



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

**Unit 2 WHI02**

**Breadth Study with Source Evaluation**

Topic Guide

**Option 1D: South Africa, 1948-2014**

# Introduction

## Unit 2 – Breadth Study with Source Evaluation

This topic booklet has been written to support teachers delivering **Option 1D South Africa, 1948 – 2014 From Apartheid state to the Death of Mandela** of the 2015 International Advanced Level History [specification](#).

This Guide includes some additional content guidance; a scheme of work and a list of suggested resources for students and for teachers.

All the options are focused on breadth requiring a broad knowledge and understanding of an extended timescale. This explains the organisation of the specification into four key topic areas of study, each of which has a theme running through the whole timescale. This is in contrast to Units 1 and 3 where the key topics are separated by a different chronology.

Within each key topic, two areas of nominated study are marked in bold italics. The sources for the two questions in Section A will be derived from these nominated areas.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the ***Getting Started*** guide available on the IAL History web page [here](#).

Question papers and mark schemes with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

Principal Examiner Reports for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

## **Option 1D: South Africa, 1948-2014**

### **Overview**

The option is divided into four key topics defined by a theme across the chronology. Although they are defined separately, students should be aware of linkages between them. For example, Key Topic 1 is focussed on the political developments within South Africa, but crucial changes were often brought about by external factors and pressure from foreign powers, the subject of Key Topic 4. The opposition to apartheid, the subject of much of KT2, was influenced by KT4. Likewise, economic developments, the subject of Key Topic 3 were heavily influenced at various times by foreign powers.

Students must have a sufficient grasp of content detail within the delimited key topics to be able to answer questions that target knowledge and understanding of the themes in breadth (AO1), requiring comparisons, contrasts and appreciation of significance, causation and change. In addition, students must develop a sufficient sense of period to contextualise and analyse and evaluate sources rooted in the nominated topic areas shown in bold italics (AO2).

Like many other areas of historical study, this option does require a sound grasp of historical geography to enable students to make sense of the complex events and the roles of individuals. An appreciation of the sheer size of South Africa and the importance of its different regions is desirable.

### **Key Topic 1. Governing South Africa c1948-2014**

Students need a grasp of the political system and social situation in South Africa in the early years after the war. They should be aware of the racial divisions and key divisions in the population, for example English speaking whites dominating commerce and the professions and on average twice as wealthy as the Afrikaner- speaking whites who dominated agriculture.

In addition, the large non-white population was divided between Indians, Coloureds and the largest group, Africans. Geographical divisions should be appreciated. For example, that it was an increasingly urban society as far as the whites were concerned but 24% of Africans now lived in towns and cities. Segregation existed, and the pass laws sought to control racial mixing. Students should understand the political situation in 1948, for example that South Africa was ruled by the United Party of Churchill's friend Smuts, who had brought the country into the war on Britain's side and that this had been resented by many Afrikaners who were represented by the National Party under Malan.

Students need to be aware of the growing fears in the Afrikaner community and the reasons for Malan's victory in 1948. Students should study the introduction and enforcement of Apartheid and appreciate the nature of change compared with the segregation that had existed hitherto. They should understand the key role of Verwoerd, (Minister for native affairs from 1950 and Prime Minister from 1958-66) in this and the creation of a Republic.

The long rule of the National Party from 1948 to 1994 will clearly be central to much of this topic with an understanding of the roles of the three leaders after Verwoerd. Students should appreciate the ways in which the National Governments tried to shape South Africa and the increasing degree of repression they deemed necessary in response to African and white liberal opposition (KT2). Students should appreciate the increased powers to repress taken by the government from 1950, adding to the already substantial coercive apparatus. They should be aware of the reasons why the government of PW Botha began to make concessions, for example the roles of opposition, economic pressures (KT3) and pressure from abroad (KT4), and appreciate the long and difficult process of relaxing Apartheid in the years 1985-94.

Finally, students should understand the nature of the new republic and its government and the problems confronting post-Apartheid South Africa. They should assess how Mandela and Mbeki and Zuma tried to tackle these problems. The dominant role of the ANC in government should be appreciated with the potential problems this created and extent of the problems of corruption. Clearly itemised is the central importance of Desmond Tutu and the Truth and Reconciliation Commission. Its significance should be recognised.

## **Key Topic 2 Opposing the government of South Africa c1948-201**

Students need to appreciate the different phases of opposition and the different individuals and organisations involved. Clearly the ANC is central to this and in particular the election in 1949 of the three youth activists to the national executive, Oliver Tambo, Walter Sisulu and Nelson Mandela. The contribution of the specified organisations to the campaigns of the 1950s should be studied and also the divisions leading Robert Sobukwe to found the Pan Africanist Congress in 1959. The role of white opponents of the Nationalists should be addressed and, in addition to the designated Helen Suzman, could include the impact of writers such as Alan Paton and Nadine Gordimer who had considerable influence in shaping opinion outside South Africa (KT4)

Students should be aware that lack of success in the 1950s and the imprisonment of Mandela ushered in a period of more violent struggle and violent repression dealt with in (KT1). Here students should appreciate the significance of the specified events and developments including the influence of Steve Biko and of strikes organised by African Trade Unions. They should try to understand why repression was increasingly ineffective compared with the 1950s despite a massive expenditure on it by the South African authorities. The increasing effectiveness of protest and resistance in the late 1970s and 1980s is a nominated area of study.

Finally, students should address the opposition the ANC governments faced after the settlement of 1994. They should be aware of the reasons for and nature of opposition from the specified groups and individuals and appreciate that it came not only from those Nationalists who viewed the settlement as capitulation, such as Terreblanche, but also from those African activists who felt betrayed by the ANC leadership and the continued domination of the economy by whites.

### **Key Topic 3. Economy and Society c1948-2014**

Students should be aware of the basic social and economic trends in South Africa. There was a dramatic increase in population and they should appreciate the significance of the relative growth in the African population in the growing challenge to apartheid. The white proportion was to fall from a peak of 21% (pre-war) to 9.6% in 2013. In 1977, for the first time, there was a net white emigration. Students should appreciate that urbanisation continued throughout the period and, despite the pass laws and the Black homelands policy, the numbers of urbanised Africans steadily increased. A study of the significance and development of the 'homelands'/'Bantustans' is also required. Students should appreciate the links between differing social conditions and the strength of opposition (KT2), for example in 1978 the government spent ten times as much per capita on white students as on African students and African school classes were twice as large as white ones.

Students should appreciate changes in the economy, for example that industry was growing with gold and coal mining predominant in 1948 and over the next thirty years there was considerable economic growth with output increasing by a factor of 4 between 1950 and 1979. The significance of imports and investment should be appreciated also as a factor influencing the undermining of apartheid (KTs 1 and 2) as boycotts and sanctions (KT4) affected the South African economy. Changes in living standards over the period should be appreciated, for example, that White South Africans gained the most in terms of rising living standards, particularly Afrikaners whose living standards rose from 47% of English speaking whites in 1948 to 71% in 1976. They benefitted from generous subsidies to their farms and a massive increase in bureaucratic jobs, most of which they filled. Labour shortages and strikes by Black workers produced some improvements in living standards for black workers in the 1970s.

Healthcare provision varied enormously between the different communities under apartheid and students should be aware of this and of the attempts to improve healthcare after 1994. A study of the significance of AIDS is required. Students should be aware, for example, that AIDS became a serious problem in the period of post-Apartheid South Africa with 3.6 million HIV positive in 1999 and increasing at the rate of half a million a year. Half a million died of the condition in 2007 and life expectancy fell. Students should also be aware of the extent to which crime remained a problem for all groups both under Apartheid and afterwards.

## **Key Topic 4 Relations with the outside world c1948-2014**

Influencing all the other Key Topics was South Africa's relations with the outside world. Students should appreciate that initially the dominant influence was Britain, to whom South Africa was tied by constitutional bonds as well as extensive investment by British business. Even as late as 1978 40% of the investment in South Africa was British compared to 20% by the USA. However, by the 1970s links with Britain had weakened. South Africa became a Republic in 1961 and left the Commonwealth. The USA replaced Britain as South Africa's main trading partner and Britain had abandoned its former naval base in Cape Province. Students should be aware of the importance of links with Britain initially and the reasons for their decline.

Students should appreciate the pressures created by foreign relations, for example, in the 1970s and 80s foreign relations became an increasing problem for the Nationalist regime. The Portuguese Colonies on its borders became independent and there was a growing fear of Communist take-over. South Africa spent extensively on its army and by 1978 21% of the budget went on defence ((5.1% of GNP). There were interventions into neighbouring states and South Africa seemed increasingly beleaguered especially after Southern Rhodesia became Zimbabwe under Robert Mugabe in 1980. Students should be aware of the extent to which the isolation of South Africa from the wider western world, culminating in sports boycotts and sanctions even from the USA in the late 1980s, added to the pressure for reform. The impact of sanctions and boycotts is a nominated area of study.

Students should appreciate that, once the collapse of apartheid came about, Nelson Mandela achieved iconic status throughout the world. They should understand the significance of Mandela and his successors for South Africa's role in African affairs, appreciating the changing extent to which South Africa's role has been seen as a leader of sub-Saharan Africa and considering how far under Jacob Zuma South Africa's standing in Southern Africa and the world has changed. Students should also be aware of China's role, for example as an increasingly important economic force in the new Rainbow Republic.

## Example Scheme of Work

The Scheme of Work included in this section is an **EXAMPLE** only and do not need to be followed, However, they may be useful to use when working through the specification for the first time.

<b>Week 1</b>	<b>Governing South Africa, c.1948–2014</b>	South Africa 1948–61
<p><b>Aim:</b> Students to understand the basis of the political system in South Africa.</p> <p><b>Topics covered:</b> The nature of the political system and the franchise; the significance of race, segregation and discrimination and the influence of competing traditions in the Afrikaner and British communities; reasons for, and impact of, the National Party victory in 1948, including the implementation of apartheid 1948–59 and the Afrikanerisation of state institutions.</p> <p><b>Suggested activities/resources:</b> SAM’s Question 1b – sources skills. This offers an opportunity in the class to start to introduce the requisite sources skills. W Beinart, <i>Twentieth Century South Africa</i> (OUP 2001). People’s Century, episode 20, Skin Deep (BBC/PBS television).</p> <p><b>Teaching points to note:</b> Reasons for, and impact of, the National Party victory in 1948, including the implementation of apartheid 1948–59 and the Afrikanerisation of state institutions is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
<b>Week 2</b>	<b>Governing South Africa, c.1948–2014</b>	South Africa 1948–61
<p><b>Aim:</b> Students to understand the role of individuals in the National Party and the development of the apartheid state.</p> <p><b>Topics covered:</b> The significance of Verwoerd and the creation of a republic; the roles of JP Vorster, PW Botha and FW de Klerk; the impact and extent of repressive laws from the suppression of Communism Act 1950 to the Internal Security Act 1976 and the working of the Pass Laws.</p> <p><b>Suggested activities/resources:</b> T Davenport and C Saunders, <i>South Africa: A Modern History</i> (Macmillan, 2000). Groups of students could be allocated a key individual to research and report back on to the whole class. It might be that this activity could encompass other key individuals as well in order to act as an introduction to the course for students.</p> <p><b>Teaching points to note:</b> The apartheid legislation was extensive and students will need to be guided through the key elements.</p>		

<b>Week 3</b>	<b>Governing South Africa, c.1948–2014</b>	The rule of the National Party 1961–94
<p><b>Aim:</b> Students to understand the further development of the National Party.</p> <p><b>Topics covered:</b> The significance of the police and defence forces and the courts; the significance of the long and difficult process of concession and negotiation 1985–94.</p> <p><b>Suggested activities/resources:</b> L Thompson &amp; L Berat, <i>A History of South Africa</i> (Yale University Press 2014).</p> <p><b>Teaching points to note:</b> Again, some complex issues for students to address here – working through the detail by creating timelines is likely to help students grasp the key issues.</p>		
<b>Week 4</b>	<b>Governing South Africa, c.1948–2014</b>	The new republic
<p><b>Aim:</b> Students to understand the impact of political change in 1994.</p> <p><b>Topics covered:</b> The significance of the elections of April 1994 and Nelson Mandela’s ascent to the presidency in May; the nature of the new constitution, including the provincial governments; the significance of the domination of the ANC.</p> <p><b>Suggested activities/resources:</b> R Ross, <i>A Concise History of South Africa</i> (Cambridge University Press 2009). The Film, <i>Invictus</i>.</p> <p><b>Teaching points to note:</b> It may be useful to extend the timeline begun previously in order to ensure that students have coverage across a longer period. This will also provide them with a useful revision tool.</p>		

<b>Week 5</b>	<b>Governing South Africa, c.1948–2014</b>	The new republic
<p><b>Aim:</b> Students to understand the process of reconciliation.</p> <p><b>Topics covered:</b> The importance of the courts; the significance of the Truth and Reconciliation Commission, including the role of Desmond Tutu; the roles of Thabo Mbeki and Jacob Zuma; the reasons for, and impact of, the problems of corruption.</p> <p><b>Suggested activities/resources:</b> Question 1a SAMs - sources skills. This is an opportunity to examine the slightly different focus of Question 1a to Question 1b. There is an online portal for the Truth and Reconciliation Commission that contains a lot of useful materials.</p> <p><b>Teaching points to note:</b> The significance of the Truth and Reconciliation Commission, including the role of Desmond Tutu is a nominated area of specification content which means that it can be examined through the use of source questions. It may be that this would be a useful point to introduce essay skills via an overarching question that deals with the work that has been studied over the previous five weeks on governing South Africa.</p>		
<b>Week 6</b>	<b>Opposing the government of South Africa, c.1948–2014</b>	The development of resistance to apartheid 1948–64
<p><b>Aim:</b> Students to understand the early stages of opposition to the apartheid regime.</p> <p><b>Topics covered:</b> The revival and significance of the ANC, including the election of Mandela and other young activists to the National Executive in 1949; the importance of trade unions, including COSATU.</p> <p><b>Suggested activities/resources:</b> Nelson Mandela, <i>Long Walk to Freedom</i>, (Abacus, 1995); also available as a film. P Walshe, <i>The Rise of African Nationalism in South Africa: the African National Congress 1912-1952</i> (University of California Press, 1971). T Lodge, <i>Black Politics in South Africa since 1945</i> (Longman 1983).</p> <p><b>Teaching points to note:</b> Ensure that students build up an understanding of the wide range of opposition groups. This might provide another opportunity for group research work and sharing of findings.</p>		

<b>Week 7</b>	<b>Opposing the government of South Africa, c.1948–2014</b>	The development of resistance to apartheid 1948–64
<p><b>Aim:</b> Students to understand the development of opposition to apartheid.</p> <p><b>Topics covered:</b> The significance of the Freedom Charter and the Pan African Congress (PAC); the role of white opponents, including Helen Suzman; the impact of the government response to resistance, including the Sharpeville massacre of 1960</p> <p><b>Suggested activities/resources:</b> SAMs essay question 2. N Worden, <i>The Making of Modern South Africa: Conquest, segregation and Apartheid</i> (Blackwell 2007). Gary Baines, 'South Africa: Remembering Sharpeville' <i>History Today</i> (2010).</p> <p><b>Teaching points to note:</b> the role of white opponents, including Helen Suzman is a nominated area of specification content which means that it can be examined through the use of source questions. If essay skills have not yet been introduced, the SAMs question can be used for this purpose. If essay skills have been introduced, this SAMs question offers an opportunity to reflect on what has been learned and what needs to be done to improve.</p>		
<b>Week 8</b>	<b>Opposing the government of South Africa, c.1948–2014</b>	Violent struggle 1960–94
<p><b>Aim:</b> Students to understand the development of black consciousness.</p> <p><b>Topics covered:</b> The significance of black consciousness, including the Soweto uprising, the South African Students Organisation (SASO) and Steve Biko.</p> <p><b>Suggested activities/resources:</b> The film <i>Cry Freedom. People's Century, episode 20, Skin Deep</i> (BBC/PBS television). James Barber, <i>South Africa in the Twentieth Century</i> (Blackwell 1999).</p> <p><b>Teaching points to note:</b> Although this is not a nominated area of specification content, there are a number of sources available for this topic and the sources skills could usefully be practiced here as a way of delivering some of the content.</p>		

<b>Week 9</b>	<b>Opposing the government of South Africa, c.1948–2014</b>	Violent struggle 1960–94
<p><b>Aim:</b> Students to understand the development of protest through to the 1990s.</p> <p><b>Topics covered:</b> The increasing effectiveness of protest and resistance in the late 1970s and 1980s, including the founding of the United Democratic Front (UDF) in 1983 and the impact of strikes; the importance of Mandela, including his role in moderating violent backlash in the early 1990s.</p> <p><b>Suggested activities/resources:</b> Nelson Mandela, <i>Long Walk to Freedom</i>, (Abacus, 1995); also available as a film. T Lodge, <i>Mandela: A Critical Life</i> (OUP 2007).</p> <p><b>Teaching points to note:</b> The increasing effectiveness of protest and resistance in the late 1970s and 1980s, including the founding of the United Democratic Front (UDF) in 1983 and the impact of strikes is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
<b>Week 10</b>	<b>Opposing the government of South Africa, c.1948–2014</b>	Opposition since 1994
<p><b>Aim:</b> Students to understand opposition since 1994.</p> <p><b>Topics covered:</b> The role of opposition parties, including the setting up of the Democratic Alliance in 2000; the impact of Eugene Terreblanche and the AWB; the significance of Joseph Malema and the setting up of the Economic Freedom Fighters (EFF); the significance of violence and assassinations in political life.</p> <p><b>Suggested activities/resources:</b> N Clark, <i>South Africa: The Rise and Fall of Apartheid</i> (Routledge 2011).</p> <p><b>Teaching points to note:</b> It would be useful for students to keep updating their list of opposition groups so that they have a clear overview of them. As they have now studied so many groups, they might want to create a card index of them – the name of the opposition group on one side of the card and key information on the other side. This could be returned to in revision.</p>		

<b>Week 11</b>	<b>Economy and society, c.1948–2014</b>	Demographic changes
<p><b>Aim:</b> Students to understand the impact of demographic changes.</p> <p><b>Topics covered:</b> The impact of the growth in population and the differential growth between blacks and whites; the impact of urbanisation.</p> <p><b>Suggested activities/resources:</b> T Zuberi et al (eds) <i>The Demography of South Africa</i> (M E Sharpe 2005). Saul Dubow, <i>Apartheid, 1948–1994</i> (Oxford University Press 2014). There is a range of statistical data available for all elements of economy and society, so there is an opportunity for group work based around extracting and interpreting such data, whilst considering its utility and reliability for historians.</p> <p><b>Teaching points to note:</b> Take care not to get bogged down in the extensive statistical data that is readily available on the internet. This material has links to the other elements of economy and society, so students need to make those links.</p>		
<b>Week 12</b>	<b>Economy and society, c.1948–2014</b>	Changes in the economy
<p><b>Aim:</b> Students to understand changes in the economy across the period.</p> <p><b>Topics covered:</b> The importance of the mining and extractive industries and the dependence on foreign investment and the import of oil and manufactured goods; changes in living standards for both English speaking and Afrikaners and non-whites 1948–73, 1973–94 and 1994–2014.</p> <p><b>Suggested activities/resources:</b> P Louw, <i>The Rise, Fall, and Legacy of Apartheid</i> (Praeger 2004).</p> <p><b>Teaching points to note:</b> Changes in living standards for both English speaking and Afrikaners and non-whites 1948–73, 1973–94 and 1994–2014 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		

<b>Week 13</b>	<b>Economy and society, c.1948–2014</b>	Health and crime
<p><b>Aim:</b> Students to understand health and crime across the period.</p> <p><b>Topics covered:</b> The significance of differential healthcare under apartheid, including child mortality; the impact of attempts to improve healthcare in the 1990s; the significance of AIDS c.1990–2014; the pattern of crime under the apartheid regime and since 1994.</p> <p><b>Suggested activities/resources:</b> SAMs essay Question 3. This requires students to range across the themes for economy and society to reach their conclusions. The suggested statistical data task will be helpful in providing some precise evidence for this response.</p> <p><b>Teaching points to note:</b> The impact of attempts to improve healthcare in the 1990s; the significance of AIDS c.1990–2014 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
<b>Week 14</b>	<b>Relations with the outside world, c.1948–2014</b>	Relations with Britain
<p><b>Aim:</b> Students to understand South Africa’s relations with Britain.</p> <p><b>Topics covered:</b> The importance of links with Britain including immigration, trade, investment and defence links; the reason for decline in importance in the 1960s and 1970s, including leaving the Commonwealth and the rise of the United States as an economic partner for South Africa.</p> <p><b>Suggested activities/resources:</b> R Hyam and P Henshaw, <i>The Lion and the Springbok: Britain and South Africa since the Boer War</i> (CUP 2007).</p> <p><b>Teaching points to note:</b> Note how this helps to contribute to the external pressures on the National Party.</p>		

<b>Week 15</b>	<b>Relations with the outside world, c.1948–2014</b>	External pressures and problems for the National Party
<p><b>Aim:</b> Students to understand the external problems faced by the National Party.</p> <p><b>Topics covered:</b> The significance of UN opposition to apartheid; the impact of the collapse of the Portuguese Empire in the 1970s and increasing South African involvement in Angola; the increasing impact of economic sanctions, including those by the USA 1985–86, and cultural and sporting boycotts.</p> <p><b>Suggested activities/resources:</b> SAMs essay question 4. This offers students the opportunity to reflect on their prior essay work and think about ways in which they can improve. L Eades, <i>The End of Apartheid in South Africa</i> (Greenwood 1999).</p> <p><b>Teaching points to note:</b> The increasing impact of economic sanctions, including those by the USA 1985–86, and cultural and sporting boycotts is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
<b>Week 16</b>	<b>Relations with the outside world, c.1948–2014</b>	South Africa and the world since 1994
<p><b>Aim:</b> Students to understand South Africa’s relations with the world since 1994.</p> <p><b>Topics covered:</b> The significance of Mandela as a world icon and his defence of human rights and liberal values, including the world's response to his death in 2014; the role of Mbeki and his importance in continental African affairs, including his relations with Zimbabwe; the significance of China’s growing influence in South Africa; the impact of Zuma on South Africa’s standing in the world.</p> <p><b>Suggested activities/resources:</b> T Lodge, <i>Politics in South Africa: from Mandela to Mbeki</i> (David Phillip 2003). Students might wish to think about how relations with the outside world have altered over the period.</p> <p><b>Teaching points to note:</b> The significance of Mandela as a world icon and his defence of human rights and liberal values is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		

<b>Week 17</b>	<b>Revision</b>	
<p><b>Topics:</b> Weeks 1-10 of this unit.</p> <p><b>Suggested activities/resources:</b> The programme of revision will depend on the perceived gaps in the student's knowledge and skills</p> <p><b>Teaching points to note:</b> If timelines have not previously been created, this is a useful way for students to process what they have learned and to create a revision tool that they can use.</p>		
<b>Week 18</b>	<b>Revision</b>	
<p><b>Topics:</b> Weeks 11-16 of this unit.</p> <p><b>Suggested activities/resources:</b> The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p><b>Teaching points to note:</b> Examiners often find that students need to look beyond the face value of sources. It is therefore good practice to make a range of sources available to students so that they can hone and practice their skills in this element of the exam.</p>		

[Resource mapping on IAL History web page.](#)

## Resources

### **Option 1D South Africa, 1948-2014 From Apartheid state to the Death of Mandela**

Nancy L Clark, *South Africa: The Rise and Fall of Apartheid* (Routledge 2011)

Saul Dubow, *Apartheid, 1948-1994* (Oxford University Press, 2014)

Rosemary Rees et al, *Searching for Rights and Freedoms in the 20th Century* (Pearson 2015) – section dealing with South Africa