

**Apartheid
Coursework
Assignments**

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer, 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Apartheid

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- South African society after the Second World War.
- Political beliefs of the National Party.
- Making the apartheid state, 1948-1958.
- Apartheid in action in the 1950s, 1960s and 1970s.

Introduction

In 1948 the National Party in South Africa won a general election victory for the first time. This meant that from 1948 onwards, South Africa was to be governed by the Boers; these were the descendants of the original Dutch settlers of the Cape. Many of them had resented their treatment by the British since the end of the Second Boer War in 1902 and had created a legend around the stories of the Great Trek and the Voortrekkers. In 1938 the Voortrekker monument had been built on the site of the battle of Blood River fought in 1838.

In the years leading up to 1948, many whites in South Africa had suffered poverty and blamed the pro-British government of the United Party led by Jan Smuts. The National Party, founded by General Hertzog in 1914, was solely for Afrikaners, as the Boers called themselves. Many Afrikaners had opposed South African support for Britain during the First and Second World Wars and Hertzog had resigned as Prime Minister in 1939, rather than take part in the war effort.

During the Second World War more than half a million black Africans had moved to the towns and cities in South Africa to find work in the war effort. Many Afrikaners believed these Africans posed a great threat to them. One such Afrikaner was Dr Daniel Malan, who believed in a South Africa governed by the Boers. It was Malan who became Prime Minister after the 1948 election.

Why was Malan so committed to Apartheid? How did the policy affect the lives of black and white Africans in South Africa? These are some of the questions which you will be asked to consider as you tackle this assignment.

SOURCE A : from a leaflet issued by the National Party during the 1948 general election campaign in South Africa.

The choice before us is between two different routes; integration, which would in the long run amount to national suicide by the Whites, or Apartheid, which will safeguard the future of every race. The fundamental guiding principle of National Party policy is the preservation and safeguarding of the White race. Churches and missions which oppose the policy of apartheid will not be tolerated. Schools and social services for blacks should be situated in the reserves, instead of the present practice of providing them in urban areas. Blacks in urban areas should be regarded as migrants not entitled to political or social rights. We intend to repatriate as many Indians as possible. Our country will not tolerate subversive propaganda among non-whites against the Whites.

SOURCE B: from an article published in the British newspaper ‘Manchester Guardian’ on 25 May 1948; this was written by Rose Jordan, an English woman who lived in Cape Town. ‘Manchester Guardian’ was a serious newspaper which supported liberal views.

Dr Malan has coined a new election slogan - ‘Apartheid’, which represents his declared policy of compulsorily segregating the coloured and native population from the Europeans. The scheme is getting him into difficulties. The United Party points to the absolute necessity of employing native and coloured labour in the factories. It is economically out of the question to move the non-Europeans to distant districts.

SOURCE C : the results for the two main parties in the 1948 general election in South Africa

	Number of votes	Percentage of votes	Number of MPs
The National Party	443,278	41.2	79
The United Party	547,437	50.9	71

SOURCE D: part of a poem entitled, 'Dr Verwoerd, Minister for Native Affairs', published in the early 1960s in the Department of Native Affairs' magazine 'Bantu'. This magazine was distributed free to all schools.

Dr Verwoerd, thou art with us! Glory unto thee our redeemer,
Praises be unto Dr Verwoerd, the defender of the Bantu,
He that helped the chiefs by giving them good laws,
He that gave our schools proper education,
Because he knew what we needed and we could not manage.

SOURCE E: from the book 'Let My People Go', written by Albert Lutuli, a Zulu Chief and President of the African National Campaign in 1962.

To us the Bantustan (tribal reserves) means the home of disease and miserable poverty, the place where we shall be swept into heaps in order to rot, the dumping ground of 'undesirable elements', criminals and delinquents. They are the places where old and sick people are sent when the cities have taken what they had to offer.

Our home is in the white man's garbage can. The land which we have been allocated is sometimes just stones; the people are shabbily clad, animals are feeble and bony.

SOURCE F: from a speech made in the South African Parliament by Dr Hendrik Verwoerd, the Minister for Native Affairs from 1950 to 1958; he was speaking about the Bantu Education Act.

Teaching the Bantu in English or Afrikaans would only make Bantus think they had a place among the civilised in South Africa.

The school must equip a black pupil to meet the demands which South Africa will impose upon him. There is no place for the Bantu in the European community above the levels of certain forms of labour. What is the use of teaching a Bantu child mathematics when it cannot use it in practice? That is absurd.

SOURCE G: annual average spending on school pupils in South Africa in 1953 in pounds per head. These figures were published by the South African Government.

White	£63.92
Coloured and Asians	£20.91
Blacks	£8.99

SOURCE H: from a government circular issued in 1967.

The Bantu who have to be resettled in the homelands are:

- i) The aged, the unfit, widows, women with dependent children and families who do not qualify for accommodation in European urban areas;
- ii) Bantu on European farms who become superfluous as a result of age or disability, or Bantu squatters from mission stations and black spots which are being cleared up;
- iii) Doctors, attorneys, agents, traders, industrialists who are not regarded as essential to the European labour market.

SOURCE I: information contained in all pass books in use in the 1960s. Pass books had to be carried by all black Africans aged over 16 living outside a Bantustan.

Residential address, labour bureau where registered, official permit to remain in, or go to, a specific area; lists of offences against the Pass Laws;

Employer's name and address and signature for each week;

Tax receipts,

Concessions, exemptions and privileges;

Driver's licence,

Weapons licence

Identity document with name, sex, ethnic classification, photograph and pass number and fingerprints.

SOURCE J: a photograph showing British campaigners against Barclays Bank's investment in South Africa, 1976.



SOURCE K: from a textbook, 'South Africa 1948-1994' by a British historian, written in 1996.

Apartheid could never work and was harmful to South Africa.

Assignment One: Objective 1

1. Describe the treatment of black South Africans in the 1930s and 1940s. **(15)**

2. In what ways were the lives of Africans changed by the policy of Apartheid in the 1950s, 1960s and 1970s? **(20)**

3. Why did opposition to Apartheid grow during the 1950s, 1960s and 1970s in South Africa? **(15)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

- (a) Study Source A.

What can you learn from Source A about the National Party's policy of Apartheid?

(6)

- (b) Study Sources A, B and C and use your own knowledge.

Use the sources and your own knowledge to explain why Apartheid was opposed by many people in South Africa and Britain.

(10)

- (c) Study Sources D, E, F and H.

Does the evidence of Sources D, F and H support the view of Bantustans given in Source E?

(10)

- (d) Study Sources D, G and I.

How useful are these sources in helping you to understand the effects that Apartheid had upon South Africans?

(10)

- (e) Study all of the sources and use your own knowledge.

Does the history of South Africa in the 1950s, 1960s and 1970s support the view in Source K that Apartheid was unworkable and harmful to South Africa.

(14)

(Total: 50 marks)

Coursework Assignments Mark Scheme

Apartheid

Assignment One: Objective 1

1. *Describe the treatment of black Africans in South Africa in the 1930s and 1940s.* (15)

Target: Key Features/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. Africans were second class, they had got some improvement during the war, they had gained new jobs etc. (1-5)

Level 2: Developed statements supported by relevant knowledge listing features, e.g. details of the traditional role of Africans, new educated middle class; impact of war etc. (6-10)

Level 3: Developed exposition supported by appropriately selected knowledge making links between features, e.g. the experience of war, the Charter of the UN, the Atlantic Charter seemed to guarantee improved rights etc. (10-15)

2. *In what ways were the lives of Africans changed by the policy of Apartheid in the 1950s, 1960s and 1970s?* (20)

Target: Change/recall of knowledge

Level 1: Simple statements supported by some knowledge, eg. poor education, housing, employment, forced to live in Bantustans, the Pass Laws etc. (1-5)

Level 2: Developed statements supported by relevant knowledge listing events/factors, e.g. details of the disadvantages faced by Africans, nature and extent of

- education, employment, life in the Bantustans, treatment by the police etc. (6-10)
- Level 3:** Developed explanation supported by appropriately selected knowledge making links between factors, e.g. the Afrikaners were trying to suppress African nationalism by denying them proper education; only Africans who were needed by the whites were allowed to live in European areas; pass book etc (11-15)
- Level 4:** Sustained argument supported by precisely selected knowledge, e.g. fundamental aims of 'separate development', that life under Apartheid deteriorated for most Africans from 1950 to 1970 as the amount of money spent on law and order increased and the amount spent on Africans decreased etc. (16-20)
3. *Why did opposition to Apartheid grow during the 1950s, 1960s & 1970s in South Africa?* (15)
- Target: Causation/recall of knowledge**
- Level 1:** Simple statements supported by some knowledge, e.g. because of people like Lutuli, Sisulu, Mandela, as people gradually realised what it was going to be like, as treatment grew worse (examples) etc. (1-5)
- Level 2:** Developed statements supported by relevant knowledge listing events/factors, e.g. details of the treatment of Africans in the 1950s - Bantu Education Act, Bantustans - and details of the activities of individuals and the ANC and PAC etc. (6-10)
- Level 3:** Developed exposition supported by appropriately selected knowledge making links between factors, e.g. the South African government pursued a more and more extreme policy in the 1950s - Bantu Education Act, the Bantustans - this attracted more support to the ANC, even among white South Africans; there was increased support from overseas. Also role of Mandela and new ANC leadership; PAC outflanking ANC on the left. (11-15)

Coursework Assignments Mark Scheme

Apartheid

Assignment Two: Objectives 2 and 3

1. *Study Source A.*

What can you learn from Source A about the National Party's policy of Apartheid? (6)

Target: Comprehension of a source

Level 1: Simple statements using the source as information, e.g. it was intended to segregate black and white, or safeguard the white race. (1-3)

Level 2: Developed statements making inferences from the source, e.g. blacks would be restricted, the state would intervene to preserve the supremacy of whites etc. (4-6)

2. *Study Sources A, B and C and use your own knowledge.*

Use the sources and your own knowledge to explain why many people in South Africa and Britain opposed Apartheid. (10)

Target: Analysis of sources /recall of knowledge

Level 1: Simple statements using the sources as information supported by some knowledge, e.g. it was unfair on blacks, it would not work, etc (1-3)

Level 2: Developed statements making inferences from the sources individually supported by relevant knowledge, e.g. describes the treatment of blacks, National Party a 'minority', will be a disaster for the economy etc. (4-6)

Level 3: Developed explanation using all three sources together supported by selected knowledge, e.g. explains the implications for blacks and why Apartheid was opposed in Britain etc. (7-10)

3. Study Sources D, E, F and H.

Does the evidence of Sources D, F and H support the view of Bantustans given in Source E? Explain your answer (10)

Target: Cross referencing to reach a conclusion

Level 1: Simple statements matchings details of content from either D, F or H with content of E, eg. agrees the aged and unfit are resettled. (1-3)

Level 2: Developed statements making inferences about tone OR explicitly using E and H or E and D, eg. E says 'our home is the white man's garbage can' and shows that content of H supports this. (4-6)

Level 3: Developed explanation using all three sources to consider extent of support, eg. sees the limitations of the education outlined in F; E refers to 'dumping ground of undesirable elements, H & F suggest different ideas. (7-10)

4. *Study Sources D, G and I.*

How useful are these sources in helping you to understand the effects that Apartheid had upon South Africans? (10)

Target: Evaluation of utility of sources.

Level 1: Simple statements about value based on content or nature of sources, eg. Source G useful because shows big differences in spending. (1-3)

Level 2: Developed statements about usefulness drawing some inferences about reliability of sources, eg. D not useful because it is propaganda, G useful because government figures showing differences in spending. (4-6)

Level 3: Developed analysis of reliability of sources showing strengths and weaknesses in considering usefulness, eg. in considering Source D notes evidence of development of schools but questions 'rosy' view of education in government sponsored magazine. (7-10)

5. *Study all the Sources and use your own knowledge.*

Does the history of South Africa in the 1950s, 1960s and 1970s support the view in Source K that Apartheid was unworkable and harmful to South Africa? (14)

Target: Analysis of interpretation of events; recall of knowledge

Level 1: Simple statement offering points in support of choice, using sources or own knowledge, e.g. yes, harmful because blacks unequally treated. (1-3)

Level 2: Developed statements offering points in support of judgement, using sources and supported by relevant knowledge, eg. yes, South Africa harmed by violent protests and boycotts. (4-6)

Level 3: Developed explanation giving a judgement about the view making confident use of the sources and supported by appropriately selected knowledge, eg. unworkable because of conditions in the homelands and inferior education and harmful effects of increasingly violent protests. (7-9)

Level 4: Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which critically evaluates the accuracy of the interpretation, eg. assesses the extent of harm to South Africa by anti-Apartheid movements, economic boycotts and internal protest and division, and assesses unworkability on this basis. **(10–14)**