

WADDESDON CE SCHOOL HISTORY DEPARTMENT GCSE REVISION GUIDE



CHANGES IN SOUTH AFRICA 1948-1994

UNIT 2: SOUTH AFRICA - 1 hour 15 minutes [Total: 51+3]

QUESTION 1 – Sources

1a) Use Source A and your own knowledge to describe ... [3]

Source A tells me is that... From my own knowledge... Also...

b) Explain why... [6]

There were several reasons why... One reason why... This led to... Furthermore... Another reason was... As a result...

c) Why do Sources B and C have different views about ...? [8]

Source B and C present different views about...

Source B states that... They hold this view because...

In contrast, Source C states... They hold this view because...

Overall, they are different because...

QUESTION 2 – Content

2a) Describe...[4]

You need to give a description using as much detail as possible (make 4 clear points)

b) Explain why... [6]

There were several reasons why... One reason why... This led to... Furthermore... Another reason was... As a result...

c) Why was... significant/ How important was...? [8]

... was very/quite/not important/significant for a number of reasons. One reason was... because... Another reason was because... Also...

On the other hand...

Overall...

QUESTION 3 – Content

3a) Outline **briefly** the changes... (4)

One key change was... Furthermore... As a result... Finally...

Were ... the main reason why...? / How far was... the main reason for...? [12+3(for SPAG)]

On the one hand, ... was a main reason for.... For example,

However, there were other reasons for... For example,...

Overall, I think ... was the main reason because... (you can go for a combination!)

Revision Tips

- Keep your revision active – mind maps, index cards, tests, timelines, sort cards...
- Take regular breaks to keep your concentration to an optimum.
- Revisit previous topics you have revised regularly to put the information in your long term memory. If you revise a topic, you will forget 80% of it in the next 24 hours if you don't revisit it!
- Use this revision guide as a starting point! Then go to your notes for more detail. Practise answering the questions at the end of each section to reinforce and test what you have learned.

DO YOUR BEST! GOOD LUCK!

ESTABLISHING APARTHEID – What you need to know

South Africa in 1948

Political:

- Blacks, coloureds and Indians had **no vote** in elections even though they formed the majority of the population

Social:

- Blacks, coloureds and Indians were seen as **second class citizens** and did not have the same rights as whites
- Black culture was seen as inferior to whites

Economic:

- Blacks, coloureds and Indians were not as well off financially as whites
- Most worked in **low paid, low skilled jobs** e.g. on farms, as maids etc.



Blacks had gained factory jobs during WW2 and many had moved to the cities but whites felt very threatened by this.

The Rise of Afrikaner nationalism

The United Party had ruled South Africa up to 1948.

They lost the **1948 General Election**.



Dr Malan's Afrikaner Nationalist Party won because:

- They promised to protect the white minority with **apartheid** ('separateness'), laws to keep blacks in their place
- Whites felt the **United Party were weak** and had allowed blacks to get away with too much during WW2 when they had allowed blacks to take jobs in factories, given them better education and relaxed laws to allow them to live in cities
- Black, coloured and Indian protests had not been successful** and they didn't have the vote so had no say in elections

Why was the apartheid system established?

- Whites felt threatened** by blacks as they formed the vast majority of the population
- The **Afrikaner church preached** that whites were superior to blacks
- Key Afrikaner individuals like **Dr Malan and Dr Verwoerd's ideas** were popular with whites
- The **Nationalist Party won the 1948 General Election** (blacks had not vote)

APARTHEID ACTS



- Prohibition of Mixed Marriages Act – no **marriages** between races
- Immorality Amendment Act – no sexual relations between races
- Population Registration Act – **defined every race** people belonged to
- Separate Amenities Act – separate parks, benches, toilets, beaches etc. Often called '**petty apartheid**'
- Group Areas Act – each town or **city separated** into areas for each race. E.g. blacks moved out of District Six and Sophiatown.
- Bantu Education Act – limited **education** for blacks
- Abolition of Passes Act – all blacks carry **pass books** in urban areas
- Suppression of Communism Act – gave **police extra powers** to crush anyone arguing for equality e.g. banning orders, arrest and hold without charge, house arrest etc.

Verwoerd's changes to apartheid 1958-1966

Dr Verwoerd believed that blacks and whites must be totally separated, live in separate areas of the country in tribal homelands

The National Party won over half the votes in the 1958 elections and strengthened their grip on South Africa:

- Apartheid was very popular with not just Afrikaner whites but many English speaking whites
- Afrikaners were promoted to key jobs
- The government was more prepared to use violence to achieve aims

Bantustans

- 10 separate self governing homelands were created for each ethnic black group
- Blacks were to be divided into these homelands (13% of land)
- Whites would then be the majority in a white South Africa
- Money was supposed to be pumped into these homelands to develop industry, jobs etc. Did not happen.
- Black Bantustan leaders not elected by appointed by whites



How successful were the Bantustans?

Successes:

- Life for the rulers of the Bantustans were good and lots of jobs were created for officials and teachers



Not successful:

- Many blacks continued to live outside their homelands in townships so they could continue with jobs in the cities
- Bantustans were never recognised as independent by other countries
- Industry did not develop and a lot of money was wasted
- Life for hard for most people – malnutrition, disease and poverty
- Overcrowding meant land could not be farmed efficiently
- People had to catch buses hundreds of miles to their jobs or risk living in illegal squatter camps

Verwoerd assassinated in 1966 but carried on by Vorster

Forced movement of black people

Movements to townships e.g. Soweto

- Under the Group Areas Act, 3.5 million mostly blacks and coloureds had to move into different areas
- District Six (mixed race area of Cape Town) was designated a white area and all had to move
- Sophiatown in Johannesburg was also declared a white area and all black residents were moved to Soweto – a black township on the outskirts of the city

Life in new townships

- High unemployment
- Constant threat of being moved back to your Bantustan
- Overcrowded



Increase in police powers (under Suppression of Communism Act)

Banning orders – threats forced to live in certain place, always watched by police, could not meet others, no writing or broadcasting, no moving around country

Detentions – suspects could be arrested and held in prison for as long as the police wanted without any charges

Torture/Murder – many suspects were tortured in prison and were murdered e.g. Steve Biko

Censorship – many journalists were censored through fear and banned people were unable to write/broadcast



ESTABLISHING APARTHEID – Check your understanding

- 1) Name the four main racial groups in South Africa in 1948. [4]
- 2) Who were the Boers? [1]
- 3) Why had the position of black people improved during World War II? [2]
- 4) Which political party won the 1948 elections? [1]
- 5) What was the name of the leader of this party? [1]
- 6) Which party lost the 1948 elections? [1]
- 7) Give three reasons the winning party was successful? [3]
- 8) What does apartheid mean? [1]
- 9) Explain what the following apartheid laws enforced: [4]
 - Immorality Amendment Act:
 - Separate Amenities Act:
 - Bantu Education Act:
 - Suppression of Communism Act:
- 10) Name two areas black people had to move out of due to the Group Areas Act. [2]
- 11) Which Prime Minister created the Bantustans? [1]
- 12) What were the Bantustans? [1]
- 13) What was the aim of the Bantustans? [1]
- 14) In what ways was the creation of the Bantustans unsuccessful? [3]
- 15) What powers did the police have at their disposal to stop protestors? [3]

EXAM FOCUS

Study the source below and then answer the question which follows.

Source A



[A sign on a beach in Durban, South Africa, in the 1970s]

- (a) Use Source A and your own knowledge to describe how apartheid affected the day to day lives of black people. [3]

[9 x answer lines]

- (b) Explain why the Bantustans were established. [6]

[12 x answer lines]

Study these two sources which refer to the purpose of apartheid and answer the question which follows.

Source B

I am seeking justice for all groups. The policy of separate development is designed for the happiness, security and stability of all groups. This is provided by protecting the home language and self-government for the Bantus as well as the whites.

[Hendrik Verwoerd, South African Prime Minister in 1958,
in a speech in the South African Parliament]

Source C

Apartheid was used by the South African government as a means of keeping non-whites under control. Each act reduced both rights and opportunities for non-whites.

[Rosemary Mulholland, an historian writing in a school textbook,
South Africa 1948-1994 (1997).]

- (c) Why do Sources B and C have different views about the purpose of apartheid? [8]

[In your answer you should refer to both the content of the sources and the authors.]

ESTABLISHING APARTHEID – Assess your understanding

- 1) White, Coloured, Indian and Black
- 2) Dutch colonists
- 3) Jobs in factories, moved to the cities etc.
- 4) National Party
- 5) Dr Malan
- 6) United Party
- 7) Promises to white voters of apartheid, black people could not vote, fear of black people gaining power etc.
- 8) Separateness
- 9) Immorality Amendment Act: no sex between the races
Separate Amenities Act: separate facilities e.g. toilets
Bantu Education Act: black people received a more basic education
Suppression of Communism Act: gave govt power to arrest people, ban them etc.
- 10) Sophiatown, District 6
- 11) Hendrick Verwoerd
- 12) Self-governing homelands for black people
- 13) To establish an all-white South Africa
- 14) Poor living conditions; Bantustans were never recognised as independent by other countries; Industry did not develop and a lot of money was wasted etc.

- 15) What powers did the police have at their disposal to stop protestors? Censorship, banning, imprisonment, torture

Exam Focus – Mark scheme

Question: **Use Source A and your own knowledge to describe how apartheid affected the day to day lives of black people.**[3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, paraphrasing or describing source only.** **[1]**

Eg: Source A shows a posh looking beach with umbrella stands for white South Africans to shade under; black people weren't allowed on this beach.

LEVEL 2 **Uses the source well OR reasonable use of source with some own knowledge.** **[2]**

Places source in its historical context AND provides some background detail from own knowledge. **[3]**

Eg: Source A shows that Black South Africans were not allowed to go on this beach and mix with white South Africans. It is a good example of the policy of division and segregation that operated in South Africa in the 1970s; other areas that were segregated included parks, schools, transport and public toilets.

Question: **Explain why the Bantustans were established.** **[6]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; only one reason given OR description only.** **[1-2]**

Eg: Bantustans were areas set aside for black people to live in; they were meant to keep white and black people apart in South Africa.

LEVEL 2 **More detailed and accurate explanation; gives more than one reason.** **[3-4]**

Eg: Bantustans were set up to keep black and white people separate; they were set up to give white people power over the black population; conditions were often poor, and black people were denied any significant rights or protections in South Africa proper; Verwoerd got lots of support for this policy from the white voters.

LEVEL 3 **Full explanation which is focused and explains a range of reasons.** **[5-6]**

Eg: Bantustans were part of a series of measures that reshaped South African society such that whites would be in the majority. The creation of the Bantustans led to this because blacks were to be made involuntary citizens of these homelands, losing their original South African citizenship and voting rights, which enabled whites to remain in control of South Africa. The creation of Bantustans kept white voters in their privileged positions and by separating them from the blacks they were able to ignore the hardships of the black community.

Question: Why do Sources B and C have different views about the purpose of apartheid? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy. The Level 1 descriptor for quality of written communication may be considered here. [1-2]

Eg: Source B says that the policy of separate development was designed for the happiness, security and stability of all groups; Source C says that apartheid was used as a means of keeping non-whites under control.

LEVEL 2 Starts to offer limited explanation regarding extent of difference in terms of either the content or the authorship of the sources. The Level 2 descriptor for quality of written communication may be considered here. [3-4]

Eg: The source say different things about the purpose of apartheid; Source B says that apartheid was designed for the benefit of the black community, to protect their language and to give them self-government. Source C says that the apartheid laws were designed to reduce the rights and opportunities of non-whites and was a way the whites could keep the non-whites under control. The authorship will be mentioned as a factor, Source B is from the viewpoint of the creator of apartheid; Source C is from a more balanced perspective of an historian.

LEVEL 3 Examines extent of difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen. The Level 3 descriptor for quality of written communication may be considered here. [5-6]

Eg: There is a clear difference in the attitudes of the authors regarding the purpose of apartheid. Source B clearly implies that the black population will benefit from apartheid; they will lead a better life through separation development. The apartheid laws will protect their traditional language and will allow them a form of self-government in the Bantu regions. Source C contradicts this view of apartheid as it says that it was a deliberate policy used by the white South African government to keep the majority black population under control. It did this by reducing their rights as citizens and restricting the opportunities such as education and jobs. Source B is the view of the Prime Minister, Hendrik Verwoerd who was justifying his introduction of the policy of separate development in 1958. Source C is the view of a modern historian who was writing with the benefit of hindsight in 1997; she has had time to look back over what has happened. Answers may conclude that the historian is likely to have the more valid viewpoint due to the lack of any bias.

LEVEL 4 Balanced and developed explanation of the extent of difference in the sources; good analysis of the authorship of the sources and use of own knowledge. The Level 4 descriptor for quality of written communication may be considered here. [7-8]

Eg: Sources B and C provide contrasting interpretations about the purpose of apartheid. Answers should consider how and why these views have been produced and the circumstances under which they were produced. Source B is very supportive of the policy of separate development, saying that the non-white population will benefit from having their language and lifestyle protected by living in their own homelands. It is the view of the South African Prime Minister who introduced the policy; he was justifying his actions and you would expect him to be supportive of such a policy. It is a biased interpretation by one of the architects of the apartheid system. Source C paints a more balanced interpretation. It is the view of a modern historian who, writing in 1997, has had time to reflect on how Verwoerd's policy of separate development has worked out. The historian Rosemary Mulholland has reached the conclusion that such a policy restricted the freedoms and opportunities of the non-white population and was used to keep the white minority in power and in control of the larger non-white population; Mulholland's view would have been researched and is a reflection from an objective perspective. Answers are likely to point out the lack of bias in her view given the educational nature of her book.

OPPOSING APARTHEID – What you need to know

ANC

African National Congress



- The ANC (African National Congress) was originally formed in 1912
- The **Youth League** of the ANC was created in 1948. (Mandela, Sisulu, Tambo and Lembede)
- **Aim:** fight for freedom from the white domination and to gain representation of black African in all official institutions such as to be treated equally and fairly – coexistence of all races
- The Youth League argued that petitions and deputations would not work and thus pushed for a programme of civil disobedience. This resulted in the **Defiance Campaign** and the **Freedom Charter**.

However this action was not seen as strong enough by some and they created the **PAC**.

Defiance Campaign, 1952

Started on 6 April 1952



- **8,577** took part in a mass protest.
- Series of acts which **defied the Apartheid Laws** e.g. entering whites only compartments of trains, queuing at whites only post office counters sitting on whites only benches.

October 2, 354 people had been arrested creating publicity abroad and raising **ANC membership to 100,000 from 7,000**

Freedom Charter, 1955



- A get together of all of the groups that the ANC had come to work with – trade unions, coloured people, the Indian Congress and even some whites.
- **ANC** now had a **Manifesto** which became the basis for their campaigns.
e.g. 'the people shall govern', 'all national groups shall have equal rights', 'all shall be equal before the law'

PAC

Pan-African National Congress



- The PAC (Pan African Congress) was created in 1959.
- Created chiefly by **Robert Sobukwe**.
- **Aim:** was to **rid Africa of whites and coloureds** – that the different groups could not work together and thus they stated that Africa was to be for the Africans
- The PAC was **more militant and violent** in its actions
- Disillusioned about the results achieved by the ANC

Sharpeville

Causes: PAC action; Against Pass Laws; township; high unemployment; rents high; people sent back to the homelands; people angry and disillusioned

What happened: 3000-5000 gathered; noisy but not hostile; fence knocked down; police panicked; 69 killed; over half shot in the back; further 186 were wounded



Consequences: PAC + ANC declared illegal; **more militant groups formed (Poqo and Umkhonto we Sizwe)**; 18,000 people were detained and charged; Sobukwe sentenced to three years; protest marches; international pressure grows (Tambo goes abroad for the ANC); UN imposes sanctions; investors took money out; PAC and ANC forced to go underground; **more violent campaign began - seen as TURNING POINT**

ANC after Sharpeville

The ANC divided to pursue several different methods after Sharpeville.

1. **Albert Lutuli** – continued with non-violence
2. **Oliver Tambo** travelled to rally international support
3. **Nelson Mandela** – set up the **Umkhonto we Sizwe (MK)** to carry out an armed struggle against apartheid - by mid-1963 200 acts of sabotage had been carried out (e.g. exploding electricity pylons)
4. White communists in the ANC such as **Joe Slovo** went to the USSR to get hold of weapons (ANC seen with suspicion by some international countries)



Rivonia Trial

The police found papers at a farm in Rivonia, just outside Johannesburg. They linked Umkhonto we Sizwe to violence. The organisers, including Mandela, were charged with **treason**. They feared that they would be executed but instead were each given a life

sentence and put on an island prison, **Robben Island, near Cape Town**. The trial was broadcast on National television to show the triumph and strength of the white government. **Mandela's success in lowering his sentence kept the spirit of blacks against Apartheid high** though and inspired a new group of protestors like **Steve Biko**.

Steve Biko



Threat: wrote a student paper against apartheid and organised student groups to protest; set up a **blacks only clinic** showing that they were not dependent on white help; broke his **banning order** on several occasions to make speeches or attend conferences. Most importantly...

Biko led the **Black Consciousness movement** which claimed that Blacks **should be proud of their achievements** and seek equality with all of their desire.

These **sentiments led to the protest at Soweto**. Biko was **killed by the police in 1977**.

Soweto

Causes: high unemployment in the township; overcrowding; poor quality of the education; black citizens wanted to be educated; Black consciousness was having an effect on peoples' attitudes

Trigger: black people were then told that they were to be educated in Afrikaans (language of the white government)

What happened: On 16th June **15,000 students** held a demonstration, the police fired at them and hundreds were killed; More and more demonstrations happened both in Soweto and the rest of South Africa; the **police used more and more violence**; by the end the government said that about 600 were killed. It was probably closer to 1000

Consequences of Soweto

- **Internationally** – there was a huge outcry with countries throughout the world realising that they had to take stricter actions against South Africa. e.g. the **Sullivan Code in USA**
- The **government refused to believe that there was any problem** and continued to treat the blacks with even more violence
- The blacks became even **more militant** - determined to change society - many of them were now determined to act against this system. It woke them up.

'the beginning of the end of apartheid'



International Opposition



- **British Commonwealth** – criticised, imposed sanctions and sporting boycotts
- **United Nations** – sanctions and supported SWAPO
- **Organisation of African Unity (OAU)** – ANC/PAC and other groups formed international joint organisation – pressure on UN
- **Lusaka Manifesto, 1969** – set of demands from the OAU
- **Anti-Apartheid Movement** – ordinary people protests/marches – International Defence Aid Fund (IDAF) raised funds to help activists
- **South West African People's Organisation (SWAPO)** – Namibian independence movement fought the South African Army
- **Economic Sanctions** – restricted trade, Organisation of Petroleum Exporting Countries (OPEC) banned oil sales to South Africa in 1973
- **Sporting Boycotts** – 1969 England cricket tour cancelled, 1970 SA expelled from Olympic Movement, 1977 Commonwealth cut sporting links

Success of International Opposition

OAU and Lusaka Manifesto: limited success due to 'buffer states' which shielded SA, powerful Western nations were not willing to declare war because...

- Britain, America, Germany and Japan invested money in SA – SA economy doing well
- Modern industries needed access to SA's natural minerals
- Prime Minister John Vorster paid to win influence abroad through propaganda and blocking anti-apartheid actions
- South Africa provided a valuable and powerful ally to Western states which feared the spread of Communism in Africa during the Cold War

Sporting Boycotts were effective (as a result of pressure from AAM), **boycotts on goods carried out by ordinary people** pressured companies into action, in the USA the Sullivan Code was drawn up to ensure 340 US firms in SA provided equal pay, fair holidays, fairness in promotion regardless of colour



The Church

Desmond Tutu: Tutu was Bishop of Lesotho from 1976 until 1978, when he became Secretary-General of the South African Council of Churches; Tutu pressed the advantage and organised peaceful marches which brought 30,000 people onto the streets of Cape Town; when a new constitution was proposed for South Africa in 1983 to defend against the anti-apartheid movement, Tutu helped form the National Forum Committee to fight the constitutional changes.

Trevor Huddleston: After Sophiatown was crushed beneath bulldozers in 1955, Huddleston wrote *Naught for Your Comfort* (1956), an indictment of racism; the book received worldwide publicity; helped organize the congress that drafted the Freedom Charter, the ANC's statement of principles.

Women

Helen Joseph: read out clauses of the Freedom Charter in 1955; pivotal in the formation of the **Federation of South African Women**; spear-headed a **march of 20,000 women to protest against pass laws on August 9, 1956**. This day is still celebrated as South African Women's Day.

Lilian Ngoyi: first woman elected to the executive committee of the **ANC**, and helped launch the **Federation of South African Women**. Supported Joseph's march.

Helen Suzman: strong public criticism of the governing National Party's policies of apartheid at a time when this was atypical of white South Africans. **MP for the Progressive Party.**

Winnie Mandela: Fought against apartheid (ANC); **endorsed the practice of necklacing** (burning people alive using tyres and petrol) in the struggle to end apartheid.



Inkatha ya KwaZulu



- The black opposition movement Inkatha ya KwaZulu was set up by Chief Buthelezi, prime minister of the homeland KwaZulu, in 1975.
- **Aims:** to establish independence from South Africa for the Zulu nation.

This aim was in conflict with the ANC's desire for a united South Africa, a difference which the government tried to exploit by inciting, and possibly carrying out, massacres of ANC and Inkatha supporters.

White Opposition

United Party rejected the apartheid system but it still supported segregation and upheld the belief in white superiority.

1959 a breakaway group of twelve United Party MPs formed the **Progressive Party**: favoured the protection of human rights and parliamentary representation of all racial groups in South Africa but were not powerful.

Liberal Party spoke out against apartheid but dissolved itself in 1969 rather than submit to a law that prohibited all parties from allowing different races to organise into one body.

Black Sash was a human rights organisation run by white women which campaigned against apartheid and took up legal cases on behalf of black people.



OPPOSING APARTHEID – Check your understanding

- 1) What was the ANC? [1]
- 2) What organisation did Mandela, Tambo, Lemdebe and Sisulu form to inject life into the ANC? [1]
- 3) What was the Programme of Action of 1947? [1]
- 4) What was the Defiance Campaign of 1952? [1]
- 5) What were three consequences of the Defiance Campaign? [3]
- 6) What was the Freedom Charter? [1]
- 7) What happened to many of those who signed the Freedom Charter? [1]
- 8) What other protests happened in South Africa not organised by the ANC? [3]
- 9) Name three methods of repression the government used against this resistance? [3]
- 10) What were the Treasons Trials, when were they and what was the outcome? [3]
- 11) What caused Sharpeville? [1]
- 12) Give 3 consequences of Sharpeville? [3]
- 13) What were MK and Poqo? [2]
- 14) What was the Rivonia Trial, when was it and what was the outcome? [3]
- 15) Give 4 reasons why school children rioted in Soweto in 1970? [4]
- 16) Give 3 consequences of Soweto? [3]
- 17) Give the name of three black anti-apartheid campaigners other than Mandela. [3]
- 18) Name two churchmen who opposed apartheid and give one thing each did. [4]
- 19) Name two women who opposed apartheid and give one thing each did. [4]
- 20) What was the Organisation of African Unity and the Lusaka Manifesto? [2]
- 21) Give two things the OAU did to help end apartheid. [2]
- 22) What was SWAPO and how did it oppose apartheid? [2]
- 23) How did the United Nations oppose apartheid? [2]
- 24) When and why did South Africa leave the Commonwealth? [2]
- 25) Why were economic sanctions not very effective in the 1960s and 1970s? [2]
- 26) Give two examples of sporting sanctions against South Africa. [2]
- 27) What was the Anti-Apartheid Movement and what did they do? [2]

EXAM FOCUS

QUESTION 2

[18]

This question is focused on opposition groups who acted in the struggle against apartheid.

- (a) Describe the role played by church leaders in the opposition to apartheid. [4]

[12 x answer lines]

- (b) Explain why South Africa stopped being a member of the Commonwealth. [6]

[18 x answer lines]

- (c) Why was Soweto a significant place in South Africa in 1976?

[8]

[24 x answer lines]

ESTABLISHING APARTHEID – Assess your understanding

- 1) African National Congress
- 2) Youth League
- 3) Youth League's Plan (reject segregation, work indep of whites, take non-violent action)
- 4) Mandela called for 1000s of blacks to break the apartheid laws e.g. sit in white only carriages on trains, sit on white only benches, queue in white only queues at the post office
- 5) Arrests, trials publicity, increased membership of the ANC
- 6) All race Congress's list of demands – became the ANC manifesto
- 7) Put on treason trial
- 8) Bus boycotts, women's protests against the Pass Laws and rural protests
- 9) Banning orders, mass arrests and trials
- 10) Signatories of the Freedom Charter were arrested, 126 arrested including Mandela in 1956, main trial lasted until 1961 when all of the defendants were found not guilty
- 11) It was a protest against the extension of the Pass Laws
- 12) International opposition increased (UN sanctions), more militancy (PAC set up Poqo and ANC set up MK), black travel abroad to train as guerrilla fighters
- 13) More militant wings of the ANC (MK) and the PAC (Poqo)
- 14) Trial of Mandela and a number of members of the ANC in 1964, Mandela arrested for 27 years
- 15) Poor living conditions, high unemployment, poverty, key trigger: the government announced that half of the subjects taught would be taught in Afrikaans
- 16) Internationally – there was a huge outcry e.g. the Sullivan Code in USA The government refused to believe that there was any problem and continued to treat the blacks with even more violence. The blacks became even more militant - determined to change society
- 17) Winnie Mandela, Steve Biko, Oliver Tambo, Robert Sobukwe etc.
- 18) Trevor Huddleston, Desmond Tutu
- 19) Helen Suzman: strong public criticism of the governing National Party's policies. MP for the Progressive Party; Winnie Mandela: Fought against apartheid (ANC) and endorsed the practice of necklacing (burning people alive using tyres and petrol) in the struggle to end apartheid etc.
- 20) OAU: ANC/PAC and other groups formed international joint organisation – pressure on UN; Lusaka Manifesto, 1969 – set of demands from the OAU
- 21) Put pressure on the UN and organised African states in opposing white rule
- 22) Namibian independence movement fought the South African Army
- 23) Sanctions and supported SWAPO
- 24) The Commonwealth criticised, imposed sanctions and sporting boycotts, South Africa left in 1961 after criticism regarding Sharpeville
- 25) Modern industries needed access to SA's natural materials, South Africa provided a valuable and powerful ally to Western states which feared the spread of Communism in Africa during the Cold War
- 26) 1969 England cricket tour cancelled, 1970 SA expelled from Olympic Movement, 1977 Commonwealth cut sporting links
- 27) Ordinary people protests/marches – International Defence Aid Fund (IDAF) raised funds to help activists

Exam Focus – Mark scheme

Question: **Describe the role played by church leaders in the opposition to apartheid.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with weak or implied points made.** [1-2]

Eg: They spoke out against apartheid; they gave critical speeches; they campaigned for change; they held meetings in churches.

LEVEL 2 **More detailed and accurate understanding shown.** [3-4]

Eg: Church leaders were important in influencing public opinion; they were status figures who carried weight; Boesak demanded the release of Mandela and was imprisoned; Tutu became the first black Archbishop of Cape Town; he was very critical of apartheid; he called for tough sanctions; white church leaders also voiced their criticism of apartheid such as Father Trevor Huddleston.

Question: **Explain why South Africa stopped being a member of the Commonwealth.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; only one reason given OR description only.** [1-2]

Eg: South Africa decided to leave; they did not want to be a member anymore; other countries protested against her being a member.

LEVEL 2 **More detailed and accurate explanation; gives more than one reason.** [3-4]

Eg: There are a number of reasons why this occurred. Commonwealth countries were critical of apartheid, especially the other African states. The 'wind of change' speech by Harold Macmillan in 1960 was very influential. In October 1960 South Africa voted to establish a republic. In May 1961 Verwoerd withdrew South Africa from the Commonwealth.

LEVEL 3 **Full explanation which is focused and explains a range of reasons.** [5-6]

Eg: This happened due to a number of external and internal reasons. Many Commonwealth countries were fierce opponents of the apartheid system. Pressure was put on the Commonwealth organisations to censure South Africa. The attitude of the British government started to shift in the early 1960s. In October 1960 South Africa decided to start the process of withdrawal.

Question: **Why was Soweto a significant place in South Africa in 1976?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; lack of focus.** [1-2]

Eg: Police opened fire on a group of protestors; there were bad relations between police and protestors.

LEVEL 2 **Answer which begins to address the concept of significance; will mostly tend to describe.** [3-4]

Eg: There were riots at Soweto; they broke out following a background of rising tension following educational reforms forcing the teaching of Afrikaans; it was the culmination of student protest in June 1976; the events at Soweto showed how serious the situation in South Africa was.

LEVEL 3 **Accurate answer which focuses on the concept of significance with some contextual support.** [5-6]

Eg: Soweto showed the significance of the Black Consciousness Movement and Steve Biko; it also showed that the ANC was to play a leading role in the liberation struggle, as it was the body best able to channel and organize students seeking the overthrow of apartheid; the continued clashes in Soweto caused economic instability. The South African rand devalued fast and the government was plunged into a crisis.

LEVEL 4 **Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of significance.** [7-8]

Eg: the Soweto Uprising was a turning point in the opposition to white rule in South Africa; the uprising marked the most fundamental challenge yet to apartheid and the economic and political instability it caused was heightened by the strengthening international boycott; after Soweto the state was not able to restore the relative peace and of the early 1970s as black resistance grew. Many white South African citizens were outraged at the government's actions in Soweto, and about 300 white students marched through Johannesburg centre in protest of the killing of children. Black workers went on strike as well and joined them as the campaign progressed. Riots also broke out in the black townships of other cities in South Africa. Most of the bloodshed had stopped by the close of 1976, but by that time the death toll stood at more than 600.

ENDING APARTHEID – What you need to know

WHY did the apartheid system change during the Presidency of P.W. Botha from 1978-1989?

There were **THREE** main reasons:

1) Threat of invasion from another country

- Previously white ruled 'buffer states' to SA's northern borders were now ruled by blacks e.g. Botswana and Zimbabwe.
- These countries were willing to support the ANC and provide bases for MK. They might also invade SA themselves.

2) Danger of internal uprising:

- Black population growing faster than white. Only 1 in 8 were white.
- Despite laws, more than half of blacks lived in towns.
- Black opposition was impossible to crush – sabotage attacks by MK increasing.



3) International sanctions:

- Near total worldwide sporting ban on South Africa.
- Increasing pressure for countries to follow economic sanctions.

HOW did P.W. Botha change things as a result? 'NEW REALISM'

SECURITY against threat of invasion:

- He set up a State Security Council made up of military generals and police to advise him
- He build up the army to 1/4 million men with ¼ million in the reserve
- As there was a world boycott on selling arms to SA, Botha set up his own arms industry to build their own tanks, bombs, guns etc.

= South Africa now a major military power

RELAXATION OF SOME APARTHEID LAWS:

- Blacks allowed to join Trade Unions
- Jobs previously reserved for whites opened up to blacks
- More money to be spent on black children's education
- Blacks allowed to move more freely and buy houses in townships
- Mixed Marriages Act & Pass Laws abolished. Desegregation encouraged

New Constitution in 1983 allowed Coloureds and Asians to vote for own representatives.

Blacks allowed to vote for own local assemblies

How did people respond to Botha's reforms?

Peacefully - EMERGENCE OF THE UNITED DEMOCRATIC FRONT (UDF):

- All groups angry about the New Constitution of 1983 – whites still in control and blacks still had no vote.
- Students, Trade Unions, Church groups, Women's Groups etc. joined together in their protests. Their aim – Freedom Charter and democratic, non-racial SA.
- Very well organised group who organised the boycott of the 1984 elections – leaflets, door to door visits, posters. Huge success – low election turn out.

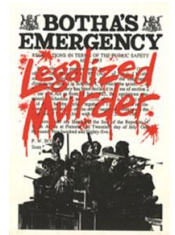
Violently – VAAL TRIANGLE UPRISING 1984-85:

- Started with a school boycott in Jo-burg township in 1984 against unqualified teachers, access to free books & paper. Protests spread across townships.
- New black Councils also corrupt - putting up rents with 30% unemployment, which caused rent strikes. Councillors' houses were burned. Army called in and there were violent clashes/shootings. Army lost control of townships.

International response 1985: Due to increased violence, banks and businesses start to pull out. Taxes went up to pay for military spending. Economy now in real trouble.

How did Botha's government respond to the situation? - REPRESSION

- In 1985, Botha declared a **STATE OF EMERGENCY**. Soldiers could arrest anyone, interrogate anyone, search anyone, close buildings, stop meetings
- Newspapers were censored
- To get them back to school, children not allowed outside during the day
- 25,000 UDF members detained
- Blacks also started to attack each other – those who'd worked with the white government and were seen as supporting apartheid against those who were against apartheid



= BY 1989, SOUTH AFRICA WAS IN CHAOS...

What was the 'New Course' adopted by President F.W. de Klerk after 1989?

What was his 'New Course'?

- Complete end of apartheid in 1990
- Release of Nelson Mandela (1990) and other political prisoners e.g. Sisulu.
- Unbanning of ANC and PAC



Why did he change course and end apartheid? There were FOUR reasons:

- 1) Botha's compromise reforms had failed in the 1980s and caused more discontent/chaos
- 2) Violence was increasing – SA on verge of Civil War and whites scared
- 3) South Africa's economy was in deep trouble due to economic sanctions and a poorly educated work force
- 4) Nelson Mandela and de Klerk met in secret – they respected each other

How were steps then made towards democracy? (in the midst of violence)

- **CODESA (Convention for a Democratic South Africa)** set up by de Klerk in December 1991 to bring together people from all groups and races to decide how to move forward towards elections with fair votes for all and write a new constitution (set of rules for how the country was to be run)
- CODESA talks very difficult and collapse in May 1992 as ANC and National Party could not agree and Mandela believed National Party and police were encouraging violence between black groups – a 'third force' - to stop the talks moving forward. Mandela proved correct and all involved sacked.
- CODESA talks resumed in March 1993 but Inkatha Freedom Party walk out (Black Zulu group under Buthelezi) as worried ANC too popular. Mandela makes a deal with Buthelezi and in **Nov 1993 agreement reached for New Constitution.**

What were the key elements of the new democratic South Africa?

Move towards democratic elections:

- As decided by CODESA, every person was to have a vote in elections organised for April 1994
- This was a return to constitutional democracy – 'one person, one vote' with a power sharing system for 5 years so all groups would be represented
- 20 million turned out to vote, many for the first time ever



Election results:

- ANC won 62.5% of the vote so Mandela became President
- National Party won 20.5% of the vote so de Klerk became Deputy President
- Inkatha Freedom Party won 10.5% of the vote so Buthelezi became a government minister
- As a result, a power sharing government was formed representing the different parties

Was _____ the main reason why apartheid ended in South Africa in 1990? [12]

- **INCREASING VIOLENCE** (Putting pressure on de Klerk to change apartheid, World media, Whites more prepared to compromise)
- **INTERNAL OPPOSITION** (peaceful from ANC, UDF, church, women etc. and violent from MK and Poqo)
- **ECONOMIC PROBLEMS** (international economic sanctions, poorly educated work force, poor population...)
- **ROLE OF KEY INDIVIDUALS** (Mandela – urging reconciliation on release from prison, negotiating with Buthelezi & de Klerk; de Klerk – ending apartheid in 1990, negotiating with Mandela...)

SUMMARY

Progress towards ending apartheid

Events:

- ☐ P.W. Botha's reforms early 1980s (New Constitution, Mixed Marriages)
- ☐ UDF form and P.W. Botha's State of Emergency 1985
- ☐ FW de Clerk becomes President 1989
- ☐ Sisulu and other blacks released from prison 1989
- ☐ Mandela released from prison (Feb) 1990
- ☐ Mandela discusses Third Force (Sept) 1990
- ☐ EU and USA end sanctions 1991
- ☐ CODESA meets (Dec) 1991. CODESA was _____.
- ☐ Violence at Biopatong and ANC break talks (June) 1992
- ☐ Record of Understanding signed (Sept) 1992 but Zulus angry
The Record of Understanding was _____.
- ☐ Power Sharing Agreement reached (Feb) 1993 meaning _____.
- ☐ Date set for election (June) 1993 but Zulus angry
- ☐ Mandela made more concessions early 1994. He said _____.
- ☐ First democratic elections in SA – 27th April 1994

ESTABLISHING APARTHEID – Check your understanding

1978	PW B_____ became P_____ M_____ of South Africa.
Early 1980s	Realising apartheid was beginning to collapse ('N_____ R_____'), Botha began his T_____ S_____ (building up the army) and slow r_____ of apartheid.
1983	Botha announced a N_____ C_____ giving Indians and Coloureds the vote and Blacks the ability to elect their own Councils. Under this Constitution, he becomes P_____.
1983	This was unpopular so all races form the U_____ D_____ F_____ (UDF). There was also a lot of violence e.g. the V_____ T_____ U_____.
1985	South Africa had a f_____ c_____. Botha called a State of Emergency.
1989/1990	FW de K_____ became President of South Africa and ends a_____. M_____ was released from prison and the ANC and PAC were un-banned.
Early 1990s	V_____ erupts again between the ANC and the I_____ F_____ Party (IFP), encouraged by the p_____.
1991	CODESA (C_____ for a D_____ South Africa) met for the first time with representatives from all r_____. They quickly agreed on arrangements for an interim government and a G_____ E_____ with votes for a_____. Collapses/re-meets.
1993	A c_____ agreement was finally reached: 1) there would be an election in which every adult would vote 2) any party who achieved _____ % of the vote would share power in a ' new government of n_____ u_____ ' for 5 years - this p_____ s_____ offered protection for anxious w_____.
Feb 1994	Mandela met with Chief B_____ and made concessions allowing the Z_____ some more power to rule themselves within South Africa. Buthelezi finally agreed Inkatha would take part in the elections as long as the Zulu monarchy would continue.
April 1994	Elections finally took place allowing _____ miillion black people to v_____ from a choice of _____ parties.
1994	The ANC won the elections, gaining _____ % of the vote, the National Party won 20% of the vote and I_____ won 10%. M_____ became president with de Klerk as second deputy president, forming a ' government of national unity '.
1994	South Africa rejoined the U_____ N_____ and C_____. Mandela set up T_____ and R_____ Commissions to give black victims a voice and whites a chance to confess and apologise. Blacks were to be helped get their land back.

Progress towards ending apartheid and holding free, democratic elections in South Africa

Good
progress

Poor
progress

1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
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QUESTION 3

The question is focused on the ending of apartheid in South Africa in the mid-1990s. [19]

- (a) Outline **briefly** the changes in policy undertaken by either PW Botha or FW de Klerk. [4]

[12 x answer lines]

- (b) Were economic problems the main reason why apartheid came to an end in South Africa? [12]

[In your answer you should discuss a variety of reasons for the ending of apartheid, including economic problems.]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]

[36 x answer lines]