

INTERNATIONAL GCSE

History (9-1)

TOPIC BOOKLET:

South Africa: from union to the end of apartheid, 1948-94

Pearson Edexcel International GCSE in History (4HI1)

For first teaching September 2017

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Overview

This option is a Depth Study and in five Key Topics students learn about:

1. Setting up apartheid, 1948-54
2. The growth of apartheid, 1955-59
3. Resisting apartheid, 1955-78
4. PW Botha – response to resistance, 1978-90
5. Dismantling apartheid, 1990-94

The content of each depth study is expressed in five key topics. Normally these are five periods in chronological order, but some topics contain overlapping dates where a new aspect is introduced. Although these clearly run in chronological sequence, they should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics. Questions may cross these topics and students should appreciate the links between them in order to consider, for example, long-term causes and consequences. The teaching focus should enable students to:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to analyse historical interpretations
- develop skills to explain, analyse and make judgements about historical events and
- periods studied, using second-order historical concepts (causation, consequence and significance).

Outline – why students will engage with this period in history

Students study a period of huge significance in the history of the twentieth century world.

This period is one of a tremendous struggle against a system which denied basic human rights to huge numbers of people because of their skin colour. It is a study about a people taking on a government representing a minority of the population. It is also about individuals leading these oppressed people. Indeed, one individual who emerged became perhaps the leading figure of the twentieth century in the struggle for equal civil rights, Nelson Mandela.

The study shows the establishment of the system of apartheid and its development whereby separate living areas were created for the indigenous population of South Africa. Students will learn how apartheid grew to encompass all aspects of everyday life and in doing so denied millions of people basic human rights.

It is a study of resistance to a system which denied any dissent and did not accept conventional methods of opposition. The Study shows the beginnings of resistance to the system and the growth of civil disobedience in the face of horrific events such as Sharpeville. Students will learn that the morally reprehensible policy of apartheid was continued and enforced not only by laws but by imprisonment and force. The Study is one which shows a gradual growth of opposition even after the imprisonment of figures such as Mandela. It is an opposition which culminated in township unrest and international hostility.

Students will learn of the initial steps to break down apartheid by the white politicians and the importance of de Klerk and will study the role of Mandela from his release from incarceration to becoming the first President of South Africa following the first multi-racial election. In a 21st Century world still facing discrimination against minorities and issues of disenfranchisement, students will see the relevance of this study.

1.1 Assessment

Students answer one question (8) for this Depth study. It is divided into three question types:

- 8 (a): is based on an extract and requires students to analyse the impression given by the author
- 8 (b): requires students to demonstrate knowledge and understanding of the key features of the period studied and explain two effects
- 8 (c): students select one from a choice of two for extended writing. Each requires students to make a judgment relating to one of the following second order concepts: cause / effects / significance. Students should demonstrate knowledge and understanding of

the key features of the period studied and explain, analyse and make judgements about historical events using second-order concepts. Further guidance on assessment approaches are provided in 'Getting Started' pp 17-27.

2. Content guidance¹

2.1 Summary of content

Although the first topic begins in 1948, background knowledge of the growth of the National Party and the development of its policies will help students to understand the context of the 1948 election. Background knowledge will, in addition, inform students of the extent of apartheid by 1948. Examination questions will not, however, call on material prior to 1948.

The general election victory of the National Party in 1948, came as a result of policies which sought to: continue the separation of the races, restrict the employment of black South Africans, limit the influx of immigrants and challenge the communist threat. There was little new in the proposed policies of the National Party but its leader, Daniel Malan, intended to broaden discrimination and enshrine the National Party's policies in legislation. Students will learn from the first period of study how the system of apartheid was given a legal framework by the National Party by such acts as – the Prohibition of Marriages Act (1949) which forbade marriages between whites and other races, the Population Registration Act of 1950 which required that each inhabitant to be classified and registered in accordance with his or her racial characteristics and the Group Areas Act (1950). Additionally they will learn how, by using the Pass System, forcibly removing people and creating an education system which was based on white superiority, it was made difficult to oppose apartheid.

The topic indicates that, with further legislation such as the Suppression of Communism Act (1950), any form of opposition to the government was not tolerated and was treated as communism with a punishment of up to ten years in jail. This act was, in effect, a blanket law which prevented any opposition to apartheid and indicated the lengths the government would go to in order to maintain the system.

The second period of study covers 1955-59, and here it is important that students have an understanding of the growth and re-enforcement of the system of apartheid. This section covers what became known as 'petty apartheid' i.e. segregation in the routine of daily life namely in

¹ This section is written to support teachers' planning and does not constitute additional specified material to be taught.

lavatories, restaurants, railway cars, buses, swimming pools and other public facilities. The impact of both the Bantu Education Act and Separate Amenities Act need to be understood in order to understand the all-pervading nature of the system. In addition, the role of Verwoerd and Vorster during this period should be considered in order to appreciate the growth and all-pervading nature of the system.

The Bantu Self-Government Act should be understood – the act which set up Bantustans, or self-governing homelands for black South Africans. The Bantustans held about 14% of the land of South Africa, most of it of poor quality. The Bantustan Bophuthatswana was made up of six separate pieces scattered over hundreds of miles. Students need to be aware that, though it was claimed the Bantustans were self-governing, in practice the white South African government was able to overrule any decision made by any Bantustan government. Students need to be aware of the long term consequences of this act.

The third topic covers some of the key events and individuals in the resistance to apartheid during 1955-78. Students should recognise that despite legislation and oppression, there were phases of open opposition to apartheid. The late 1950s and early 1960s saw the Treason Trials and the latter part of the period saw the troubles emerging as a result of the Soweto riots. It should be understood that the Treason Trials were an attempt by the government to remove leading figures in the opposition movement (156 in all) and brand them all as traitors who sought to overthrow the government.

This section also introduces Nelson Mandela and students will be able to build up a broad picture of his contribution to the resistance that he and many South Africans offered to apartheid. In addition, students will become aware of other key opponents to the system, notably Steve Biko. Students will also analyse methods of civil disobedience from demonstrations against the Pass Laws to the use of violence by means of Spear of the Nation (*uMkhonto we Sizwe*) following events at Sharpeville. Students will need to examine the activities of Spear of the Nation to understand why the government called its members terrorists. Students should appreciate the significance of the banning of the ANC after Sharpeville and how it then resisted apartheid from within South Africa and outside the country. The opposition from the ANC then led to activities which resulted in the Rivonia trials which saw Mandela and other ANC leaders imprisoned on Robben Island.

It is important for students to note that opposition to apartheid was not always easy to foster in this period especially when many leaders were in prison and key figures were unable to offer leadership. Students should be aware of opposition, for example, from the subsequent rise of the Black Consciousness Movement (BCM) which became more prominent after the Rivonia trials. The BCM and other groups brought worldwide attention

to the continuing apartheid regime in the Soweto Uprising. Furthermore, students should understand the importance and consequences of the Soweto Uprising not only for the people of South Africa but also for South Africa internationally.

In this period, students should understand how international reaction to South Africa's policy developed. In 1966, the United Nations had stated that apartheid was a crime against humanity and had suspended South Africa's membership of the organisation. Moreover, following the events in Soweto the UN placed an arms embargo on South Africa in 1977 and many countries began to impose sanctions. In addition, there were cultural and sporting sanctions placed by the international community.

When studying the fourth period, students should appreciate how resistance to apartheid grew and how successive governments dealt with it. A foremost opposition group was established in 1983 comprised some 500 church bodies, civic associations, trade unions, student organisations, and sports groups. This was the United Democratic Front. The Front was an indication that more and more people in South Africa were prepared to oppose the apartheid regime. Moreover, the ANC became more vocal in its demands for people in the townships to resist the authorities and make apartheid unworkable. Students should examine the role of P W Botha during this time and see that there were some reforms to the system when he was leader. He established a new constitution that gave some political representation to the Asian and coloured populations, but gave nothing to black South Africans. Students should understand the contradiction of Botha's presidency. It was a time when there were some changes – mixed marriages were permitted and there was some relaxation of the Group Areas Act, but repression was as severe as it had ever been and those caught and deemed to be terrorists were executed.

Students should be aware of the widespread unrest across South Africa by the middle of the 1980s. In addition, students should recognise how the ANC was able to have such a powerful influence on the black population despite its leaders being imprisoned or in exile. A consequence of these activities was the declaration of a state of emergency in 1985, clearly indicating that the government was finding it increasingly difficult to maintain its grip on the situation. The state of emergency led to thousands of citizens being detained without trial. In the last years of the decade, there were many armed attacks on the police and security forces by *uMkhonto we Sizwe* and other militant groups. In 1989, negotiations between the ANC and the Apartheid government began. The aim was to find an amicable, peaceful solution to the situation in South Africa. Not only was there much internal pressure to end the system of apartheid, there was continued worldwide pressure. Students should understand that by the end of the 1980s, the UK, US and many other developed nations were demanding changes and many countries imposed economic sanctions. Students should recognise that there is debate whether or not the sanctions played a significant role in the ending of apartheid.

It is also important that students appreciate that there were white groups such as the *Afrikaner Weerstandsbeweging* (Afrikaner Resistance Movement) which opposed the anti-apartheid organisations. The AWB aimed to promote Afrikaner nationalism and hopefully establish a separate Afrikaner state within South Africa. By the late 1980s, the AWB had several thousand members.

The fifth topic covers the last four years of the period during which the system of apartheid was dismantled. It is in this section that students will learn more about the role of Nelson Mandela in the ending of apartheid.

The topic continues with the election of de Klerk and his subsequent decision to meet with Mandela in 1990 and usher in the reforms which would end apartheid. Students must also understand how Mandela was prepared to meet with the head of the state that had imprisoned him some twenty seven years before. De Klerk's decision to sweep away apartheid quickly should be understood and the various reasons behind this should be examined. Finally, students should understand the significance of the 1994 General Election, South Africa's first multi-racial election, and how Mandela was able to present himself and the ANC as viable candidates to lead the whole nation. The topic concludes with the formation of Mandela's government and his aspirations for a united country.

Terms and first-order concepts: What sorts of terms and first-order concepts will students need to be familiar with for this option?

- Students should understand the key substantive (first order) concepts intrinsic to this study: apartheid, civil disobedience, disenfranchisement, dispossessed, legal framework, oppression, parliament, sanctions, suppression, traitor, treason, tricameral
- They should also understand the key terms and second order concepts that will enable them to discuss causation and consequence as the questions require
- Students should be familiar with causation and change and therefore consequence and significance (of specified events in relation to changes and unfolding developments). Students will need to understand the terms causation, significance and effect.

Causation: the act which produces an effect.

e.g. The massacre at Sharpeville and actions of the South African government convinced Mandela that a peaceful approach to removing apartheid would not work. Therefore, he set up Umkhonto we Sizwe (the Spear of the Nation) which would engage in sabotage to bring about change.

Significance: Significance is the amount of influence or meaning that the impact of an event or change has. It can also be regarded as the importance of that impact.

e.g. The significance of the Population Registration Act was great. People were classified according to race and the new laws about apartheid condemned people of colour to inferior lives and diminished civil rights. This law formed the basis of the apartheid system.

Effect: A consequence means what happened because of an action, in other words, it is the result of an event or change.

e.g. A consequence of the 1948 election was that the National Party could introduce wide-ranging laws to broaden apartheid. This consequence was of lasting significance, because the laws meant it was illegal even to challenge apartheid.

2.2 Content exemplification and mapping

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content, and other relevant material illustrating aspects of change within periods can be used.

Key topic 1: Setting up Apartheid 1948-54	Exemplification	Resources
The nature and extent of apartheid in 1948	<ul style="list-style-type: none"> Nature of segregation in 1948 <p>Disenfranchisement of black South Africans and Indians. Legislation to restrict movement, employment, land ownership and employment.</p>	<ul style="list-style-type: none"> South Africa by J Aylett South Africa since 1948 by C. Culpin South Africa 1948-94 by R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid by J Brooman and M Roberts Chapter 19 pages 236-40 The world this century by N DeMarco Modern World History by J Wright /M Chandler Chapter 7 Sahistory.org (a good starting point for this Depth Study)
The 1948 election	<ul style="list-style-type: none"> Reasons for National Party victory <p>NP and UP rivalry, NP racial policies and their and popularity among the white population.</p> <p>Disenfranchisement of black South Africans, rural versus urban whites, the weaknesses of</p>	<p>Sahistory.org</p>

	the united Party and the criticisms of its leader Smuts.	
The creation and development of the system of apartheid to 1954	<ul style="list-style-type: none"> The creation of a system underpinned by a series of laws <p>Details of the key pieces of legislation: The Prohibition of Mixed Marriages Act, The Population Registration Act, Group Areas Act, The Immorality Amendment Act, Suppression of Communism Act, Bantu Education Act, Separate Amenities Act, Native Resettlement Act.</p>	<ul style="list-style-type: none"> South Africa since 1948 C. Culpin South Africa 1948-94 R. Mulholland Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
Resistance and suppression, 1948-54	<ul style="list-style-type: none"> The nature of resistance and its suppression <p>Growth of the African National Congress after 1948. Resistance: The Defiance Campaign, trouble in Port Elizabeth and East London. Impact of the Campaign.</p> <p>Government reaction: arrests, tough punishments meetings banned.</p>	<ul style="list-style-type: none"> South Africa since 1948 C. Culpin South Africa 1948-94 R. Mulholland Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts

Key topic 2: The growth of Apartheid, 1955-59	Exemplification	Resources
Petty apartheid	<ul style="list-style-type: none"> Impact of the Separate Amenities and Education Acts <p>The restrictions on everyday life (transport, leisure, jobs, health, the all-pervading Pass Laws. Education and the shaping of the future of black South Africans.</p>	<ul style="list-style-type: none"> South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) More able students could read Mandela's autobiography – 'Long walk to freedom' South Africa J Aylett South Africa 1948-94 R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
<ul style="list-style-type: none"> Apartheid under Verwoerd and Vorster and the Bantu Self-Government Act, 1959 	<ul style="list-style-type: none"> Verwoerd, the 'architect of apartheid' and the continuation of the system with Vorster <p>Further development, emergence of Vorster. The Bantu Self-government Act and its long- and short-term consequences.</p>	<ul style="list-style-type: none"> Sahistory.org South Africa J Aylett South Africa 1948-94 R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts South Africa J Aylett South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Robert

Key topic 3: Exemplification		Resources
Resisting Apartheid 1955-78		
The development of resistance to apartheid, 1955-78	<ul style="list-style-type: none"> The opposition of the African National Congress <p>Growth and activities of the ANC issuing of the Freedom charter 1955 and government reaction. Treason Trials 1956-61 and the formation of <i>uMkhonto we Sizwe</i> (Spear of the Nation) after Sharpeville.</p> <p>Formation of Pan-Africanist Congress in 1959, civil disobedience, anti-Pass Law demonstrations.</p>	<ul style="list-style-type: none"> Mandela.org Sahistory.org South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett South Africa 1948-94 R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
Sharpeville and its aftermath	<ul style="list-style-type: none"> Sharpeville and its aftermath <p>Events and reactions domestically and internationally. Impact on ANC.</p> <p>Widening of ANC activities, <i>uMkhonto we Sizwe</i>, arrest and trial of Mandela, then Rivonia trial and life imprisonment.</p>	<ul style="list-style-type: none"> Mandela.org Sahistory.org South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett South Africa 1948-94 R. Mulholland

		<p>South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts</p>
<p>Domestic and international challenges to Apartheid</p>	<ul style="list-style-type: none"> • Domestic problems Township troubles e.g. Soweto riots. Emergence of Black Consciousness Movement. Death of Biko and international condemnation. • International challenges International condemnation - expulsion from the Commonwealth, the OAU and the United Nations. South Africa as pariah state. Sporting activities with the Commonwealth banned. 	<ul style="list-style-type: none"> • Mandela.org • Sahistory.org • South Africa since 1948 C. Culpin • Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) • Film 'Cry Freedom' starring Denzel Washington, dir. R. Attenborough • South Africa J Aylett • South Africa 1948-94 R. Mulholland • South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts

Key topic 4: P W Botha - response to Resistance 1978-90	Exemplification	Resources
<p>Continued unrest and increased opposition</p>	<ul style="list-style-type: none"> The government's fight against the ANC. <p>The use of the Bureau of State Security (BOSS) and then National Intelligence Service from 1980.</p> <ul style="list-style-type: none"> The role of the United Democratic Front <p>Consequence of Soweto – broader participation, role of Boesak in its formation. Objections to the new constitution of 1983.</p> <p>ANC policy of civil disobedience in the townships, South African government engaged in military action in surrounding countries and under growing pressure.</p> <p>Role of church leaders e.g. Tutu in opposing apartheid and raising international awareness.</p>	<ul style="list-style-type: none"> sahistory.org South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett South Africa 1948-94 R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
<p>Botha's reforms</p>	<p>Reasons for Botha's reforms; reforms: constitution, trade unions, mixed marriages and abolition of Pass Laws, citizenship.</p> <p>Consequences of reforms for Nationalist Party, South Africans.</p>	<ul style="list-style-type: none"> sahistory.org South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett

		<ul style="list-style-type: none"> South Africa 1948-94 R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
Afrikaner resistance	<ul style="list-style-type: none"> The <i>Afrikaner Weerstandsbeweging</i> (Afrikaner Resistance Movement) (AWB), Aims and activities: meetings, rallies, attacked opponents. Condemned reforms. 	<ul style="list-style-type: none"> sahistory.org
The state of emergency 1985-90	<ul style="list-style-type: none"> Botha and the state of emergency Problems at Crossroads. <p>Violence at the squatter camp, hundreds killed and thousands made homeless. Demonstrations in 1985 to commemorate Sharpeville.</p> <ul style="list-style-type: none"> Fighting between the ANC and Inkatha ANC members were mostly from the Xhosa tribe, and Inkatha, whose members were Zulus. 	<ul style="list-style-type: none"> South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) sahistory.org South Africa J Aylett South Africa since 1948 C. Culpin South Africa 1948-94 R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
International opposition	<ul style="list-style-type: none"> The international community and apartheid The arms embargo <p>Impact on the government and economy.</p> <ul style="list-style-type: none"> Economic sanctions <p>Widened by EC and USA. Rand devaluation, withdrawal of foreign businesses and investment.</p>	<ul style="list-style-type: none"> Theafricanfile.com sahistory.org Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett South Africa since 1948 C. Culpin South Africa 1948-94 R. Mulholland

	Debate within international community about the efficacy of sanctions – UK continued to oppose sanctions.	<ul style="list-style-type: none"> South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
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Key topic 5: Dismantling apartheid 1990-94	Exemplification	Resources
The reforms of de Klerk	<ul style="list-style-type: none"> Impact of the 1989 election <p>De Klerk and the National Party Policies of De Klerk re economy, violence and the ANC. De Klerk's actions: unbanning of ANC, PAC and SACP, release of Mandela, removal of remaining apartheid restrictions</p>	<ul style="list-style-type: none"> sahistory.org South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) South Africa J Aylett South Africa since 1948 C. Culpin South Africa 1948-94 R. Mulholland South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
De Klerk, Mandela and the end of apartheid	<ul style="list-style-type: none"> 1991 CODESA set up following the National Peace Accord <p>Work of CODESA and reasons for failure. Work of CODESA 2 and the Multi-Party Negotiating Forum.</p>	<ul style="list-style-type: none"> sahistory.org Nelsonmandela.org South Africa since 1948 C. Culpin Searching for rights and freedoms in the 20th century J. Shuter, R.

	<ul style="list-style-type: none"> • 1992 referendum: result and De Klerk's mandate. • Continued violence ANC and Inkatha fighting. • Role of Mandela and his successes. Arrangements for election in 1994 made. <p>Nobel Peace Prize 1993</p> <p>De Klerk and Mandela sharing of the Nobel Peace Prize. Continued talks between de Klerk and Mandela. Role of Kissinger and Carrington.</p>	<p>Rees et al. (More able students would be able to use this)</p> <ul style="list-style-type: none"> • South Africa J Aylett • South Africa since 1948 C. Culpin • South Africa 1948-94 R. Mulholland • South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts
<p>The 1994 general election</p>	<ul style="list-style-type: none"> • The general election April 1994 Result of the election, impact on S. Africa, Mandela and Government of National Unity. • International reaction Sanctions lifted, membership of the Commonwealth restored, South Africa allowed to retake its seat in the UN General Assembly. 	<ul style="list-style-type: none"> • Nelsonmandela.org • sahistory.org • South Africa since 1948 C. Culpin • Searching for rights and freedoms in the 20th century J. Shuter, R. Rees et al. (More able students would be able to use this) • BBCBITESIZE NEWS CLIP • South Africa J Aylett • South Africa 1948-94 R. Mulholland • South Africa 1948-1994: The Rise and Fall of Apartheid J Brooman and M Roberts

3. Student timeline

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1948	Malan elected after the general election and begins to set up apartheid system
1949	Prohibition of Mixed Marriages Act banned marriages between black and white South Africans
1950	Population Registration Act
1950	Group Areas Act
1952	The African National Congress starts the Defiance Campaign
1953	The Public Safety Act Criminal Law Amendment Act Separate Amenities Act Bantu Education Act
1954	Native Resettlement Act
1956	Nelson Mandela arrested; Treason Trials began
1959	Bantu Self-Governing Act
1960	Sharpeville Massacre; ANC banned
1961	Spear of the Nation formed
1961	End of Treason Trials
1962	Nelson Mandela imprisoned
1963	Rivonia Treason trial
1964	South Africa banned from the Olympic Games
1966	Prime Minister Verwoerd assassinated. UN declares <i>apartheid</i> a crime against humanity
1976	Soweto Riots
1977	Death of Steve Biko. U N arms embargo imposed
1978	BJ Vorster becomes state president and PW Botha is prime minister
1982	Black townships able to elect councillors and become self-governing and self-financing
1983	United Democratic Front set up
1984	P W Botha became president
1985	State of Emergency declared
1989	P W Botha resigns. F W de Klerk becomes president
1990	End of State of Emergency. Nelson Mandela released from prison
1991	Nelson Mandela became President of the ANC Start of multi-party talks. De Klerk repeals remaining apartheid laws, international sanctions lifted

1993	FW de Klerk and Nelson Mandela share the Nobel Peace prize for ending apartheid and laying the foundation for a multi-racial democracy in South Africa
1994	South Africa's first multi-racial election. Nelson Mandela becomes president ANC wins first non-racial elections. Government of National Unity formed, Commonwealth membership restored, remaining sanctions lifted. South Africa takes seat in UN General Assembly after 20-year absence

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