

APARTHEID COURSEWORK ASSIGNMENTS

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.

Where a question does not mention a particular source, candidates may refer to any of the sources which they consider to be appropriate, or use their own knowledge.

Assignment 1: Assessment Objective 1

1. Describe the effects of apartheid on black South Africans. (12)
2. Why did apartheid come to an end in the 1990s? (18)

Assignment 2: Assessment Objectives 2 and 3

1. What can you learn from Source A about the aims of apartheid? (3)
2. Use Source E and your own knowledge to help you describe the effects of tribal homelands on black South Africans. (6)
3. Use Sources F and G and your own knowledge to explain how the education policies of the South African government tried to restrict black South Africans. (9)
4. Source H suggests that homelands were simply a way of removing black South Africans from white areas. Do you agree that this was the case? (12)

Markscheme

Assignment 1: Assessment Objective 1

1. Target: Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. separation, bad treatment, lists of laws etc.

(1-4)

Level 2: Developed statements supported by relevant knowledge, e.g. details of the laws etc.

(5-8)

Level 3: Developed exposition supported by selected knowledge showing understanding of a range of effects, e.g. lack of education, poverty, low life expectancy, employment prospects etc.

(9-12)

2. Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. pressure from outside, it was not working de Klerk, Mandela etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of outside and inside pressure and the roles of de Klerk, Mandela and others etc.

(6-10)

Level 3: Developed explanation supported by selected knowledge showing understanding of interrelationship of factors and making links between them, e.g. internal pressure meant that SA became ungovernable, the economy faltered, outside pressure forced down the Rand, starved the economy of investment and exports etc.

(11-15)

Level 4: Sustained argument supported by precisely selected knowledge assessing importance of factors, e.g. cost of maintaining apartheid eventually made it impracticable and the reasonableness and skill of Mandela outwitted de Klerk etc.

(16-18)

Assignment 2: Assessment Objectives 2 and 3

1. Target: Comprehension of a source

Level 1: Points taken at face value from the source, e.g. separation, blacks and whites kept apart, list of examples etc.

(1-2)

Level 2: Inferences made, e.g. an attempt to maintain white supremacy by removing black South Africans etc.

(3)

2. Target: Comprehension of source/recall of knowledge

Level 1: Simple statements using the source at face value supported by some own knowledge, e.g. they were dirty and run down, they housed the old and the sick etc.

(1-2)

Level 2: Developed statements making inferences from the source supported by relevant knowledge, e.g. they were dumping grounds for people that the whites did not want, they were very poor and had few resources etc.

(3-4)

Level 3: Developed explanation supported by selected knowledge, e.g. they were dressed up as separate states but in effect were part of the attempt to keep blacks and whites separate, when blacks were no longer needed they were shipped to the homelands etc.

(5-6)

3. Target: Comprehension of sources/recall of knowledge

Level 1: Simple statements taking the sources at face value supported by some own knowledge, e.g. their education was very poor, they were not taught English etc.

(1-3)

Level 2: Developed statements making inferences from the sources supported by relevant knowledge, e.g. details of education, only aimed at a basic level, taught to respect whites etc.

(4-6)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. shows understanding of the range, aimed at preventing blacks improving themselves, designed to maintain a supply of cheap menial labour etc.

(7-9)

4. Target: Evaluation of an interpretation/recall of knowledge

Level 1: Simple statements using the sources at face value, supported by some own knowledge, e.g. yes because that's what happened in the Sources etc.

(1-3)

Level 2: Developed statements making inferences from the sources supported by relevant own knowledge, e.g. yes, details of the policy etc.

(4-6)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. can make a judgement. Yes, because whites were a minority and did not want majority rule, they wanted a supply of labour but did not want black South Africans living near them No, because apartheid was more subtle than that, most black South Africans lived in townships etc.

(7-9)

Level 4: Sustained argument using the sources supported by precisely selected knowledge, e.g. reaches a balanced judgement, yes because although the SA government tried to claim that homelands were self-governing, in fact they had little influence and depended on the SA government, they only contained the parts of SA that the whites did not want etc.

(10-12)