

PART C: EVIDENCE QUESTION

Value: 14 marks

Suggested Time: 24 minutes

INSTRUCTIONS: Use Documents 1 to 7 to answer all parts of written-response question 7.
Answer in ink.

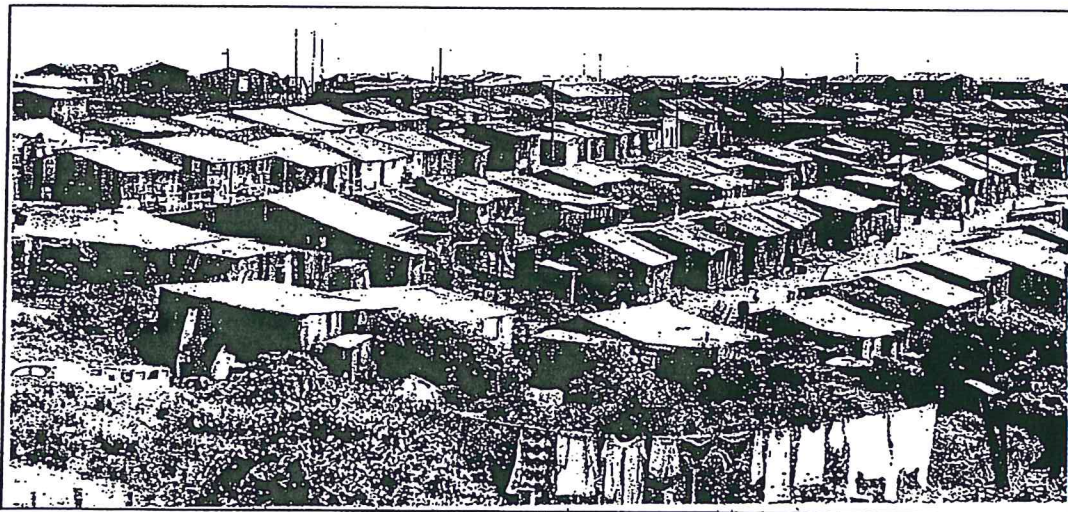
APARTHEID

DOCUMENT 1

We can move in two directions only. One alternative is to follow the path of equalization and eventually grant equal political, economic and social rights to the non-whites. This would mean national suicide for the white race, and for the non-white race groups, destruction of their distinctive identity. The other alternative is to take the road of apartheid, which in the future will protect the character of each race secure within its own territory.

Debates of the South African House of Assembly (1948)

DOCUMENT 2



Photograph of a black settlement (1962)

DOCUMENT 3

I cannot choose a home in the residential area of my liking because the white man, my white ruler has determined that I live in the black ghetto of Soweto.

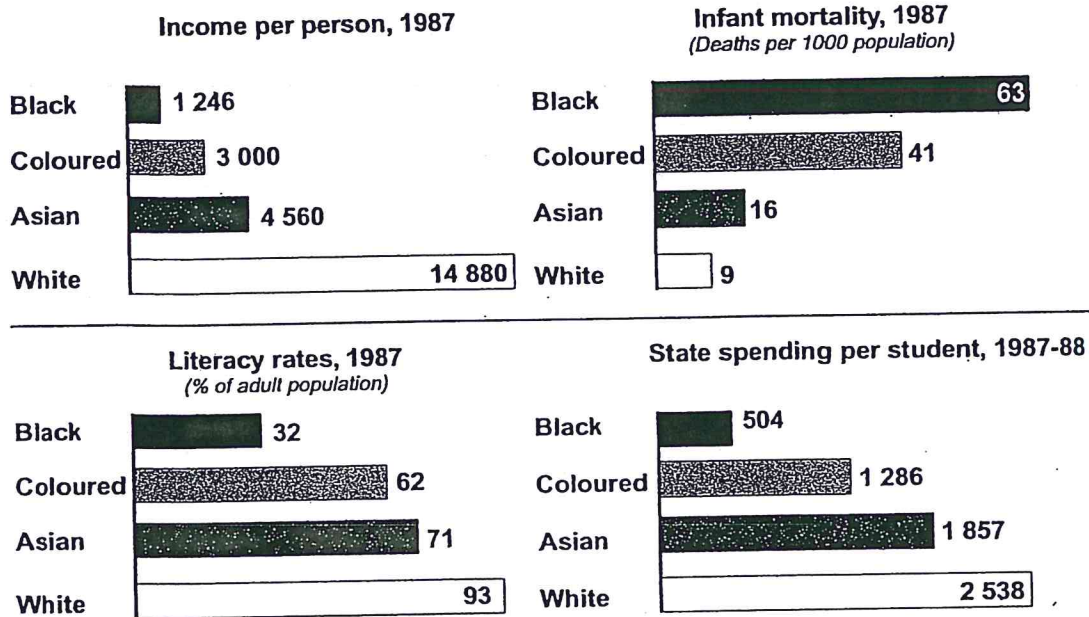
Winnie Mandela (1986)

DOCUMENT 4

The Africans' morality can never ever come up to the Europeans. Their standard of living is much lower. They can't think what's going to happen tomorrow.... Like we're worried about our kids; have they got food, are they doing OK in school? Africans never worry about things like that.

Dollie Fourie, a white South African

DOCUMENT 5



Zelinski, *Twentieth Century Viewpoints* (1996)

DOCUMENT 6

In 1950, the Nationalist government of South Africa brought in the Group Areas Act, one of the first and most important apartheid laws. The Group Areas Act set aside most of South Africa for use by the whites.

B. O'Callaghan, *A History of the Twentieth Century* (1998)

DOCUMENT 7

After the Bantu Education Act of 1953 the government took over African schools and enforced limitations on the curriculum so that black children were trained only for manual work. From 1959 Africans were not allowed to attend white universities.

Twentieth Century History, The World Since 1900, Tony Howarth