 Change in the modern world – Apartheid in South Africa 1960-1994 program

This document references the [Modern History Stage 6 Syllabus](https://syllabus.nesa.nsw.edu.au/modern-history-stage6/) © 2017 Copyright NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Indicative duration

30 indicative hours 10 weeks for further breakdown of hours, see scope and sequence.

Unit description

Students investigate key features of apartheid in South Africa 1960–1994.

Focus questions

Students investigate key features of apartheid in South Africa 1960–1994.

* differing visions of democracy
* nature and impact of apartheid
* role and impact of state terror and repression
* resistance to apartheid
* changes in society
* reasons for the collapse of apartheid
* international responses to apartheid

Outcomes

A student:

* MH12-1 accounts for the nature of continuity and change in the modern world
* MH12-2 proposes arguments about the varying causes and effects of events and developments
* MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
* MH12-4 analyses the different perspectives of individuals and groups in their historical context
* MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
* MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
* MH12-7 discusses and evaluates differing interpretations and representations of the past
* MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
* MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Historical concepts and skills

The following skills, which incorporate the concepts of causation, continuity and change, perspectives, significance and contestability, are to be integrated with the content of the Year 12 course.

Analysis and use of sources

* Explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009)
* Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010)
* Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008)
* Identify and analyse problems relating to sources in the investigation of the past (ACHMH011)

Historical interpretation

* Analyse the extent and nature of continuity and change over time (ACHMH001)
* Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001)
* Form judgements about historical significance, recognising that significance may be attributed for different purposes
* Analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012)

Historical investigation and research

* Frame questions to guide historical inquiry and develop a coherent research plan (ACHMH004)
* Use evidence from a range of sources to inform investigation and research (ACHMH005)
* Acknowledge sources appropriately (ACHMH015)

Explanation and communication

* Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013)
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014)

Assessment

Formative and Summative forms of assessment are used throughout this unit of work. In the “Evidence of learning” section of the table you will find the different types of constant formative assessment. The assessment task represents the major summative form of assessment for this program.

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Survey* The nature of the apartheid system, including:
	+ political, economic, social and demographic issues in South Africa in 1960
	+ apartheid: ideology, policy and practice
	+ impact of apartheid on rural and urban communities
 | Overview* Map work introduction
* Timeline of events up to 1960
* Glossary of terms
* Key people
* Pass laws
* Economic effects of the Depression and World War 2
* The election of Malan and the National Party 1948

Apartheid* What was apartheid?
* The instruments of apartheid
* Introduction of laws such as Prohibition of Mixed Marriages Act, Population Registration Act, the Groups Areas Act, the Suppression of Communism Act, the Native Laws Amendment Act, Abolition of Passes Act, Separate Amenities Act, Bantu Education Act, Separate Representation of Voters Act.
* The establishment of the Bantustans including their aims and location.
 | 1. Mapping activity – label a map of South Africa including British, Dutch and Portuguese colonies, key cities, neighbouring countries, areas of significance (e.g. Kimberley diamond mines, sites of Boer War).
2. Source analysis – examine extracts of legal acts and assess the impact of laws on the lives of both black and white South Africans.
 |
| Focus of study* National resistance to apartheid, including:
	+ the nature, growth and impact of the African National Congress (ANC) and the Pan Africanist Congress (PAC)
	+ significance of the Sharpeville Massacre
	+ Mandela as head of Umkhonto we Sizwe, ‘The Spear of the Nation’ (MK)
	+ Rivonia Trial, imprisonment on Robben Island, ‘Free Mandela’ campaign
* Role of Mandela’s leadership of the ANC
* Significance of Stephen Biko and the Black Consciousness Movement
 | * Brief overview of the ANC pre 1960 to include the SAANC and the ANC
* an overview of resistance from 1948-1960, including the defiance campaign, freedom charter, women and protest, anti-pass law demonstrations, the Black Sash, bus boycotts, rural protests.
* The growth of the Pan African Congress.
* Government reactions to resistance

Sharpeville* what happened at Sharpeville
* the results of the massacre
	+ change of international opinion
	+ the end of moderate protest
	+ The rise to prominence of Nelson Mandela and the Umkhonto we Sizwe (the MK) and Poqo.
	+ the tactics and campaigns of the MK
	+ Mandela’s leadership of the ANC
	+ The Rivonia Trial, Mandela’s speech, imprisonment on Robben Island, very brief overview of the other seven defendants.
	+ free Mandela campaign

The growth of black consciousnessSteve Biko* brief biography
* Examine the role of university students in resistance:
	+ the Black Consciousness movement
	+ NUSAS and SASO
	+ impact of Biko’s murder on the Black Consciousness Movement
* Soweto Riots: cause and effect
 | 1. Significant individuals – construct a profile on Nelson Mandela. Include early life, role in the ANC, role in establishing the MK, arrest and imprisonment and actions up to 1994.
2. Source analysis – listen to speech of Mandela from the Rivonia Trial, to what extent did his ideas remain consistent? Does it support the idea that Sharpeville was a significant turning point for resistance?
3. Class debate – turning to violent tactics after the Sharpeville massacres by the ANC and PAC was the right decision. Support your argument with examples and the inclusion of at least three sources.
 |
| * Repression and control by South African governments, including:
	+ the nature, impact and significance of tactics of repression and oppression
* Role of South African security forces
* Role and significance of Bantustans and independent black states
* Relations with neighbouring African countries

International responses to South African policies  | P.W Botha PM (1978-84) President (1984-89) – Apartheid Policy* Total Onslaught (felt South Africa facing an onslaught from Communist Forces)
* Total Strategy (fight onslaught domestically and internationally – military, economic, psychological and political means)

Repression and oppression* What is the difference between Repression and Oppression?
* Categorising methods of repression (legislation re security, laws, detention, censorship of media, changes to the military, hit squads, vigilantes)
* Banning of Organisations e.g. ANC

Impact of the tactics* increase in opposition
* radio station ‘Freedom’, internal refugees, township violence leading to est of South African Defence Force
* Growth of opposition from such groups as youth and students, Trade Unions and church groups

Tactics used by the South African Security Forces* Employment of the ‘Kitkonstables’, counterintelligence operations, protection of utilities (oil refinery)
* Reaction to riots – SOuth-WEsternship-TOwnships (Soweto)

Review of the establishment of 10 Bantustans* Minister of Native Affairs, Hendrick Verwoerd – ‘separate development’, ‘retribalize’
* 1959 Promotion of Bantu Self-Government Act
* Legislation in the 1970-80s
* The Bantu Homelands Citizenship Act of 1970 (only citizenship in their homeland)
* Four states declared independent – Transkei in 1976, Bophuthatswana in 1977, Venda in 1979 and Ciskei in 1981. Shade on Provided map.

Problems that developed with the Bantustans* Government spending
* Inequity between the black population rulers vs working class
* Poor living a conditions
* Poor working conditions – lack of employment
* Resistance from the independent states under de Klerk

Case study – Sun City in Bophuthatswana* Large Bantustan investment – casino and nightclub complex
* Artists visited and anti-apartheid activists throughout the 1980s and 1990s

Perceived threats* Establishment of Communist Governments in Angola & Mozambique backing by Cuba and Soviet Union
* Establishment of MK (military wing of ANC) and other freedom fighter groups e.g. SWAPO

Actions taken* South African Defence Force (SADA) – support of anti-gov rebels in Angola & Mozambique, ‘Ring of Steel’ along border of Zimbabwe, employment of Australian and Rhodesia mercenaries
* Bureau of State Security (BOSS) – ‘The Dirty War’ against ANC leaders in exile.

Sanctions – success or failure?* Economic – Tough economic sanctions – loss of European markets 1980’s
* South African response to seek alternate markets e.g. Latin America
* Withdrawal of international companies e.g. Barclays, IBM, General Motors
* Resistance to sanctions – Reagan and Thatcher (anti-communism stance)
* Sporting – Olympic Ban, Boycotts e.g. Cricket and Rugby

International bodies and movements* United Nations – actions and expulsion of South Africa 1974
* Anti-Apartheid movements e.g. Britain (IDAF) Swedish Government grants to ANC
* South African withdrawal from the Commonwealth – becoming a Republic
 | 1. Significant individuals – using the scaffold on the personality profile on Mandela, students compare the background, ideologies and actions of P.W Botha. Using the evidence and information students discuss who was more effective in achieving their goals?
2. Table of domestic tactics of total strategy – students categorise the tactics of Total Strategy under the following headings; the nature, impact, significance, repressive or oppressive?
3. Empathy task – students write a Diary entry of their day. This should reflect the different perspectives of those who lived on/ruled over and benefited from the Bantustans
4. Annotated map of Africa showing threats and actions taken by South Africa (Forward Defence-International Total Strategy)
5. Source analysis task – student groups collect sources which reflect the different nature of the sanctions e.g. newspaper articles, extracts of speeches, photographs, song artists/lyrics, cartoons
6. Critical thinking – hand in task. What extent did Botha’s policies delay the end of Apartheid?
 |
| * End of apartheid, including:
	+ political, economic and social factors contributing to the end of apartheid
	+ International factors contributing to the end of apartheid
	+ problems facing the National Party and the ANC in the transition to democracy in South Africa
 | Political, Economic and Social – Failure of P.W. Botha’s Total Strategy and State of Emergency* Continuing action of ANC, PAC and UDF
* Botha’s Reforms ‘Winning Hearts and Minds’ e.g. Education, Employment, Trade Union membership
* Reactions to the Reforms from Whites and Blacks,
* Formation and actions of the UDF (United Democratic Front)
* The Church’s reaction and role of Desmond Tutu
* Election of President de Klerk 1989-1994 – maiden speech of 2 February, 1990 outlining the dismantling of the Apartheid state
* Release of Mandela
* End of the Cold War
* Impact of sanctions and their continuing effect
* Free Mandela Campaign

Fear of Civil War and escalation of violence* Establishment of CODESA (Convention For a Democratic South Africa
* Tensions between the National Party and ANC
* Conservative and Right Wing extremists
* Conflicting views about the effectiveness of the ANC
* Actions of Inkatha (IFP-Zulu Organisation) and Buthelezi versus the ANC and Mandela
 | 1. Mind map activity – as a class brainstorm – class to make the links between the Economic, Political and Social factors.
2. Source/speech analysis – students extract the key objectives of de Klerk’s plans for the Apartheid state.Analyse whether these objectives were achieved or achieved to a certain extent only. Justify your answer with supporting evidence.
3. Comparison table of the various anti-Apartheid groups e.g. ANC, UDF, Inkatha.Aims, Key Personalities, Methods, Achievements
 |

Resources

* Egero, Bertil (1991) [South Africa’s Bantustans](https://www.files.ethz.ch/isn/102661/4.pdf) – From Dumping Grounds to Battlefields
* Aylett, J F (1996) South Africa Hodder (A simple text of some of the main focus areas)
* South African Democracy Education Trust (2004) The Road to Democracy in South Africa Volume 1
* Christopher Culpin: South Africa Since 1948 (2000)
* Martin Roberts: South Africa 1948-2000 The Rise and Fall of Apartheid (2001)
* Robert Ross: A Concise History of South Africa
* [South African History Online](http://www.sahistory.org.za/article/term-3-turning-points-south-african-history-1960-1976-and-1990)

Reflection and evaluation