

Tutorial Letter 201/2/2018

Southern Africa until the Early 1800s: Encounters and Transformations

HSY1512

Semester 2

Department of History

This tutorial letter contains the following:

- 1 Comments on Assignment 01**
- 2 Comments on Assignment 02**
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- 4 Guidelines for the examination**
- 5 Short, paragraph and essay questions for exam revision**

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Dear student

We have already provided you with electronic feedback on each of the three assignments for Semester 02 on the myUnisa site for this module. Hopefully, you managed to access this feedback after each closing date and used it to improve your assignment writing. For your convenience, we are sending you a printed summary of our tutorial feedback on the assignments in the hope that it will make your preparation for the examination easier.

The assignments that have been set for the semester cover the main themes of this module and are therefore valuable preparation for the examination. If you have submitted all the assignments and produced work of good quality, you will have built a strong semester mark which will have a positive influence on your final result. You will also have familiarised yourself with the types of questions you can expect in the examination paper (short answer, paragraph-type and essay questions) and developed a basic understanding of the core aspects of each main theme.

By studying *Tutorial Letter 201* (this tutorial letter), you will deepen your insight into the module content and be better prepared for the examination. This tutorial letter should be read in conjunction with *Tutorial Letter 102* (available under 'Official Study Material' on the myUnisa module site), which provides you with specific guidance for the examination. For your convenience, these exam guidelines are summarised below under heading 4: **Guidelines for the examination**. We also provide you with some typical short, paragraph and essay questions under heading 5: **Short, paragraph and essay questions for exam revision**, which should assist you in preparing for the forthcoming examination.

1 COMMENTS ON ASSIGNMENT 01

Assignment 01 was compulsory and the first of three assignments that have been set for this semester. By submitting Assignment 01, you have made a positive start to HSY1512 and have been granted admission to the examination in this module — well done!

Assignment 01 was designed to achieve four objectives: the first was to help you appreciate the importance of the precolonial history of southern Africa which paved the way for historical developments after 1652; the second was to help you understand the lifestyles of, and interaction between, the different precolonial societies, and how these aspects were shaped by environmental conditions in southern Africa; thirdly, the assignment offered you an opportunity to develop your skills in answering short and paragraph questions which will prepare you for the later assignments and the examination; lastly, it alerted you to the importance of avoiding plagiarism in academic writing.

The first ten questions required short answers of only a few lines each and are similar to short answer questions in your other assignments and the examination paper. Questions 11 and 12 required you to write logically constructed paragraph answers, while Question 13 alerted you to the nature of plagiarism and how it can be avoided. Students who followed our guidelines and assessment criteria for this assignment on pages 15-16 and 34-36 of *Tutorial Letter 101*, produced very competent answers, while those who read the sections on plagiarism in *Tutorial Letters 101* and *301* had no difficulty in answering Question 13 on what plagiarism is and how it can be avoided. We strongly encourage you to revisit our marking rubrics and guidelines for avoiding plagiarism every time you tackle a new assignment. This will ensure that you do not forget the lessons learnt in Assignment 01, and that you submit work of good quality that is a true reflection of your own independent thought and writing.

The assessment criteria which guided us in our written comments and mark allocation were:

- your understanding of the contents of Learning Unit 1, which deals with precolonial lifestyles and environmental conditions in southern Africa;
- your ability to select relevant information from the study guide (*Tutorial Letter 501*) and express this in your own words;
- your ability to formulate your own arguments and substantiate a point of view;
- your ability to write focused and concise answers to short questions;
- your ability to write logically structured paragraph answers;
- your understanding of the nature of plagiarism and how it can be avoided.

SHORT QUESTIONS

The purpose of the short questions for all the assignments and the examination is to alert you to key aspects of the tutorial material. In answering each short question in Assignment 01, you needed to provide only two core issues in order for full marks to be awarded. Answers should therefore have been focused, concise (usually no longer than five lines) and well structured. Our answers below tend to be more comprehensive, because we need to accommodate all relevant student responses and, in some cases, provide you with clarification, additional information and a broader perspective.

In view of our specific instruction on page 36 of *Tutorial Letter 101*, namely to present answers to short questions in full sentences (the same applies to the short questions in Assignments 02 and 03), you were penalised for submitting one-word answers, or answering in single phrases, point-form or memo-style. Remember that this will also apply to the examination. Do not lose marks unnecessarily by not adhering to the requirements stipulated in the tutorial letter or in the examination paper.

1. **What were the three main economies that existed in southern Africa during the precolonial period, and in what sequence did they emerge? (2)**

The three main economies that existed in southern Africa during the precolonial period were hunter-gathering, hunter-herding and mixed farming. The first to emerge was hunter-gathering, practised by the precolonial San who hunted wild animals and gathered naturally occurring plant food. This was followed by hunter-herding – the economy of the precolonial Khoekhoe, who hunted wild animals but also practised pastoralism (herding of sheep, goats and cattle). As these two economies were co-existing, mixed farming was introduced around 200 AD by Bantu-speaking communities who had migrated into southern Africa. This economy was more diverse than that of the San and Khoekhoe and included crop cultivation (agriculture), pastoralism, mining and trade, in addition to hunting and using naturally occurring plants for medicinal and ceremonial purposes.

(*Tutorial Letter 501*, pp 15-16, 21, 26-27)

2. How did rainfall determine what kind of economy would be viable in the north-western as opposed to the north-eastern part of precolonial southern Africa? (2)

The north-western part of southern Africa is extremely dry because it receives very little rainfall (less than 250 mm per year). Vegetation in this region is therefore sparse and consists of Karoo shrubs and succulents which are only suitable for sheep, goats and small buck. Thus, precolonial inhabitants in the north-western part of southern Africa practised hunting, gathering and herding of smaller livestock. The north-eastern region, on the other hand, receives more than 600 mm of rain per year and offers abundant water and fertile soil for crop cultivation (agriculture). High rainfall also ensures excellent pasture for livestock herds and game in the form of savannah and grassland vegetation. In addition, the region is rich in minerals. This explains why economic activities such as crop cultivation, pastoralism (especially cattle farming), mining, hunting and trade would have been viable in the north-eastern part of precolonial southern Africa.

(Tutorial Letter 501, pp 12-14)

3. How did the precolonial San ensure that their diet was balanced? (2)

The precolonial San used fauna (wild animals and insects) as a source of protein: wild animals provided them with meat, while insects (such as locusts and Mopani worms) were additional sources of protein-rich food. The San also gathered a variety of edible plants, such as roots, bulbs, berries and fruits, from the veld, thereby balancing their diet.

(Tutorial Letter 501, pp 14-16)

4. Identify two strategies which the precolonial San used to ensure survival during periods of food scarcity. (2)

As soon as natural resources (water, game and plant food) became scarce, the San migrated to new areas where it had rained and where fresh resources could be found. This nomadic lifestyle made it necessary to live in small, flexible groups, and for groups to split into even smaller units during times of food scarcity. Another strategy that was used to ensure the survival of all group members was to practise food sharing within the family (in the case of plant food) and among neighbouring bands (in the case of meat). Lastly, the San relied on shamans who were believed to possess supernatural power that could control game and rainfall during trance dances that formed part of the San's ritual ceremonies.

(Tutorial Letter 501, pp 15-18)

5. Mention two functions of shamans (medicine people) in precolonial San society other than causing or healing illnesses. (2)

In precolonial San society shamans were regarded as a link between the spiritual and physical worlds. They were believed to possess supernatural powers which enabled them not only to cause or cure illnesses, but also to control animals and rainfall, thereby playing an important role in the San hunter-gatherer economy. They also provided guidance during decision-making, and acted as rock artists who expressed their experiences during trance dances in the rock paintings and engravings for which the San have become well known.

(Tutorial Letter 501, p 18)

6. Give one economic similarity and one political difference between the roles of women in precolonial San and Khoekhoe society. (2)

Both San and Khoekhoe women gathered edible plant foods and performed domestic chores such as cooking and looking after their children. However, unlike San women who participated fully in group decision-making, Khoekhoe women did not sit on the Council of Elders and were excluded from the decision-making process.

(Tutorial Letter 501, pp 16-17, 19, 23-24)

7. Provide two examples that indicate that precolonial Khoekhoe chiefs did not have unlimited political power. (2)

Khoekhoe chiefs did not have unlimited political power, because a chief's power was kept in check by his Council of Elders which determined the outcome of political decision-making. In addition, because social status and political power in Khoekhoe society were based on livestock as a symbol of material wealth, chiefs who lost their herds to drought, raiding, or livestock disease, would lose their wealth, superior social status and political influence.

(Tutorial Letter 501, pp 23-24)

8. Identify two major differences between the economy of the mixed farming communities and that of the precolonial Khoekhoe and San. (2)

Unlike the precolonial San who only practised hunting and gathering, and the precolonial Khoekhoe who practised hunting, gathering and livestock herding (pastoralism), the mixed farming communities cultivated agricultural crops (such as millet and sorghum), mined and processed minerals (iron, copper and gold) and engaged in trade, in addition to their herding and hunting activities.

(Tutorial Letter 501, pp 15-16, 21, 26-27)

9. Provide two reasons for population growth in mixed farming communities after 200 AD. (2)

The mixed farming communities had a balanced diet which consisted of meat, milk and agricultural crops. This allowed them to raise healthier children which facilitated population growth. In addition, these communities were tied to the land through their agricultural practices and therefore had a more settled lifestyle compared to the Khoesan who tended to migrate frequently. The mixed farming communities were also able to build up a surplus of food which could sustain larger groups of people. During the late mixed farming period (after 1000 AD), population growth intensified as a result of the increasing emphasis on cattle herding and long-distance trade, which generated great wealth and attracted many followers.

(Tutorial Letter 501, pp 28-29)

10. Identify two differences between the political organisation of the late mixed farming communities and that of the early mixed farmers. (2)

During the early mixed farming period there was some form of political structure, but it was still modest when compared to the later period. There were no large and powerful chiefdoms, kingdoms or states during the early mixed farming period, and villages were small and similar, indicating that the society was not yet highly stratified. By the late mixed farming period the political structure of mixed farming communities had changed. An increase in wealth due to livestock and trading activities resulted in the development of a more sophisticated and hierarchical political structure. The divide between rich and poor became more defined, and the wealthiest men assumed the role of chief. Chiefdoms would combine under the rule of a single chief. This laid the foundation for the formation of kingdoms and states, such as Mapungubwe and Great Zimbabwe.

(Tutorial Letter 501, pp 30-31)

PARAGRAPH QUESTIONS

The purpose of setting paragraph questions in assignments is to provide you with opportunities to learn how to write focused, logically constructed and clearly formulated paragraphs, which will ultimately assist you with paragraph writing in the examination as well as essay writing in general.

Your paragraph answers in this (and other) assignment(s) should have been roughly 10 to 15 lines in length and contain enough information to justify 10 marks. More importantly, they should have demonstrated your ability to produce a coherent piece of writing that related well to the questions that were set.

If you are still uncertain about how to write a good paragraph, or if the person who marked your assignment commented on matters such as poor focus, lack of logical flow, fragmented structure, and/or weak formulation, you need to revise our suggestions on pages 15-16 of *Tutorial Letter 101*. We have also posted an online tutorial on paragraph writing under 'Additional Resources' on the myUnisa site for this module. These guidelines apply to all paragraphs that you write in this first year module.

11. Briefly discuss the similarities and major difference between the economies of the precolonial San and Khoekhoe. (10)

Both the precolonial San and Khoekhoe practised hunting and gathering and were therefore dependent on the natural environment for survival. They both had the knowledge and skill to utilise natural resources (water, vegetation and game) to ensure their own survival, but avoided the over-exploitation of resources by following a migratory lifestyle. This means that they lived in complete harmony with their natural environment. The major economic difference was that the Khoekhoe also practised pastoralism (livestock herding) and accumulated wealth in the form of livestock. Livestock was never used as a regular supply of meat and was only slaughtered for special or ceremonial occasions. Cattle were more valuable than sheep or goats, because cattle not only supplied more milk, but were also valuable items of trade. They were also used as pack animals that facilitated easier movement during migration. The San, on the other hand, did not accumulate wealth. They had minimal possessions which were restricted to what they were able to carry, and that which enabled them to successfully gather naturally occurring plants and hunt.

(*Tutorial Letter 501*, pp 15-17, 21)

12. Briefly explain how the late mixed farming communities managed to accumulate great wealth. (10)

The late mixed farming communities managed to accumulate great wealth firstly as a result of the strong emphasis on pastoralism (especially cattle herding) as the main economy after 1000 AD. Cattle symbolised wealth and could generate even more wealth by being traded. It also played a central role in cultural practices such as *lobola* and *mafisa*, the first of which generated wealth through the acquisition of many wives and children, who produced more agricultural crops that could be traded for luxury items (more wealth). The second practice (*mafisa*) generated wealth through the acquisition of clients, who strengthened the wealth and influence of their patrons through their labour and loyalty. Secondly, mining operations became more extensive during the late mixed farming period, and a greater variety of minerals (including gold) was mined compared to the earlier period. Again, these minerals could be traded for luxury items that signified wealth. In addition, trade became more extensive during the later period and included long distance (international) trade. Communities who were able to control these trade routes, managed to accumulate great wealth and became very powerful.

(*Tutorial Letter 501*, pp 27, 29, 31)

QUESTION CONCERNING PLAGIARISM

13. Explain in your OWN words what plagiarism is and how it can be avoided. (10)

Plagiarism is essentially the use of another person's creation (written, audio or visual) without his/her permission. Therefore, copying from sources such as books, journal articles, study guides, tutorial letters and the Internet – either directly (word-for-word) or indirectly (changing the wording of the source but still using most of the ideas) without acknowledgment – is regarded as plagiarism, which is not only unethical but also illegal in terms of South African and international law.

In order to avoid plagiarism, the student must rephrase the ideas and information obtained from various texts in his/her own words. A minor word change here and there is not enough – material used must be formulated significantly differently from the wording of the source. In addition, the student must acknowledge the source in a footnote reference as well as in a source list, or bibliography, at the end of the assignment. Moreover, references should be accurate so as not to mislead the reader. Direct quotations, in which the exact wording of the source is used, should be placed between quotation marks and should be followed by a footnote reference. Lastly, the student should include a signed declaration of originality in which he/she states that the written work is his/her own and that all the sources used in the construction of the assignment have been fully and accurately acknowledged.

Laylah Albertyn & Henriëtte Lubbe

2 COMMENTS ON ASSIGNMENT 02

The purpose of Assignment 02 was to enable you to gain insight into, and develop critical thinking around, an important theme in this module – slavery at the Cape within the broader context of VOC economic policies and labour practices.

The assessment criteria which we applied while marking your assignments were:

- your understanding of the content of Learning Units 2, 3 and 5;
- your ability to select relevant information from the tutorial material and to express this in your own words;
- your ability to incorporate ideas and insights from additional sources;
- your ability to present your own arguments.

SHORT QUESTIONS

- 1. Mention two principles of the VOC's economic policy, which would play a role in the decision to import slaves to the Cape during the 1650s. (2)**

The VOC was a trading company which was primarily interested in gaining as much profit as it possibly could from its new base in southern Africa but with very limited investment – 'maximum profit, minimum expenditure' is the phrase that best captures its economic policy. In view of the labour shortage at the Cape (the reasons for which you can explore in the study guide), the VOC decided to import slaves as the cheapest form of labour, because slaves would not have to be paid any wages. In contrast, free labour from Holland or other parts of Europe would have proved very expensive. Slaves would also have to work very hard to generate income for their owners, thereby ensuring maximum profit for the slave owners.

The second economic principle which guided the VOC's decision to import slaves, was that of monopolies. The VOC controlled trade between the Netherlands and the East, as well as within the regions under its control. Similarly, it controlled the supply of slaves in these regions. It would therefore make sense to extend this control to the Cape, where it would have the exclusive right (monopoly) to import and sell slaves, thereby ensuring that its own labour needs and economic interests would be served first.

(Tutorial Letter 502, pp 17-19)

- 2. What arguments did Jan van Riebeeck use to persuade the VOC to introduce freeburger farming in the south-western Cape? (2)**

The main argument Jan van Riebeeck used to persuade the VOC to introduce freeburger farming in the south-western Cape was the chronic underproduction during the early years of the Cape settlement. After repeated failure of harvests, and the unreliable supply of livestock from the Khoekhoe, Van Riebeeck persuaded the VOC to introduce a model of farming that would free some white settlers from their VOC contracts in order to farm independently as an incentive to boost agricultural production. He also believed that this system would be less expensive, as the freeburghers would have to fend for themselves, pay taxes and perform military service, while the VOC would benefit further from buying the freeburghers' produce at fixed low prices. The VOC found this proposal attractive, because it did not require great financial investment and offered the possibility of limiting costs and making profit.

(Tutorial Letter 501, pp 45-46)

- 3. Why did Khoekhoe labour not solve the freeburghers' labour problems in the south-western Cape? (2)**

There were several reasons why the Khoekhoe did not solve the freeburghers' labour problems in the south-western Cape. Firstly, the Khoekhoe were still independent, migratory pastoralists and were unwilling to work for the settlement on a steady basis, or to abandon their pastoral life. Secondly, the VOC initially needed to be on friendly terms with the Khoekhoe in order to ensure supplies of fresh meat and therefore did not want to force them into working on agricultural farms. Thirdly, the Khoekhoe were unsuitable to act as labourers, as they were unfamiliar with the agricultural activities that the VOC began to pursue at the Cape. Last but not least, refusal to work on agricultural farms could also have been a form of resistance on the part of the

Khoekhoe against the negative effects of colonisation on their traditional way of life through the loss of land and livestock.

(Tutorial Letter 502, p 18)

4. Give two reasons why the demand for slaves at the Cape exceeded the supply throughout the VOC period. (2)

The first reason why the demand for the slaves at the Cape exceeded the supply was that too few slaves were imported to the Cape to meet the labour requirements of the colony. Slave imports were erratic and poorly organised, and the VOC faced stiff competition from other European trading companies involved in the slave trade. Many slaves also died during the long sea voyages to the Cape. The second reason was that the slave population at the Cape was unable to reproduce itself fast enough through natural increase. There were too few slave women who also had a low reproductive rate for various reasons, and a very high death rate among slave children. The VOC therefore had to rely on continuous slave importations to meet the labour demands of the colony. By the VOC keeping most of the imported slaves for use on its own projects, the freeburghers were compelled to resort to other, more unreliable methods of obtaining slaves which could not solve the problem of a chronic labour shortage.

(Tutorial Letter 502, p 18)

5. Provide two reasons why very few slaves received manumission during the VOC period. (2)

There were a number of economic factors that kept slave owners from freeing their slaves. Owners invested a lot of money in buying slaves (considered to be a form of property) and did not want to lose their investments. Slaves also generated profit for their owners, and so the slave owners – including the VOC which made huge profits by using slave labour – were unwilling to manumit their slaves, because freeing them meant a loss of profit. In addition, because a manumitted slave struggling to survive remained the financial responsibility of the former owner, the slave owners tended to keep their slaves rather than freeing them. A last reason for the low rate of manumission was the restrictions that were placed on the freeing of slaves. In order to qualify for manumission, a slave had to be a baptized Christian, have a good command of Dutch, be of good character, and have a record of long and loyal service to his or her master. Before 1722 slave manumission occurred upon the discretion of the slave owner, but after this date permission from the VOC had to be obtained before a slave could be set free.

(Tutorial Letter 502, pp 26-27)

PARAGRAPH QUESTIONS

- 6. Briefly explain why some historians argue that slavery had a negative effect on the Cape economy during the VOC period. (10)**

While some historians have argued that slavery had a positive impact on the Cape's economy, others have provided persuasive arguments that slavery was economically bad for the Cape's development. The latter suggest that slave labour hindered economic growth, because slave owners relied only on their labour force (the slaves) to obtain produce, and never experimented with new technology or more efficient methods of building or of farming. The capital that farmers had (and many of them had little capital) was spent on slaves and not invested in developing infrastructure at the Cape or in any other economic activities. In addition to this, much of the capital that was spent on slaves was naturally paid to slave traders, whose economic interest was not in the Cape itself but in their own trading activities. Thus, money left the Cape and was not invested locally. As a result, the Cape remained economically stagnant, with little money invested in its development. Money that could arguably have been used for developing different agricultural methods, or industry, or transport and roads, or towns was tied up in slaves — and thus the Cape economy lacked diversity. Finally, European settlers developed a negative attitude towards manual labour which they regarded as work fit for slaves. This attitude, and the lack of job opportunities between those of slave owner and slave, set the stage for white unemployment which harmed the Cape economy in the long run.

(Tutorial Letter 502, p 21)

- 7. Briefly discuss the impact of slavery on the social order at the Cape during the VOC period. (10)**

While slavery affected the economy of the Cape positively and negatively, it also had an enduring impact on the social order. The system gave rise to a divided society, in which economics and race tended to run into one another: whites became rich and influential, blacks poor and powerless. This extended into other relationships, such as those that whites forged with Khoekhoe, Sotho-Tswana and Xhosa people, who came to be seen as inferior. Slavery also blurred class distinctions within white society. Even the poorest whites enjoyed a higher status than free blacks and slaves, with greater legal protection and rights. In addition, slavery led to racial stereotyping and created fear among both slaves (fearing harsh punishment, separation from their children and even death) and slave owners (fearing slave revolt). Such an economic and social system became entrenched, with significant consequences for later South African history.

(Tutorial Letter 502, pp 30-31)

ESSAY QUESTION

8. **Explain why no large-scale slave rebellion occurred at the Cape during the VOC period.** (70)

This was the first essay you encountered in this module. Essay writing is a common form of assessment in the discipline of History, which requires certain skills, particularly an ability to focus on what has been asked, select relevant information from the reading material, organise this information in a logical manner, and then provide an argument that would indicate that you have thought through the question and can provide insights about it.

In order to help you write an effective essay, we advised you to consult *Tutorial Letter HSYALLX 301* on essay writing. You were also required to draw up an essay plan before writing your essay. This would have assisted you in structuring your answer in a logical manner before you began the writing process. There is, of course, no 'correct' structure to follow, since this essay topic can be approached in many different ways, as long as you provided an appropriate introduction and conclusion, and your discussion in the 'body' of your essay followed a consistent and logical plan. You needed to make sure that each paragraph explained only one **reason** for the absence of an organised slave rebellion at the Cape; that you created a logical flow between and within paragraphs; and that each paragraph linked to the next one in chronological order – with earlier events discussed before later ones.

In both Assignments 02 and 03, you were required to draw up an essay plan which was marked out of a total of 10 marks, leaving 60 marks for the essay itself. We provided you with some guidelines for your essay plan on page 30 of *Tutorial Letter 101*, and also posted examples of essay plans under 'Additional Resources' on the myUnisa site for this module. Please study these examples if you have not already done so, and try to implement some of our suggestions in your future History assignments.

Note that a detailed essay plan will NOT be required in the examination. However, some quick planning before you start writing your exam essay will be essential, so make use of our guidelines in order to ensure a focused and well-structured exam answer.

This essay question was fairly straightforward, and some of the key information is easily accessible. *Tutorial Letter 502* provides a discussion of the absence of an organised slave revolt on page 29. Most of you used this as the sole basis for your answers, but we were pleased to receive some essays in which students had included relevant ideas from other sections of *Tutorial Letter 502* as well. This indicated to us that you had a good understanding of the topic and were willing to think independently.

If you did less well, you should pay attention to the comments of the marker of your assignment. In addition, use the guidelines provided below, or contact your e-tutor or your lecturers for assistance before you tackle the next assignment. You can also develop your History skills and practise your essay writing by being prepared to write and rewrite a number of drafts before you submit your assignment for our assessment and feedback. The more you practise answering questions in essay form, the easier it will be to handle the demands of any History module.

The first thing you needed to do after you had drafted your essay plan, was to write a good introduction to your essay. An introduction is your reader's initial contact with your work. It should be directly related to the essay question and provide a brief overview of the issues you intend to discuss. In this assignment, for example, you could have stated that a combination of

internal divisions and external control made it impossible for the slaves to organise a large-scale rebellion at the Cape. Once you had outlined the main reasons for lack of organised revolt, a more detailed discussion of these aspects could have followed in the body of the essay.

Historians have suggested that one of the main reasons for the lack of a combined rebellion is that slaves were disunited – they did not share a common ‘slave culture’. This can be attributed to their different backgrounds and to conditions which divided them further at the Cape. Unlike other slave-holding colonies, the Cape seldom received large shipments of slaves from one area. Instead the slaves came from many different regions, they spoke different languages and had different traditions. Even slaves from the same areas were often from widely different social classes and levels of education or skill in their places of origin. They would not naturally have associated with one another even in their home countries. Under all these circumstances communication was limited and a sense of common identity or solidarity could not easily emerge. See pages 17-19 for a discussion of slave origins, which you could have used to build on what appears on page 29.

Conditions at the Cape aggravated these divisions. New slaves were being imported continually, bringing new elements into the slave community. Since there was no legal marriage and parents and children could be separated, family units could not form the basis of new settled communities. This, and the imbalance between male and female slaves, meant that sexual rivalry was often the cause of disharmony in slave society. The discussion on family life on page 26 of *Tutorial Letter 502* should have assisted you on this matter.

Slaves were also geographically scattered. The only slaves living together in a large group were those belonging to the VOC who were housed in the slave lodge. They, however, were deliberately divided by a system of privilege and rank – some were treated better than others and had power over others. They were even encouraged to spy and inform on one another. Most slaves belonging to private owners lived in small numbers on isolated farms in the countryside. They too were divided by the different kinds of work they performed and the different treatment they received. Laws prevented slaves from visiting one another freely or gathering in groups, so the opportunity for forming trusting relationships or planning action together was very restricted. There is considerable detail in *Tutorial Letter 502* on the different experiences of slaves in different parts and economic sectors of the economy which could have added to your discussion, as well as on the control of slaves (refer to page 20 in particular).

Apart from disunity, it is important to realise that the considerable power advantage of the slave-holding class made large-scale rebellion unlikely. Slaves could not carry firearms, most could not even carry knives or clubs, and they were constantly watched by their owners, by supervisors (*mandoors* and *knechts*), and by the VOC police. Anyone suspected of subversion could be subjected to brutal punishment, including torture. Under such conditions of fear and suppression there was little possibility that any sizeable group of rebels could be recruited to challenge the system. Further detail on these aspects is available on pages 23-24 of *Tutorial Letter 502*.

Thus, the absence of a large-scale revolt was not because slaves were well treated but because a number of factors prevented mass resistance, in particular the lack of unity among the slaves and the severe restrictions which the VOC and slave-owners placed on slaves.

It is tempting to get distracted by this question, and concentrate more on how slaves were treated rather than their reaction to that treatment, and in particular on the nature of that reaction. There is a great deal of material on the treatment of slaves, and of course this has some bearing on the question: after all, how do we understand slave reaction if we do not first have a grasp of how they were treated? However, guard against being distracted – the

emphasis of your discussion needed to be on the **reasons** why there was no large-scale revolt among slaves.

The treatment of slaves is discussed on pages 22-28 of *Tutorial Letter 502*, which looks at legal status, human rights, controls and living conditions. Slaves at the Cape were regarded as the property of their owners who had considerable power over them, and although theoretically they had some protection under the law, few had the knowledge, opportunity or courage to take their masters to court. The courts were in any case biased against them. They had few civil rights and for example could not enter into marriage or any other contracts. Nor did they have rights over any children born to them or over personal property. Both the VOC and most individual owners exercised rigid control over slaves. Their movements and contacts with other slaves were regulated by law, they lived in fear of being sold and fear of abuse (the study guide refers to this as psychological control). Some suffered terrible punishment. Many slaves, particularly those who lived on farms, did not have access to adequate food, shelter, physical security or the dignity of privacy. Their lives consisted of long hours of hard labour, often under cruel supervisors, and with little hope of freedom. It is true that some slaves received better treatment, particularly some domestic workers and the few skilled slaves who lived in the town or who worked for enlightened owners. Nevertheless, even these slaves did not have the status and rights of free people.

All of this is part of why slaves found it very difficult to organise a large-scale slave rebellion, but they did still react to this situation in which they found themselves. This is also well covered in your study guide (*Tutorial Letter 502*, p 28). You should have noted that the great majority of slaves were not passive victims of their fate; as with people in all situations, almost all slaves sought to make sense of their lives and forge a future which would improve on their situation. Some slaves did indeed accept their conditions of bondage, perhaps hoping that obedience would eventually lead to freedom; others perhaps feared the consequences of any kind of resistance. These strategies should have been mentioned, as they are part of slave reaction. Indeed, another kind of response was the decision of some slaves to collaborate with the VOC and slave owners on farms, by working in supervisory capacities over fellow slaves or by informing on other slaves and their activities. Through such strategies, slaves hoped to better their lives. Reactions to conditions were certainly not uniform; there were varied responses, and your answers should have reflected this. The main point to grasp, however, is that slaves did react in various ways to their treatment, but coordinated revolt and rebellion on a large scale was simply not possible, because the many factors outlined in the earlier paragraphs of this discussion prevented it.

The overwhelming form of reaction, however, was the many localised and individualised acts of resistance and rejection of the conditions of slavery. Resistance was widespread and frequent, particularly on farms in the rural districts, where violent acts occurred much more often than in Cape Town. Various details of these are outlined on pages 28-29 of *Tutorial Letter 502*, and you should be aware of the forms that these took: there is no need for us to repeat these here.

In your conclusion you needed to return to the question and provided a summarised 'answer' to the issue that it poses. In this instance, you could have summarised in one or two sentences the varied nature of slave reaction to their situation, as all suffered under an oppressive system. It was not because they were content with conditions that they failed to organise a large-scale revolt, but rather because internal division and external control made mass action far too difficult and dangerous.

(*Tutorial Letter 502*, pp 28-29, but also other parts of Learning Unit 5 used selectively)

France Ntloedibe & Henriëtte Lubbe

3 COMMENTS ON ASSIGNMENT 03

Assignment 03 was the last assignment for the semester. Similar to Assignment 02, this assignment required you to answer five short questions, two paragraph questions and one essay question.

The assessment criteria which we applied while marking your assignments were:

- your understanding of the content of Learning Unit 7 and some parts of Learning Unit 6.
- your ability to select relevant information from the tutorial material and to express this in your own words;
- your ability to incorporate ideas and insights from additional sources;
- your ability to present your own arguments.

SHORT QUESTIONS

1. What is the difference between a boundary line and a ‘frontier’? (2)

A frontier is an area of interaction between two or more previously separate communities of people who differ in origins and backgrounds. The area can be very large, covering many hundreds or thousands of square kilometres, and the interaction may involve both cooperation and conflict. A boundary line, on the other hand, suggests separation by an object, either a river or a fence, indicating where an area ends and where another begins.

(Tutorial Letter 502, pp 32-33)

2. What do you understand by the phrase ‘closing frontier’? (2)

A frontier closes when a particular group manages to take effective control over the area. This generally occurs when a single, undisputed authority establishes political and economic control over the zone, resulting in movement becoming limited and activity controlled by the dominant group. Relationships in the closing frontier become regulated and are characterised as more fixed, certain or settled.

(Tutorial Letter 502, p 33)

3. Mention two differences between the natural environment of the Cape eastern frontier and that of the Cape northern frontier. (2)

The Cape northern frontier (the Karroo and Namaqualand region) faced harsh environmental conditions, while conditions on the eastern frontier (situated in the most fertile part of southern Africa) were not as harsh. The northern frontier was a rugged, semi-desert area which featured low rainfall and a high evaporation rate which resulted in the absence of abundant natural resources (water and vegetation). The vast area had no permanent (perennial) rivers other than the Gariep (Orange River), which became a lifeline for many indigenous groups trying to access its water and the pasture and game along its banks. In contrast, the eastern frontier was a wide

coastal area that featured the Great Fish and other rivers. Some parts of the area were mountainous and did not support agriculture. However, rainfall in the eastern frontier zone was sufficient during the summer months and enabled dense vegetation, abundant wildlife and good conditions for crop cultivation. The area, however, was subject to erratic rainfall and severe drought.

(Tutorial Letter 502, pp 35, 46)

4. Give two reasons why most of the conflict on the Cape eastern frontier occurred in the Zuurveld region. (2)

Most of the conflict on the Cape eastern frontier occurred in the Zuurveld region because of the similar economies of the groups who lived there. Most of the inhabitants participated in some form of stock farming, resulting in areas becoming exhausted or overgrazed. Stock farmers tended to move frequently to other pastures. Due to this pattern of migration, tension arose among the various groups of stock farmers during the competition to gain control over grazing resources. The Zuurveld was the most sought-after region, because it provided good grazing for livestock, but this grazing was limited. For example, sweet grass provided good year-round grazing but was restricted to certain parts of the Zuurveld and grew slowly during spring; sour grass, on the other hand, was only suitable for grazing during spring and summer. What made matters worse, was that rainfall was erratic, and that the area experienced severe droughts which contributed to migration that heightened the potential for conflict.

(Tutorial Letter 502, p 46)

5. How did the original inhabitants (San) of the Cape eastern frontier region respond to the penetration of pastoralists into their traditional hunting and gathering areas? (2)

Some San withdrew and dispersed into more arid areas or inaccessible mountain ranges in the interior, where they were able to survive through their hunting and gathering activities. Others actively resisted the penetration of pastoralists into their traditional territories by attacking the pastoralists and raiding their livestock. There were also those who co-existed and co-operated with the pastoralists through clientship and trade. During this process, some became absorbed into the livestock-owning groups and adapted their lifestyle. It is important to note that there was a considerable amount of turmoil among the groups on the Cape eastern frontier, allowing distinctions between hunter-gatherers and hunter-herders to become blurred.

(Tutorial Letter 502, p 47)

PARAGRAPH QUESTIONS**6. Identify different forms of cooperation between the Xhosa, Khoekhoe and white frontier farmers (trekboers) on the Cape eastern frontier. (10)**

A major form of cooperation between the Xhosa and the Khoekhoe was trade. The Khoekhoe traded feathers, ivory and beads with the Xhosa in exchange for grain and iron. Some Xhosa groups also employed poorer Khoekhoe as clients and rewarded them for their services with cattle and crops. Khoekhoe groups occasionally supported the Xhosa in military alliances, while some joined the Xhosa chiefdoms giving rise to several cases of intermarriage. The Xhosa also engaged in trade with the white frontier farmers (*trekboers*). They traded cattle and ivory for metal, glass beads, tobacco, blankets, firearms and horses supplied by the *trekboers*. In addition, some Xhosa opted to work as herdsmen on *trekboer* farms in return for European commodities. During periods of conflict, some of the white frontier farmers even became temporary allies to various rival Xhosa chieftains. Similar to Xhosa-*trekboer* labour relations, impoverished Khoekhoe individuals, who had lost their land and rejected Xhosa association and domination, were compelled to take employment on white farms. In return for labour services, some of these Khoekhoe labourers retained their livestock and grazing rights, and enjoyed the protection that European firearms could offer. It is important to note that the Khoekhoe often acted as intermediaries between Xhosa and *trekboer* communities.

(*Tutorial Letter 502*, pp 47-50)

7. Briefly explain why the VOC was unable to exercise effective control over the Cape eastern frontier region during the last few decades of the 18th century. (10)

The VOC was unable to exercise effective control over the Cape eastern frontier region mainly because the VOC's authority over the frontier districts was nominal. The seat of VOC government in Cape Town was a long distance away, which made it difficult to control the situation on the frontier. In addition, the VOC only regarded the Cape as a commercial asset and therefore did not want to spend money on a military force that could keep the peace on the frontier. Moreover, the VOC was financially bankrupt by the end of the 18th century. When it did try earlier to gain some form of control by declaring it illegal and punishable by death for *trekboers* to trade with the Xhosa, the attempt had little effect as the declaration was ignored and trading simply continued. Later, in 1778, the Cape Governor, Joachim van Plettenberg, attempted to establish the Fish River as the boundary between the Xhosa and the frontiersmen in order to limit their interaction and conflict. Ultimately, he was unsuccessful, because he negotiated with minor Xhosa chieftains who had no authority to speak on behalf of Xhosa society as a whole, thus indicating that the VOC had no influence over the inhabitants of the Cape eastern frontier. Following the First Frontier War (1779-1781), the VOC once again attempted to assert greater control over the area by establishing the district of Graaff-Reinet in 1786. However, there was no military support to enforce the VOC's policy of separation. What made matters worse was the increased hostility towards the VOC among the frontiersmen, because they resented the VOC's attempts to interfere in their relationships with their Khoekhoe servants.

(*Tutorial Letter 502*, pp 50-51)

ESSAY QUESTION

Discuss the main reasons for conflict between the Xhosa, Khoesan and white frontier farmers on the Cape eastern frontier between the 1770s and 1820.

This was the second essay you encountered in this module, and you should have been able to implement some of the basic essay-writing skills you learnt in Assignment 02. By now, you should know that a history essay consists of an introduction, body and conclusion; that it should focus on the essence of the question, and that it should provide valid evidence to support (substantiate) arguments. With this in mind, your task in this assignment was to focus on the question asked; to select the relevant information from the reading material; and to provide an argument that answered the question.

One key to writing a good essay is to begin with mapping out an essay plan. This will help you get the focus of your essay correct, plan an effective introduction and conclusion, and organise your argument in such a way that your essay is well structured and comprehensive. Similar to Assignment 02, you were required to submit your essay plan together with your essay as part of your assignment. We marked the essay plan out of 10 marks and the essay out of 60, which constitutes 70 marks for this part of your assignment.

Again, note that a detailed essay plan will NOT be required in the examination. However, some quick planning before you start writing your exam essay will be essential, so make use of our guidelines in order to ensure a focused and well-structured exam answer.

There are many different ways in which your essay plan could have been set out, and we tried to be flexible in the marking of your work. However, a good essay plan would have made provision for an introduction which stated what the essay was about and provided a brief overview of the main aspects you would cover in relation to the main reasons for conflict on the Cape eastern frontier. The essay plan would have outlined the main paragraphs in the body of the essay. The number of paragraphs would have varied according to what you planned to explain. However, we wanted to see that each paragraph only explained one aspect of the argument and that there was a logical flow from one paragraph to the next. Your plan should have shown that you write chronologically, with earlier events discussed before later ones. Lastly, your essay plan should have made provision for a conclusion that restated your central argument and summarised the main causes of conflict between Xhosa, Khoesan and white frontier farmers on the Cape eastern frontier.

In this essay, you should have focused on the conflict among all three groups on the Cape eastern frontier and examined what the **causes (reasons)** were. Additionally, you could have reflected on some examples of cooperation too, but only if this cooperation gave rise to conflict. It is very important to stay focused and to adhere to the relevant period outlined in the essay question.

The most important reason for conflict on the Cape eastern frontier was that the Xhosa, Khoekhoe and white frontier farmers had similar and competitive economies. All groups were pastoralists and hunters, and each required extensive grazing land and hunting territories. They shared the same material interests, such as land and livestock; they all regarded cattle as the basis of wealth; and the size of their livestock herds was of great importance, therefore access

to land and water was of fundamental importance, representing security and power – no group could survive and prosper without it.

The eastern frontier was a large area, and during the earlier years it provided land for everyone to survive. Its resources came under increasing pressure as the years passed and the population grew. The area also had significant limitations, for example, not all grass types were suitable for year-round grazing, while the areas, providing better grazing, were sought after. The grass of the highlands of the Zuurveld did not provide grazing in autumn and winter months. This explains why all groups competing for the same limited resources, practised migration which increased the potential for conflict.

The frontier wars of the period were caused primarily by economic issues of land and cattle. The first frontier war (1779-1781) was sparked by the issue of cattle theft, the second (1793) by competition for grazing land after a serious drought, and the third (1799-1802) was caused by conflict over these same issues. Conflict did not only involve armed warfare – it can be characterised in different forms, for example raiding and stock theft, sporadic skirmishes, and individual acts of offence, defence and retaliation.

A further cause of conflict was that there was a power vacuum in the area until the end of the period under discussion; no authority was powerful enough to exercise undisputed control over the region. The Xhosa had a fragmented political structure, meaning that settlements were scattered; rivalry between Xhosa groups was common; and no single chief was able to exercise centralised or authoritarian control. As the segmenting Xhosa clans encountered intruding white farmers in the frontier zone, both conflict and co-operation occurred. They conflicted over control of the land, but there was also co-operation as some Xhosa used whites as allies in their internal disputes in order to give them advantages against their adversaries.

On the colonial side of the frontier, there was a similar absence of overall authority: the VOC was only the nominal government; it lacked the money or the resources to control the frontier or the white frontier farmers. Indeed, the farmers were invariably in rebellion against the VOC and had very irregular contact with VOC authorities. Hence, whites usually took matters into their own hands, and reacted individually or jointly against the Xhosa as they saw fit. After 1795, the British were unable to enforce any permanent solution during their initial period of occupation, and the Batavian authorities, although they recognised that weak central authority was a significant reason for the confusion on the frontier, similarly lacked money and resources to enforce their reforming ideas. After 1806, when the British retook the Cape, a new commitment was made to solving frontier conflict. Military resources in particular were committed to the area, and this new authority was able to close the frontier zone in favour of the whites after the fierce fourth frontier war of 1811–1812.

The Khoekhoe also lived in independent clans, in their long-established decentralised patterns. They were occasionally dominant and incorporated groups of destitute Xhosa; and they were sometimes absorbed by others. They often acted as intermediaries, or go-betweens, between the other two, numerically more powerful groups, and as such were influential in determining the outcome of conflict, particularly during the third frontier war. They were frequently willing to act as clients, in an attempt to secure their future as best they could, particularly among whites in order to seek protection from the Xhosa.

Social and cultural interaction between the three groups often contributed to tension and conflict, though sometimes interaction was friendlier. The system of land tenure of the Xhosa

and the whites differed. The Xhosa and the Khoekhoe considered land to be a communal asset, to be used for the benefit of the whole group, while whites brought with them notions of exclusive private ownership. Xhosa society was traditionally open to the absorption of outsiders and strangers into its ranks, while most whites believed themselves to be superior and distrusted or looked down on outsiders. These views were intensified because of their fear of being outnumbered. The Xhosa extended reciprocal hospitality to outsiders, offering support to visitors who stayed with them; whites were generally suspicious and dismissive of such practices. Language and religious practices of the three societies also differed.

Interaction was therefore often complex and even paradoxical, as the Xhosa, Khoekhoe and white frontier farmers co-operated and conflicted with one another in their respective quests for survival and wealth. Ultimately, conflict heightened as the need for economic control of the resources of the frontier zone became paramount for all people. Whites succeeded in closing the frontier on favourable terms to them in 1812, but temporarily if we take the longer view.

Finally, you should have provided a brief concluding paragraph to your essay in which you restated your central argument and summed up the main causes of conflict among the Khoesan, Xhosa and white frontier farmers on the Cape eastern frontier. One such cause may have been the constant tension brought about by the competition for natural resources (grazing land and water) among diverse groups who had similar economies.

(*Tutorial Letter 502*, pp 46-53)

Fiona Davids, Nicholas Southey & Henriëtte Lubbe

4 GUIDELINES FOR THE EXAMINATION

At the beginning of the semester, we provided you with some guidelines about what to expect in the forthcoming examination in the form of *Tutorial Letter 102*. This tutorial letter is available in electronic format under 'Official Study Material' on my Unisa. For the convenience of those students who do not have easy access to myUnisa, these guidelines are repeated here in printed format.

Introductory general guidelines

The examination for this module comprises a two-hour question paper.

You will receive final confirmation of the precise date and time of the examination, as well as your examination venue, from the Examinations Department of the University. Any queries about examination arrangements should be directed to the Examinations Department. Please note that the History Department cannot handle any administrative queries around the examination, so please do not direct queries to us such as the date of your examination, your examination venue, or related matters.

You may rest assured that the examination focuses on the most important themes in this module, that is, the themes that have been emphasised in the assignments during this semester. There are no trick questions and no questions on obscure details or aspects of the study material. We are primarily interested in testing your knowledge about, and insight into, the

main themes and issues covered in the module, and the examination has been set with this in mind.

The types of questions you will have to answer are familiar to you, as you have encountered these forms of questions in the assignments. There are short answer questions, paragraph questions and essay questions in the examination paper.

The questions in the examination are mainly drawn from Learning Units 1, 2, 3, 5 and 7 of the study guide (*Tutorial Letters 501 and 502*).

For supplementary students there are also questions from Learning Units 4 and 6, which deal with the indigenous Khoekhoe and Cape northern frontier respectively.

Division of the examination paper

The examination paper is divided into three sections: Sections A, B and C.

Section A: Short answer questions

This section consists of short answer questions. In order to cater for both supplementary students from Semester 01 and 'new' students, we have set twenty (20) questions from which you need to answer any ten (10) on themes you have covered. Each question carries 2 marks, thus this section is worth 20 marks (10 x 2 = 20 marks).

You must answer short questions in full sentences. The suggested length of your answers is no more than five lines. Sometimes the answer required will be even shorter than this. The questions are drawn from the learning units covered in the assignments for this semester (with additional questions for supplementary students), and they aim to test knowledge about key aspects of the themes of these learning units.

Section B: Paragraph questions

In this section, there is again a choice of questions in order to cater for different student needs. We have set seven (7) paragraph questions and you have to answer any three (3) of them. Each question carries 10 marks, so Section B is worth a total of 30 marks.

Paragraph answers should be approximately 10–15 lines long. The questions are similar to the paragraph questions in your assignments and are mainly drawn from Learning Units 1, 5 and 7 of the study guide (with additional questions from other learning units for supplementary students).

Section C: Essay questions

Again, you have a choice in this section. We have set four (4) essay questions, drawn from Learning Units 1, 5, 7 and 6 (for supplementary students), and you have to answer one (1) of

them. Each question carries 50 marks, so Section C is worth a total of 50 marks for the essay that you do.

There is no prescribed length for the essay that you write, but we suggest that you write between two and three pages. If you write much less than this, you probably do not know the material sufficiently well; if you write more – which we welcome – be sure to include only relevant material that is focused on the question and avoid repeating ideas.

The essay questions will reflect the major themes we are dealing with this semester and which are covered in the assignments. Note that the questions will not be identical to those of the assignments, but if you have written the assignments, you will have done essential preparation for the examination.

When you revise your study material, we suggest that you study each theme in depth. For example, if you study slavery at the Cape during the VOC period – the topic of Learning Unit 5 – do not select particular sections from the unit, such as only slave resistance or the impact of slavery on the social order. Rather cover the whole unit, so that you are well prepared for any question from this learning unit.

It is important that your examination essays are well structured and logically presented in the same way as the assignment essays. Every essay should have an introduction, a body and a conclusion. In this regard please follow the guidelines for writing essays that we emphasised during the semester, and as outlined in some detail in *Tutorial Letter HSYALLX/301* and in the online tutorials on myUnisa.

In the examination, of course, we do not require footnotes and a bibliography, as you will not have sources at hand to which to refer and from which to quote.

In the interest of time, we also do not require a very detailed essay plan like we do in Assignments 02 and 03. However, planning remains important in order to ensure good focus and logical flow of argument in your examination essay. We therefore recommend that you do some quick planning before you begin to write your essay, by jotting down the main ideas for your introduction, conclusion and the various paragraphs of the body of your essay.

Managing your time in the examination

In the examination, you must be very careful to divide your time between the sections of the paper. We suggest that you spend no more than 30 minutes on Section A, no more than 30 minutes on Section B, and about 45–50 minutes on Section C. This will leave you with about 10 minutes for reading through the paper at the beginning of the examination session and planning your approach to the paper.

Be aware that you will be at a serious disadvantage if you run out of time, so leave yourself enough time to complete all sections properly. If you leave questions out, you lose those marks automatically, which could jeopardise the possibility of a positive result in your examination.

Thus, make sure that you answer all the required questions (the 10 short answer questions, 3 paragraph questions and 1 essay question), and be disciplined in your allocation of time.

Answering the examination paper

You are welcome to answer the questions in any order. Most students choose to begin with the short answer questions, but you are welcome to adopt whatever approach you prefer. It is important that you number all your answers clearly, giving them the same numbers as they appear on the examination paper, so that your examiners are in no doubt about which question you are answering.

The examination is set in both English and Afrikaans. You may answer in either language.

We certainly appreciate that the examination situation is often a stressful one. Remember that your examiners are interested in finding out what you know, and are not setting out to deceive you in any way. If you have worked steadily through the study guide, and have worked out the assignment topics (even if you did not submit all of them), you will be very adequately prepared and will not have any unpleasant surprises in the examination.

5 SHORT, PARAGRAPH AND ESSAY QUESTIONS FOR EXAM REVISION

The following questions are typical short, paragraph and essay questions that have featured in previous examination papers and assignments. They may again appear in the forthcoming examination. Use our tutorial feedback (this *Tutorial Letter 201*) as well as the study guide (*Tutorial Letters 501* and *502*) to prepare answers for these questions and contact your e-tutor if you need assistance.

SHORT QUESTIONS

Questions on the precolonial period

- 1 Give two reasons why very little water is absorbed by the soil in southern Africa. (2)
- 2 What were the main differences between the economies of the San, Khoekhoe and mixed farming communities of precolonial southern Africa? (2)
- 3 How was labour divided within precolonial San society? (2)
- 4 Mention two ways in which Khoekhoe individuals who had lost all their livestock could survive during the precolonial period. (2)
- 5 Mention two differences between the economy of the early mixed farming communities and that of the precolonial Khoesan. (2)
- 6 Identify two ways in which the late mixed farming communities of southern Africa managed to accumulate great wealth. (2)

Questions on the early Dutch settlement and the Khoekhoe

- 7 Give two reasons why the Portuguese were not interested in establishing a refreshment station at the Cape during the 17th century. (2)
- 8 What was the *Remonstrantie*, and what image did it convey about the agricultural potential of the south-western Cape? (2)
- 9 Provide two main characteristics of the economic policy of the *Vereenigde Oost-Indische Compagnie* (VOC). (2)
- 10 Provide two reasons for the introduction of the freeburgher system at the Cape during the 1650s. (2)
- 11 Why could the *Vereenigde Oost-Indische Compagnie* (VOC) not rely on the indigenous Khoekhoe as a source of labour at the Cape? Give two reasons. (2)
- 12 Identify two factors that contributed to the failure of intensive farming during the early decades of Dutch settlement at the Cape. (2)
- 13 Give two reasons why some Khoekhoe communities cooperated with the VOC despite the negative impact of European colonisation on their traditional lifestyle. (2)
- 14 Provide two reasons for the disintegration of Khoekhoe communities in the south-western Cape during the 17th century. (2)

Questions on slavery

- 15 What was the difference between slavery at the Cape and earlier forms of bonded labour in Africa? **OR (phrased differently)** How did slavery imposed by Europeans differ from earlier forms of bonded labour on the African continent? (2)
- 16 Mention two legal rights which Cape slaves had in theory but were seldom implemented in practice during the VOC period. (2)
- 17 Provide two reasons why many slave owners at the Cape were unwilling to set a slave free during the VOC period. **OR (phrased differently)** Provide two reasons why the manumission of slaves at the Cape was low during the VOC period. (2)
- 18 Identify two ways in which slave owners at the Cape used psychological measures to control their slaves. (2)
- 19 Give two reasons why natural increase through birth was limited within the slave community at the Cape during the VOC period. (2)
- 20 Mention two ways in which slavery influenced the social (racial) order at the Cape during the VOC period. (2)
- 21 What were the respective roles of *knechts* and *mandoors* in Cape society during the VOC period? (2)

Questions on the Cape eastern frontier

- 22 What is the difference between a 'frontier' and a boundary line? (2)
- 23 How did the Cape eastern frontier differ from the Cape northern frontier in terms of climate and vegetation? (2)
- 24 Identify two similarities between the lifestyles of the Xhosa, Khoekhoe and white frontiersmen on the Cape eastern frontier during the late 18th century. (2)
- 25 Which part of the Cape eastern frontier was the most contested region, and why? (2)
- 26 Provide two reasons for conflict between the Xhosa and Khoesan communities on the Cape eastern frontier towards the end of the VOC period. (2)
- 27 Give two reasons why the Xhosa on the Cape eastern frontier have often been described as an 'open' society. (2)
- 28 Provide two reasons why Xhosa society resorted to territorial expansion in the Cape eastern frontier region. (2)
- 29 How did fear influence interaction between the Xhosa and the white frontiersmen on the Cape eastern frontier during the late 18th century? (2)
- 30 Give two reasons why the VOC was unable to control the conflict situation on the Cape eastern frontier towards the end of the 18th century. (2)

PARAGRAPHS QUESTIONS**Paragraph questions on the precolonial period**

- 1 How did climate and vegetation determine what kind of economy would be viable in the north-western part of precolonial southern Africa? (10)
- 2 What kind of economy was viable in the north-eastern part of precolonial southern Africa, and why? (10)
- 3 Briefly discuss the main differences between the economies of the San, Khoekhoe and early mixed farming communities during the precolonial period. (10)
- 4 What were the main differences between the economy of the early mixed farming communities of southern Africa and that of the late mixed farmers during the precolonial period? (10)

Paragraph questions on the early VOC period

- 5 Briefly explain why it was the Dutch, and not the Portuguese, who founded a refreshment station at the Cape in 1652. (10)
- 6 What are the characteristics of intensive agriculture, and why was it important at the Cape during the VOC period? (10)
- 7 Briefly explain why the Khoekhoe were sometimes willing to cooperate with Europeans before and after 1652. (10)
- 8 Briefly explain why the *Vereenigde Oost-Indische Compagnie* (VOC) decided to import slaves to the Cape during the 1650s. **OR (phrased differently)** Explain why the VOC decided to import slaves to the Cape in the 1650s despite the presence of the Khoekhoe as a potential source of labour. (10)
- 9 Identify the main short-term benefits and long-term disadvantages of slavery for the Cape economy. (10)

Paragraph questions on the Cape eastern frontier

- 10 Briefly explain the difference between an 'open' and a 'closing' frontier. (10)
- 11 Briefly explain how and why communities on the Cape eastern frontier cooperated with one another during the late VOC period. **OR (phrased differently)** Briefly discuss the reasons for cooperation among communities on the Cape eastern frontier during the late 18th century. (10)
- 12 Briefly discuss interaction between the Xhosa and Khoesan on the Cape eastern frontier during the VOC period. (10)

ESSAY QUESTIONS**Essay questions on the precolonial period**

- 1 Explain how environmental conditions influenced the economy, social organisation and political structure of the precolonial San of southern Africa. (50)

OR (the same question phrased differently):

- 2 Explain how environmental conditions influenced the lifestyle of the precolonial San of southern Africa. (50)

OR (a comparative question about precolonial lifestyles):

- 3 Discuss the basic differences between the lifestyles of the precolonial San, Khoekhoe and mixed farming communities of southern Africa. (50)

Essay questions on slavery at the Cape:

- 4 Explain the nature of slave resistance at the Cape during the VOC period. (50)

OR (a related question but this time linked to slave treatment and explicitly asking for opinion and debate):

- 5 Do you agree that slaves at the Cape did not launch a large-scale rebellion during the VOC period because they were treated well? Give reasons for your answer. (50)

Essay questions on the Cape eastern frontier:

- 6 Analyse the reasons for conflict on the Cape eastern frontier during the late 18th century. (50)

Or (the same question rephrased to create a strong focus on the two major reasons for conflict):

- 7 Show how environmental conditions and similar economies led to conflict on the Cape eastern frontier between the 1770s and 1802. (50)

CONCLUDING REMARKS

This is the final tutorial letter that you will receive this semester.

We hope that you have found our commentaries on the three assignments valuable and that you will be able to use this feedback very effectively in your examination preparation.

You should now be turning your attention to the examination. Please study our guidelines for the examination above (also electronically available under 'Official Study Material' on the myUnisa site for HSY1512) and structure your preparation around the main themes covered in the assignments.

We wish you well for your examination preparation, and we hope that you find the examination a positive experience. If you have worked well and covered the material thoroughly, you will find the examination to be straightforward and uncomplicated.

Please do not hesitate to contact us if you require clarification of any aspect of the syllabus, or if you need support and encouragement – we are here to assist you in any way we can.

We sincerely hope that you have enjoyed this module and that you will continue to study other modules offered in the History Department.

Good luck for your successful completion of this module!

Best wishes,

Your HSY1512 lecturers

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