families to come and settle in South Africa.
 - He tried to make everything English to ‘denationalise’ the Boers by ignoring their culture.
 - But this produced the opposite effect – they became more nationalistic and resented this ‘Milnerism’.
- In 1902 there were only 45 000 black mineworkers. During 1904–5, thousands of Chinese were shipped in to get the mines going again.
- In 1906 the Liberals in Britain won the election. They believed that the Boers had been victims of an unjust war. By 1908 the Afrikaners were again in power in the Transvaal (= the former ZAR), OFS and in the Cape.
- In 1906 Chief Bambatha led a rebellion against the government’s taxes. This raised fears amongst the whites about their ability to control the Zulu without the co-operation of the British.
- A draft constitution for a Union was drawn up.
 - The only blacks who would have voting rights in the Union would be black voters in the Cape who qualified.
 - In 1909, one of the ‘elite’ African leaders, John Jabavu, organised an open letter to 1 000 British politicians, protesting against the fact that blacks in Transvaal, the OFS and in Natal had no political rights.
 - An eight-man delegation then went to London in 1909, but the British government said that they could not interfere with the laws of the self-governing dominion.
 - After much negotiation, the English and Afrikaners agreed to compromise on certain issues. For example:
 - the black vote in the Cape would be entrenched into the constitution – it could only be changed by a vote of two-thirds majority in government
 - there would be three capitals
 - the seats for parliament in the rural areas would require fewer voters than the town seats – this meant that the Afrikaner farmers could get an equal number of seats as the English urban voters.
- On 31 May 1910, the Union of South Africa was proclaimed with General Botha as Prime Minister.
 - Four colonies were united under one flag, but the country was not united.

The Natives Land Act of 1913

4.1 The economic and social impact

Before 1913, thousands of African families had made their own living by subsistence farming, tenant farming or sharecropping. But this whole way of life was destroyed by one law.

- The aim of the Natives Land Act originated with British imperialism –
 - a desire for more land and power, wanting minerals (especially gold) and
 - therefore needing cheap labour to make a profit.
- Africans did not want to work on the mines because they had a better life farming. Therefore, the obvious solution was to take the Africans off the land.
 - The law forced Africans into reserves, which meant 80% of the population had 8%, and later 13% of the land.
 - They were evicted, uprooted and dispossessed of their ancestral lands.
 - They lost their homes, schools and churches without compensation.
 - Their means of self-employment and their independence were taken away from them.
 - The reserves were too crowded to farm – the men were forced to go to the towns and mines to find work, resulting in the migratory system.
- The social impact of the Land Act was that the foundations of apartheid were laid, as the Africans' traditional way of life was destroyed.
- The economic impact was that Africans helped the mines to become profitable and the economy to grow, but it was at their expense.

4.1.1 Sol Plaatje

In 1912 Sol Plaatje became the first general secretary of the African National Congress (ANC).

- He was an intellectual author who spoke eight languages, edited three newspapers and wrote several books.
- In 1913 he rode around the reserves on a bicycle to see the early effects of the Land Act.
- He was shocked and horrified at the misery that he saw, and wrote about this in his book called *Native Life in South Africa*.
- In 1914 Plaatje was part of an unsuccessful delegation to Britain to appeal against the Land Act.
- He returned in 1917 and headed another unsuccessful delegation to Britain in 1919, which also went to Canada and the USA.
- Britain said that they could not interfere in the internal affairs of a self-governing dominion.

4.2 The foundations of the apartheid pattern

You have seen the beginning of a pattern that was to get worse and worse, especially after 1948, until it ended in 1994.

- The pass laws and the contracts on the mines got stricter.
- The Colour Bar Act and job reservation laws kept the black South Africans in a subservient position of being unskilled –
 - resulted in poverty.
- The Land Act took away the chance of Africans to earn their own living.
- Inhumane, discriminatory, racist laws resulted in a deep-seated bitterness against the white oppressors, which went from generation to generation.

Summary and questions

Summary of Topic

In this topic we set out to answer the question “How did the period of the South African War impose the social, economic and political patterns of South Africa in the 20th century?” To be able to answer this question we looked at:

- political and economic conditions in South Africa from 1870 onwards
- the discovery of diamonds
- the formation of the rich monopolies owned by a few individuals
- the discovery of gold and its consequences.

[Bod]The goldfields were situated in the ZAR. Britain wanted control and ownership of this source of riches to enhance itself and to prevent other powers from gaining control. The influx of foreign uitlanders led the Afrikaners to fear for their culture and way of life and so war became inevitable.

The mines demanded huge numbers of unskilled labourers, and these were gained through various measures, such as:

- the defeat of the African kingdoms
- the introduction of laws which made it impossible for blacks to lead independent lives.

Questions for Topic

Question 1: Crossword (10)

Fill in the crossword on the next page. Use the clues below.

Across	Down
3 besieged town	1 started scorched earth policy
4 led rebellion against taxes	2 first Prime Minister of Union
6 wrote book about Land Act	3 wanted to make SA English
7 started De Beers	5 organised stretcher-bearers
9 President of ZAR	8 collected funds for concentration camps

Summary and questions

Question 2: Sentence/paragraph questions (40)

Answer the following questions in full sentences.

- a Why was the discovery of diamonds referred to as a 'mineral revolution'? (6)
- b How did some blacks benefit from the discovery of diamonds? (5)
- c Analyse the reasons behind the desire of the Randlords for a union. (9)
- d Why did the Boers have the upper hand at the beginning of the South African War? (2)
- e Give your opinion on why the Boers lost the war. (3)
- f What part had blacks played in the war? (5)
- g How did a change of government in Britain in 1906 benefit South Africa? (4)
- h Why can the Natives Land Act be seen as a turning point in the history of South Africa? (6)

Question 3: Essays (2 × 50 = 100)

Write an essay of about two pages on each of the following:

- a 'Since 1806 when Britain occupied the Cape, there was an aggressive tension between the British and the Boers. The war which broke out between them in 1899 was inevitable.'

Argue this topic with reference to the years of tension before the war. Put forward an argument of how the war could have been prevented. (50)

- b 'The foundation of apartheid was laid by various laws and policies from 1876 to 1913.'

Explain the reasons behind this racial discrimination. You need to show a broad understanding of the gradual progression of how the traditional way of life was taken away from Africans. Start with the diamond mines, go on to the gold mines, the South African War and the Land Act. (50)

Question 4 (10)

Study the source on the next page.

Identify the incident depicted in the source, briefly describe the incident and give reasons why this incident caused tension between the Boers and British.

Summary and questions



Jameson's men were forced to surrender on 2 January 1896 at Doornkop, approximately 20km west of Johannesburg (Source: Petit Parisien)

Question 5 (10)



This illustration from a 1899 issue of *The Illustrated London News* shows Kruger and Milner at the Bloemfontein Conference which took place in Bloemfontein, capital of the Orange Free State, from 31 May to 5 June 1899

Outline the issues that were discussed at this conference and briefly explain its outcome.

Total marks: 170

Answers to questions

TOPIC 1

QUESTION 1 (8)

King gave land to nobles—nobles gave land to lords of the manor or knights—they had to provide soldiers—the peasants were protected—in return they had to fight—work on the land for the noble—pay heavy feudal dues (= taxes)—serfs = like slaves

QUESTION 2 (3)

Peasants could go to towns to trade—no longer needed protection of the noble—any class could rise up and get rich from trade—peasants freed themselves from the terrible conditions—the king then taxed trade—feudal system collapsed

QUESTION 3 (5)

Trade brought ships to Europe with rats—with fleas—carried the bubonic plague along the trade routes—millions died—economy affected—less labour—people lost faith in leaders and church

QUESTION 4 (7 × 2 = 14)

- a Renaissance: time of renewed interest in art and culture of ancient Greeks and Romans
- b Taj Mahal: great world heritage site today—built by a Mughal emperor who lost his wife in childbirth—symbol of love—Persian architects—took 16 years to build—incredible riches used—marble and gold
- c Leonardo da Vinci: one of greatest artists of the Renaissance—scientist, engineer, painter and sculptor—inventions—painted the Mona Lisa
- d Queen Victoria: British queen; became empress of India when Britain annexed India – the official end of the Mughal Empire
- e Caste system: society in India divided—born into caste and had to do the jobs of that caste—the people outside the system were the ‘untouchables’
- f The Forbidden City: a palace where the emperors of China lived
- g Timbuktu: a city which was taken over by the Songhai and turned into an intellectual learning centre

Answers to questions

QUESTION 5 (3)

They stopped trade—burnt the ships—they said the people outside China were barbarians—this caused the fall of the Ming dynasty

QUESTION 6 (2)

If there was religious tolerance there was no fighting—unity—political stability—everyone could concentrate on trading

QUESTION 7 (5)

Women were of a much lower status than men—in China the foot-binding of wealthy women was inhumane—kept them in the house—women in India had to cover their faces—the Songhai Empire women mixed with men—in Europe wealthy women were well educated and some did accounts for trading—peasants everywhere had a hard life working in the fields

QUESTION 8 (10)

- a Oral tradition is a useful source to know what has been passed down from generation to generation—but as time goes on, the story gets exaggerated or emotional—therefore it is not a reliable source (4)
- b The historian is probably telling the truth—all sources are biased—we are not told if Songhai's actions were because of something the enemy did to him (2)
- c The quotes need not be contradictory—“fearless conqueror” would probably require some of the actions mentioned by the historian: “burned and destroyed”—the same would apply to “great military commander”—the end result was that he was a powerful leader who built up a wealthy empire which was the biggest empire in that region in that time (4)

QUESTION 9 (50)

Compare the leaders of the three empires—discuss their very strong control of their officials—this led to honest and efficient governments—taxes collected properly led to wealth—feudal system—caste system in India

Trade was a source of wealth and power—show how each empire had control of trade routes

Inventions led to being better than their rivals—which helped them to get control of the source of wealth such as cities on trade routes—in China, shipbuilding + magnetic

Answers to questions

compass + maps + gunpowder + explosive bomb + cannons + missiles + fireballs—in Songhai; fleet of war canoes—in Mughal, seamless celestial globe + a variety of firearms

Argue that the inventions helped to put the country ahead in being able to gain the trade routes—but it was the rulers that encouraged the trade—this brought the wealth and power—the Chinese trade collapsed because the ruler was influenced by the Confucian officials who wanted to end the trade

Total marks: 100

TOPIC 2

QUESTION 1 (20)

- a Authors and dates not always given – context not always clear – suggests unreliability and bias. (4)
- b Cruel—barbaric—violent—took land by force (4)
- c Thought they had a right to demand the king’s wealth—religious belief that they were Christians and the locals were ‘heathens’ and needed to be civilised and converted to Christianity—racial discrimination came from the colonists thinking that they were better than the locals (4)
- d Date is important as it puts the information in the correct time period—author is important because it gives you the value of the source and the bias—was it written by a 6-year-old child, an enemy, a friend of a government official?—can the reader trust the information that the author is sharing? (4)
- e Define colonialism—taking by force another peoples’ land—exploiting their raw materials for the wealth of the colonists—making the indigenous people labourers of the mines they had owned or servants and slaves of the colonisers—cruel = getting rid of traditional culture of locals—inhumane = taking away their freedom by force—brutal = punishments suffered by locals if they resisted the colonials (4)

QUESTION 2 (20)

- a Khoekhoe benefited from bartering with the refreshment station and passing ships—but did not benefit as a whole—bartering a cow for some beads or cloth was not a good, valuable trade—their land was taken by trekboers—the wildlife that they relied on became less because of the trekboers’ farms—many were killed in the raids and counter raids and by smallpox—fled north and became Griquas—others absorbed as farm labourers—culture and traditional way of life completely destroyed by the Dutch (5)

Answers to questions

- b Plantations with huge production of sugar, rice, tobacco, cotton for world market—led to world trade growing between Old and New Worlds—ports and cities grew rich from the trade—merchants, landowners and countries grew rich from slavery (5)
- c Define slavery—Africans forcibly captured in Africa—taken from homes and families—transported in terrible conditions—sold like property—servant’s work—no freedoms of any kind—harsh punishments—hard work—no wages—not treated as a human being with feelings or emotions (5)
- d Conquistadors too strong—better armed with guns—they did try to resist—taken by surprise at first, they wanted to be friends, exchanged gifts but Spaniards tricked them and killed them—some were at a religious gathering—suffered from European diseases like smallpox which killed thousands. (5)

QUESTION 3 (10)

- a False b True c False d False e True
- f True g False h True i True j True

QUESTION 4 (50)

Make a table of the main points of each country and then compare by arguing which one was wealthier and more successful.

Spanish	Dutch
Times were different: 1486–1500s	1600s
Aims were the same: wealth	power
Sponsored by king	Capital from stock exchange
Religious arrogance the same	Felt they were superior to locals
Powerful military – conquistadors	VOC had private army
For 100 years Spain dominated trade	Later VOC most powerful company in world
Spanish got more land – America + South America	Small area around Cape Town
Spanish got more riches – mines of silver + gold	Controlled spice trade – debatable if spice was more valuable than gold
Successfully wiped out American indigenous culture + Incas+ Aztecs	Did the same with the Khoekhoe – but not on such a big scale
Both had forced labour and slaves – plantations and mines	Malay slaves and Khoekhoe – forced labour

Conclusion: you will receive marks for the way that you argue and compare, and for the way in which you give your own opinion in the conclusion.

It is very difficult to compare the two countries because they were both wealthy and successful at different times. But there are a lot of similarities between the ways both countries went about colonising.

Total marks: 100

Answers to questions

TOPIC 3

QUESTION 1 (10)

- a Ancien Régime
- b the king had all power
- c set of rules on how to govern
- d freedom
- e brotherhood
- f middle class
- g thinkers
- h the French parliament
- i a palace
- j the French National anthem

QUESTION 2 (10)

- a unhappy
- b a feeling of being pushed down
- c complaints
- d the people formed their own army
- e God gave the king authority to rule – no one can question him
- f the king could imprison anyone without a trial
- g the Third Estate swore to stay together until a new constitution was formed
- h a prison – a symbol of the king’s autocratic power
- i tri-colour revolutionary badge
- j document explaining human rights of freedom, equality and justice for all people

QUESTION 3 (50)

- a Nobles got top positions—they were not taxed—they inherited their titles—they were privileged (4)
- b Nobles protected peasants—peasants had to work for nobles—had to pay to use the noble’s oven, winepress, mill—they could not hunt on the noble’s land (4)
- c Criticised the king and church—suggested separation of government powers—people must have a say in the government—Rousseau—Voltaire—Montesquieu (6)
- d Austrian—extravagant spending—stopped reforms of taxing nobles (2)
- e France was bankrupt—from past wars—debt from Versailles—royals’ extravagant lifestyle—only Third Estate taxed (4)

Answers to questions

- f He was noticed when fighting foreign countries in revolution—made head of one section of army— had military success in Italy and came back a hero—made head of army in Egypt—forcefully overthrew the Directory—made himself First Consul and then Emperor (5)
- g Napoleon wanted complete control and power—no criticism (2)
- h Toussaint L'Ouverture read the ideas of the philosophers—inspired to lead a slave revolt—freed a whole society of slaves in Haiti (3)
- i Bank—Code Napoleon—Legion of Honour—improved education—ran France efficiently—beautified Paris—peasants got church land—Concordat—bourgeoisie got high positions—taxed everyone (10)
- j Modern age started—liberty, equality and justice spread all over the world—democracy—ordinary people inspired to revolt against oppressive rulers—universal male and then later female voting— separation of government powers—accountability of government—human rights—justice for all (10)

QUESTION 4 (10)

- a B b A c C d C e B
- f B g B h C i C j B

QUESTION 5 (10)

- a Biased against Second and First Estates or biased in favour of the Third Estate—useful because it shows the opinion of how oppressed the Third Estate were (2)
- b The Third Estate are carrying the heavy burden of the First Estate and the Second Estate riding on their back—only the Third Estate paid taxes and the other Estates were privileged (3)
- c Yes, to some extent—the Third Estate had many heavy burdens or complaints—taxes—no freedom of speech—no say in the government—the harsh feudal system—harsh working conditions in towns—but the cartoon does not show the autocratic power of the king and the bankruptcy of France (5)

QUESTION 6 (10)

- a He did not care about peoples' lives: uncaring, heartless, self-centred. He was conservative: did not believe in equality or human rights, wanted popularity from plantation owners by restoring slavery (2)
- b Foreign powers wanted to rescue the monarchy in France—they did not want the revolution to spread to their countries as they would be dethroned (2)
- c Bank—Legion of Honour—Code Napoleon—beautified Paris—Concordat—modernisation of education and government administration (6)

Answers to questions

QUESTION 7 (2 × 50 = 100)

- a Argue that the peasants' grievances were only one cause of the revolution—explain how it was a combination of causes—start with the ideas of the philosophers which inspired ordinary people to protest—explain how the French society was divided—give the grievances of the bourgeoisie which includes political grievances—explain why France was bankrupt and how the Estate-General was called—argue that the town workers were hungry and stormed the Bastille—argue that only after this event in Paris did the peasants revolt against the nobles (50)
- b You are going to have to go through the events of the revolution and argue that no one person planned or was in control of what happened—argue 'life of its own', meaning one event just led to another—make sure you know exactly which group was in charge at the different stages and what they achieved—the Third Estate achieved the National Assembly and the Declaration of the Rights of Man and of the Citizen – the hungry town mob stormed the Bastille—then the peasants revolted against the nobles—the women brought the royal family back to Paris—argue that when the Jacobins took control they were more radical than the other group—argue 'life of its own' when Robespierre who was in charge of the Reign of Terror also got guillotined—end with the Directory which was such a different group of middle-class people suddenly being in charge (50)

Total marks: 200

TOPIC 4

QUESTION 1 (15)

- a Amabutho brought unity and power to tribe—used for raids—to control trade routes—this meant wealth and strength for tribe (3)
- b Traders brought guns to the tribe—tribes beat smaller clans—became stronger (2)
- c Eyewitnesses biased—no other written records—oral tradition often exaggerated (4)
- d Land means more cattle—this means more wealth—more smaller chiefs can be rewarded—this means greater power—today some people are trying to get ancestral lands back—but the government has little money to buy very expensive commercial farms (4)
- e Scattering of people in the interior of South Africa due to Shaka's army fighting smaller clans (2)

Answers to questions

QUESTION 2 (5)

- a Dutch b people of low status c guns d cattle e Nandi

QUESTION 3 (10)

- a D f C
b H g E
c F h I
d A h B
e J j G

Question 4 (50)

This essay is a broad outline of how South Africa changed from being a country of different small groups scattered all over.

Explain what a revolution is—a dramatic change.

Show an understanding of why these changes came about—growing population and a severe drought made competition for land more fierce—Dutch trekboers increased in number and moved further north, especially at the time of the Great Trek—traders from the Cape and Mozambique traded guns for ivory, skins and slaves—new military tactics were needed to be stronger—amabutho developed—Shaka’s new methods made him very powerful.

These are some of the positive aspects and the fact that new nations developed—mention the main leaders and their followers. Argue that there were many negative aspects—the huge loss of lives—the destruction as thousands fled further north.

Question 5 (10)

- a
- i Shaka was strong—powerful—no one could beat him (2)
 - ii Shaka is like a bird—he will eat other birds—he will beat the other tribes (2)
 - iii The battle-axe could be Shaka’s weapons which were much better than those of all the other tribes—his stabbing spear—the ‘horns of the bull’ attack formation—the speed of the army because they ran barefoot (2)

Answers to questions

- a The families of the Zulus Shaka killed—his enemies that he fought, e.g. Sotho, Mzilikazi, Ndebele, Swazi, Mpondo (3)
- b The story of Shaka sparks interest “worldwide” (1)

Total marks: 90

TOPIC 5

Question 1 (30)

- a Fear of the French taking over strategic refreshment station because they had defeated the Dutch (2)
- b Humanitarian reasons = to be kind—self-interests = labour needed to be more efficient and not tied to one master, i.e. free labour—fear of a slave revolt threatening profits (3)
- c Causes: slavery abolished—everything was made English – schools – law courts—resented tax on land—blacks were equal before the law – no justice for burghers only blacks—whole way of life changed because of the British rule. Results: Afrikaner nationalism—Great Trek—conflict with tribes in the interior—settled in Natal and then trekked further and established own independent republics: OFS and ZAR (8)
- d Take to Cape Town: ivory – animal skins – ostrich feathers. Bring back: pots – cloth – guns (6)
- e Yes and no—there had been a severe drought + lung-sickness + a 3-year guerrilla war against Britain—Nongqawuse did consult her uncle who was a diviner and religious leader—but the result of the prophecy was: 300 000 to 400 000 cattle slaughtered – over 20 000 Xhosa dead – over 30 000 looking for work on settler farms—Conclusion: the Xhosa nation was destroyed but a 16-year-old girl cannot take all the blame (7)
- f Any words that show what a great leader Moshoeshe was (4)

Question 2 (10)

- a Biased against the missionaries—but it is also just giving facts – but they do not show the missionaries in a good light (2)
- b “government backing their schemes” (2)
- c Red (= the British) is best—shows the arrogance that the British want to come and bring their civilisation and Christianity to the ‘heathen’—it shows their beliefs of racial superiority (2)
- d The weak and the outcasts of a tribe looked for security—most of the tribe

Answers to questions

would not want to leave their homes, traditional beliefs in the ancestors, and their culture (4)

Question 3 (50)

A broad overview arguing the key issue of labour:

- 1806 the British took over the Cape to protect their trade route to the East—argue it was a trade issue.
- Abolishing slavery—labour needed to be more efficient – mobile – more skilled.
- Reasons behind the need for commercial farming and raw materials and colonisation of land = Britain was the first industrial power in the world—this led to being dominant in the trade with the East and the desire for more colonies.
- Laws – anti-squatting + pass laws – affected the Khoekhoe—controlled the movement of labour and pushed the Khoekhoe into the interior.
- Fighting with the Xhosa was not necessarily over labour—the wars were over land and raiding cattle—but the results of these wars combined with a drought and the failure of the prophecy resulted in about 30 000 labourers looking for work on the settler farms.
- After the discovery of diamonds, gold and coal and for the building of the new railway lines, labour was needed very badly.
- The large sugar plantations needed labour—the blacks did not want to work on the mines or plantations, as they were contented with their land and cattle (own farming). Indians were imported to work on the plantations.
- The aim of the British was to subdue the tribes so that they could control the labour—fights, wars and clashes broke out with Zulu—Basotho—Pedi.
- Eventually Britain was able to take away the land of most of the tribes—this led to migrant labour going to the mines—or seeking work on the white farms.

Question 4 (10)

Ordinance: a document abolishing slavery in the Cape

Manifesto: a document by the Dutch of complaints against the British

Protectorate: Britain annexed the Swazi and Basotho kingdoms to protect them from the Boers

Prophecy: Xhosa thought the ancestors had given them instructions

Ulundi: capital of Zulu chief Cetshawayo

Griqua: a tribe made up of Khoekhoe—freed slaves—Africans

Kaffraria: land taken from the Xhosa by the British

Potgieter: one of the leaders of the Great Trek

Mpande: Boers helped him to become chief of the Zulus

Total marks: 100

Answers to questions

TOPIC 6

Question 1 (10)

Across: 3 Mafeking 4 Bambata 6 Plaatje 7 Rhodes 9 Kruger
Down: 1 Kitchener 2 Botha 3 Milner 5 Gandhi 8 Hobhouse

Question 2 (40)

- a Revolution is a dramatic change—the quiet, agricultural society changed—foreigners came—industrialisation—urbanisation—capitalism—discrimination (6)
- b Kimberley needed farm produce—builders—wagon drivers—domestic workers—the mineworkers got some money so they could buy some material goods (5)
- c Randlords were the British owners of the mines—but Kruger had control of the government which the owners thought was corrupt and inefficient—The Randlords wanted to modernise the infrastructure – roads, water system, sewerage system—They disliked the monopolies of mining equipment that Kruger gave to the Boers, who then sold things to the owners at a high price and this made their profits less—They wanted to control the supply of labour and this would mean one policy for the whole of South Africa (9)
- d After Kruger’s ultimatum he did not give the British time to get organised or to get reinforcements from Britain (2)
- e The scorched earth policy took away all their places of rest and fresh food—they had so many of their commandos killed—their morale was very low as their families were dying in the concentration camps(3)
- f Blacks had helped on both sides—very helpful for the British as they knew the territory—used for spying—messengers—they build forts, sanitation pits, cooked, looked after the animals—did the same for the Boers (5)
- g Liberals said Boers were victims of an unnecessary war—aimed to give them self-government and help to restore the farms and economy (4)
- h A turning point is a big change—land was taken from the black farmers – the tenant farmers and the sharecroppers—Forced removals into Reserves caused suffering, tragedy—into crowded areas where they could not farm—left ancestral lands—homes, schools, churches—lost independence and ability to make their own living—were forced to look for work in towns and on mines—start of racial discrimination—migrant system—poverty (6)

Answers to questions

Question 3 (100)

- a Argue that the war could have been prevented—compromises between the mine owners and Kruger—better infrastructure—no monopolies—profits shared with ZAR—understanding about labour policies.

On the other hand, argue that war was inevitable, as the tension had existed over many years. Explain the policy of imperialism—the desire to be the most powerful in world—need for gold because of the gold standard—competition from the industrialisation of Germany and the USA.

The need for the Randlords to control the labour which the mines depended on to make profits—the record of Britain’s past imperialism in South Africa—annexed Cape, Natal, the diamond fields, tried to take the ZAR in 1877, Zululand and other tribes.

The voting was a key issue—if the uitlanders had been given the vote, they would have outvoted the Boers because they outnumbered them.

You will be marked on how you argue and your wide understanding of British imperialism and also the nature of the Afrikaner (= Boer) culture and their nationalistic spirit. (50)

- b The discovery of diamonds—passes—low wages—kept unskilled—migrant labour—compounds. Goldmines—job reservation—Colour Bar Act—could not get skilled. Hut tax.

Reasons: Afrikaners’ religious beliefs—mine owners needed cheap labour for profits—needed gold in Britain—competition from Germany and USA.

During South African War many blacks helped Britain, hoping to get the vote after the British won—disappointed when left out of the Union—sent protest delegations to Britain—started the ANC.

Blacks comfortable on farms—Natives Land Act—Sol Plaatje led deputations to Britain to protest—unsuccessful.

Deprived of traditional way of life and independence—forced to get work on mines—poverty—lack of self-worth (50)

Question 4 (10)

Explain the tension—Rhodes planning an invasion of ZAR—Jameson + 800 mounted police at Pitsani. At the last minute, uitlanders not willing—were going to call British to help against bad treatment from ZAR—Rhodes told Jameson not to invade—Jameson did not listen to command—invaded—Boers ready and captured them—punished—Rhodes had to resign—Kruger was furious.

Answers to questions

Question 5 (10)

Conference at Bloemfontein—Kruger said the uitlanders could vote after 14 years of living in the ZAR—Milner wanted a Union—he wanted the ZAR because of gold—gold standard—industrialisation and competition for world power between Germany and USA.

Kruger did compromise to 7 years—but Milner kept on saying 5 years—Kruger said that the British just wanted his country—Milner had this aim all along and was not really interested in the grievances of the uitlanders—this was just an excuse to take over the ZAR.

Total marks: 170

Exam Papers

GRADE 10 MID-YEAR HISTORY EXAMINATION

TIME: 2½ HOURS

MARKS: 100

Choose one essay and one source-based question = 50 + 50

QUESTION 1 (50)

Write an essay of about two pages on ONE of the following topics:

- 1.1 ‘The Ming Dynasty and the Songhai Empire in the 15th century were similar in their greatness and power and also in their collapse.’

Argue the topic by comparing their wealth and power and give reasons for their downfall.

OR

- 1.2 ‘Feudalism was broken down in Europe by trade and the Black Death, allowing the Renaissance to bring Europe out of the Dark Ages.’

Analyse this statement and say if you agree with it or not – explain how the whole society changed in Europe in the 15th and 16th centuries.

QUESTION 2 (50)

Choose ONE of the following source-based questions.

2.1 The French Revolution

Study the sources and then answer the questions that follow.



Exam Papers



Source B

Source C

Necker realised that the country's extremely backward tax system subjected the lower classes to a heavy burden, while numerous exceptions existed for the nobility and clergy. By late July the spirit of revolution had spread throughout France.

In rural areas many commoners attacked the châteaux of the nobility as part of a general revolution called the 'Great Fear'.

In addition wild rumours and paranoia caused widespread unrest and disturbances that contributed to the collapse of law and order.

Source: [Wikipedia.org/wiki/French_Revolution](https://en.wikipedia.org/wiki/French_Revolution)

Source D

Extract from the collection of Cahiers (complaints) taken to the Estates-General

O rich citizens be so good as to leave for a time your Châteaux and palaces and be so good as to glance at those unfortunates whose muscles are only occupied in working for you. A few weakened men, faces withered by poverty and shame, their wives having too many children, their children wearing rags.

All the peasants in our neighbourhood are making ready to refuse the church tax-gathers and state that nothing will be taken without bloodshed.

Source: schoolhistory.co.uk/year8links/frenchrevolution/causesof

Exam Papers

- 2.1.1 How did the actions in Source A spark off a revolution? Also refer to Source C. (10)
- 2.1.2 You are one of the crowd in Source B:
- Where are you going? Why are you going there?
 - What will you do when you get there?
 - How did you achieve your goals?
- Answer these questions in a paragraph. (4)
- 2.1.3 What was the ‘Great Fear’ referred to in Source C? (2)
- 2.1.4 In your opinion, how could ‘wild rumours’ result in the ‘collapse of law and order’? (2)
- 2.1.5 Comment on the (a) bias, (b) reliability and (c) usefulness of Source D. (6)
- 2.1.6 Assess the mood of the French peasants from Sources C and D. (4)
- 2.1.7 Why was Necker fired by King Louis XVI? (2)
- 2.1.8 Use the sources and your own knowledge to write a page explaining why a revolution broke out in France in 1789. (20)

2.2 The Spanish conquerors

Study the following quotes and sources and then answer the questions below.

(Sources adapted from: incas.mrdonn.org/empire.htm/)

Source A

A translation by Cieza de Leon, a Spaniard, who spoke to an Inca eyewitness

“When we saw the ship coming on the sea we were amazed as we had never seen this before. We prepared food for the Spaniards and sailed out to the ship to greet them with joy and wonder. We told them that they were welcome to come ashore and provision themselves with water and whatever they needed without fear of us.”

Source B

After the first visit, Pizarro took back pottery, metal vessels, fine clothing and small pieces of gold. He described Peru as: “a rich and fertile land, inhabited by people more reasonable than any other”.

The Spanish queen granted Pizarro a license to: “discover and conquer Peru with rights to explore and exploit the land as governor on behalf of the Spanish crown”.

Exam Papers

Source C

Wamon Poma wrote this in a letter to the Spanish king:

“The king sent presents to the Spaniards—male servants—sacred virgins and he also offered virgins to the horses because he had seen them eat maize and he thought they were some kind of human.”

Source D

Account by the king’s nephew – Titu Cusi

“My uncle received them well. He offered them the customary welcome of chicka, maize beer, in gold cups. But they poured it on the floor which made him very angry.

Source E

Father Vicente’s account:

I told the Spanish ruler to renounce all their gods. The Inca king said: “Give me the book so it can speak to me.”

I gave him the Bible and he held it to his ear and said: “Why does the book say nothing to me?”

I shouted that the Indians were against the faith and ordered an attack.

The Spanish soldiers fired into a massed crowd of unarmed people killing many of them.

Source F

It is indeed astonishing to see how small Pizarro’s army was:

62 horsemen and 102 infantry attacked an empire of about 5 million. But he had deadly weapons of guns and mechanical cross-bows.

Exam Papers

- 2.2.1 How do you know that the Incas were at first friendly towards the Spanish? (5)
- 2.2.2 In your opinion, why do you think that the Incas were friendly? (5)
- 2.2.3 What were the underlying motives for the Spanish visit to the Incas? (5)
- 2.2.4 Describe the attitude of the Spanish towards the Incas. Back up your point of view. (5)
- 2.2.5 Explain how a misunderstanding of customs happened between the Spanish and the Incas. (5)
- 2.2.6 From the above sources and the work that you have studied, discuss how the emperor was tricked and what the end result of the Spaniards' visit to the Incas was. (10)
- 2.2.7 Write a paragraph on the other Spanish conquests and their results in the Americas. (15)

Exam Papers

GRADE 10 FINAL HISTORY EXAMINATION

TIME: 3 HOURS

MARKS: 150

Choose any three of the following questions = 50 + 50 + 50 = 150

QUESTION 1 (50)

Write an essay of about two pages arguing the following topic:

‘The desperation that man has for gold was revealed in the build up to the South African War –in the bloody fighting – and in the sad aftermath. But it was something much more for the Afrikaner – they fought to preserve their culture.’

QUESTION 2: ESSAY (50)

Write an essay of about 2 pages arguing the following topic:

‘The kingdoms of Zwide, Shaka, Mzilikazi and Moshoeshoe were built up by strong leadership and military tactics that resulted in refugees being absorbed into their tribes.’

QUESTION 3: SOURCES (50)

Study the sources and answer the questions that follow.

Source A

The discovery of diamonds made huge new demands for labour. The only regulating factors were the control of the chiefs. After an attack by the ZAR Boers, chief of the Pedi, Sekhukhuni, called 6 000 of his subjects back from the diamond fields.

The main reason behind the desire to work for cash wages was to get firearms, agricultural implements or to raise the bride-price.

The black labourer got between 10 and 30 shillings per week, plus a daily ration of mealie-meal and 500 gram of meat per week.

Between 1871 and 1875 there were about 50 000 Africans on the diamond mines.

Adapted from: *Reader's Digest Illustrated History of South Africa*, 1989 edition, p. 169

Exam Papers

Source B

The demands of the new Hut Tax obliged many to sell cattle or to enter the labour market in order to raise the money. Young men travelled far to find work on railway constructions or the mines.

A Chamber of Mines officer said: “The supply of native labour would be much improved if the difficulties on the long journey could be done away with.”

Swindlers, robbers and killers often attacked returning workers.

Adapted from: *Reader's Digest Illustrated History of South Africa*, 1989 edition, p. 189

Source C

There were no trade unions to bargain for better wages. Africans were housed in compounds. A Pass System prevented the labourer's family from visiting him. Another law made it a crime to break a contract.

Adapted from: *Reader's Digest Illustrated History of South Africa*, 1989 edition, p. 202

Source D

Wages for agricultural labourers in the western Cape were generally higher than in the rest of the country: about a shilling a day with rations plus wine 5 or 6 times a day.

In the 1800s many Africans did not need money. They lived off their land with cattle, wheat, wool, dairy, vegetables, fruit and coffee. In 1893 a white farmer said: “The natives are independent. They have land and grow what they choose. There is no need for them to go to the mines for money.”

Adapted from: *Reader's Digest Illustrated History of South Africa*, 1989 edition, p. 227

- 3.1 Why did the British government desire to defeat the Pedi? (5)
- 3.2 How did the government hope to control labour through the Hut tax? (5)
- 3.3 What are the advantages and disadvantages of trade unions for workers and bosses? (4)
- 3.4 How did compounds make a worker feel depressed? (6)
- 3.5 What was the purpose behind the pass laws? (3)
- 3.6 What were the advantages and disadvantages of having wine six times a day? (2)
- 3.7 Explain from the sources the reason behind the 1913 Natives Land Act. (3)
- 3.8 Analyse the bias and reliability of the white farmer's quote in Source D. (2)
- 3.9 Use the sources and your own knowledge to write a paragraph on the advantages and disadvantages of the migrant system. (20)

Exam Papers

QUESTION 4: SOURCES (50)

Study the sources and answer the questions that follow.

Source A

Cetshwayo was exiled, and the Zulu kingdom was carved into 13 kingdoms. In practice, it was the recipe for continuing destruction and civil war

In 1887 Britain annexed the shattered state. Dinuzulu, the son of Cetshwayo was tried and exiled to the island of St Helena. When he returned in 1898, it was a very different Zululand, administered not by the British Crown, but directly by the colony of Natal, which had annexed it in 1897.

Adapted from: *Reader's Digest Illustrated History of South Africa*, 1989 edition, p. 189

Source B

Sekhukhuni was duly sent an official message advising him that if he wished to enjoy British “protection and also other benefits”, he would have to “render due obedience to the government and to pay such tax as may be found necessary”. He was also instructed to hand over 2 000 cattle as compensation arising from the war with the Republican authorities. His options were to accept the terms or leave the territory.

“Let the white people fight for the cattle if they want them,” said Sekhukhuni

3 500 British + 3 000 Transvaal Africans + 8 000 Swazi defeated 4 000 Pedi.

A change of government in Britain gave the ZAR their independence and the Pedi found themselves being ruled by their old enemies, the Boers.

Adapted from: *Reader's Digest Illustrated History of South Africa*, 1989 edition, p. 192

Source C

Governor Sir Henry Barkly arrived at Kokstad in 1874, to announce that the government of Griqualand East “will for the future be carried out under the instructions of the British Resident. Kok was to be president of a council with vague, undefined authority, and would receive £1000 a year. It was not so much the take-over that the Griqua resented, but the fact that they had not been consulted, and “had been taken over like so many sheep or cattle”.

Adapted from: *Reader's Digest Illustrated History of South Africa*, 1989 edition, p. 190

Exam Papers

Source D

John Gordon Sprigg, the new Prime Minister at the Cape, determined that the Xhosa would be “effectively conquered” and shown that whites were the “true masters of the land”. To do this he decided it would be necessary to disarm all Africans. No black person was permitted to possess a firearm.

The news was received with dismay and indignation. Possession of a rifle was a sign of manhood. To be deprived of a rifle was to be reduced to the status of a child. In most incidents the firearm had been bought with wages earned on the diamond fields and so this represented weeks of the owner’s labour.

Firearms would also be required to defend their kingdom. The intention to disarm them clearly showed the Sotho that they were not trusted. It was, in fact, just another move in the systematic undermining of the authority of the chiefs.

Adapted from: *Reader’s Digest Illustrated History of South Africa*, 1989 edition, p. 193

- 4.1 Describe the events that led up to Cetshwayo being exiled. (5)
- 4.2 How do you know that the clashes in the interior of South Africa were not just whites against blacks? (5)
- 4.3 Explain how racial superiority and arrogance are shown in Source C. (5)
- 4.4 Name the different groups that formed the Griqua, and explain how they came together. (5)
- 4.5 If you were a migrant worker, how would you feel about a law that said that you could not own a gun? (5)
- 4.6 Write about a page discussing the superior and arrogant attitude of the British which is revealed in all the sources. From your own knowledge show how this attitude was seen from the time that the British first arrived in the Cape in 1806. Discuss the concepts of industrialisation, capitalism and imperialism. (25)

Answers to exam papers

Answers and mark allocation

Mid-year examination

QUESTION 1.1 (50)

Argue and compare the Ming and Songhai empires—discuss greatness and downfall

Both wealthy from trade—Chinese inventions—paper—printing—rigging for ships—special hull—magnetic compass—guns—rockets—missiles—cannons—shipbuilding most advanced in the world—9 masts with 12 massive slat sails—maps excellent—explored as far as River Nile and Drakensberg in Africa long before the Europeans

Explored new sea routes—in 16th century traded with East Asia—southern India—Ceylon—Persian Gulf—Portugal—Holland

Traded silk—cotton—porcelain in return for Spanish silver—firearms—American goods of sugar—potatoes—tobacco

Zheng He made 7 voyages to more than 30 countries with 27 000 men in 317 ships—carried spices—wool—precious stones—Arabian horses—ships were 6 times bigger than those of Columbus

Greatness all extended to government—officials answered to emperor—efficient—honest—eunuchs were efficient palace officials—code of laws—collected taxes efficiently

Songhai were the greatest empire in Africa in the 15th century—also strong autocratic leader in Sonni Ali—inventions also played a big part in securing the trade routes—fleet of canoes—cavalry with iron breastplates—lances—swords—infantry had leather copper shields—top military force in the region

Took over major trading towns after some battles—Gao—Timbuktu—Jenne—army protected trade routes—controlled gold and salt trade

Government was stable—religious toleration—like China the officials were responsible to Sonni Ali—brilliant administrator—also had 700 eunuchs as officials—society was divided among the classes—each province had a governor who collected taxes from the peasants

Greatness was also seen in the Timbuktu university—centre of learning—scholars, historians, writers came from far—built beautiful buildings—mosques—university—schools—library. This can be compared to China—Forbidden City—Great Wall of China—Grand Canal

Downfall—China—the new emperor was influenced by conservative Confucian officials who said trading with the outside world was not good for the Chinese—outsiders were barbarians— isolation meant no trade and no wealth

Songhai was different—new emperor was not strong—civil war—droughts led to diseases—people weak—Morocco attacked—Timbuktu and university destroyed—lecturers exiled

QUESTION 1.2 (50)

Feudalism—explain how it worked—king gave nobles and bishops land—nobles gave some land to knights—they controlled the wealth and power—trade was later to break this power—peasants lived and worked on nobles' land—paid taxes and feudal dues

Peasants fought for nobles—he protected them—manor lords also had land—some peasants were like slaves, they were called serfs

The churches were the centre of society—had great control and power over the people—trade would stop this—people became more independent—the church looked after the sick, orphans, widows, disabled, poor and old—they controlled education—married and buried the people

Europe was divided into small states—often at war with each other—that is why the feudal system was so

Answers to exam papers

important—for soldiers and protection—The Holy Roman Empire lasted from 800 to 1806
In 1347 the 1st wave of bubonic plague reached Europe—rats on trading ships—fleas—people covered in black blotches—affected poor people more as their resistance was low from poor food—millions died—ended in London because of Great Fire in 1666
Huge economic decline—labour shortage—survivors lost faith in nobles and church—led to peasants going to towns—trading—feudal system broke down—class system broke down—anyone could get rich in trading—new opportunities
Trade grew in Italy—Florence—ports grew—new wealthy class of merchants—Lorenzo de Medici—wanted to show off new status—became sponsors of the arts—famous artists were encouraged to rise up—Leonardo da Vinci—Michelangelo—Copernicus
Trade led to wealth—this led to money into studying—this led to a new spirit of enquiry—this took Europe out of the Dark Ages when they had no time for art because they were fighting—Renaissance = a new interest in the civilisation of the ancient Greeks and Romans—led to new spirit of adventure in the voyages of discovery—domination of the world by the West

QUESTION 2.1 (50)

- 2.1.1 14 July—Bastille—prison = symbol of the king's autocratic power—Paris mob—hungry—used pikes—killed guards—successful—revolt spread to the rural areas—peasants burnt down nobles' homes—nobles fled—went to get foreign help—peasants were successful (10)
- 2.1.2 Versailles palace—hungry—heard there was a banquet—stormed the palace—brought the royal family back to Paris—successful (4)
- 2.1.3 Revolution in the country—peasants burning nobles' homes—nobles were so afraid that they fled out of the country (2)
- 2.1.4 Panic—peasants went wild—attacked nobles—no one could control them (2)
- 2.1.5 (a) biased in favour of peasants against nobles (2)
(b) reliable; these were their complaints (2)
(c) it is useful to hear what the peasants felt (2)
- 2.1.6 aggressive—violent—fearful—panic—paranoia—reckless—revolutionary spirit (4)
- 2.1.7 Because Necker suggested the royal family should live according to a budget – Marie Antoinette (who loved extravagance) influenced her husband (the king) to fire Necker. (2)
- 2.1.8 Political causes: King weak—dominated by wife—afraid to upset nobles by taxing them—he had absolute power—could imprison anyone without a trial—did not run the country efficiently
Economic causes: France was nearly bankrupt—debts had come from Versailles being built—wars—extravagant parties at court—Marie Antoinette overspending on luxuries—poor harvests—tax system only taxed Third Estate
Social causes: Third Estate had many complaints—they paid all the taxes—the bourgeoisie were wealthy—but they had no say in the government—they could not get the high positions in the navy, army and government—the peasants had to pay 80% of their income in taxes—feudal dues like using the noble's oven, winepress and slaughterhouse—they were not allowed to hunt—the noble could ride all over their vegetables
Philosophical causes: the thinkers of the time were Voltaire – he was critical of the church—Montesquieu suggested the powers of government be separated—Rousseau said that the people must have a say in government
The Paris mob was dissatisfied and hungry
The Third Estate were discontented—the combination of the 2 groups led to the revolution (20)

Answers to exam papers

QUESTION 2.2 (50)

- 2.2.1 Welcomed them—made food—went to meet them—offered water and other provisions—told them not to be afraid (5)
- 2.2.2 Own opinion—they thought the Spanish were visiting—passing by—not staying for long (5)
- 2.2.3 Conquer—rule—get gold—exploit land—take back riches to king of Spain (5)
- 2.2.4 Go and be governor is very cheeky—arrogant to exploit another country; Take the riches—destroy a society and their culture (5)
- 2.2.5 Bad manners to throw beer down—king was angry—rejecting hospitality—king did not know how sacred the Bible was to the Spaniards and that he should not have thrown it on the ground (5)
- 2.2.6 Pizarro invited the king to a feast and he captured him—ransom = gold and silver for king's release—got the gold but killed the king—Pizarro claimed capital for himself—he ravaged the Inca cities—destroyed the economy—smallpox also nearly wiped out the Incas—guerrilla war for the next 3 years—Pizarro had a jealousy battle with his partner—after a battle over leadership both were killed (10)
- 2.2.7 Spanish conquered the Aztecs—Cortés with 500 men, 17 horses and 10 cannon took 3 years to conquer—capital Tenochtitlan destroyed—Aztecs suffered disease and starvation—In Mexico and Peru—forced labour on silver mines—to pan gold—sugar and cacao plantations—Columbus in the New World used slaves—trade grew—potatoes—pineapples—beans—tobacco—vanilla—Spain became very rich and the world's biggest supplier of silver (15)

Final examination

QUESTION 1 (50)

Focus argument on the keywords: desperation—build up—bloody fighting—sad aftermath—preserving Afrikaans culture

Explain why Britain was so anxious to get the gold—industrialisation—competition for the world's largest power—USA and Germany—factories needed raw materials—Britain's gold was going down—the world had gone onto the gold standard—printed paper money but had to be backed up by gold.

Randlords were unhappy with the Kruger government—monopolies—inefficient—lacked infrastructure of water—roads—sewerage—did not have a say in the government until after 14 years of living in the ZAR

Desperate = Jameson Raid—uitlanders not ready—failed—Rhodes resigned as Prime Minister of Cape—tension built up

Conference—arguing over vote—troops on border—Kruger invaded Natal

Bloody = many battles—Boers won at first—sieges at Mafeking, Kimberley, Ladysmith

Then Roberts came—took Bloemfontein—Johannesburg—Pretoria

Sad aftermath—Kitchener burnt farm houses—concentration camps—28 000 women and children died

Preserving Afrikaans way of life—religion and independence

'tot die bitter einde' – they were prepared to die for their nation

Answers to exam papers

QUESTION 2 (50)

Argue and focus on the keywords of building up strong leadership—military tactics—absorbed refugees
Zwide united the Ndwandwe—growing military power—fought Zulu—defeated—killed—generals scattered
and formed own groups—fled to Zambia—Malawi—Mozambique

Amabutho very important for all chiefs—controlled their young men—united—trained and powerful

Shaka introduced new tactics—‘horns of the bull’ attack formation—stabbing spear—barefoot—he
absorbed many who were defeated—that is how the Zulu nation became larger—very strong
leadership—if someone disobeyed they were killed—left a great legacy—known as the best general
ever in Africa

Explain the Mfecane—transformation in interior of South Africa

Mzilikazi left Shaka—fled north—absorbed refugees from the Mfecane—Ndebele—destruction followed
him—terrifying Swazis, Pedi and Sotho—eventually went across the Limpopo River and formed a
great nation

Moshoeshoe—strong leader—fled to Thaba Bosiu—a mountain fortress—absorbed refugees—strong leader
for 40 years—friendly with neighbours—missionaries—became a British Protectorate

QUESTION 3 (50)

- 3.1 Pedi chief had too much power, e.g. he called 6 000 workers from the mines to come home after an argument with the ZAR—labour was very important—the owners of the mines had invested huge amounts of capital—no labourers meant huge losses—if the British government could defeat the Pedi, they would control the labour (5)
- 3.2 Could not just do subsistence farming—needed money for Hut Tax—forced to work on the mines to get money—a method of control—ensuring profits (5)
- 3.3 Advantages—they will fight for better wages, living conditions, but could lose job if you do not strike—bosses could ask unions to help if labourers are giving trouble—strikes could cause job losses (4)
- 3.4 Compounds were living quarters for migrant workers on gold and diamond mines—overcrowded—unsanitary—very strict discipline—controlled—food was poor—away from their families for a long time (6)
- 3.5 To control the number of workers on the mines—racial discrimination (3)
- 3.6 Get drunk or get addicted—helps to get you through the hard work (2)
- 3.7 Labour needed on mines—Africans contented on own farms—no need to go and work on mines—solution was to take the land away so that they would be forced to work on the mines (3)
- 3.8 There is no bias—just facts—reliable because it does not make him look good (2)
- 3.9 Advantages—for mine bosses to have labour controlled—owners did not need to provide for families
Disadvantages—contract system—away for a year—left family in rural area—boys without fathers—lack of discipline—farming left to women—agriculture went down—racial discrimination made workers feel inferior—low morale—felt very depressed and lonely—sometimes men started new families (20)

Answers to exam papers

QUESTION 4 (50)

- 4.1 Border incidents—ultimatum—to disband army—Cetshwayo attacked first—beat British at Isandlwana—British won after 6 months—defeated at Ulundi—Cetshwayo captured and sent to Cape, then to London (5)
- 4.2 Black on black fighting happened in the Mfecane—in Source B; 3 000 Transvaal Africans join 6 000 Swazi + British to attack the Pedi—the Ndebele attacked and raided whoever was in their path (5)
- 4.3 Britain just takes over—demands—commands that things go their way—showing that they think that they are better and more powerful than any group (5)
- 4.4 Kora—Khoekhoe—freed slaves—Africans—they fled from the Cape and joined together to form a group which raided others (5)
- 4.5 Guns were a symbol of manhood—feeling of shame—humiliation being reduced to a boy—angry at the British because you worked so hard to buy the gun and then it is just taken—fearful that you will not be able to defend yourself (5)
- 4.6 Start with 1806 when Britain just took the DEIC—arrogance comes through in all the actions of taking land and making laws

Go through the sources and show how each group of people had their land taken by the British—Khoekhoe—Xhosa—Pedi—Zulu—Natal—Protectorates were made of the Basotho and the Swazi—the diamond fields were taken—they tried to take the two Boer Republics—a war resulted and they were successful—the whole country was joined in a Union—although the country had self-government, it only became independent of British rule with the declaration of the Republic of South Africa in May 1961.

Industrialisation gave them the motivation to get land and raw materials for the factories—capitalism led the Randlords to invest in the mines and use cheap labour to get higher profits—imperialism is the desire for more land which led to colonisation.

The arrogant attitude comes from thinking that they are better and more civilised than everyone else. (25)

Glossary

- absolute monarchy** a political system in which a monarch (i.e. the king, queen emperor or empress) rules with total or unlimited powers
- African reserves** tracts of land that were reserved for the indigenous population to live in so that colonial society was segregated in the colonies
- Alfred Milner** British High Commissioner in South Africa before the South African War; arch-imperialist
- alliance** an association formed between countries for their mutual benefit
- allies** two communities who agree to fight together against a common enemy
- amabutho** young men undergoing their initiation into adulthood who were organised into groups by the chief and worked for him. The Ndwandwe, Zulu, Ndebele and other Nguni chiefs were able to transform these groups into fighting units under their direct control
- amalala** menials (people of low status)
- amaNthungwa** the second level of Zulu society
- ancien regime** a system also referred to as the old order in which the monarch, together with the clergy and the nobles, lived a privileged life (as a birth right) and oppressed the members of the Third Estate
- annex** add a territory to one's own territory without the ruler's permission
- assassinate** murder an important person in a surprise attack for political or religious reasons
- astronomy** study of the stars
- Basotho** the people of Moshoeshoe
- Bengal** a historical and geographical region in the northeast region of the Indian subcontinent at the apex of the Bay of Bengal
- bias** partiality that prevents objective consideration of an issue or situation; being one-side or partial
- Boer War** the term the British used for the war with the Boers in 1899–1902
- bourgeoisie** a middle class group of people who are characterised as conventional and enjoy a social status of owning material property and of trading
- British Empire** the United Kingdom of Great Britain and the colonised territories under its control
- British Imperialism** the British policy of extending their power and influence through diplomacy or military force
- bureaucracy** government by civil servants not elected officials; can refer to excessive official routine due to too many departments or officials
- capitalist society** a society operating on an economic system based on the private ownership of the means of production and distribution, operating for profit in competitive conditions
- castes** a complex social system that combines elements of occupation, culture, social class, tribal affiliation and political power. It should not be confused with race or social class, e.g. members of different castes in one society may belong to the same race
- Cecil John Rhodes** Prime Minister of the Cape 1890–1896; arch imperialist
- Chamber of Mines** a committee on the Rand representing the interests of mine owners which regulated the mining industry, e.g. fixing wages for labourers on mines
- chiefdom** an independent political unit comprising a number of villages and family or lineage communities under the control of a paramount chief who is usually the head of the most important lineage; usually not more than 1 000 or 2 000 people who see themselves in some way connected to the ruling lineage; there are usually no major differences in wealth and status among the lineages and villages
- colonisation** the process of acquiring colonies (territories) overseas through annexation, occupation or conquest and imposing control over them
- colonise** send a group of settlers and soldiers to a foreign country to establish political control over the indigenous people of an area
- comply** act in accordance with a wish or command
- concentration camps** camps set up during the last phase of the war to house Boer women and children and blacks after the scorched earth policy destroyed their farms
- confederates** two parties that have an agreement or alliance
- confederation** a more or less permanent union of countries (in this case, chiefdoms) with some or most political power vested in a central authority
- conquered** taken control of something by use of military force or means of war
- conquest** control of a place or people by use of military force
- consolidate** reinforce or strengthen one's position or power
- constitutional monarchy** a political system in which the monarch's (i.e. the king, queen emperor or empress) rule is controlled or limited by a constitution
- derogatory** disrespectful; insulting
- despotic** a ruler who holds absolute power, typically one who exercises it in a cruel or oppressive way
- destabilise** weaken; cause unrest
- deter** prevent from happening
- devastate** destroy or ruin
- difaqane** a Sotho word (*mfecane*, the Nguni word) referring to the period of conflict, migration and formation of kingdoms in southern Africa, and even as far as central and East Africa, during the period 1750 to 1840

Glossary

- diplomat** a person who uses skill and sensitivity in dealing with others or issues
- diplomatic skills** the art of persuading people to solve a problem peacefully
- displaced** forced to leave one's home, typically because of war or persecution
- dispossession** to claim, take away or lose ownership
- Dutch East India Company** a private Dutch trading company with a board of 16 members, which expanded during the 1600s
- economic depression** sustained, long-term downturn in economic activity
- economic exploitation** abusing workers through unfair labour practices
- economically unified** having the same economic system of trade, etc.
- emergence** the process of starting, developing or becoming important
- émigrés** the nobles and a few clergy who fled France and went into exile because they either pledged solidarity and sympathised with the deposed monarchy or because they realised they were targeted by the revolutionaries because of their privileged position
- English East India Company (EEIC)** English trading company formed for the exploitation of trade with East and Southeast Asia and India
- enlightenment** the period during the 18th century when people started to believe that reason and science (and not religion) would help advance human progress
- exported** sent out of the country for sale
- feudal** a political and economic system of Europe from the 9th to about the 15th century, based on the holding of all land by a noble or lord, where the tenant farmer had to pay rent or give up some of his harvest, and characterised by homage, legal and military service in times of war
- foreign trade** trading with people from outside a country's borders (Africans traded ivory, skins and slaves with the whites)
- formidable** inspiring fear or respect through being impressively large or powerful
- free trade** when traders from all countries are able to compete freely with each other to buy goods; free trade benefited British traders because British factories produced better and cheaper manufactured goods than anyone else
- frontier** the dividing line between two countries or areas of land; in the past, it has been used to refer to the line between settled, or colonised and unsettled land
- Gaza** a chiefdom under Soshangane
- globalisation** one worldwide system of commercial connectedness, e.g. trade links
- gold standard** when a currency is convertible into gold, it is possible to print paper money representing the gold, and transfer large amounts of money without having to trade in gold
- gold** a valuable metal that is a commodity used to buy other products, and which indicates wealth and power and can be used to make jewellery and objects that are valued
- Griqua** Khoekhoe or mixed race people who had moved out of the colony to establish independent chiefdoms in the interior
- heritage** things that we want to remember and pass on to future generations
- historical figure** can be used to refer to anyone that played a significant role in history
- Hurutshe** one of the larger Tswana-speaking chiefdoms whose capital was Kaditshwene near the present day town of Zeerust
- impression** an idea, feeling or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence
- indentured worker** a type of forced labour in which a worker signed a long-term contract that could be enforced by law
- independence** the state of the smaller chiefdoms being free of the larger ones
- Indian Ocean trade** exchange of commodities in the Indian Ocean area
- indigenous civilisations** a civilisation originally found in an area; the native population
- indigenous** originating or occurring naturally in a particular place
- induna/izinduna** man/men in charge of the *amabutho*
- industrial capitalism** the process of acquiring raw materials to supply industries in Europe to manufacture goods and products using mechanisation that in turn will be marketed and sold for profit
- international trade** the system of global exchange of products for capital with the aim of making a profit
- Islam** religion of Muslims, with the Koran as their sacred book
- Izigodlo** young women Shaka kept in his kraal and whom he gave to loyal chiefs as wives or servants
- Joseph Chamberlain** Secretary of State for Colonies
- Khoekhoe** survivors of the original herder population of the southwestern Cape, some of whom had left the Cape Colony and established communities along the borders of the colony
- kingdom** a structure in which one ruling family has come to dominate and control many others
- Kora** some Tswana communities adopted the raiding lifestyle with horses and guns and became known as the Kora
- lettre de cachet** a document produced as an order by France's absolute monarchy to arrest anyone at will without going through trial; it could be bought by those very close to the monarch so that they in turn could 'arrest' their enemies, also without being tested by a court of law
- liberalism** a policy promoting progress and reform
- liberty, equality and fraternity** a slogan used during the French Revolution by revolutionaries to show they wanted to free themselves from the despotic control of absolute monarchy, to attain a status of being equal in a classless society and to call upon everyone with common interests to join the revolution so that the old oppressive order could be replaced by the new free order

Glossary

- lineage** a community of families who see themselves as descended from the same distant ancestor
- long-distance trade** trade between countries that were not near each other, requiring transport
- manoeuvre** a skilful or careful scheme or action aimed at achieving something
- marauder** people who raid (attack and steal) from others
- maritime commerce** an organised trading system that is based on a strong and large merchant navy
- memory** what we as individuals or as groups remember about our past
- merchant capitalism** a formal system of trade established and controlled by merchants backed by their governments
- merchant guilds** an association of traders. The Merchant Guild was able to negotiate with the lords where a single merchant would have had no power
- mfecane/difaqane** *mfecane* is a Nguni, and *difaqane* a Sotho term which both refer to the series of Nguni and Sotho wars as well as migrations that led to the relocation and regrouping of African people in central, southern and some parts of eastern Africa during the period 1760 to 1840. Many people were forced to flee their homes and had to find new places to settle. They came into conflicts with other groups in their search for food and so the cycle of disruption and disintegration continued. *Mfecane/Difaqane* means 'forced scattering' or 'forced migration', basically times of trouble and hunger. Many people became refugees because this forced movement caused them to leave their homes forever. The *mfecane* took place along the East Coast, while the *difaqane* took place on the Highveld, but they were part of the same process
- migrant labour system** a system that relied on the recruitment of labourers in neighbouring states and rural areas to satisfy the labour needs of the mines
- migrants** people who have moved, or migrated, from one region to another
- migrate** to move from one place to another, usually in large groups
- migration** movement of people from one place to another.
- military weapons** weapons for use in war
- Moshoeshoe** leader of the Sotho kingdom
- Mthethwa** a community under Dingiswayo ka Jobe
- Mughal** the Mughal emperors were descendants of the Timurids, a dynasty of Turco-Mongol ancestry, and at the height of their power around 1700, they controlled most of the Indian subcontinent – extending from Bengal in the east to Balochistan in the west, Kashmir in the north to the Kaveri basin in the south. Its population at that time has been estimated as between 110 and 150 million, over a territory of more than 3.2 million square kilometres
- myth** a widely held but false belief or idea
- Mzilikazi** leader of a relatively strong chiefdom, the Matabele
- nationhood** when a large number of people are united by common descent, history, culture, or language, inhabiting a particular country or territory
- Natives Land Act, 1913** A law that reserved 80% of South African land for white settlement and ownership, 13% became state land and 7% was designated for African settlement
- Ndebele** Mthethwa and Ndwandwe chiefdoms broke up allowing the Zulu, Gaza, and Ndebele kingdoms to emerge
- Ndwandwe** a community under Zwide ka Langa
- New World** the Americas in the 15th century
- Nguni** a linguistic term referring to a group of Bantu languages that includes Zulu, Xhosa and Ndebele. Nguni-speakers do not necessarily share the same culture or traditions. They are not a united ethnic group
- Old World** Europe in the 15th century
- oppressive laws** laws that took away the rights of black South Africans
- oral history** the collection and study of historical information using sound recordings of interviews with people having personal knowledge of past events
- Orange River Sovereignty** a short-lived (1848–1854) political entity between the Orange and Vaal rivers; in 1854, it became the Orange Free State; is now the Free State province of South Africa
- over-population** too many people living in an area too small to sustain them
- paramountcies** other African states
- pass law** a law to control the movements of black South Africans and make it difficult for them to leave their employers
- Paul Kruger** President of the South African Republic (ZAR) from 9 May 1883 to 10 September 1900, who fled to Europe after Pretoria fell to the British in May 1900; he lived in exile in the Netherlands, France and Switzerland where he died in 1904
- Peace Treaty of Vereeniging** document signed at the end of the South Africa War
- political stability** a situation characterised by lack of conflict over who was in power
- predators** hunters; people who want to take over others and exploit them
- privileges** an advantage that was available to the ruling family, the clergy and nobles as members of the First and Second Estates, so that they could benefit by occupying all top government positions and also not pay the taxes that the Third Estate paid
- protectorates** states controlled by African chiefs who remained within the British sphere of influence and the British Empire; they could call on British protection
- public** something that is open for all people
- racial discrimination and exploitation** certain rights and privileges were only afforded to whites and segregation and the violation of basic human rights were based on race
- racial labour laws** jobs were reserved for whites and blacks were employed to do menial labour only

Glossary

- racial superiority** a racial hierarchy of privilege and rights based on race
- refugee** a person who has been forced to leave their country in order to escape war, persecution, or natural disaster
- religious tolerance** a situation where different religions were allowed alongside each other without any prejudice
- relocation** move to a new place to establish one's home there
- representation** how something is shown or explained
- reserve** a piece of inferior land set aside for black South Africans
- rite** a serious social or religious (spiritual) ceremony
- sanctuary** a place of safety
- sati** the burning of a widow on her late husband's funeral pyre
- seamless celestial globe** a globe made without two halves having to be joined, showing the positions of the stars
- self-government** whites in South Africa could elect their own representatives to parliament and these Members of Parliament could propose legislation but the British parliament and monarch had to approve the legislation and allow South Africa to sign treaties with other nations
- Shaka kaSenzangakhona** chief of the then small Zulu community
- site** this is another word for 'place' so a heritage site is a place where we remember our heritage
- slavery** a system where human beings are traded as commodities; they are held against their will and pay with their labour; have few if any rights
- Soshangane** chief of the Gaza people
- South African mines** mines in the territory of South Africa, mostly owned by South African companies or having mostly South African shareholders
- South African War** the war from 1899–1902 that started between the British and the Boers but that affected all South Africans and was fought across the country
- sphere of influence** an area or region over which a state or organisation has significant cultural, economic, military or political influence
- state** a nation and/or a territory politically organised under one leader and/or government
- subjectivity** a term used to explain judgment based on individual personal impressions and feelings and opinions rather than external facts
- symbol** something visible that by association or convention represents something else that is invisible
- tenant farmer** a farmer who resides on and farms land owned by a landlord
- thriving** well developed and growing quickly
- transcribe** to write down word for word what was said in an interview. This is done from a recording of an interview
- transformation** changes or developments that take/took place; (in this book it refers mainly to the changes that took place in southern Africa during the period under study)
- traumatised** experiencing lasting shock as a result of an emotionally disturbing experience or physical injury
- Treaty of Tordesillas** a treaty signed by the Pope that divided the globe into two spheres of influence – the western one to be dominated by the Spanish and the eastern one by the Portuguese; the division line ran through modern day Brazil
- treaty** a formally concluded and ratified agreement between countries
- tribute states** states that pay tax or levy to another state usually as an acknowledgment of submission
- tribute** a form of taxation in which subject communities acknowledge the authority of the ruling lineage by paying a kind of tax – usually in cattle, grain, labour (increasingly in the form of young men to fight in the ruler's armies) and trade goods like ivory; refusing to pay tribute was an act of rebellion
- tributary chiefs** chiefs who pay to be part of the kingdom under the protection of the King
- tributary communities** the third level of people of the chiefdom, made up of the people who were conquered and incorporated
- turmoil** being in great disturbance, confusion or uncertainty
- tyrant** a person who governs unjustly and oppressively
- uitlanders** foreigners who flocked to the Rand to seek a fortune on the gold fields
- upheaval** a violent or sudden change or disruption to something
- Volksraad** legislative council of Boer Republics elected by white males
- War of Freedom** the Boers referred to the war against Britain as the War of Freedom
- Zulu kingdom** the Zulu nation made up of smaller Zulu clans that were united through the efforts of Dingiswayo and Shaka in the late 18th century