Surname

Other Names

WJEC CBAC

GCSE

4276/01

HISTORY UNIT 1/UNIT 2: Changes in South Africa, 1948-1994

P.M. MONDAY, 2 June 2014

1 hour 15 minutes

For Exa	aminer's us	e only
Question	Maximum Mark	Mark Awarded
1.	25	
2.	15	
3.	10	
SPaG	3	
Total	53	

Centre

Number

Candidate

Number

0

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer ALL the questions on the examination paper.

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are question 1(*e*) and question 3.

In addition, your ability to spell, punctuate and use grammar accurately will be assessed in your answer to question 3.

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Answer all questions.

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QUESTION 1

This question is an enquiry into the creation of the apartheid state and its key features. [25]

Study the sources below and then answer the questions which follow each source.

Source A



[A photograph of a black township in the 1950s]

(a) What does Source A show you about conditions in black townships in the 1950s? [2]

Source B

In the 1950s black children had a different curriculum from white children. They were taught about white superiority and how they belonged to different ethnic groups. They were just taught the basics needed to get an unskilled job in the homelands.

[From a GCSE textbook]

(b) Use Source B and your own knowledge to explain why the education of black South African children was different to that of white children in the 1950s. [4]

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Source C

Integration of the races is unworkable. Apartheid will allow all races to develop along their own lines but it must be our aim to protect the white character of our cities and to ensure the safety of individuals and property. The task of ensuring the well-being of all citizens can only be achieved by preserving the white race.

[From an official statement following the 1948 election made by Dr. Malan, Prime Minister of the National Government]

(c) How far does Source C support the view that apartheid was introduced to maintain white supremacy in South Africa? [5]

Source D



5

[A cartoon from 1966 showing separate facilities for blacks and whites. It was drawn by Abe Berry, a critic of apartheid, who worked for *The Star* newspaper in Johannesburg]

How useful is Source D to an historian studying the apartheid system in South Africa? *[Explain your answer using the source and your own knowledge]* (d) [6]

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(4076.04)	Turn over

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These two sources have different views about the reasons for creating the self-governing Bantustans.

Source E

The policy of separate development is designed for the well-being and stability of the Bantu people. There will be limitless opportunities for the Bantu people and each homeland will have its own identity with its own flag and national anthem. The Bantustans will look forward to selfgovernment and eventually independence.

[M. C. Botha, the National Party Government Minister for Bantu Affairs, in a speech in the early 1960s]

Source F

The key to Verwoerd's vision of an all-white South Africa was his policy for the black homelands. The South African government planned to spend money to improve farming and establish industries in the Bantustans. After a time, these black homelands would be able to support all black South Africans who would then be excluded from white South Africa. Whites would then be the largest single racial group in South Africa – a majority at last!

[Christopher Culpin, an historian writing in a school textbook, *South Africa since 1948* (2000)]

 (e) Why do Sources E and F have different views about the reasons for creating the selfgoverning Bantustans?
[8]

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

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END OF QUESTION 1

	QUESTION 2		Examiner only
This	s question is about opposition to apartheid.	[15]	
	(a) Describe the role of women in the campaign against apartheid.	[4]	
		••••••	

(b)	Explain why the Sharpeville massacre happened in 1960. [5]	Examiner only
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(C)	Why was international pressure important in the campaign against apartheid?	[6]
	END OF QUESTION 2	

11		
QUESTION 3	Examiner only	
This question is about the ending of apartheid in the mid 1990s.[10 + 3]		
Was the growth of violence in the townships in the 1980s the main reason why apartheid came to an end in South Africa?		
In your answer you should:		
- discuss the growth of violence in the townships in the 1980s; - discuss other reasons for the ending of apartheid.		
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]		
marks for spenning, punctuation and the accurate use of grammar are anotated to this question. [5]		

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	[]
END OF QUESTION 3	
	10
END OF PAPER	

SPaG 3