



SASTRI COLLEGE

MARCH CONTROLLED TEST 2020

HISTORY GRADE 10

EXAMINER: MRS K. JAGGETH

MODERATORS: MRS G.T MOODLEY

MRS N. ZONDI

TIME: 2HOURS

MARKS: 100

INSTRUCTIONS TO LEARNERS:

1. THIS PAPER CONSISTS OF TWO SOURCE-BASED QUESTIONS AND SEVEN PAGES.
2. ANSWER ALL QUESTIONS.
3. NUMBER YOUR ANSWERS EXACTLY AS IT NUMBERED IN THE QUESTION PAPER.
4. WRITE NEATLY AND LEGIBLY.
5. DO NOT MERELY REWRITE SOURCES AS YOUR ANSWERS.

QUESTION ONE

KEY QUESTION: TO WHAT EXTENT WERE THE PORTUGUESE RESPONSIBLE FOR THE DESTRUCTION OF THE INDIAN OCEAN TRADE IN THE EAST COAST OF AFRICA?

STUDY SOURCES A, B, C AND D AND ANSWER THE QUESTIONS THAT FOLLOW.

STUDY SOURCE 1A.

- 1.1.1 Provide a definition for "Swahili". (2x1)(2)
- 1.1.2 Using the source and your own knowledge provide THREE reasons for the arrival of the Portuguese on the east coast of Africa. (3x1)(3)
- 1.1.3 What visual clues in the source illustrate the presence of the Portuguese in Africa? (2x1)(2)

REFER TO SOURCE 2B.

- 1.2.1 According to the source and your own knowledge, explain how the Arabs contributed to the advancement of Swahili society. (2x2)(4)

1.2.2 Quote evidence from the source to support the view that Swahili societies were wealthy and well-established. (2x2)(4)

1.2.3 Using the information from the source list the various fields of employment that existed in Swahili society. (2x1)(2)

REFER TO SOURCE 1C.

1.3.1 Explain what is meant by "annual tribute". (1x2)(2)

1.3.2 How did the Portuguese justify attacking African countries? (2x2)(4)

1.3.3 According to the source and your own knowledge, explain the changes in Swahili societies upon the arrival of the Portuguese. (3x1)(3)

1.3.4 Explain the usefulness of this source to a student studying the Portuguese conquests. (2x2)(4)

REFER TO SOURCE 1D.

1.4.1 According to Source D the Portuguese were advanced in warfare. Discuss the weaknesses of the Swahili against Portuguese attacks. (2x2)(4)

1.4.2 Comment on the reliability of Source D. (2x2)(4)

1.4.3 Compare Sources C and D. Explain how these sources support each other to show how strategic the Portuguese were in attacking Swahili cities. (2x2)(4)

1.5 Using your own knowledge and the sources provided, write a paragraph of about EIGHT lines (80 words) explaining to what extent the Portuguese were responsible for the destruction of the Indian Ocean trade on the east coast of Africa. (8)

[50]

QUESTION TWO

KEY QUESTION: WHAT WAS THE IMPACT OF BRITISH COLONIALISM ON THE POPULATION OF THE CAPE COLONY?

STUDY SOURCES 2A, 2B AND 2C TO ANSWER THE QUESTIONS THAT FOLLOW.

REFER TO SOURCE 2A.

2.1.1 Why, according to the source, did the British decide to take control of the Cape? (1x2)(2)

2.1.2 Define the term *colonialism* in your own words. (1x2)(2)

2.1.3 Which nation, according to the source, colonised the Cape in 1652? (1x1)(1)

2.1.4 Use your own knowledge to explain why the Khoikhoi community disintegrated. (1x2)(2)

- 2.1.5 Comment on the impact that colonialism had on the indigenous people of the Cape. (2x2)(4)
- 2.1.6 Name the European technology introduced to the indigenous rulers. (1x1)(1)

2.2 CONSULT SOURCE 2B

- 2.2.1 Define the term *Apprenticeship* in your own words. (1x2)(2)
- 2.2.2 Use your own knowledge to explain why Manisa is referred to as an ex-slave. (1x2)(2)
- 2.2.3 Quote evidence from the source that proves that female slaves were also mistreated. (2x1)(2)
- 2.2.4 Explain the usefulness of this source to a historian studying the emancipation of slaves at the Cape Colony. (2x2)(4)
- 2.2.5 Using your own knowledge, explain why the British decided to emancipate slaves. (1x2)(2)
- 2.2.6 Using the information in the source and your own knowledge, explain the positive effects that the emancipation of slaves had in the lives of the slaves. (2x2)(4)
- 2.2.7 Who, according to the source, was Manisa's master? (1x1)(1)

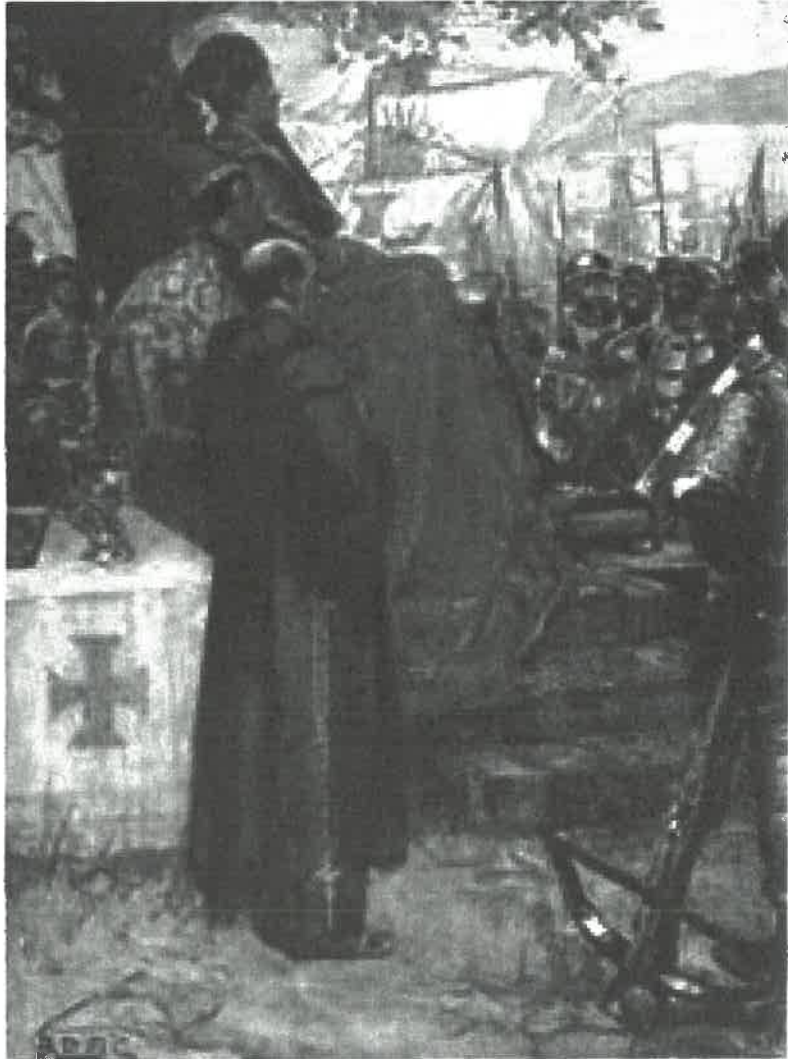
2.3 USE SOURCE C

- 2.3.1 Which colony is Piet Retief referring to in the source? (1x1)(1)
- 2.3.2 List two complaints made by Retief as the reasons for them leaving the Cape Colony. (2x1)(2)
- 2.3.3 Use the information in the source and your own knowledge to explain why the Boers decided to leave the Cape, besides the emancipation of the slaves. (2x2)(4)
- 2.3.4 Who are the 'vagrants' that Retief is referring to in paragraph 1 of the Manifesto? (1x2)(2)
- 2.3.5 Comment on the attitude of the Voortrekkers regarding their future in South Africa. (1x2)(2)
- 2.3.6 Quote a phrase from the source that indicates that the Boers wanted to be independent of the British. (1x2)(2)
- 2.4 Using the information in the source and your own knowledge, write a paragraph of about 8 lines (80 words) explaining the impact that British colonisation had on the population at the Cape. (8)

[50]

ADDENDUM

SOURCE A: THE SOURCE BELOW SHOWS THE ARRIVAL OF THE PORTUGUESE IN AFRICA. TRIBUTE IS BEING PAID TO THE KING.



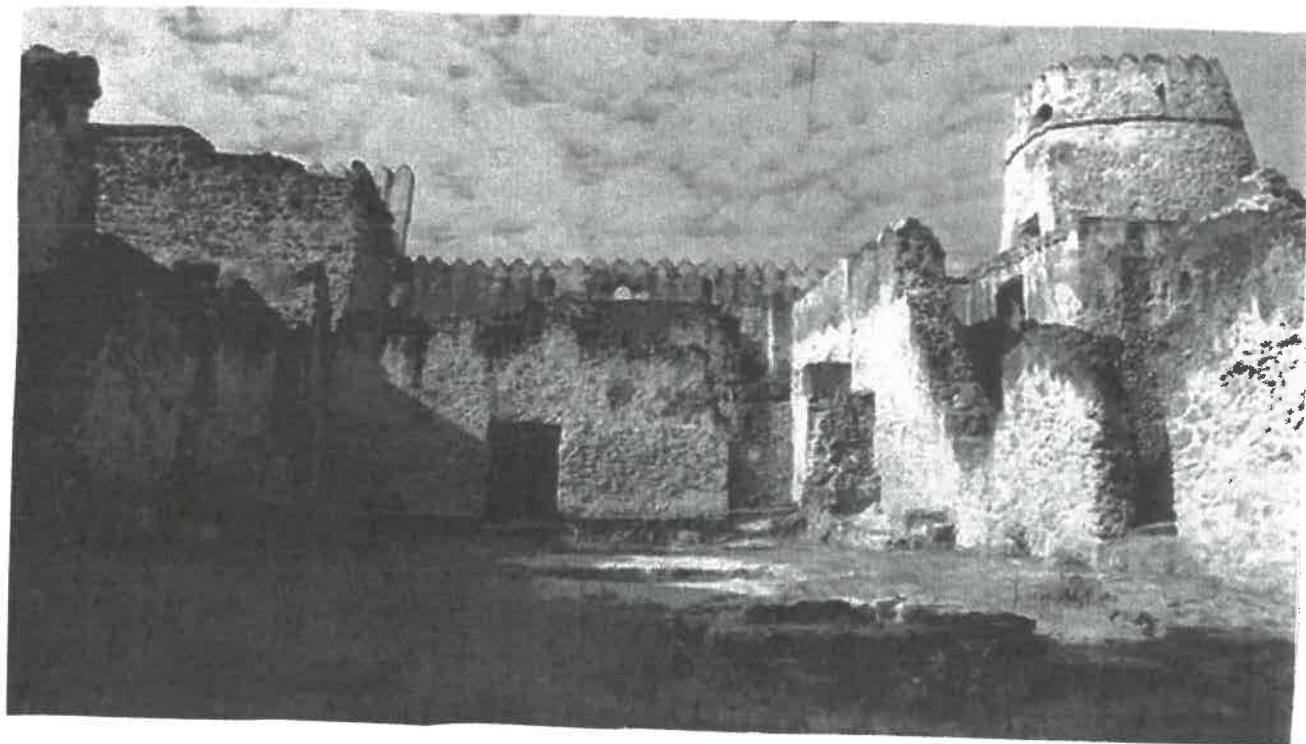
SOURCE B – The written source below elaborates on the rise of Swahili states

Swahili society was stratified into at least three classes. On the lowest rung of the ladder were the slaves, who were also non-Muslim. Next were free Africans who spoke the Kiswahili language and made up the majority of the society. Many worked as artisans, craftspeople, administrators and clerks. At the very top were very wealthy merchants and men of power and status. These were Kiswahili and Arabic speaking people. Among them were members of ruling families, merchants, successful Muslim preachers, visiting Muslim traders, and diplomats. Among the symbols of wealth were expensive cloth made of silk and cotton, imported porcelain from China, Iran, Iraq, Egypt and Syria, silver and gold jewellery and large stone houses and palaces. The rulers collected import and export dues which ran as high as 50 percent on all goods that passed through their cities. Trade was the primary occupation of the members of the wealthy class.

Source C - An eyewitness account of the sacking of Mombasa in 1505. The previous night d'Almeida had given the order to burn the city so that they could enter the following morning.

The Portuguese deployed a strategy that left a few or no options for the Swahili city states to pursue. They seized ships and forced the payment of an annual tribute. The Portuguese moved to Mombasa where they started a fire and destroyed many houses. Once the fire was started it rages all night long. Many houses collapsed and large quantity of goods destroyed. For from this town trade is carried on with Sofala and Cambay (located in western India by sea). There were three ships from Cambay and even these did not escape the fury of the attack. It was a moonless night.

SOURCE D: THE SOURCE BELOW DEPICTS A FORT BUILT BY THE PORTUGUESE



SOURCE 2A

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

The arrival of the British at the Cape changed the lives of the people who were already living there. Initially British control was aimed at protecting the trade route to the East; however, the British soon realised the potential to develop the Cape for their own needs.

With colonialism, which began in South Africa in 1652, came the slavery and forced labour model. This was the original model of colonialism brought by the Dutch in 1652, and subsequently exported from the Western Cape to the Afrikaner Republics of the Orange Free State and the Zuid-Afrikaansches Republiek. Many South Africans are the descendants of slaves brought to the Cape Colony from 1653 until 1822.

The changes brought to African societies by the imposition of European colonial rule occurred in quick succession ... Of course, not all societies were equally transformed. Some resisted the forces of colonial intrusion, slavery and forced labour for extended periods. Others, however, such as the Khoikhoi communities of the South-West Cape, disintegrated within a matter of decades ...

Most importantly, trade with Europeans gave African rulers access to a crucial aspect of European technology, namely firearms ... In short, the ownership of firearms turned into a status symbol and a means to gain political power.

[From *South African History Online*. Accessed on 1 June 2018.]

SOURCE 2B

In April 1914, a rare interview with an ex-slave called Manisa was published in *The Cape Weekly*. Manisa was ten years old when slavery ended, but she had to serve another four years as an unpaid apprentice. In 1835 she was valued at R934: that was what her owner would receive in compensation for losing her as a slave.

She recalled:

No, the slave days were not good. Women were put in the stocks and were also punished by having heavy leather ear-pads, just like the blinkers used for the horses, tied over their ears ...

One stormy day when she was 14, Haupt [her master] came into the kitchen, called the three maidservants together, and told them they were free. 'We did not know what that meant, and so the master let us stay and fed us until we either got new places or were taken on by him as paid servants' ...

After the slaves were freed, the apprenticeship system came in, and you were then sent with a note to the nearest landdrost, who was supposed to hear both sides, but most of us found they thrashed us there without bothering to hear if we were in the right or in the wrong, and then we had to make up our work when we got back to the farm; so we rather let the master whip us and say nothing about it; only after a bit we would hire ourselves to a good baas; and that's where it was good to be free.

[Taken from *Echoes of Slavery* by J. Loos]

SOURCE 2C

This is an extract from Piet Retief's Manifesto, which consists of six points and describes the reasons why the Boers left the Cape.

1. We despair of saving this country from those evils which threaten it by the turbulent and dishonest conduct of vagrants who are allowed to infest the country in every part [a reference to the Khoikhoi who no longer had to carry passes]; nor do we see any prospect of peace and happiness for our children in a country thus distracted by internal commotions.
2. We complain of the severe losses which we have been forced to sustain by the emancipation of slaves ...
3. We complain of the continual systems of plunder which we have ever endured from [Xhosa] and other coloured classes and particularly the last invasion of the colony which has desolated the frontier districts and ruined most of the inhabitants.
4. We quit this colony under the full assurance that the English government has nothing more to require of us and will allow us to govern ourselves without interference in future.
5. We are resolved, wherever we go, that we will uphold the just principles of liberty, but whilst we will take care that no one shall be held in a state of slavery, it is our determination to maintain such regulations as may suppress crime and preserve proper relations between master and servant.
6. We are now quitting the fruitful land of our birth, in which we have suffered enormous losses and continual vexation (frustration) and we are entering a wild and dangerous territory, but we go with a firm reliance on the all-seeing, just and merciful Being, whom it will be our endeavour to fear and humbly obey.

[Taken from *New Generation History* by C.A. Stephenson et al]

