Candidate	Centre	Candidate	
Name	Number	Number	
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GCSE

4276/01

HISTORY (ROUTE A)

UNIT 1/UNIT 2: Changes in South Africa, 1948-1994

A.M. TUESDAY, 7 June 2011

l hour

Questions answered	Office use
Q.1 (Compulsory)	/25
Q.	25
TOTAL	50

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

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

Answer Question 1 and either Question 2 or Question 3.

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 are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing. These are questions 1(d) and 2(d) or 3(d).

SECTION A

COMPULSORY

This question is an enquiry into the creation of the apartheid state and its key features. [25]
 Study the sources below and then answer the questions which follow each source.

Source A



[This photograph shows the scene in Sophiatown, Johannesburg, in 1955 when 2000 armed police were used to force people to move out]

(a)	1955?	s Source A	snow you abo	out the move	ment of peop	ole from Soph	1atown 1r [2]

Source B

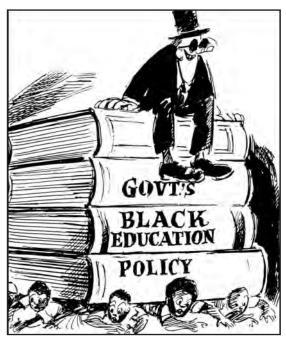
In 1952 the Pass Laws were extended. All black men aged sixteen and over (and later, women) had to carry a pass book. The pass book had 96 pages and contained the owner's photograph, address, job, fingerprints and other details.

[From a GCSE history textbook]

<i>(b)</i>	Use the information in Source B and your own knowledge to explain why black So Africans disliked the Pass Laws	[4
•••••		
•••••		

(4276-01) **Turn over.**

Source C



[A cartoon from 1953 showing the effects of the government's educational policy on blacks. It was drawn by Abe Berry, an anti-apartheid campaigner, who worked for *The Star* newspaper in Johannesburg]

(c)	How far does Source C support the view that the government's educational policy of the 1950s was intended to limit the opportunities of black South Africans?		
	[5]		

Source D

I find it difficult to understand why white South Africans can buy a house anywhere in the country, get a good job and choose where to send their children to school. I'd like to be able to walk home down a well-lit street to a place I can call home. With television maybe. An electric cooker and a bathroom with running hot water would be great. These might seem little things, but in Soweto and other townships, the black man has few of these comforts.

[From an article written by Nat Aiseko, a black journalist who lived in the township of Soweto in the 1960s and 1970s. It was published in the *Rand Daily Mail* newspaper in June 1976]

(d)	How useful is Source D to an historian studying the differences in the lifestyle of by and white South Africans?	olack [6]

(4276-01)

Turn over.

FO1

These two sources say different things about apartheid.

Source E

Apartheid will preserve and safeguard the racial identity of the white population of the country. It will also safeguard the identity of other peoples as separate racial groups. These groups will have opportunities to develop and prosper in South Africa.

[From a pamphlet published by the National Party in 1947 which outlined its apartheid policy and beliefs]

Source F



[A cartoon criticising the National Party's policy of apartheid which was published in the British newspaper *The Daily Mail*, in March 1961. The man sitting in the deckchair is Prime Minister Verwoerd.]

(e)	[In your answer you should refer to both the content of the sources and to the authors]	ِ [8]

SECTION B

Answer either Question 2 or Question 3

2. This question is about resistance and repression: the opposition to apartheid.

[25]

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



[This photograph shows protestors running away after the police opened fire upon the crowd gathered at Sharpeville on 21 March 1960]

(a)	What does this photograph show you about what happened at Sharpeville?	[2]

<i>(b)</i>	Describe the role played by women in the campaign against apartheid.	[5]

(1) Explai	ili wily Theisoil M	landela was sent to prison in 196	04.
(ii) Explai	in why violence b	roke out in Soweto in 1976.	
	in why violence bi		

11	Ex
(d) Was opposition from the international community the most success opposition to apartheid in South Africa? Explain your answer fully.	
You should give a two-sided answer to this question: - discuss the impact and success of international opposition; - discuss the impact and success of other forms of opposition from within South Africa; and give a judgement on the set question.	

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3. This question is about the ending of apartheid.

[25]

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



[The 1980s saw the growth of black resistance against apartheid. This photograph shows young black South Africans protesting in the townships in 1985]

(a)	What does this photograph show you about events in the townships during the 1980s?	2

(4276-01) **Turn over.**

Describe the work of Nelson Mandela in South Africa after his release from prison. [5]

		P.W. Botha introduced his policy of New Realism.	
(ii)	Explain why	the United Democratic Front (UDF) was formed in 198	83.
(ii)	Explain why	the United Democratic Front (UDF) was formed in 198	83.
(ii)	Explain why	the United Democratic Front (UDF) was formed in 198	83.
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		the United Democratic Front (UDF) was formed in 19	83.
		the United Democratic Front (UDF) was formed in 198	

(d)	Did the policies of F.W. de Klerk do more to bring about the end of apartheid th those of P.W. Botha? [1 Explain your answer fully.				
	You should give a two-sided answer to this question: — discuss the importance of the policies of F.W. de Klerk in ending apartheid; — discuss the importance of the policies of P.W. Botha in ending apartheid; and give a judgement on the set question.				

1,	Examiner only