

South Africa, 1948-94: from Apartheid state to 'rainbow nation'

Topic 1: The Response to Apartheid, c1948-59



Topic	Class	Notes	Revision
Life in SA in 1948			
The growth of Afrikaner nationalism			
The 1948 election			
The National Party			
Apartheid Laws			
Pass Laws			
Education			
The Tomlinson Report and the Bantustans			
Political Opposition			
The ANC			
The Defiance Campaign			
The Pan-Africanist Congress			



About Paper 2: Depth Study

Paper 2 tests you against two Assessment Objectives: AO1 and AO2.

AO1 tests your ability to:

- Organise and communicate your own knowledge
- Analyse and evaluate key features of the past
- Make supported judgements
- Deal with concepts of cause, consequence, change, continuity, similarity, difference and significance.
- **AO1 TASKS YOU TO WRITE AN ESSAY FROM YOUR OWN KNOWLEDGE**

AO2 tests your ability to:

- Analyse and evaluate source material from the past
- Explore the value of source material by considering its historical context.
- **AO2 TASKS YOU TO WRITE AN ESSAY WHICH ANALYSES TWO SOURCES.**

At A Level, Paper 2 is worth 20% of your grade. At AS Level it is worth 40% of your grade.

The exam is **1 hour and 30 minutes** (AS and A Level) and divided into two sections.

AS Level Q's:

Ai) Why is Source 9 (p.297) valuable to the historian for an enquiry into the operation of the pass laws in South Africa in the 1950s?

Explain your answer using the sources, the information given about them and your own knowledge of the historical context. (8 marks)

Aii) How much weight do you give the evidence of Source 10 for an enquiry into opposition to the pass laws in South Africa?

Explain your answer using the sources, the information given about them and your own knowledge of the historical context. (12 marks)

B) How accurate is it to say that educational changes made in South Africa in the 1950s were driven only by economic considerations (20 marks)

A Level Q's

A) How far could the historian make use of Sources 13 and 14 (pp.302-303) together to investigate the aims and underlying philosophy of the ANC?

Explain your answer using the sources, the information given about them and your own knowledge of the historical context. (20 marks)

B) How accurate is it to say that opposition to apartheid in the years 1948-59 was largely unsuccessful? (20 marks)

Recap – connect South Africa's story

Khosians occupied Southern Africa for at least 2000 years

1881 Britain tried to take all of South Africa and went to war with the Zulus

1932 Native Economic Commission allowed segregation saying they were suited to rural life with chiefs not urban life.

1652 Dutch East India Company set up a base founding Cape Town

By 1659 Dutch victory in wars helped Van Riebeeck control the cape. White supremacy began with the use of African slaves and servants. Cape coloureds begin.

1889 Britain fought with the Boers in the Boer war and were defeated but then won. Britain used the first concentration camps. Boer resentment of the British grew.

1936 Land Act gave Africans more reserve land but banned voting rights in the Cape. The Colour bar law meant that only whites could do skilled better paid work

1488 Portuguese explorers were the first Europeans to explore the coast

By 1946 economic growth caused Black migration meant 23% of blacks lived in towns and cities.

1867 Diamonds and in 1886 gold were discovered. Britain wanted to take full control to mine it. Black men were the miners in hard conditions with poor pay using the migrant system

Black resistance began in 1912 but had limited effect. By 1940 the ANC led by Dr Xuma with new members like Mandela.

Afrikaaner nationalism under Dr Malan's National party split from the Smut's united in WWII and grew – both made reports on growing Black immigration in 1948

Shaka the Zulu leader fought his neighbours causing them to scatter and leaving much land empty after his wars. He was murdered in 1824

After the British take control they allow the Afrikaans to control the governments and remove black voting rights

Ex Boer leaders Generals Botha and Smuts passed the 1913 Land Act only allowed Black to own land in the small native reserves.

In the 1770s white farmers meet the Xhosa farmers and went to war over the good farmland. They did not die out from disease or were easily defeated.

1815 the British took the cape from the Dutch as a sea route in their Empire. They took land from the Xhosa.

1836 Dutch Boer trekkers (Voortrekkers) travel into the empty lands to find freedom from the British attempts to stop slavery and ban the Hottentot codes. They fight the tribes there.

By 1842 Britain had Cape Town and Durban and the Boers had two independent states the Orange Free State and the Transvaal

Bantu speaking black farmers arrived in South Africa

South African History Knock Out

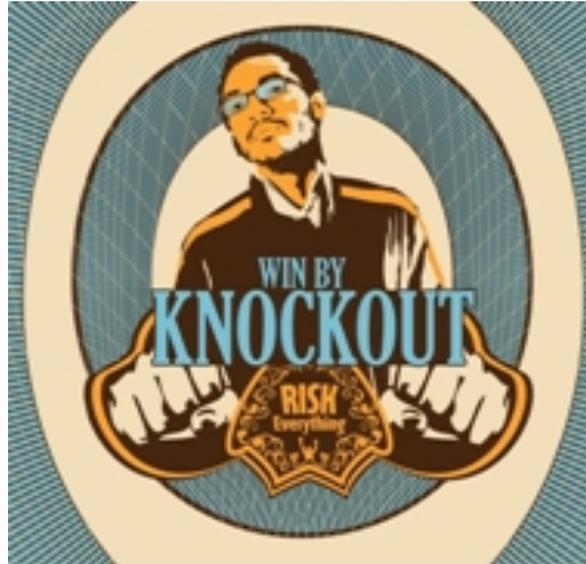
Pick any two events at random in your pairs – go head to head to persuade me that your event was **MORE** important – remember to use links to **KNOCK OUT** the other event

By 1659 Dutch victory in wars helped Van Riebeeck control the cape. White supremacy began with the use African slaves and servants . Cape coloureds begin.

1836 Dutch Boer trekkers (Voortrekkers) travel into the empty lands to find freedom from the British attempts to stop slavery and ban the Hottentot codes. They fight the tribes there.

Ex Boer leaders Generals Botha and Smuts passed the 1913 Land Act only allowed Black to own land in the small native reserves.

By 1946 economic growth caused Black migration meant 23% of blacks lived in towns and cities.



1936 Land Act gave Africans more reserve land but banned voting rights in the Cape. The Colour bar law meant that only whites could do skilled better paid work

1867 Diamonds and in 1886 gold were discovered. Britain wanted to take full control to mine it. Black men were the miners in hard conditions with poor pay using the migrant system

1889 Britain fought with the Boers in the Boer war and were defeated but then won. Britain used the first concentration camps. Boer resentment of the British grew.



Key Terms – Chapter 1

Define all of the below key terms using Chapter 1 of the main text (pp286-309)

Key Term	Definition
Apartheid	
Boer	
Afrikaans	
Domestic servants	
Reserves	
Great Trek	
Broederbond	
ANC	
Drum Magazine	
Homeland	
Union of South Africa	

Use pages 288-290 to complete

The Africans

The Whites

Coloured &
Indian

What was it like in SA in 1948?

Urbanisation and
Industrialisation

Rural Society





Section B mark scheme (The Essay)

- Analytical focus
- Accurate detail
- Supported judgement
- Argument and structure

Spot the mistake

Below are a sample exam question and a paragraph written in answer to this question. Why does the paragraph not get into Level 4?

How far do you agree that black Africans faced discrimination before 1948?

In 1948, South Africa made up of four racial groups: black Africans, the largest group descended from the people who originally lived there; coloureds, or descendants of mixed marriages, who lived mainly in Cape Province; Asians, mainly of Indian origin, had grown into a merchant and administrative class; and whites comprised of Afrikaans and English speakers. Most whites had racist views of Africans being lazy, untrustworthy and, potentially, dangerous. They feared being swamped by blacks if they were allowed to live in white areas. However, they did need them for cheap labour. Indeed all non-white groups faced discrimination. Only whites could vote and they held most of the wealth.

Rewrite the paragraph so that it displays the qualities of Level 4.

Level	Marks	Description
1	1-3	<ul style="list-style-type: none"> Simplistic statements Very limited accurate and relevant knowledge No overall judgement / very basic Very little structure or argument
2	4-7	<ul style="list-style-type: none"> Descriptive statements Limited range of accurate and relevant knowledge Limited support of judgement – lacks clear criteria Beginnings of structure attempts to make an argument
3	8-12	<ul style="list-style-type: none"> Some analysis of key features Mostly accurate knowledge, showing understanding of the question Judgement presented with some attempt to establish criteria Some structure and a generally clear argument
4	13-16	<ul style="list-style-type: none"> Analysis of key features Sufficient knowledge used to answer most aspects of the question Overall judgement based on valid criteria – may only be partially supported Well structured with a clear argument – may lack precision in places
5	17-20	<ul style="list-style-type: none"> Sustained analysis Sufficient knowledge used to answer all aspects of the question Overall judgement based on valid criteria, fully supported. The relative significance may be considered Well structured argued with precision



Section A mark scheme (The SOURCES)

- Analytical focus (identifying & explaining key features of the source, handling it as an interpretation)
- Accurate detail (using your own knowledge to explain the source)
- Supported judgement (evaluating the value of the source throughout the essay)

Complete the paragraph

Below are a sample exam question and a paragraph written in answer to this question. The paragraph contains a point and specific examples, but lacks a concluding analytical link back to the question. Complete the paragraph, adding this link in the space below.

‘Black South Africans were urbanised to a considerable degree before 1948’. To what extent do you agree with this statement?

Technically blacks had no right of permanent residence on white areas. There were two key pieces of legislation which forced the races to live apart: the 1913 Natives Land Act, which restricted black ownership to the 7% reserved for them in their tribal homelands, and the 1936 Native Trust and Land Act, which extended this to 13%. In addition to 1923 the Native Areas Act limited their rights to live in the white areas of South Africa to townships on the outskirts of cities. In theory Africans worked on temporary contracts and had to return to the tribal areas allocated to them when these work contracts ended. The vast majority of blacks living in their mainly rural tribal homelands and rarely come into contact with other groups. However, there was always need for cheap black labour and they increasingly moved to find work in the cities. It is estimated that in the period 1919 to 1939 every African male went to work for whites at some point during his life. As a result the percentage of black Africans as the population of white cities rose from 16% in 1921, to 21% by 1936, to 23% by 1946. Overall ...

Level	Mark	Description
1	1-3	<ul style="list-style-type: none"> Surface level comprehension of source – paraphrase Some relevant knowledge to context No overall evaluation of the sources / discussion of reliability & utility basic
2	4-7	<ul style="list-style-type: none"> Some understanding – selects & summarises Knowledge linked to the sources to support / challenge Overall judgement presents – limited support & discussion of provenance may be based on assumption.
3	8-12	<ul style="list-style-type: none"> Analysis of key points of the source, explains meaning, valid inferences Historical context supports inferences, knowledge expands support & challenge Overall judgement relates to the nature & purpose, based on valid criteria, support may be limited
4	13-16	<ul style="list-style-type: none"> Examines evidence to make reasoned inferences, valid distinction between fact & opinion Context used to reveal & discuss the limitations of the source. Attempts to interpret the source in the context of the society it comes from Overall judgement supported by valid criteria, evaluation of sources reflects the weight of the evidence
5	17-20	<ul style="list-style-type: none"> Confident interrogation of both sources demonstrated by reasoned inferences Context used to reveal & discuss limitations of sources' content. Interprets the source in the context of the society from which it came Overall judgement supported by valid criteria, reflects the weight of the evidence & degrees to which the sources may be useful

Afrikaner Culture and Politics – Support of Challenge?

Below is a sample exam question which asks you how far you agree with a specific statement. Below this is a series of general statements which are relevant to the question. Using pages 290–91 decide whether these statements challenge the statement.



How far do you agree that there were fundamental tensions about the development of South Africa between the English and Afrikaner South Africans?

	Support ✓	Challenge ✓	Evidence
Both English and Afrikaner South Africans believed in white supremacy			
Afrikaners resented what they felt was English domination of the economy and politics			
The Broederbund promoted Afrikaner interests			
The National Party wished to reduce ties with Britain			
Segregationalist policies pre-dated the National Party electoral victory in 1948			

Spot the Inference – AO2

High-level answers avoid excessive summerising or paraphrasing the sources. They instead make inferences from the sources, as well as analysing their value in terms of their context. Below are a source and a series of statements. Read the sources and decide which of the statements:



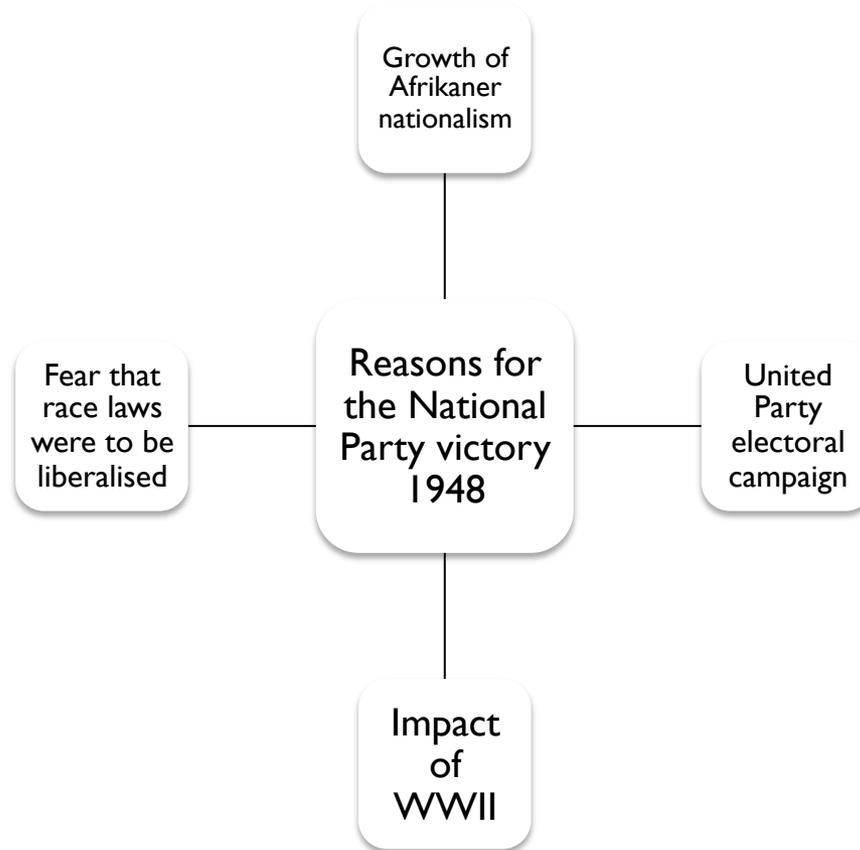
- Make inferences from the source (I)
- Paraphrase the source (P)
- Summerise the source (S)
- Cannot be justified from the source (X) A

	I	P	S	X
Afrikaners are becoming more involved in commerce and industry, following the success of English South Africans in these fields				
Although Afrikaners and English-speaking South Africans are growing closer together, there are still fundamental differences between them.				
English South Africans remain nostalgic about Britain				
English South Africans and Afrikaners share a common culture				
English South Africans were quicker to embrace industry and commerce than Afrikaners.				

From Roy MacNab, Union of South Africa, an Essay in South and Southern Africa (1954). The book forms part of a series of guides to different geographical areas.

It has been in commerce and industry, particularly mining, that English South Africans have contributed most to their country. The great mining houses ... are all the creation of English South Africans, and it is on their skill and ingenuity, their enterprise and vision that modern South Africa has evolved and their example in this field that the Afrikaner is today so successfully emulating.

As time goes on the differences grow fewer between English and Afrikaans speaking South Africans as they share more and more of each other's lives. There are some who already believe a distinct South African type has been evolved. Nevertheless the English South African, even of the fourth and fifth generation, is still very conscious of his ties with Britain, to which until a decade ago he referred to as home or the old country. The English South African is in a difficult position vis-à-vis his Afrikaans speaking colleague. The Afrikaner broke away completely from his homeland which in most cases was Holland. This was not necessarily a conscious act, but rather forces of history ensured his isolation from Europe.



1. What was the most important reason for the success of Malan and the National Party in 1948?
2. What was the significance of Afrikaner nationalism for the outcome of the 1948 elections?

Delete as applicable

Read the paragraph and decide which of the possible options (in bold) is most appropriate. Delete the least appropriate options and complete the paragraph by justifying your selection.

To what extent was the growth of Afrikaner nationalism the main reason for the success of the National Party in the 1948 elections?

The growth of Afrikaner identity was, to a **large/fair/limited** extent, the main reason for the success of the National Party in the 1948 elections. For example, the Broederbund had been set up to promote Afrikaner interests while political activists organised support at local levels to develop grassroots support. The celebration of the centenary of the Battle of Blood River in 1938 helped forge a real sense of Afrikaner identity. There was widespread distrust of the English-dominated parties which had formed the pre-war government. Indeed the impact of the Second World War had a significant effect because many Afrikaners resented South African involvement: many supported the Nazis. However, one most also consider other factors - the campaign of the United Party lacked effectiveness and its leaders were seen as tired. It seemed weak on racial policies, and many feared it would adopt a more liberal policy, for example making more types of jobs available to black South Africans. Overall, however, the growth of Afrikaner identity was the **major/minor/jointly** important reason for the success of the National Party because ...

Create a timeline (using pp.293-296) to show how was apartheid codified and implemented, 1948-59.
Ensure you include all dates mentioned as well as the points below:

Sophiatown /
District Six /
Cato Manor

Mixed
Marriage Act

Bantu
Authorities
Act

Hendrik
Verwoerd

'seperate
development'

State
employment
increase

Addition of 6
whites in
Namibia



The following sources give different accounts of the impact of apartheid legislation. List the ways the sources DIFFER. Explain the differences between the sources using the PROVENANCE of the sources, and the historical context. Make sure you stay focused on the differences that are relevant to the QUESTION.

How far could the historian make use of sources 1 and 2 together to investigate the impact of apartheid legislation? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

Differences	Due to Provenance	Due to Content

Source 1: Extracts from the Population Registration Act 1950

... 'white person' means a person who in appearance obviously is, or is generally accepted as a white person, but does not include a person who, although in appearance obviously a white person, is generally accepted as a coloured person...

5. (1) Every person whose name is on the register shall be classified by the Director as a white person or a native, as the case may be, and every coloured person and every native whose name is so included shall be classified by the Director according to the ethnic or other group to which he belongs...

11. (1) Any person who considers himself aggrieved by his classification by the Director in terms of section five, and any person who has any objection to the classification of any other person in terms of the said section, may at any time object in writing to the Director against that classification...

(3) Every objection received by the director in terms of sub-section (2) shall be referred by him for decision to a board of not less than three persons, including the chairman, constituted for the purpose by the Minister, and presided over by a person, appointed by the Minister, who is or has been a judge of the Supreme Court of South Africa, or a magistrate. Provided that no objection which related to the classification of a person other than the objector shall be so referred for decision unless the objector has paid the deposit referred to in sub-section (4).

Source 2: Extract from 'Not Even invited to the party', an essay written in 1983 by Archbishop Desmond Tutu, from a compilation of his writings. Tutu is an influential and well-respected anti-apartheid campaigner.

Apartheid is upheld by a phalanx of ubiquitous laws, such as the Population Registration Act, which decrees that all South Africans must be classified ethnically and duly registered according to these race categories. Many times, in the same family one child has been classified white whilst another with a slightly darker hue has been classified Coloured, with all the horrible consequences for the latter of being shut out from membership of a greatly privileged caste. There have been several child suicides. This is too high a price to pay for racial purity, for it is doubtful whether any end, however how desirable, can justify such a means. There are laws such as the Prohibition of Mixed Marriages Act which regard marriages between a white and a person of another race as illegal. Race becomes an impediment to a valid marriage.

‘The Bantu Education Act 1953 was to prepare black Africans for unskilled jobs and a life of subservice’

pp. 296-300

1. South Africa in the apartheid era was filled with signs proclaiming spatial separation by race

5. Education became an important issue for the apartheid lawmakers.

2. A central element in Afrikaner nationalist policy was the focus on reducing African migration to cities

6. The Bantu education Act of 1953 was passed to

3. Despite their racial thinking , the government recognised the need for a relatively stable urban workforce in industries and service

7. The Bantu Education Act greatly increased educational opportunities

4. The pass laws were ferociously policed and these measures were deeply resented by African people.

8. Before the 1950s black students had been able to attend university



<p>9. The Afrikaner nationalists benefitted hugely from global growth in the first two decades of power.</p>	<p>13. In response officials developed a programme of 'betterment'</p>
<p>10. The Tomlinson Commission believed that the Bantustans could be transformed by</p>	<p>14. There were problems and contradictions in the Bantustan policy</p>
<p>11. Verwoerd rejected these key recommendations</p>	<p>15. The National Party allowed some opposition, however, it used force to suppress various protests.</p>
<p>12. Investment in the homelands was well under the amount recommended by Tomlinson</p>	<p>16. The trial brought leaders of the Congress movement together in a special court room in Pretoria</p>



Eliminate irrelevance

Below are a sample AS exam Q and a paragraph written in answer. Read the paragraph and identify parts of the paragraph that are not directly relevant to the question. Draw a line through the information that is irrelevant and justify your deletions by the side.

'How accurate is it to say that the government passed wide-ranging acts of suppression during the 1950s?'

It would be very accurate to say that the government passed wide-ranging acts of suppression during the 1950s. The intention was to outlaw anti-apartheid movements. They did this primarily through the Suppression of Communism Act 1950. the regimes hoped to equate anti-apartheid activity with communism, which was seen as a threat to the west during the Cold War. The Cold War meant war without fighting, in which the USSR and West were using international issues to engender one-upmanship on each other such as the Berlin Blockade and Airlift of 1948-49. by being tough on communism, South Africa hoped to prove itself as a reliable ally with the West. However, the Act defined communism as any threat to political, economic or social order - in other words a very wide definition. Other measures reinforced suppression - such as the Censorship Acts in 1955 and 1956 to prevent critical material being imported into South Africa and the Riotous Assemblies Act to prevent any meetings which it was felt might engender hostility between the races, and preventing any 'banned' persons from addressing public meetings.

'The measures taken to suppress anti-apartheid activity in the 1950s were highly effective because they were so wide-ranging'. How far do you agree with this statement?

Place each of the following on the spectrum of importance – in line with addressing the above question.

Once you have done this explain the reasoning behind your choice.



- Measures taken to equate anti-apartheid activity with communism
- Banning orders
- Bans on meeting
- Vagueness of the wording of measures
- Wide-ranging types of measures
- Censorship to limit media coverage and importation of foreign literature
- The length of time of the Treason Trial and its impact on the defendants

Least important

Most important

Identify an argument

Below are a series of definitions, a sample exam question and two sample conclusions.

One of the conclusions achieves a high mark because it contains an argument. The other achieves a lower mark because it contains only description and assertion. Identify which is which.

- **Description:** a detailed account
- **Assertion:** a statement of fact or an opinion which is not supported by a reason
- **Reason:** a statement which explains or justifies something
- **Argument:** an assertion justified with a reason



‘To what extent was the 1951 Bantu Authorities Act and 1959 Bantu Self-Government Act an attempt to give black Africans their own independent self-governing states?’

Student 1:

The 1951 Bantu Authorities Act and 1959 Bantu Self-Government Act were not really intended to give black Africans their own self-governing states. The 1951 Bantu Authorities Act said black Africans could only live permanently in their tribal reserves. Their leaders could be deposed by the South African government if they proved uncooperative. The 1959 Bantu Self-Government Act set up eight Bantustans, or homelands, from these reserves. However, many black Africans still lived and worked in white South Africa. The Bantustans themselves were poor and never able to become self-sufficient.

Student 2:

The primary purpose of the two Acts was never really intended as giving black Africans their own independent self-governing states. They were more an answer to conflict between the continuing need for a black African supply of cheap labour but unacceptability of allowing them to live permanently as citizens of South Africa. The Tomlinson Report of 1956 acknowledged that the homelands could never support more than two-thirds of their population and would need considerable investment to improve agriculture. Indeed it also recommended factories move just outside the borders of homelands so residents could commute across the border to work in them. The government was loath to accept these recommendations. Critics suggest the real purpose of the homelands was a repository of cheap labour. They were not for example really independent; not only were they not going to be self-sufficient, but their leaders, appointed by South African government, could be removed if they were uncooperative. This all suggests South Africa was effectively to remain very much in control of them.

Use pages 301-307 to complete

Before 1948

Revival

Youth League

The African National Congress (ANC)



Links with other organisations

Defiance Campaign

East London



Use pages 301-307 to complete

Rural

Sekhukhuneland

The African National Congress (ANC)



Women

The Freedom Charter



How far could the historian make use of Sources 1 and 2 together to investigate how far the Freedom Charter offered a solution to the injustice of life under apartheid?

Claim	Evidence from the sources to support
1. Black South Africans were treated unfairly	
2. The government was not based on the will of all the people in South Africa	
3. The Freedom Charter offered a blueprint for the future	

Source 1: From Nelson Mandela's 'Spectre of Belsen and Buchenwald': Life Under Apartheid (1955)

Pernicious Face of Apartheid

The breaking up of the African homes and families and the forcible separation of children from mothers, the harsh treatment meted out to African prisoners, and the forcible detention of Africans in farm colonies for spurious statutory offences are a few examples of the actual workings of the hideous and pernicious doctrines of racial equality. To these can be added scores of thousands of foul misdeeds committed against the people by the government: the denial to the non-European people of the elementary rights of free citizenship; the expropriation of the people from their lands and homes to assuage the insatiable appetites of European land barons and industrialist; the flogging and calculated murder of African labourers by European farmers in the countryside for being 'cheeky to the baas'; the vicious manner in which African workers are beaten up by the police and flung into gaols when they down tools to win their demands; the fostering of contempt and hatred for non-Europeans. The fanning of racial prejudices between non-whites, between the various non-white groups; the splitting of Africans into hostile tribal units; the instigation of one group or tribe against another; the banning of active workers from the people's organisations, and their confinement into certain areas...

...the people's organisations have embarked on a broad programme of mutual co-operation and closer-relations. The Freedom Charter recently adopted by people of all races from all walks of life now forms the ground-plan for future action.

Source 2: Extract from the Freedom Charter. The Freedom Charter was produced by representatives of many anti-apartheid groups in 1956 and offered a blueprint for a post-apartheid South Africa.

We the people of South Africa declare for all our country and the world to know:

- The South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the people.
- That our people have been robbed of their birthright to land, liberty and peace by a form of government founded on injustice and inequality.
- That our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities.
- The only democratic state, based on the will of all people, can secure to all their birthright without distinction of colour, race, sex or belief.
- And therefore, we, the people of South Africa, black and white together – equals, countrymen and brothers – adopt this Freedom Charter. And we pledge ourselves to strive together, sparing neither strength nor courage, until the democratic changes here set out have been won.

Use pages 307-308 to complete



The Pan-Africanist Congress (PAC)

