Candidate Name	Centre Number	Candidate Number	

WELSH JOINT EDUCATION COMMITTEE

WJEC

CYD-BWYLLGOR ADDYSG CYMRU

General Certificate of Secondary Education Tystysgrif Gyffredinol Addysg Uwchradd

165/09

HISTORY

SPECIFICATION A: IN-DEPTH AND OUTLINE STUDIES OF ASPECTS OF WELSH/ENGLISH AND WORLD HISTORY

PAPER 1

STUDY IN-DEPTH

09 - SOUTH AFRICA, 1960-1994

P.M. FRIDAY, 8 June 2007

1 hour (of two hour examination)

Questions	Office
answered	use
Q.1 (Compulsory)	20
Q.	25
TOTAL	45

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer Question 1 (Section A) and either Question 2 or Question 3 (Section B).

Write your answers in the spaces provided in this booklet. Use supplementary sheets when there is insufficient room in this booklet. Write your name at the top of each supplementary sheet, indicating clearly the number of the question you answer. Put the supplementary sheets inside this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You will be awarded marks for the quality of your written communication.

Your answers must be relevant and must make full use of information given to be awarded full marks for a question.

You are reminded that you should always support your answers using your knowledge and understanding of the topic chosen.

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

Answer Question 1 in Section A and either Question 2 or Question 3 in Section B.

SECTION A

(COMPULSORY)

1. This question is about the features of apartheid.

Study the sources below and then answer the questions which follow each source.

[20]

Source A



[A class being taught under the Bantu education system]

(a) Use Source A and your own knowledge to describe the main features of the Bantu Education Act. [3]

Source B

The Group Areas Act took away the right to own property which black people had been given in some urban areas. Under the disguise of 'slum-clearance' or 'town-planning', these people were relocated many miles away.

[Taken from a school textbook, South Africa, 1948-1994 (1997)]

(b)	Use Grou	the info up Areas	rmation Act.	in Source	B and	your (own kr	nowledge	to exp	lain the	effects	of the [4]
							•••••					
							•••••					
	•••••											

(165-09) **Turn over.**

Source C

I am seeking justice for all groups. The policy of separate development is designed for the happiness, security and stability of all groups. This is provided by protecting the home language and self-government for the Bantus as well as the whites.

[A speech given by South African Prime Minister Hendrik Verwoerd in 1958, outlining his reasons for introducing separate development.]

(c)	How useful is Source C as evidence to an historian studying the reasons for the introduction of separate development? Explain your answer using the source and your own knowledge.	on 5]
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•••••		••••
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Source D

Apartheid was used by the South African government as a means of keeping non-whites under control. Each act reduced both rights and opportunities for non-whites.

[Adapted from a school textbook by Rosemary Mulholland, South Africa, 1948-1994 (1997)]

(d)	In Source D the author is saying that apartheid was an unfair system used by the South African government. Is this a valid interpretation? In your answer you should use your own knowledge of the topic, refer to the other relevant sources in this question, and consider how the author came to this interpretation. [8]						

(165-09) **Turn over.**

SECTION B

Answer either Question 2 or Question 3.

2. This question is about opposition to apartheid within South Africa.

Study the information below and then answer the questions which follow.

[25]

INFORMATION

Opposition to apartheid became more widespread during the 1960s. A young black lawyer, Nelson Mandela, emerged as one of the leaders of the main opposition groups.



(a)	(i)	What was the Rivonia Trial?	[2]

(ii)	Explain why Steve Biko was arrested.	[4]
(iii)	How important were the protests against the Pass Laws at Sharpeville?	[5]

(b)	(i)	Describe the acts of civil disobedience organised by the ANC.	[3]
	(ii)	Explain why unrest broke out at Soweto in 1976.	[4]

(c)	Were black South Africans united in their opposition to apartheid? Exfully.	plain your answer [7]

3. This question is about the end of apartheid in South Africa.

Study the information below and answer the questions which follow.

[25]

INFORMATION

Within South Africa there were many different tribal groupings. This illustration shows Chief Buthelezi dressed in traditional Zulu costume.



<i>(a)</i>	(i)	What is Inkatha?	[2]

(165-09) **Turn over.**

(ii)	Explain why P.W. Botha introduced changes to the apartheid system.	[4]
 (iii)	How important was the general election of 1994?	[5]
 •••••		

<i>(b)</i>	(i)	Describe how South Africa was accepted back into the international community in early 1990s.	the [3]
	(ii)	Explain how black church leaders opposed apartheid.	[4]

(c)	Were economic problems the main reason why apartheid was ended? Explain your answe fully.
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•••••	