

## Tutorial Letter 201/1/2018

# Southern Africa until the Early 1800s: Encounters and Transformations

**HSY1512**

Semester 1

Department of History

This tutorial letter contains the following:

- 1 Comments on Assignment 01
- 2 Comments on Assignment 02
- 3 Comments on Assignment 03
- 4 Guidelines for the examination

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Dear student

We have already provided you with electronic feedback on each of the three assignments for Semester 01 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.**

## 1 COMMENTS ON ASSIGNMENT 01

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 24-25 of *Tutorial Letter 101*, produced competent answers, while those who read the sections on plagiarism in *Tutorial Letters 101* and *301* had no difficulty in answering Question 13 on how plagiarism can be avoided.

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.



**3 What is topography, and how did it determine settlement patterns during the precolonial period? (2)**

For one mark you needed to explain that topography refers to the physical characteristics of a region, for example its mountains, plateaus, rivers and valleys.

For a second mark, you had to comment on settlement pattern – a concept that relates to whether communities migrate or settle permanently in a particular area, the size of such settlements, how dense or sparse a settlement is, and the physical lay-out of the settlement. You would have received credit for any one of the following arguments:

That the inland plateau of southern Africa provided few impediments to migration and could therefore sustain a variety of hunter-gatherer and hunter-herder communities. It also offered space for extensive and often widely dispersed mixed farming settlements;

That river valleys (formed by rivers flowing from the escarpment to the sea) provided sufficient water, alluvial soil, and protection from the wind for crop cultivation. They therefore attracted mixed farmers who settled in small and fairly permanent villages. The river valleys also influenced the routes taken by communities when moving into the interior;

That Southern Africa has few perennial rivers which limited agricultural farming to only certain areas (for example along the banks of the Gariep River) and forced communities who relied on fauna and flora (mainly San and Khoekhoe) to leave the area temporarily when rivers dried up.

That pans were a common feature of the plateau, especially in the wetter east where they formed water reservoirs which attracted people to settle.

*(Tutorial Letter 501, pp 12-13; see also Activity 1.3 for Learning Unit 1 on myUnisa)*

**4 Identify one positive and one negative role of insects in the lives of the precolonial communities of southern Africa. (2)**

Insects such as locusts and mopani worms played a positive role in the lives of many precolonial communities (especially the San and Khoekhoe who practised gathering of naturally occurring food sources) in that they were a source of protein-rich food. On the negative side, locusts and worms were sometimes a pest that destroyed vegetation and crops, while mosquitos caused malaria and the tsetse fly sleeping sickness.

*(Tutorial Letter 501, p 15)*

**5 What can we learn from San rock art about their technology and spiritual life? (2)**

San rock paintings often depict hunting and gathering scenes during which the San used equipment (technology) such as bows and arrows to hunt wild animals for food and clothing, and weighted digging sticks for digging up edible roots and plants. Other rock paintings illustrate the spiritual life of the San by depicting both male and female shamans participating in trance dances, making use of dancing sticks (technology) and interacting spiritually with wild animals such as eland and lions. You would also have received credit if you had mentioned, as part of technology, how the San made paint from substances such as stone (grounded into a fine powder), plants, animal fat and animal blood.

*(Tutorial Letter 501, pp 17, 19-20; see also Activities 1.5 and 1.7 for Learning Unit 1 on myUnisa)*

**6 Why did precolonial San society not have chiefs and councils who could manage the affairs of San communities? (2)**

The San did not have chiefs and councils firstly because they did not need formal leadership structures. San groups (sometimes called bands) were usually very small and had fewer than 80 people (and no livestock herds) to manage. These bands operated effectively through informal communal decision-making and group consensus.

Secondly, the San were self-sufficient and did not accumulate material wealth. Therefore, no individual was richer, had higher social status, and was more influential (usually the basis for leadership) than the next. In this egalitarian society, all individuals enjoyed equal access to natural resources, raw materials and food (e.g. food sharing). San men and women also had equal social status and participated equally in decision-making, leaving no space for hierarchical leadership structures.

Thirdly, it could be argued that San communities were nomadic and flexible, splitting into smaller groups during times of food scarcity, all of which are not conducive to the development of strong leadership structures.

*(Tutorial Letter 501, pp. 18, 20; see also Activity 1.6 for Learning Unit 1 on myUnisa)*

**7 Briefly explain why huts were arranged in a particular manner in precolonial Khoekhoe society. (2)**

Although the Khoekhoe practised hunting and gathering as part of their economy, they relied mainly on pastoralism. Livestock were a symbol of material wealth, social status and political power and therefore had to be nurtured and protected. This explains why the Khoekhoe built their huts in a circle around a central cattle enclosure which was used to protect livestock against theft and predators at night. The cattle enclosure was also the place where the wealthy and politically powerful would conduct their council meetings, take important decisions, and bury influential individuals.

You would also have received credit if you had mentioned that Khoekhoe women (whose social status was lower than that of men) had to build their huts on the outskirts of settlements where poorer Khoekhoe servants and clients lived.

*(Tutorial Letter 501, pp 22, 24; see also Activity 1.8 for Learning Unit 1 on myUnisa)*

**8 Mention two ways in which Khoekhoe individuals who lost all their livestock managed to survive during the precolonial period. (2)**

Impoverished Khoekhoe who had lost all their livestock could either resort to hunting and gathering (which had always been part of their way of life), or rely on stock theft (raiding) in order to obtain food for survival. Alternatively, they could work for a wealthy livestock owner as a client. In return for looking after the owner's herds, they obtained protection, food (milk and meat) and a portion of the offspring (usually after longer service) which helped them to survive, rebuild their herds and regain their economic independence.

*(Tutorial Letter 501, pp 22, 24-25)*

**9 What were the major changes that occurred in mining and trade from the early to the late mixed farming period? (2)**

During the early mixed farming period mining was limited in scope and focused mainly on the excavation and processing of iron and copper. During the late mixed farming period, however, mining became more extensive, and a wider variety of minerals (including iron, copper, tin and gold) were mined.

Trade was initially localised and limited to the exchange of crops and minerals between neighbouring villages. However, the later period was characterised by long distance (international) trade and saw the development of vast trading networks, the control of which brought great wealth and power to those situated close to the trading routes. Moreover, unlike the early period, a much wider variety of trading items were exchanged during the late mixed farming period, including iron, gold, marine shells, glass beads, skins, cotton cloth, porcelain and ivory.

*(Tutorial Letter 501, pp 27-28)*

**10 Give two examples to prove that the people who lived at Mapungubwe organised their society according to social status or class. (2)**

Although you will find a few references to Mapungubwe in Learning Unit 1, you needed to consult Activity 1.12 on myUnisa to answer this question.

Archaeological excavations revealed a segregated society in which the ruling class (those with high social status) occupied Mapungubwe hill while commoners (ordinary subjects with lower status) lived on the slopes and in the valley. Royal graves yielded many gold objects (e.g. golden beads, bracelets and a golden rhino) which suggested wealth and high status.

*(Tutorial Letter 501, pp 28, 31; see also Activity 1.12 for Learning Unit 1 on myUnisa)*

## **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 explain why both the San and the Khoekhoe practised migration during the precolonial period. (10)**

In this paragraph answer you needed to mention low and erratic rainfall, frequent drought and sparse vegetation in most parts of southern Africa in order to show that the precolonial San and Khoekhoe were often challenged by harsh environmental conditions. In an attempt to ensure the survival of all group members, the San men practised game hunting, while the women gathered naturally occurring plant food from the veld. As soon as natural resources (water, game and plant food) became scarce, they migrated to a new area where it had rained and where fresh resources could be found. This type of migration, which occurred frequently and followed no fixed pattern, is called nomadism.

The Khoekhoe also practised migration, which occurred less regularly than the nomadism of the San, because the Khoekhoe could rely on the milk (and other dairy products) of their livestock for daily sustenance. They followed fairly fixed patterns of migration – a form of migration which is linked specifically to livestock ownership and is called transhumance. The main reason for the Khoekhoe's transhumance was to provide their livestock with sufficient grazing and water as well as a balanced diet, given the lack of year-round grazing in southern Africa. Similar to the San, the Khoekhoe lived in harmony with nature and therefore migrated to prevent the over-exhaustion of natural resources and allow natural resources to regenerate, thereby facilitating the re-use of such natural resources after some time. Finally, migration led them to new areas where they could hunt and gather as these activities remained part of their traditional lifestyle.

*(Tutorial Letter 501, pp 13-15, 18, 23)*

**12 Briefly discuss the response of the early mixed farming communities to the presence of hunter-gatherers and hunter-herders living in the areas in which they settled. (10)**

It is important to remember that the migration of the early mixed farming communities into southern Africa was a very gradual process. It certainly did not involve a sudden influx of thousands of people who would have a dramatic impact on the inhabitants of the regions in which they settled. The early mixed farmers therefore did not immediately fill up all the space and displace the San hunter-gatherers and Khoekhoe hunter-herders in the areas that they occupied. They co-existed peacefully with their Khoesan neighbours for many years, sharing natural resources (e.g. water sources, grazing and hunting areas) and engaging in trade, clientship and intermarriage.

However, as their numbers increased, competition for natural resources intensified. This led to tension and conflict. Although the mixed farmers respected and often utilised the environmental knowledge of the San as well as their hunting, rain-making and other spiritual skills, they also looked down on the hunter-gatherers for not having a settled lifestyle based on crop cultivation, pastoralism, mining, hierarchical socio-political structures and the accumulation of material wealth. Those of you who read more widely than the study guide, might have discovered that the San viewed livestock as 'tame game' that could be hunted and therefore killed livestock that belonged to the mixed farmers, thereby inviting retaliation.

Similarities between the lifestyle of the Khoekhoe and that of the mixed farmers – for example their pastoralism, concept of wealth, hierarchical political structure and system of clientship – made it easy for the early mixed farmers to relate to the Khoekhoe, engage in livestock trade and take poorer Khoekhoe individuals into their society as clients which, in turn, led to

acculturation and intermarriage. But peace did not always prevail. As both societies measured wealth in the form of livestock, and both practised transhumance in order to provide their livestock with sufficient water, grazing and a balanced diet, the early mixed farmers and Khoekhoe sometimes clashed over access to water sources and good pasture, and engaged in cattle raiding which led to open conflict.

(*Tutorial Letter 501*, pp 26, 32)

## QUESTION CONCERNING PLAGIARISM

### **13 Use your OWN words to explain why plagiarism is an unacceptable academic practice. (10)**

There are several reasons why plagiarism is not acceptable in academic writing. Firstly, plagiarism is unethical, because it constitutes the theft of another person's ideas and written work, falsely suggesting to the reader that it is your own. Secondly, plagiarism is unacceptable, because it is illegal in terms of South African and international law. Thirdly, plagiarism undermines educational growth. It deprives a student from learning to read and think critically, digest information, develop an independent opinion and construct an answer which reflects originality and thorough understanding. Moreover, it will make it impossible for the lecturer to identify what the student understands or does not understand, and so the lecturer will be unable to help the student. This, in turn, will hamper a student's preparation for the examination, because the student will have learnt nothing and, with no understanding, will be unable to adapt the learning material to specific questions asked in the examination paper. Last but not least, plagiarism will cause a university student to lose marks in his/her assignments, resulting in a poor semester mark which will ultimately have a negative effect on the student's final result. To crown it all, a Unisa student found guilty of plagiarism, may be subjected to disciplinary action by the University in terms of its *Policy on Copyright Infringement and Plagiarism* and its *Disciplinary Code for Students (2004)*.

For more information on what plagiarism is, why it is unacceptable, and how it can be avoided, consult *Tutorial Letter 301*.

(*Tutorial Letter 101*, p 19; *Tutorial Letter 301*, pp 18-20)



## 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 – the impact of Dutch settlement and expansion on the indigenous Khoekhoe communities at the Cape. The 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 4;
- 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 Give two reasons why the Dutch East India Company (VOC) established a refreshment station at the Cape in 1652. (2)**

You could have mentioned any two of the following reasons for the establishment of a refreshment station at the Cape:

The main reason was that the VOC needed a place along the long sea route to the East where its ships and crews could gain provisions (fruit, vegetables, meat and fresh water), thereby ensuring more successful voyages. The Cape was an ideal stopping point, firstly because it was strategically situated halfway between Europe and the East. Secondly, the *Remonstrantie* – a report submitted by stranded sailors who had earlier spent time at the Cape – highlighted the availability of fresh water, the possibility of trading livestock with the Khoekhoe, and the agricultural and fishing potential of the Cape. Moreover, Table Bay was navigable and provided good shelter for ships. For all of these reasons the Cape would therefore be an ideal refreshment station.

It is important to remember that the VOC did not wish to extend its territorial control (colonisation) by establishing the refreshment station at the Cape. It viewed the Cape as a mere stopping point in order to increase the efficiency and profitability of its trade between the Netherlands and the East.

(*Tutorial Letter 501*, p 42)

**2 Provide two environmental reasons why intensive agriculture on the Dutch model was not viable at the Cape. (2)**

Again, full marks would have been awarded had you mentioned any two of the following reasons in full sentences:

Firstly, intensive agriculture required fertile and well-watered soil as had been the case in the Netherlands. The ground at the Cape, although mainly consisting of fertile clay soil, was often stony or sandy, making the planting of crops a challenge. Secondly, the Cape experienced frequent drought and periodic flooding which led to poor harvests. Thirdly, strong winds (e.g. south-easterly winds during summer and north-westerly winds during winter) damaged crops, thereby undermining the viability of intensive agriculture.

*(Tutorial Letter 501, p 48)*

**3 Identify two ways in which VOC economic policies undermined freeburgher farming during the first decades of Dutch settlement at the Cape. (2)**

As a trading company, the VOC was essentially interested in making maximum profit. It therefore sold items to the freeburghers at the highest possible price; paid as little as possible for their produce; failed to offer them start-up capital and financial loans at low interest rates; and prescribed to them what crops had to be planted. These included crops such as rice and tobacco which did not do well at the Cape and caused the freeburghers to suffer significant financial losses. In line with its policy of economic monopolies, the Company also controlled marketing opportunities at the Cape and made sure that their own produce would be sold first and fetch the highest prices. Moreover, contrary to VOC policy, VOC officials continued to farm, occupied the best land, and competed unfairly with the freeburgher farmers in terms of access to the market.

*(Tutorial Letter 501, pp 47-48)*

**4 Mention two ways in which Simon van der Stel promoted extensive agriculture. (2)**

Simon van der Stel promoted extensive agriculture by introducing a new system of land allocation. According to this system, prospective farmers received as much land as they thought they could cultivate on a freehold basis. On these large farms they made a living by implementing extensive agricultural methods such as the planting of crops (thinly spread over a vast area), and paying little attention to improving the carrying capacity of the land. They did not, for example, plant forage crops for livestock that could fertilise the cultivated areas, or added other fertilisers and irrigation. Instead, they were given free access to large, communal grazing areas adjacent to their farms where their livestock could graze.

*(Tutorial Letter 501, p 49)*

**5 Identify two similarities between the economy of the *trekboers* and that of the indigenous Khoekhoe at the Cape. (2)**

Both the *trekboers* and the Khoekhoe practised transhumant pastoralism and hunting – a lifestyle which suited the harsh environmental conditions of the Cape interior. Both societies were also economically self-sufficient, meaning that they produced most of their basic food requirements and raw materials. However, both societies engaged in trading livestock, ivory, skins and feathers – the Khoekhoe with neighbouring indigenous communities and the *trekboers*, and the *trekboers* with the Cape Town market, although this became more limited as the *trekboers* moved further away from Cape Town.

(*Tutorial Letter 501*, p 60)

**PARAGRAPH QUESTIONS**

**6 Briefly explain why the Khoekhoe were sometimes willing to cooperate with the Europeans before and after Dutch settlement at the Cape in 1652. (10)**

Before 1652 – especially prior to 1610 – the Khoekhoe cooperated with European travellers, because they were eager to obtain iron for making iron-tipped spears and arrows that could improve their defence and hunting activities. They were also attracted by European luxury items, such as tobacco and alcohol. Another reason for cooperation before 1652 was that the Khoekhoe did not feel threatened by these early visitors, because they believed that the Europeans were only interested in trading and not settling permanently.

After 1652, the Khoekhoe initially did not realise that the Dutch had come to stay, and so were prepared to continue trading their livestock for tobacco and alcohol. Some Khoekhoe chiefs even supported the Dutch against other Khoekhoe chiefs during the Dutch-Khoekhoe wars as a result of internal rivalry among Khoekhoe communities, and signed peace agreements after these wars in the hope of retaining grazing rights in the south-western Cape. Moreover, there were those who actively participated in protecting the settlement in the hope of receiving preferential treatment from the VOC in terms of trade. Finally, the gradual disintegration of Khoekhoe communities after 1652 motivated some impoverished Khoekhoe individuals to seek employment on white farms.

(*Tutorial Letter 502*, pp 6-10)

**7 Identify the main forms of Khoekhoe resistance to European settlement and expansion after 1652. (10)**

The Khoekhoe resorted to various forms of resistance, because European settlement and expansion led to the loss of their traditional hunting and grazing areas, the disruption of critically important transhumance patterns, and the loss of valuable livestock, which, in turn, eroded the economic, social and political foundation of their society. They indicated their dissatisfaction by either increasing livestock prices, or refusing to trade altogether. This made it difficult for the VOC to provide its staff and the visiting ships with fresh meat, thereby

threatening the viability of the settlement. Other Khoekhoe resisted by stealing from the settlers and slaughtering their own cattle rather than paying tribute to the Dutch. In addition, dissatisfaction with the loss of livestock and land gave rise to organised revolt in the form of two Khoe-Dutch wars. In addition, Khoe individuals from disintegrated communities who went to work on settler farms, experienced the same harsh working conditions as their slave counterparts and so engaged in desertion, go slow, refusal to work, poisoning of farmers, stock theft, arson, and murder. A last option for some Khoekhoe communities was to withdraw permanently from the south-western Cape and move deeper into the interior.

(*Tutorial Letter 502*, pp 8-13)

## ESSAY QUESTION

**8 Do you agree that European colonisation was the only reason for the disintegration of independent Khoekhoe communities in the south-western Cape between the 1650s and the 1720s? Give reasons for your answer.**

This was the first essay you encountered in HSY1512. 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 disintegration of independent Khoekhoe communities in the south-western 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.**

The essay question for this assignment was challenging, because it required critical thinking and debate. We were therefore pleased that many students handled the task well. 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.

The purpose of this tutorial feedback is to explain how the question could have been approached and to assist you with your essay writing in the examination. We shall therefore not be discussing issues of content in any great detail, and we encourage you to re-read the relevant learning unit in order to deepen your understanding of this essay topic.

This essay question required you to discuss the **reasons** for the disintegration of independent Khoekhoe communities in the south-western Cape (the agricultural districts close to Cape Town) between the 1650s and the 1720s – in other words, during the early decades of Dutch settlement at the Cape before the *trekboer* movement into the interior gained momentum. Elaborating on how Khoekhoe labourers were treated on *trekboer* farms in the interior during the 18<sup>th</sup> century would therefore have been irrelevant to the question.

The phrase 'Do you agree' asks you to formulate an opinion and to tell us whether or not European colonisation was the **only** factor that led to the demise of the Khoekhoe. You were also requested to give reasons for your answer. This instruction may be phrased differently in the examination by telling you to 'substantiate' your point of view. It is important to remember that any historical event usually has more than one cause. You should therefore have identified all the reasons for the disintegration of the Khoekhoe and then reflected on the role of European colonisation. You could, for example, have argued that European colonisation was not the only cause but the main reason for the disintegration of the Khoekhoe. Another factor that played a role was the fragmented nature of their society and their transhumant hunting and herding lifestyle which left them vulnerable to the impact of colonisation.

You will note that the essay topic is covered in Learning Unit 4, 'Khoesan Communities and the Impact of Colonialism' (*Tutorial Letter 502*, pp 3-15). Those of you who consulted additional sources were able to bring further insights and detail to your discussion, which was very welcome, as long as it fell within the scope of the time period stipulated by the question (the 1650s to the 1720s) and the main focus of the essay.

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. You could have stated in your introduction that a combination of factors led to the disintegration of the Khoekhoe -- colonisation (through the loss of land and livestock, political interference in the political structures of Khoekhoe communities, the smallpox epidemics, and labour relations) and the transhumant lifestyle of the Khoekhoe which left them vulnerable to the impact of colonisation. Once you had stated your central argument and outlined the main reasons for the disintegration of the Khoekhoe in your introduction, a more detailed discussion of these aspects could have followed in the body of the essay.

It is always wise to begin with a discussion of the factor mentioned in the essay question – in this case the impact of European settlement and expansion on Khoekhoe society. In the first paragraph of the body of your essay, you could have explained how loss of land affected the Khoekhoe economy and socio-political structures. The Khoekhoe needed access to land in order to provide their herds with grazing and water, and to hunt and gather naturally occurring plant foods for human consumption. As a result of erratic rainfall and a lack of year-round grazing, they practised seasonal migration (transhumance) in order to provide their herds with sufficient pasture, water and a balanced diet. VOC land allocation to white farmers displaced Khoekhoe communities and forced them to move to areas which could not support their herds. It also disrupted the traditional transhumance patterns of the Khoekhoe. Because white settlers also took up pastoralism, they had the same requirements and sought out the best watered and

best pasture land. The settlers also bartered livestock from Khoekhoe, which increased the size of their herds, thus accelerating the process of land occupation. Loss of land was therefore linked directly to the loss of livestock, and without these, the Khoekhoe economy crumbled.

Your next paragraph could have explored the role of loss of livestock in greater depth. Livestock were a source of material wealth, social status and political power for the Khoekhoe and formed the foundation of their economic, social and political structures. Apart from the reduction in the size and quality of their herds as a result of loss of land, the Khoekhoe also lost livestock through unfair and/or forced bartering (raiding), while animal diseases (for which the Khoekhoe blamed the Europeans), led to a further decline in livestock numbers. Loss of livestock meant that the chief (who was usually the owner of the largest number of livestock) lost his status, political influence and followers. This undermined chieftainship and the social cohesion of the community.

There was a third way in which European colonisation contributed towards disintegration – VOC interference in the political structure of the Khoekhoe. The VOC managed to persuade some Khoekhoe chiefs to collaborate with it by offering benefits such as preferential trade and protection against attacks from neighbouring rivals. This fuelled internal tensions within Khoekhoe society.

The next paragraph could have discussed the role of the smallpox epidemic of 1713 for which the Khoekhoe blamed the Europeans. This epidemic caused great loss of life among the south-western Cape Khoekhoe, spreading to some inland communities as a result of transhumance. Loss of life deprived Khoekhoe chiefs of followers which caused several Khoekhoe communities to disintegrate. Moreover, with so many Khoekhoe individuals either being ill or deceased, livestock were left unattended and could be raided by the settlers. This eroded the material wealth, economic independence and political power of Khoekhoe clans which further exacerbated the disintegration of these communities.

Reflection on how labour relations contributed to disintegration would also have been relevant. As Khoekhoe communities began disintegrating, impoverished individuals were compelled to work on agricultural farms where they frequently endured harsh working and living conditions. Farmers were naturally not eager to lose their labourers and so prevented them from rebuilding their herds and regaining their economic independence by failing to compensate their Khoekhoe workers adequately in livestock.

In the conclusion to your essay you needed to restate your central argument (opinion) and then summarised the main issues (aspects) discussed in the body of the essay pertaining to the impact of European colonisation: loss of land, loss of livestock, VOC interference, the impact of smallpox and labour relations. You could subsequently have provided some broader insight by pointing out that European settlement and expansion did not affect all Khoekhoe in the same way at the same time, and that it was not the only reason for the disintegration of Khoekhoe society. It could be argued that the transhumant, pastoral lifestyle of the Khoekhoe and the fragmented nature of their society made them vulnerable to the negative impact of European colonisation. However, the Khoekhoe had been able to live successfully for thousands of years in southern Africa following this traditional lifestyle. This confirms that European colonisation was the major reason for their ultimate decline and disintegration.

(*Tutorial Letter 502*, pp 8-10; see also Activities 4.1 and 4.3 for Learning Unit 4 on myUnisa)

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### 3 COMMENTS ON ASSIGNMENT 03

Assignment 03 was the last assignment for the semester. We have been impressed with the number of students who submitted more than the minimum number of assignments. We assure you that your hard work has been very valuable in building a strong semester mark and preparing for the examination. We also trust that you have enjoyed learning about how conditions on the Cape northern frontier influenced human interaction and helped shape South African history.

Our comments, as usual, are not 'model answers' but point you to what you could have covered in your own answers. We hope that you will find our feedback valuable and that you will try to incorporate what is presented here with your own ideas and understanding of the questions.

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 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 Briefly explain the meaning of the word 'frontier' in history. (2)

A 'frontier' in history is more than just a border or a boundary line. The term refers to a geographical region (or a zone) of contact and interaction between two or more groups that were previously distinct communities of different origin. This interaction includes both conflict and cooperation as the frontier unfolds through an open and a closing phase. A frontier zone can be very large, and is often the subject of contestation between different groups which compete with one another for access to natural resources and control of the region.

*(Tutorial Letter 502, p 32)*

#### 2 Provide two main characteristics of an 'open' frontier. (2)

An 'open frontier' is an area or region of contact in which two or more groups have contact with one another on a fluid or ill-defined basis. It usually represents the initial (first) phase of contact between two or more groups. No single group is able to dominate others on its own terms. Groups interact with each other in many different ways. Various cooperative arrangements are regularly forged, but there can also be considerable conflict as well. What is important to note is that there is an absence of one, single, undisputed authority that controls relationships.

*(Tutorial Letter 502, pp 32-33)*

**3 Mention two forms of cooperation between communities on the Cape northern frontier, other than trade. (2)**

Apart from engaging in trade, communities living on the Cape northern frontier cooperated with one another by sometimes sharing natural resources peacefully (e.g. the San hunter-gatherers and Khoekhoe hunter-herders). Others formed military alliances with one another to attack and raid the livestock of common enemies, or to secure protection against intruders from those who possessed firearms (e.g. the Korana and BaTlhaping). Some communities also absorbed fugitives and uprooted individuals from disintegrated groups in this conflict-ridden region, and accommodated them through clientship and intermarriage which led to acculturation and the emergence of new communities (e.g. the Griqua, Oorlams and Springbok Kora). In addition, groups such as the Afrikaner Oorlams cooperated with the missionaries in order to benefit from their access to firearms, and use their educational and diplomatic expertise to strengthen their influence in the region. Lastly, impoverished and uprooted individuals sometimes entered a labour relationship on *trekboer* farms.

(Tutorial Letter 502, pp 39-42)

**4 Identify two new mixed communities that emerged amidst all the turbulence on the Cape northern frontier. (2)**

The two major mixed communities that emerged on the Cape northern frontier were the Griqua (people of mixed Khoekhoe, European and slave origin) and the Oorlams (people of mixed Khoekhoe-European background), sometimes also referred to as the Afrikaner Oorlams. Both communities consisted of individuals who had been pushed into the interior by European expansion, lost their land and livestock, found a haven of economic and political independence on the northern frontier, adopted a largely Western lifestyle, and became quite powerful through the use of firearms and horses. You would also have received credit if you had mentioned the Springbok Kora, which consisted of an amalgamation of uprooted people under the leadership of fugitive, Jan Bloem, who conducted devastating cattle raids against the BaTlhaping and caused great destruction on the Cape northern frontier towards the end of the eighteenth century.

(Tutorial Letter 502, pp 36-37, 40)

**5 How did firearms and horses influence the economic and political relationships between the various communities on the Cape northern frontier? (2)**

Communities who possessed firearms and horses had a distinct advantage on the Cape northern frontier, as they were able to control access to scarce natural resources (water, grazing and game). This enabled them to sustain their livestock herds which were a form of material wealth and social status. Firearm ownership also meant that more effective hunting could be undertaken, which significantly improved the chances of survival in an arid frontier zone. Moreover, firearms and horses were an extremely effective means to raid the livestock of other groups, and in this way increase material wealth and influence. Politically, leaders who possessed firearms could offer protection (security) which attracted many followers and significantly boosted their power. Not surprisingly, firearms and gunpowder played an important role in trading relations, interaction with Christian missionaries, and the formation of political



alliances between communities who needed protection (e.g. the BaThlaping) and those who could offer it (e.g. the Korana and Griqua).

(Tutorial Letter 502, pp 39-41)

## PARAGRAPH QUESTIONS

### 6 Discuss the role of fugitives such as Jan Bloem on the Cape northern frontier. (10)

Jan Bloem played an important role on the Cape northern frontier. Bloem was a fugitive who fled into the Cape interior after he had killed his wife in Cape Town. He settled on the farm of *trekboer* Petrus Pienaar, who assisted him in obtaining firearms and ammunition. This enabled Bloem to raid the livestock of various neighbouring Korana groups, thereby building up material wealth (in the form of livestock) and influence. Through his wealth, influence and leadership, Bloem began attracting an increasing number of followers – all impoverished and uprooted individuals from various northern frontier communities who needed food security and protection. Bloem's new community, the Springbok Kora, became much feared in the northern frontier region as they conducted very successful livestock raids against frontier communities such as the cattle-rich BaThlaping, thereby increasing their wealth and power even further. These raids forced the BaThlaping to form alliances with the Korana and Griqua, who possessed guns and horses and could therefore offer protection. However, the Springbok Kora's raids on the BaThlaping proved so devastating that the BaThlaping were never able to regain their former wealth and power.

(Tutorial Letter 502, pp 37, 40)

### 7 What role did missionaries play in the Cape northern frontier region? (10)

The missionaries played an important role in the northern frontier region. They acted as intermediaries between the frontier communities and the Cape authorities and were able to provide much needed articles of trade (e.g. firearms, gunpowder, cloth, tools, spices, etc.), educational skills, such as reading and writing, and the Christian religion, all of which made some communities to cooperate with them. However, the presence of the missionaries also led to tension and conflict. Not only did they clash with the *trekboers* and the Cape authorities for frequently standing up for the rights of the indigenous communities, but they also experienced opposition from some of the indigenous groups. For example, their attempt to persuade the transhumant Nama to settle permanently at the mission stations, where they could convert to Christianity, practise crop cultivation, and benefit from European commodities and a western lifestyle, caused internal tension within Nama communities. It also created friction between the communities and the missionaries as some Nama refused to give up their traditional culture and way of life.

The main impact of missionaries in the northern frontier zone was among the Griqua people (also sometimes known as Basters), who were people of mixed Khoekhoe-European-slave origin, although others such as the Afrikaner clan also used the skills provided by missionaries, particularly their role as intermediaries with the government in Cape Town, to their advantage. Some of the Griqua adopted Christianity at the beginning of the 19<sup>th</sup> century, and the missionaries taught them to read and write. Missionaries of the London Missionary Society (LMS) also persuaded the Griqua to settle at a place called Klaarwater, which became an

important base in the region. As a result of the skills they acquired, Griqua were employed in specialised or skilled occupations and they adopted some elements of Western culture, which in turn played a role in shaping their new identity as a new community of Griqua people. Close links between the Griqua and the missionaries contributed to the consolidation of social and economic structures in the community, and under the guidance of missionaries they planted crops and built stone houses. The Griqua used the missionaries as intermediaries with the colonial society, and regularly sought to establish their independence and identity, although missionaries sometimes sought to persuade them to become more dependent on the colonial authorities.

(*Tutorial Letter 502*, pp 38, 42)

## ESSAY QUESTION

### 8 Discuss the main reasons for conflict and cooperation on the Cape northern frontier during the 18<sup>th</sup> century.

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 that 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 what had been asked; to select the relevant information from the reading material; and to provide an argument that answered the question.

One key to the writing of a good essay is to begin with mapping out an essay plan. This will help you to get the main 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 a total of 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.**

This essay question required you to look at both **conflict** and **cooperation** in the northern frontier zone of the expanding Cape Colony during a particular period, and to identify the **reasons** for these two processes. You needed to identify the various groups of the region – and then you were instructed to ‘discuss’ the main reasons for significant levels of both conflict and cooperation. It was not enough merely to describe contact between the different groups, or only to describe a series of events. ‘Discuss’ means that you need to explore the different factors raised by the question, look at them in relation to one another and examine their significance. In other words, much more than mere description of events is required, but you had to evaluate the reasons underlying them and reach conclusions about their importance.

Information for this assignment could be derived from Learning Unit 6 of the study guide (*Tutorial Letter 502*, pp 31 – 43). Those of you who consulted other sources were able to provide useful supplementary material which strengthened your work. There was a great deal at your disposal, and this essay does test your ability to select information and organise it coherently into a well-structured essay.

Most of you correctly pointed out in your introductions that both conflict and co-operation characterised interaction in the northern frontier zone throughout this period. It could have been briefly noted that in the given period (the eighteenth century), the northern frontier was an 'open' frontier zone, which meant that contact between communities was unstable. Conflict and cooperation were occurring simultaneously as groups jostled to gain ascendancy in their power struggle with one another. Because it was so distant from the seat of government in Cape Town, there was little or no control of the region by the authorities in the colony. The potential for conflict was also aggravated by the fact that the frontier was a place of refuge for criminals, escaped slaves and uprooted Khoekhoe groups.

Many groups struggled to exist in the area. San hunter-gatherers had the longest presence there, having adapted well through their economic practices to the natural environment. Pastoralists were also successfully established in parts of the region where there was access to grasses and water. Traditional Khoekhoe pastoralists were therefore also to be found: Koranna and Nama groups were well established. Agriculture was really only possible along the Gariep river or close to the major underground springs, so Tswana people – mainly the BaTlhaping – had a presence but were far from dominant, as they were in many parts of the interior of the country. White *trekboer* farmers – pastoralists from the Cape who had moved away from VOC influence in search of an independent life – were well established by the late eighteenth century. New groups – the Griqua and Oorlam communities – began to emerge, particularly at the beginning of the nineteenth century, and were to play an important role in adopting various practices of different communities to establish and secure their presence. As noted earlier, escaped slaves and criminals from the Cape also played a role: it was possible for resourceful individuals to survive effectively in this region. All these groups and people were obliged at times to cooperate with one another; they were also regularly forced into conflict with one another in their various struggles for survival.

The environmental features of the Cape northern frontier (factors such as the climate, vegetation, terrain and wildlife) were a crucial determinant of the contact between communities. This should have been given emphasis in your essay. The region was arid, barren and inhospitable. Survival was difficult because there was a very low rainfall and a high evaporation rate. This made a hunting-pastoral existence virtually the only viable one. It also made it necessary for the different communities to engage in conflict because they had to compete for the limited natural resources and control of trade. Conversely, because resources were so limited, groups often had to cooperate in order to survive. For example, there was fierce resistance from the San communities, who bitterly resented the intrusion of other groups such as the Nama into their hunting grounds. But some San and Nama communities cooperated harmoniously, because to share resources was necessary for survival.

A discussion of the harsh environment and its impact on the people living in the region leads to a closely related issue – that of hunting, trading and raiding, which were the three main human activities undertaken in the struggle for survival. These activities also led to conflict and cooperation between groups. There were fierce clashes for hunting grounds, for example, between the San (whose existence depended on hunting because they did not keep herds) and the *trekboers*. As for trade, it too became an important aspect of interaction on the frontier, because control of the trade routes gave a group influence over others. The Griqua, Afrikaner Oorlams and the Witboois became powerful, because they maintained profitable trade with the Cape Colony and were able to acquire firearms. Trade could lead to conflict – as in the fierce competition that took place between the Rolong and the Ngwaketse, for example, for control of the ivory and hide trade. Conversely, trade also gave rise to cooperation between rival communities, as was the case when links were forged between the Griqua and BaTlhaping, who set up a joint trading network in the interior. Hunting, trading and raiding thus determined

the dynamics of the region and success in each was closely linked with power and the possession of firearms.

The leaders of groups who had access to firearms and horses had a distinct advantage on the northern frontier. It is therefore no exaggeration to say that guns and horses were a determinant of conflict and cooperation in the region. Status and power depended upon being able to fend off the attacks of other strong communities. Possession of firearms and horses also meant ascendancy in hunting and in raids to capture livestock. Guns and ammunition therefore became one of the most sought-after commodities, and often the proceeds of trading were used to acquire guns. Communities who possessed firearms and horses wielded great influence and were able to attract many followers. Thus, although the possession of guns and horses often exacerbated conflict, it also led to cooperation with a view to gaining protection and security.

Finally, it could have been mentioned that while the issues above were the reasons for various kinds of interaction between communities, status and power on the Cape northern frontier did not depend on skin colour and ethnicity, as was the case in the Cape Colony. That is why this frontier zone is sometimes described as a 'grey' area. It was not until the frontier began to close after the 1820s and colonial expansion began to prevail, that the racially charged political influence of the Cape Colony infiltrated into this remote and arid frontier zone. Only at this stage did the frontier zone begin to close on terms favourable for the colonists – although it needs to be borne in mind that there were several periods during the nineteenth century that this area was never really under the control of any single authority. It was a difficult region to control for any of the groups because of its size, geographical and natural characteristics, and thinly spread population.

You will have noticed that some of the information that was used in short and paragraph questions could have been put to good use in this essay. It was perfectly acceptable – indeed necessary – to do this. However, the material also needed to be adapted and often expanded for the essay, in order to integrate it into your overall structure and analysis. Part of the skill in essay writing is to use material to answer the particular set question. We do not look for descriptive content that merely fills pages with writing; rather, we are looking to test your ability to adapt information to answer the question set. Always work on this in answering questions, as it certainly will be important in the examination, as well as in other modules in History, which I hope you will be completing in future semesters!

*(Tutorial Letter 502, pp 31-43)*

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## 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, 4 and 6 of the study guide (*Tutorial Letters 501 and 502*).**

**For supplementary students there are also questions from Learning Unit 5, which deals with slavery at the Cape.**

**Learning Unit 7 will not be examined.**

## **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 last year 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 ( $10 \times 2 = 20$  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 Learning Units 1–6, 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 drawn from Learning Units 1, 3, 4, 5 and 6 of the study guide.

### Section C: Essay questions

Again, you have a choice in this section. We have set four (4) essay questions (drawn from Learning Units 1, 4, 5 and 6) 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 the impact of European colonisation on Khoekhoe society at the Cape – the topic of Learning Unit 4 – do not select particular sections from the unit, such as only the role of the smallpox epidemics, or the Khoekhoe's response to loss of land. 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 and podcasts 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.

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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 all the activities, 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.

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## **CONCLUDING REMARKS**

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

I hope that you have found my 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.

I wish you well for your examination preparation, and I 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.

I 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,

Henriette Lubbe  
UNISA