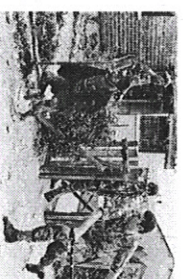


A pleasure to read such  
detailed & thoughtful work.  
Apartheid Document Based Questions

Name: Jagdeep

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Instructions: Please complete the following document based questions. Remember, as a historian you should **use quotes** to **support your critical analytical discussion of the evidence**. Remember, when evaluating a document, examine the date and the source (where is it from?)

1. Please list **all** Primary Source Documents from the Document Based Questions. Briefly explain beside each one, how you know that it is a Primary Source Document. (I.e: **discuss source, time period, other factors**) (4)

1 Document 1 - It is a primary source because it is a quote said at the time (1949), in the South African House of Assembly

1 Document 2 - It is a primary source because it is a photograph <sup>of a place that was not</sup> from the time (1962) <sub>by a white politician</sub>

1 Document 3 - It is a primary source because it is a straight quote from Winnie Mandela, a black South African (1986)

1 Document 4 - It is a primary source because it is a direct quote from a white South African at the time (Dallie Fourie), and uses a high amount of bias, generalizing all Africans and becoming slightly racist stating that "Africans never worry about things like food, education".

2. Please list **all** Secondary Source Documents from the Document Based Questions. Briefly explain beside each one, how you know that it is a Secondary Source Document. (I.e: **discuss source, time period, other factors**) (3)

1 Document 5 - It is a secondary source because, it was made after the fact (1996), and uses statistics from earlier years (1987), it also ~~references a book~~ <sup>uses a book</sup> (Twentieth Century Viewpoints)

1 Document 6 - It is a secondary source because, it was created in 1998, discussing the apartheid events in the 1950's, it also seems to be a reference from a book (A History of the Twentieth Century)

1 Document 7 - It is a secondary source because, it uses references from 2 books (Twentieth Century History and The World Since 1900)

3. Assess the reliability (how reliable is it and why) of Document 4 as a source of evidence about apartheid. (2)

Document #4 is a somewhat reliable primary source. It is reliable in the way that it describes the plight of black South Africans at their time, stating that "Their standard of living is much lower", in this way, the quote describes black South Africans having much worse lives, which was true. However, the source quickly loses its validity, as it starts showing its racist superiority bias, as Dallie Fourie says that "Africans never worry about things like children's education, or if they are hungry or not", and that their morality "can never come up to the Europeans."

4. Explain how document 6 corroborates document 1. (Use quotes from each, be specific) (2 marks)

Document 6 supports Document 1 because, it states the consequences of the debates in the South African House of Assembly. Document 6's "Group Areas Act" was a direct result of the proposed "road of apartheid" in the House of Assembly. Document 1

2 Talks about how [following] the path of equalization... would mean national suicide for the white-race "to prevent this" "The Group Areas Act set aside most of South Africa for use by the whites", adding the white minority to maintain control. The Group Areas Act "set aside most of South Africa for use by whites", which directly corroborates with the Debate at the South African House of Assembly, who wanted to "seen each race within it's own territory".

5. Explain how document 7 demonstrates a **cause and effect**\* relationship with document 5 (use quotes and descriptions from each item to build you case). (2)

Document 7 states that in 1953 "the government took over African schools and enforced limitations on the curriculum", this was done with the Bantu Education Act of 1953. Document 5 directly correlates with Document 7's statement, by showing statistics

2 a few decades later, while the Bantu Education Act was still active, Document 5 illustrates the effect of the unfair act, with Blacks having the lowest literacy rates of 32% compared to whites with 93%. With only enough education "for manual work", Blacks had the lowest incomes, at only \$1246 annually, while whites made an average of \$14880 annually.

6. Explain how apartheid impacted the non-white population of South Africa. **You should refer to most documents** and use them to create a detailed and rich analysis of the impacts of apartheid. **Quotes/facts/references to most documents are required**. Most students need to use the rear of the page to write their response as there is not enough space below. (6)

\*Corroborates: "To agree with," or "supports." - It's a great word, use it at home tonight.

\*One event/item/person/trend cause or leads to another occurring

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"Nothing can justify the arrogant assumption that a clique of foreigners has the right to decide on the lives of the majority". No matter the validity of the quote, this became the reality for all non-whites in South Africa, as the ~~the~~ small minority of whites decided how the masses of non-whites should live. Starting in the South African House of Assembly, Apartheid was seen as the only logical course of action, which would "[secure] each race within its own territory". Equalization of all races would "mean national suicide for the white race". Not wanting to lose their power over the country, segregation of the non-whites away from the whites was seen as the only option. In 1949 the Apartheid began with Apartheid well underway, the first rules and guidelines began to come out. In 1960, the Group Areas Act set aside most of South Africa for use by whites. One of the first, but also one of the most important apartheid laws, this law put non-whites into crowded reserves called "homelands", where they lived in overcrowded sub-human conditions. (Document 2 picture). Not long after, "the government took over African schools and enforced limitations on curriculum", with the "Bantu Education Act of 1953", this law was put in place to prevent non-whites from achieving a high level of intellect, and were only taught enough "for manual work". Even though what was happening to non-whites was pitifully immoral, white South Africans felt beyond conviction that what they were doing was for the benefit of all, and the safety of whites. Believing that "Africans' morality can never ever come up to Europeans", it was just assumed by the whites that the Africans deserved to be controlled, believing that "They [don't care] who's going to happen now". After decades of limitations and neglect, Black South Africans, suffered in many ways compared to the white minority. Years of restriction regular education led to blacks having the lowest literacy rates according to statistical tests done in 1987, 32% compared to whites with the highest being 93%. One of the main reasons for the poor education for blacks was the small allocation of state spending on students non-whites. On average, black students only got 504 of South African currency while whites got 2538, about 5 times more. This poor education led straight to blacks earning considerably less than whites, earning only 1246, compared to whites earning up to 15 times more. Blacks were also tricked from going to better hospitals or doctors, which led to their infant mortality to sky rocket to 83 deaths per 1000. A major jump from white being only 9 per 1000. Although Apartheid would eventually end in 1991, those forty-three years of constant racial segregation remain etched into the minds of many South Africans today, and will not be something forgotten anytime soon.