



Anti-apartheid movement in South Africa, 1948-1991

A history of repression and resistance

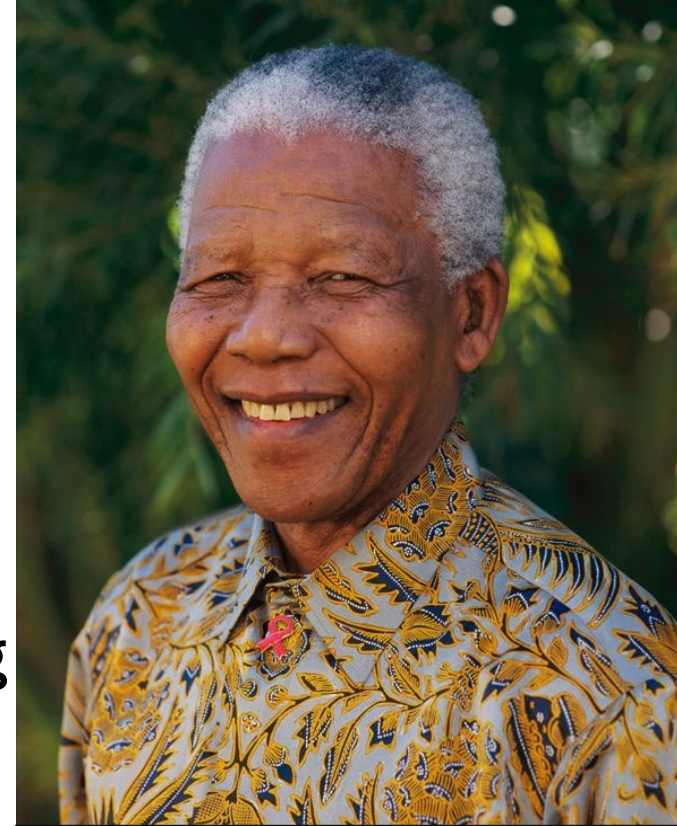
Syllabus

Unit 2: Movements in the Modern World

Topic 8: Anti-apartheid movement in South Africa, 1948-1991

Syllabus Objectives:

1. **Comprehend** terms, concepts and issues
2. Devise historical questions and conduct research
3. **Analyse** evidence from historical sources to show understanding
4. **Synthesise** evidence from historical sources to form a historical argument
5. **Evaluate** evidence from historical sources to make judgments
6. Create responses that communicate meaning to suit purpose



February 11, 1990, Mandela freed from Robben Island Prison. Photograph by Chris Johns, *National Geographic*.

Sample Content QCAA

Topic 8: Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)

Aspect of the topic: Significance of the Soweto uprising during the anti-apartheid struggles (1976–1991)

Subject matter

Contextual study

In this contextual study, students will:

- comprehend terms, concepts and issues in relation to the significance of the Soweto uprising during the anti-apartheid struggles (1976–1991) by focusing on, for example
 - ideas, beliefs and perspectives, particularly government repression and reform, liberation politics and resistance
 - significant historical features that existed within a society or across societies, particularly racial conflict; social, economic and political inequality; forced removals and *Land Acts*
 - the thoughts and feelings of people or groups so as to empathise with them, particularly the anti-apartheid organisations such as the African National Congress (ANC); the Pan African Congress (PAC); the United Democratic Front (UDF); and key leaders who were imprisoned, namely Steve Biko and Nelson Mandela
- analyse evidence from historical sources to show understanding in relation to the significance of the Soweto uprising during the anti-apartheid struggles (1976–1991) by focusing on, for example
 - the nature and range of sources and evidence for the period, particularly apartheid legislation, political debates, news articles, political speeches, photographs and cartoons
 - issues related to historiography or discussions about the nature of history more generally, particularly different categories of histories on the apartheid era: Afrikaner nationalism, African nationalism, big business capitalism and trade unionist perspectives.

Depth study

In this depth study, students will:

- comprehend terms, concepts and issues in relation to the significance of the Soweto uprising during the anti-apartheid struggles (1976–1991) by focusing on, for example
 - a chronology of events, particularly the National Party's victory (1948) and the nature of apartheid legislation of the 1950s such as the *Population Registration Act 1950*, the *Bantu Education Act 1953*; *Separate Development* (1958); the impact of the Sharpeville Massacre (1960), and the consequent State of Emergency and banning of political parties; the formation of *uMkhonto weSizwe*; the Rivonia Trial (1963–1964); the rise of the Black Consciousness Movement, new struggles for the African working class in the 1970s, and the students' revolt at Soweto (1976); the nationwide boycott of schools (1980); launch of the UDF (1983); mobilisation by leaders in exile of a worldwide economic boycott of South Africa; first meeting between the government and imprisoned Mandela (1985); Frederik Willem de Klerk's assumption of power (1989); the start of political negotiations (1990);

Subject matter

unbanning of the liberation movements, the ANC's agreement to suspend the armed struggle and the decision to release Mandela from prison (1990); meeting of a Convention for a Democratic South Africa (CODESA) (1991) to discuss the negotiation process and to draft and adopt a new constitution

- ideological, cultural, political or any other influences that existed within a society or across societies, particularly Afrikaner nationalism and African nationalism
- individuals, groups, ideas and events and the relationships between them, particularly Steve Biko and the Black Consciousness Movement, Frederik Willem de Klerk and the National Party, Nelson Mandela and the ANC
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments in relation to the significance of the Soweto uprising during the anti-apartheid struggles (1976–1991) by focusing on, for example
 - short-, medium- and long-term causes, particularly the struggle against the *Bantu Education Act 1953*, the ideas of the Black Consciousness Movement and the rise of worker militancy in the 1970s along with economic recession that mobilised people to protest more strongly against apartheid; the rise of black trade unions and the rebellion in townships throughout the country
 - the role and significance of ideas, people, groups and other features, particularly the views of 'hardliners' in the National Party as represented by Pieter Willem Botha; reformers in the National Party as represented by Frederik Willem de Klerk; ANC leader Nelson Mandela; ANC leaders in exile such as Oliver Tambo and Thabo Mbeki
 - actions and events, particularly the Soweto uprising (1976), the banning of 17 anti-apartheid organisations, and the arrest and death in detention of Steve Biko (1977)
 - effects, continuities and changes, particularly in relation to government repression and reform, the strengthening of liberation politics and the rise of anti-apartheid community organisations
 - perspectives and points of contestability raised by historians or others, particularly the position and viewpoints of students in 1976 versus the government and the police stance on events and the different interpretations on what caused the Soweto riots
- create responses that communicate meaning to suit purpose.

Concluding study

In this concluding study, students will:

- evaluate evidence from historical sources to make judgments about links between the significance of the Soweto uprising during the anti-apartheid struggles (1976–1991) and the current world by focusing on discussions or debates about, for example
 - any enduring legacy in one or more parts of the world, particularly the process of reconciliation in the move towards a democratic South Africa
 - recent and related ideas, actions, movements or other events, particularly the first democratic nationwide election in South Africa's history in 1994 and the creation of the Truth and Reconciliation Commission set up by the Government of National Unity in 1995.



Contextual Study
Apartheid South Africa

Depth Study

CONTENT – digital chapter 8A

Source-based inquiry questions:

- 1) How effective were the non-violent strategies used by the anti-apartheid campaigners up to 1960?
- 2) Why did the ANC adopt armed struggle as a key strategy in opposing apartheid?
- 3) What role did de Klerk and Mandela play in the path to democracy?

Brian Hoepper, Julie Hennessey, Clayton Barry, Ryan Slavin,
Sonia Ackerman, Mark Avery, Susan du Rand, Peter Lawrence,
Richard Leo, Tony Ogden, Kira Sampson, Aaron Sloper

Concluding Study
A new democracy

SYLLABUS REFERENCE: UNIT 2, TOPIC 8

CHAPTER 8A

Anti-apartheid movement in South Africa, 1948–1991

Focus: A history of repression and resistance



Do you think the style of this monument itself, and its location and setting, are appropriate and effective? Explain, after reading the story below.

On 5 August 1962, on a dark night just outside a small South African town called Howick, a man disguised as a chauffeur was stopped and apprehended at a roadblock by the police. This man turned out to be Nelson Mandela.

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Susan du Rand

Note on terminology of different race groups: The correct terminology when writing about apartheid is to use black, white, coloured and Indian, as this was the racial classification used during that period. White people are descendants of European colonists, such as the British or the Dutch. Black refers to Africans and coloured refers to mixed race. Indians came to South Africa as slaves and as indentured labour during the colonial era.

Contextual Study

Depth Study

1. 1948-1960 Legislation & Resistance

2. 1960-1970 Struggle & Oppression ←

Sharpeville Massacre 1961

Rivonia Trial 1963/4

3. 1970-1976 Revival & Uprising ←

Soweto Uprising 1976

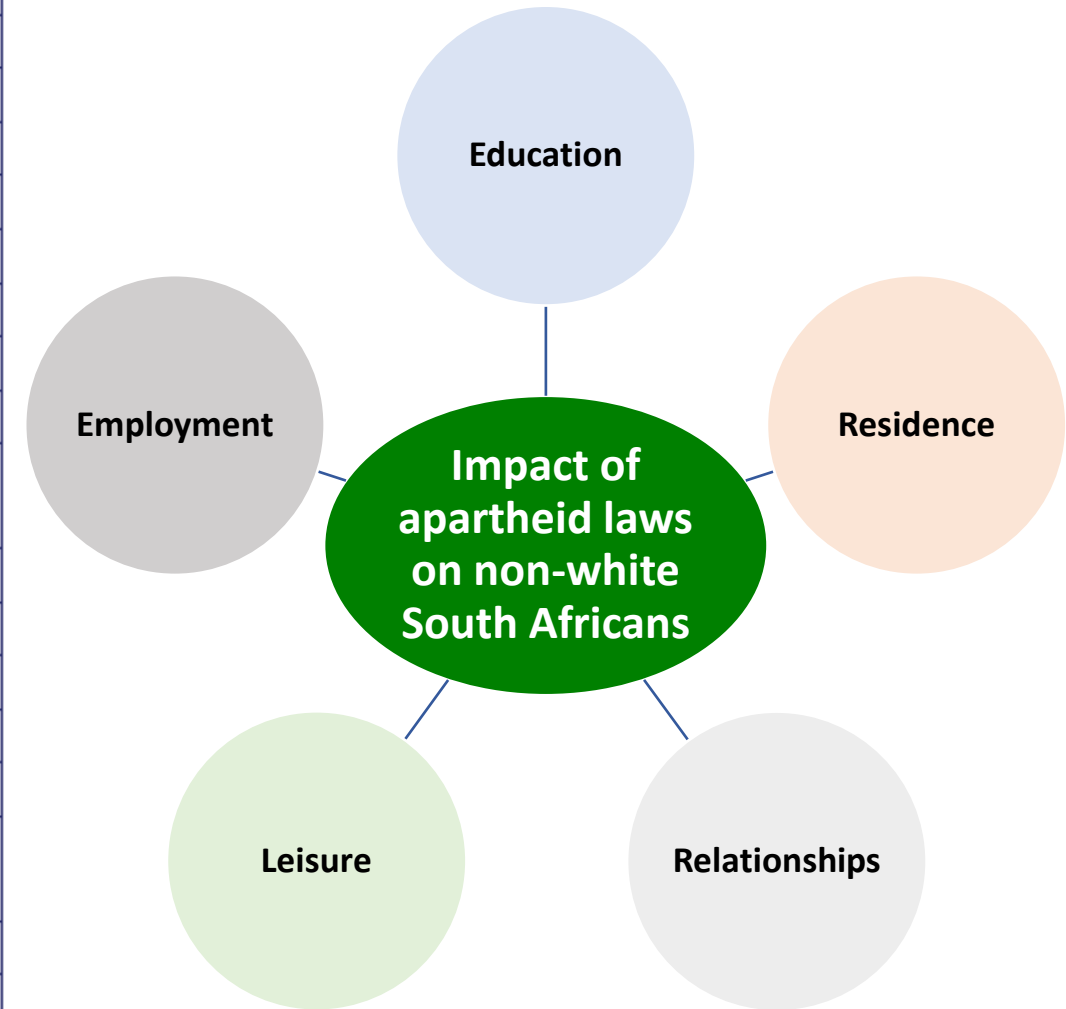
4. 1976-1983 Repression & Reform

De Klerk's and
Mandela's role

5. 1983-1994 Negotiations & Democracy

Laws and policies introduced by the National Party

1949	The Prohibition of Mixed Marriages Act, Act No 55 of 1949
1950	Immorality Amendment Act, Act No 21 of 1950
	Suppression of Communism Act, Act No 44 of 1950
	The Group Areas Act, Act No 41 of 1950
	The Population Registration Act, Act No 30 of 1950
1951	The Bantu Authorities Act, Act No 68 of 1951
	Separate Representation of Voters Act, Act No 46 of 1951
	Prevention of Illegal Squatting Act, Act No 52 of 1951
1952	Natives Laws Amendment Act of 1952
	Natives (Abolition of Passes and Co-ordination of Documents) Act, Act No 67 of 1952
1953	Public Safety Act of 1953
	The Criminal Law Amendment Act, Act No 8 of 1953
	Bantu Education Act, Act No 47 of 1953
	Reservation of Separate Amenities Act, Act No 49 of 1953
1954	Natives Resettlement Act, Act No 19 of 1954
	Riotous Assemblies and Suppression of Communism Amendment Act, Act No 15 of 1954
1956	Natives (Prohibition of Interdicts) Act, Act No 64 of 1956
	Riotous Assemblies Act, Act No 17 of 1956
1959	Extension of University Education Act, Act No 45 of 1959
	The Promotion of Bantu Self-Government Act of 1959



Legislation



“White area” sign on a beach in South Africa, 1948.

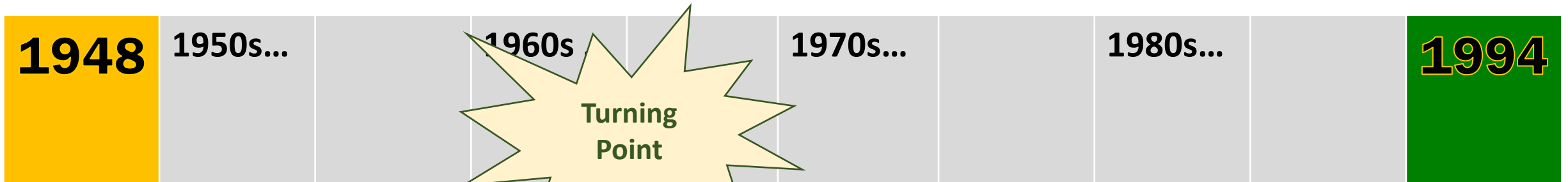


“Europeans Only” inscribed on public benches

Reservation of Separate Amenities Act of 1953

Chronology

Legislation introduced →



Resistance to legislation →

Cognitive verb: Comprehend

Explanation – understand the meaning or nature of (Syllabus definition)

History – comprehend terms, issues and concepts ...

e.g. **Apartheid, Democracy, Discrimination, Nationalism**

Cognitive skills to help comprehend:

- Identify
- Recognise
- Recall
- Explain

Term	Explanation
comprehend	understand the meaning or nature of; grasp mentally

Comprehending

When **comprehending terms concepts and issues from historical sources**, you establish links between information to understand the **nature and significance** of **historical terms and concepts**.

1. **Define** the term in historical context
2. **Explain** the issue in relation to the question
3. **Demonstrate** an understanding of the relationships between concepts and ideas in response to the question.

Comprehending question

Contextualise

Explain the circumstance pertaining to an event, statement or idea. TIME & PLACE

Define

State the meaning and identify or describe qualities

Use evidence from Sources 1 and 2 to

- a) **identify** two reasons why Prime Minister Malan introduced the policy of Apartheid in 1948.
- b) **explain** how Apartheid affected ordinary people and why this political system became an issue that bred dissatisfaction.

Explain

Make clear by describing in detail or revealing relevant facts; give an account; provide additional information

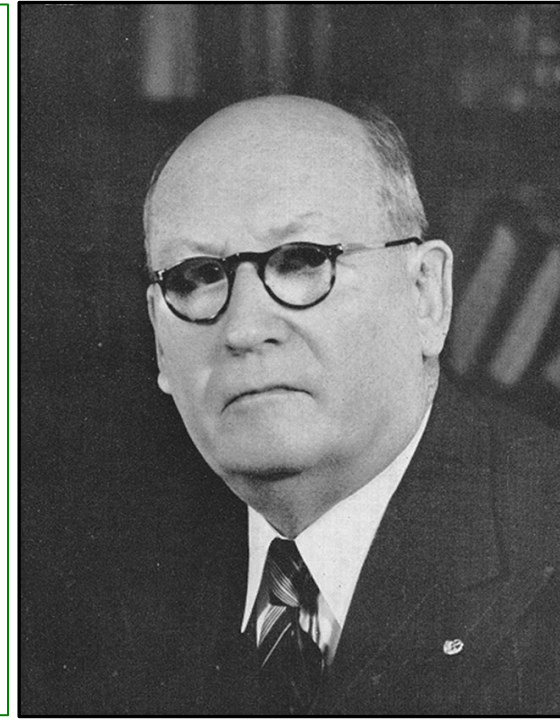
Identify

Distinguish, locate, recognise, establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature

Source 1

Mr. Speaker, today South Africa belongs to us. Where we shall be introducing legislation to implement our policy which we call **Apartheid** - the **separation between the races**. Races will live and travel separately. Education will be separate for all groups at all levels. Native reserves will become Black homelands. Work fitting for the White man will be reserved for him and him alone. Apartheid rests on three unarguable foundations - Afrikaner Experience - OUR experience, **Scientific Proof that the White man is a superior being, and Biblical Witness**. Apartheid represents divine will.

Prime Minister D.F. Malan after National Party victory in 1948

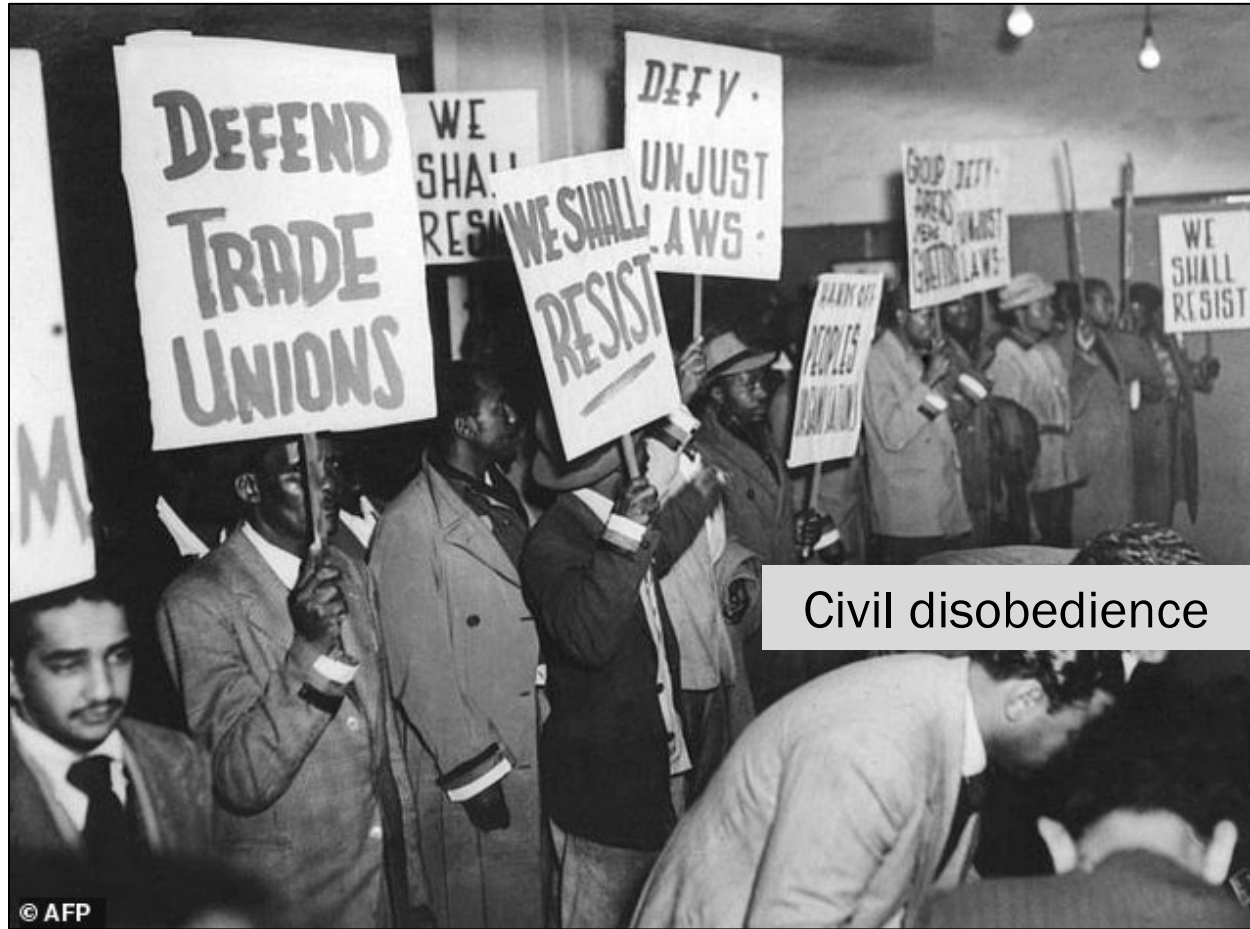


Source 2

We are extricating ourselves from a system that insulted our common humanity by **dividing us from one another** on the basis of race and setting us against each other as **oppressed** and **oppressor**... that system committed a crime against humanity...

Nelson Mandela on Apartheid rule - Speech in Pretoria upon receipt of a report from the Truth & Reconciliation Commission, which investigated Apartheid-era atrocities, October 29, 1998.

Defiance



Civil disobedience

ANC and SAIC planned a peaceful resistance against unjust laws in 1952.



Non-violent strategies

Participants of the Defiance Campaign in Cape Town in 1952 in a train compartment marked "*For Europeans Only*".

Non-violent protest



Women Protest, 9 August 1956
Women marched to the Union buildings in Pretoria



Peaceful protest against Pass Laws

Black South Africans burn their pass books, 1 April 1960.



Albert Luthuli, ANC president from 1952-1960, burning his pass book in 1960.
First African to be awarded a Nobel Prize for peace in 1960.

Resistance



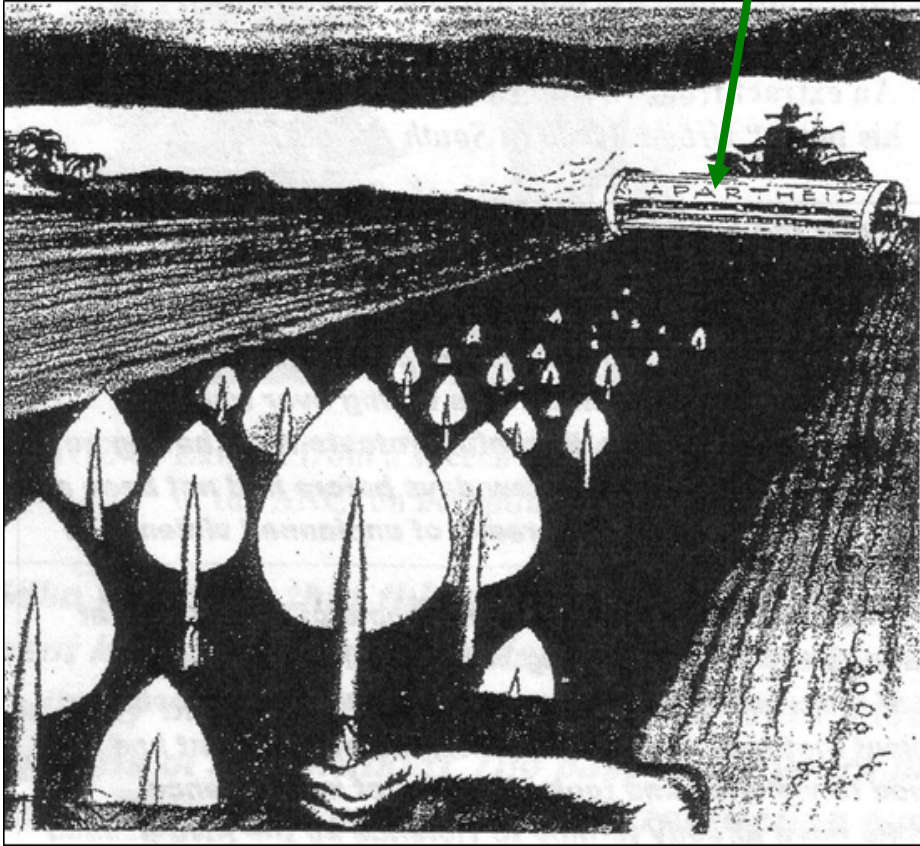
Once the liberation struggle became aware of their power, all the efforts of the Apartheid government to keep them under control became ineffective.

Cartoonist draws on *Gulliver's Travels*.

Explicit and Implicit meanings

APARTHEID

Source 3



Origin – *Punch* 1960 (Satirical magazine)

Audience – British

Context – Anti-Apartheid Movement in Britain, started in 1959

“You reap what you sow”
“The spear of the Nation”

Source 7

We began our session at 8pm and it was tumultuous
We argued the entire night But towards dawn, there was a resolution. The Congress authorised me to go ahead and form a new military organisation, separate from the ANC. The policy of the ANC would still be that of non-violence. ...

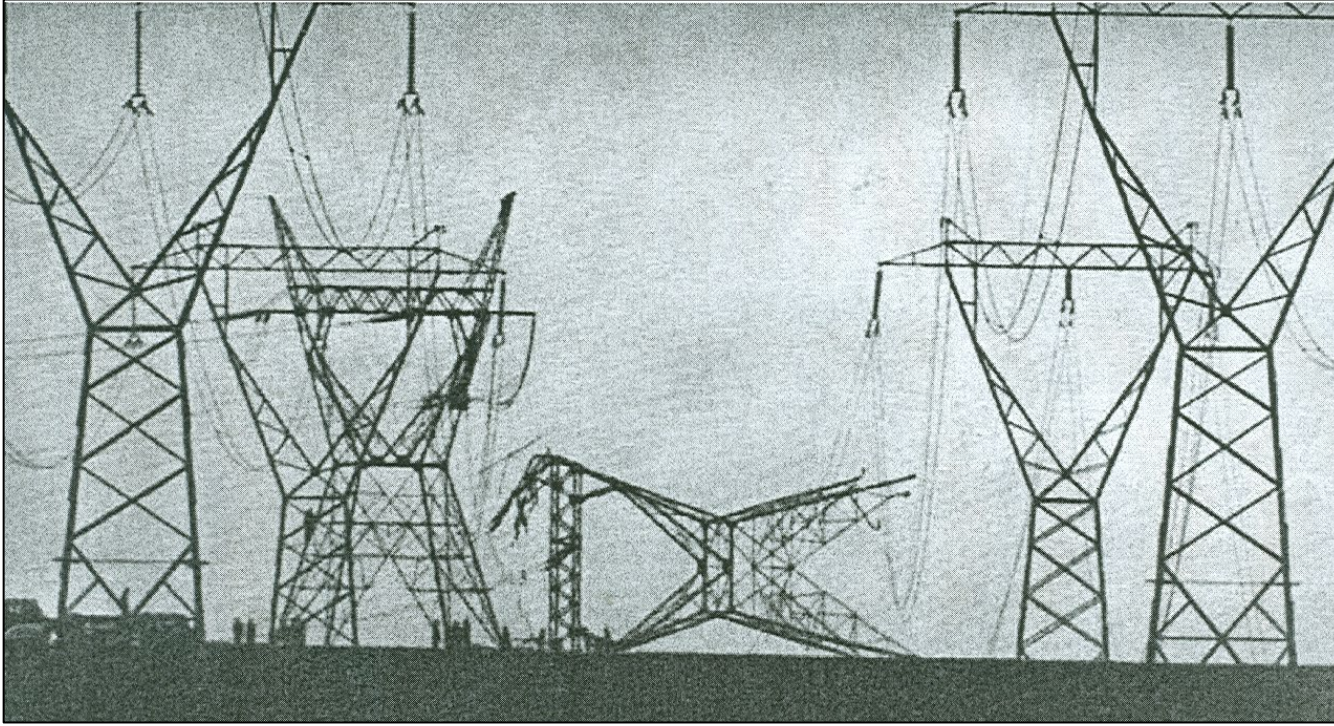
This was a fateful step. For fifty years, the ANC had treated non-violence as a core principle, beyond question or debate. Henceforth, the ANC would be a different kind of organisation. We were embarking on a new and more dangerous path, a path of organised violence, the results of which we did not and could not know.

Mandela, Autobiography.

Mandela writes about the decision made by leaders of the ANC to turn to a policy of violent opposition to the government in 1961.

Explicit and Implicit meanings

Source 9



Photograph of MK sabotage in 1961

General Law Amendment Act (Sabotage Act) No.76 – 1962

It defined sabotage and made provision for a minimum sentence of five years and a maximum sentence of death.



Source 12

The decision to form Umkhonto we Sizwe (MK) to attack symbols of apartheid was not easily taken. But as a result of the Sharpeville massacre – during which 69 people were killed and 180 were injured by police at a non-violent protest for the abolition of the pass laws – on March 21 1960, the banning of the African National Congress, and the detention of the leaders of the ANC – and particularly those facing a charge of treason – they were persuaded that the decision was inevitable...

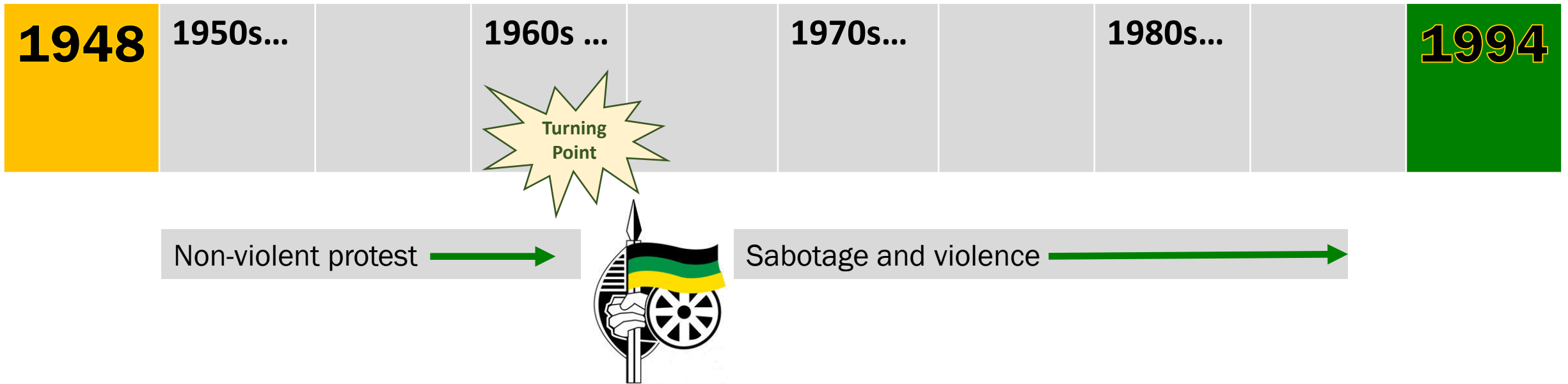
George Bizos, 2013.

A human rights lawyer who campaigned against apartheid

In 1961 the ANC set up a military wing called *Umkhonto weSizwe* (MK) known as The Spear of the Nation. They used sabotage and violence to overthrow the National Party Government.

Chronology

Legislation introduced →



Resistance to legislation →

Rivonia Trial

People involved in the
Rivonia Trial 1963-1964

MANDELA

They were charged with,
"... recruiting people for training in sabotage and guerrilla warfare for the purpose of violent revolution."
Rivonia Trial Sentence

"The most profound moment in the trial was probably Mandela's speech in the dock. He condemned the very court he was appearing in as illegitimate. He then proceeded to argue that the laws in place were equally draconian and that defiance of these laws was justified."

Rivonia Trial 1963-1964, SAHO,
<https://www.sahistory.org.za/article/rivonia-trial-1963-1964>



Cognitive verb: Analyse

Explanation – break down or examine in order to identify the essential elements, features.... (Syllabus definition)

History – identify and examine **features of environment**

Cognitive skills to help analyse:

- Identify
- Explain
- Compare

Term	Explanation
Analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences

Analysing

When **analysing** evidence from **historical sources**, you **ask and answer questions** about the evidence to show understanding.

1. **Identify** the parts of the source.
2. **Determine** how the parts of the source make up the message.
3. **Interpret** the message being communicated.
4. **Examine** the origin, motive, audience, perspective, context, explicit and implicit meanings of the source.

features of evidence	attributes of information obtained from sources that are useful for a particular historical inquiry. These attributes may relate to, for example: origin, motive, audience, perspective, context, explicit meanings and implicit meanings
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Analysing question

Analyse evidence from Sources 4 and 5 to **compare perspectives** regarding the ANC's motives as presented at the Rivonia Trial in 1964.

compare

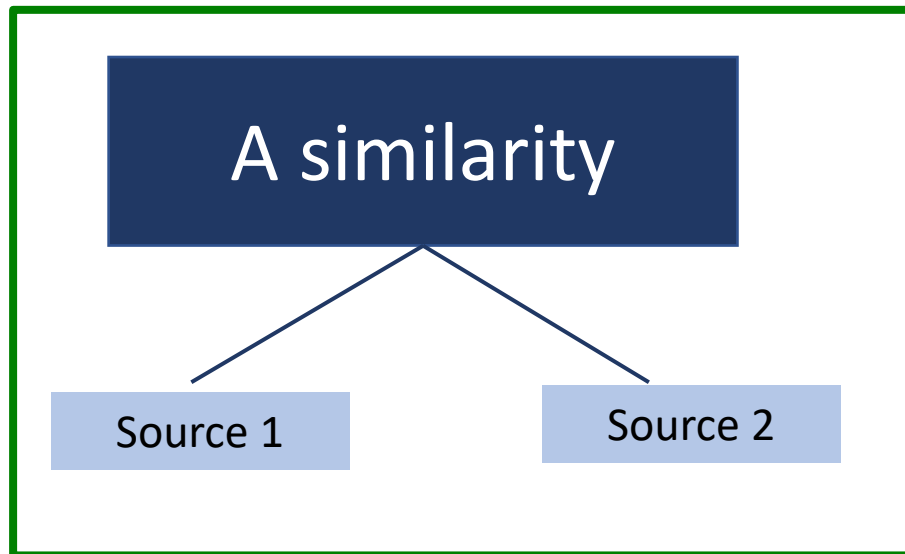
display recognition of similarities and differences and recognise the significance of these similarities and differences

perspectives

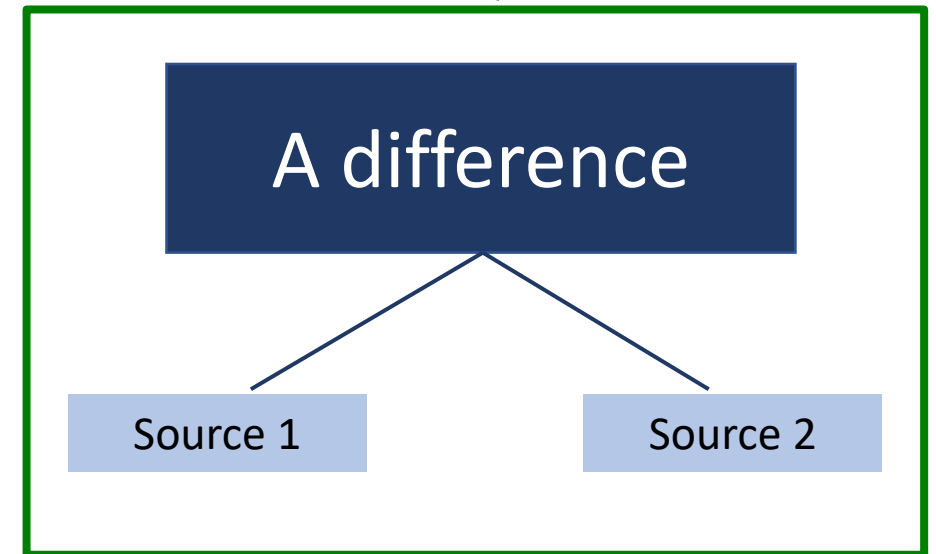
points of view of people, groups or institutions; the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on, for example, their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past e.g. whether a source reflects a dominant perspective as opposed to a minor or marginalised perspective/s on an issue or period of time

Compare: display recognition of **similarities** and **differences** and recognise the significance of these similarities and differences

Comparing (perspectives)



One paragraph



Another paragraph

Source 4

Sabotage did not involve loss of life, and it offered the best hope for future race relations. Bitterness would be kept to a minimum and, if the policy bore fruit, democratic government could become a reality ... The initial plan was based on a careful analysis of the political and economic situation of our country. We believed that South Africa depended to a large extent on foreign capital and foreign trade. We felt that planned destruction of power plants, and interference with rail and telephone communications would tend to scare away capital from the country, making it more difficult for goods from industrial areas to reach the seaports on schedule, and would in the long run be a drain on the economic life of the country, thus compelling the voters of the country to reconsider their position ... This then was the plan. Umkhonto was to perform sabotage, and strict instructions were given to members right from the start, that on no account were they to injure or carrying out operations.

Nelson Mandela, Statement from the dock at the opening of the defence case at the Rivonia Trial, **1964**.

- **Perspectives** of Mandela Vs the State at the Rivonia Trial
 - Evidence from sources **corroborate or contrast**
- Compare (similarity & difference)**

Source 5

I have heard a great deal during the course of this case about the grievances of the non-European population. The accused have told me, and their counsel have told me, that the accused, who are all leaders of the non-European population, have been motivated entirely by a desire to ameliorate these grievances. I am by no means convinced that the motives of the accused were as altruistic as they wished the Court to believe. People who organise a revolution usually plan to take over the government, and personal ambition cannot be excluded as a motive... The crime of which the accused have been convicted, that is the main crime, the crime of conspiracy, is in essence one of **high treason**. The State has decided not to charge the crime in this form. Bearing this in mind, and giving the matter very serious consideration, I have decided not to impose the supreme penalty which in a case like this would usually be the crime... The sentence in the case is one of life imprisonment.

Judge Quartus de Wet, sentencing Nelson Mandela and seven others to life imprisonment for **sabotage** in the Supreme Court of South Africa, **1964**.

Anti-Apartheid Movement - Britain



Anti-apartheid marchers on their way to Twickenham rugby ground in London, December 20, 1969.

Yusuf Dadoo (chairman of the SAIC) and Joe Slovo (key figure in the SACP) are shown leading a demonstration against the Rivonia Trial in London, 1963.

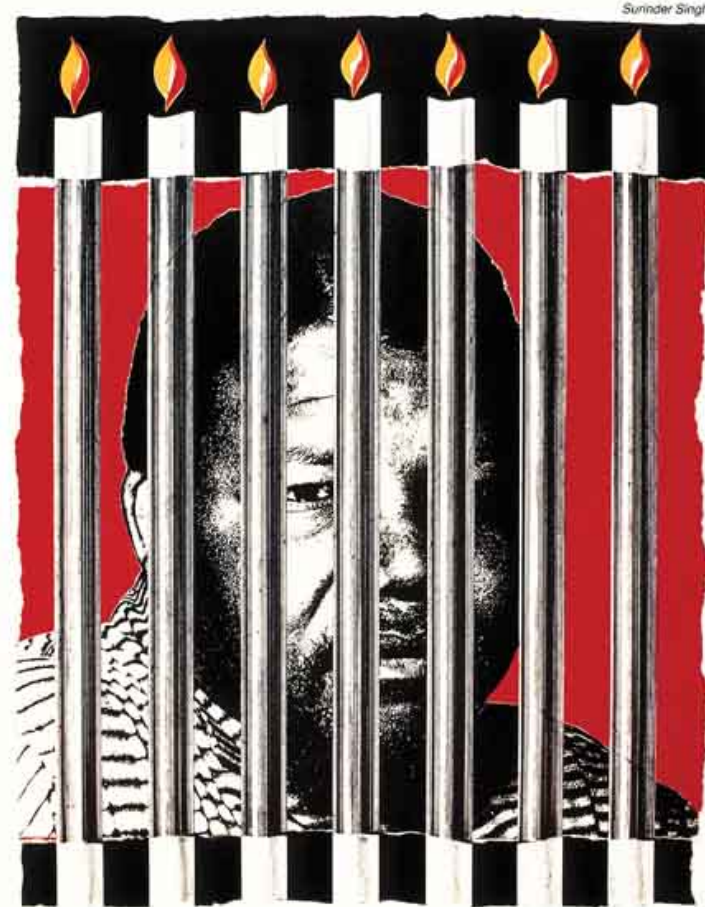
Anti-Apartheid Movement - Britain

 **ANTI-APARTHEID
MOVEMENT SAYS**

**STOP
APARTHEID
REPRESSION**

**AAM, 13 Mandela Street,
London NW1 0DW. Tel: 01 387 7966**

**SOUTH AFRICA
FREEDOM
NOW**



Release Nelson Mandela
and all political prisoners of South Africa and Namibia!

Anti-Apartheid Movement 13 Mandela St London NW1 0DW 01-387 7966 

 **ANTI-APARTHEID
MOVEMENT SAYS**

**ISOLATE
APARTHEID
SOUTH
AFRICA
NOW!**

Cognitive verb: Evaluate

Explanation – make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas...(S. 11, 12, 13 definition)

History – evaluate evidence from historical sources and make judgments ...

Cognitive skills to help evaluate:

- Explain
- Analyse
- Interpret

Term	Explanation
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria

Evaluating

When **evaluating** evidence from **historical sources**, you use your analytical findings to make a **judgment** about **usefulness** and **reliability**.

1. **Assess/judge** its relevance to the main inquiry question (how/why it is significant).
2. **Refer** to different perspectives of individuals or groups included in the source.
3. **Assess/judge** the usefulness and reliability of the source (use your analytical findings, and consider the extent to which sources are corroborated by historical evidence).

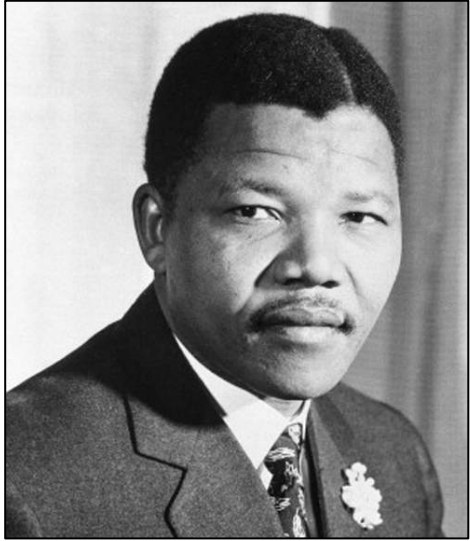
Evaluating Question

The outcome of the Rivonia Trial had a significant impact on the progress of the anti-apartheid movement.

Evaluate the extent to which evidence from Sources 10 and 11 is **useful** and **reliable** for investigating the above statement.

Include **two considerations** for each evaluation.

usefulness	the usefulness of a source depends on the question being asked of it. To assess the usefulness of a source, consider for example: how the source provides relevant information in answer to the question; how it provides insight into the question and how it may be used to corroborate or contradict other sources
reliability	the quality of being trustworthy; in history, reliability is considered in terms of degrees, rather than absolutes. It may be determined by asking, for example: Who produced the source? What did they produce? Why did they produce it? Where does it come from? How it is presented?



Source 10

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

Nelson Mandela, Pretoria Supreme Court, 20 April 1964.

- **Useful** to make **judgments** on views at the Rivonia Trial
- **Perspectives** of Mandela and Luthuli (key individuals from ANC)
- Evidence from sources **corroborate or contrast**

Source 11

They are sentenced to be shut away for long years in the brutal and degrading prisons of South Africa. With them will be interred this country's hopes for racial co-operation. They will leave a vacuum in leadership that may only be filled by bitter hate and racial strife.

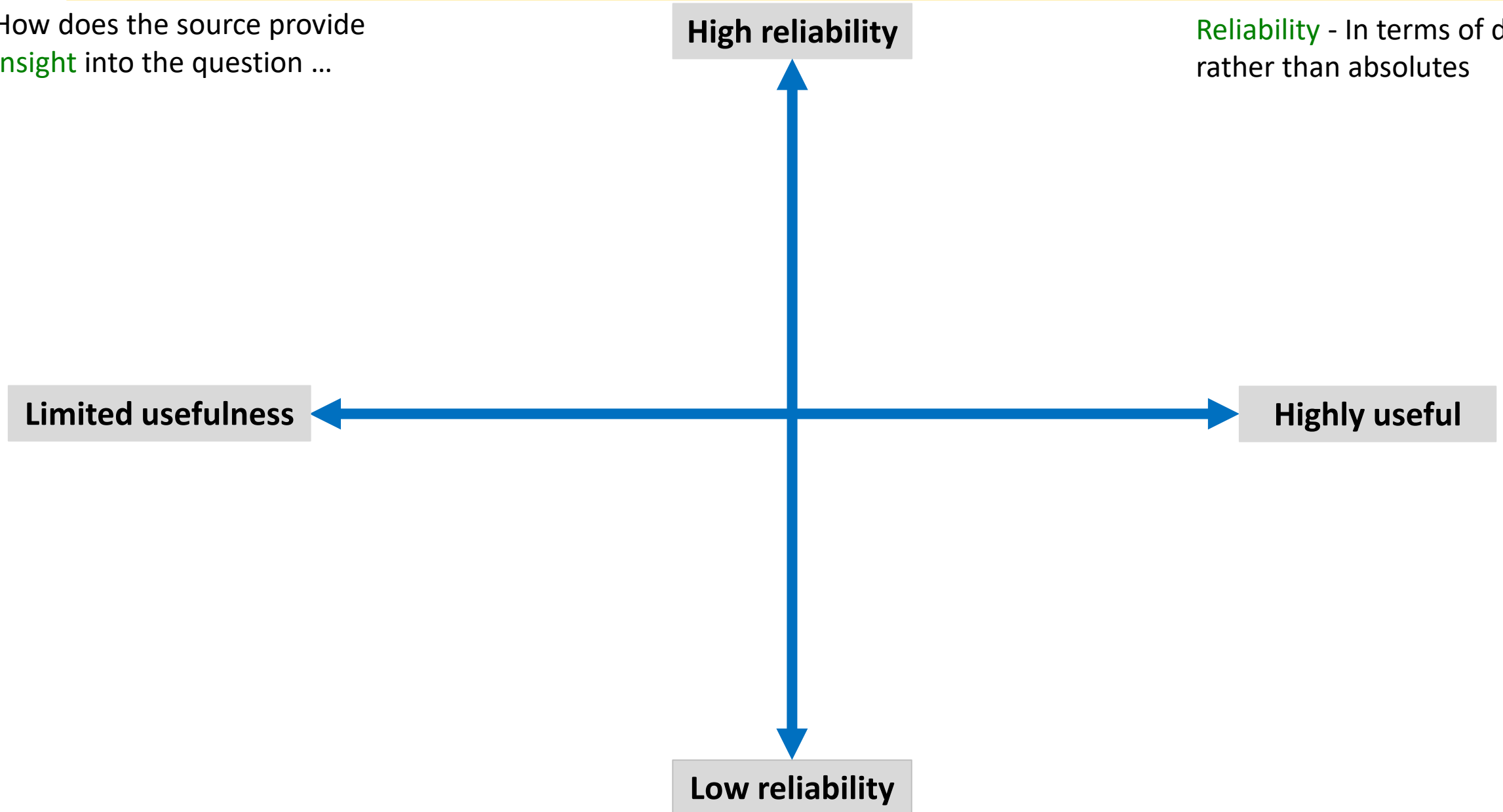
Chief Albert Luthuli, 1964.



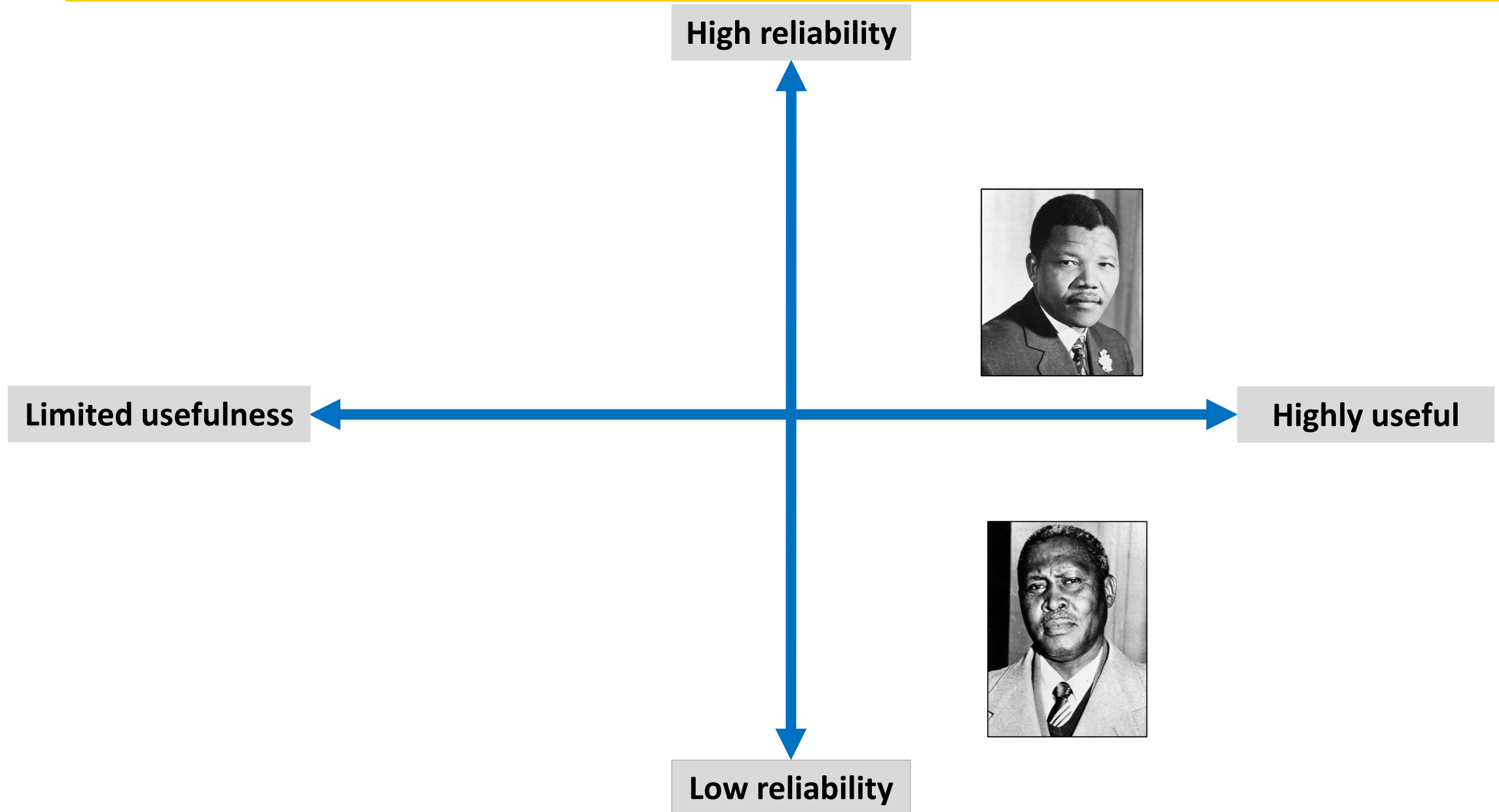
Usefulness & Reliability

How does the source provide
insight into the question ...

Reliability - In terms of degrees
rather than absolutes



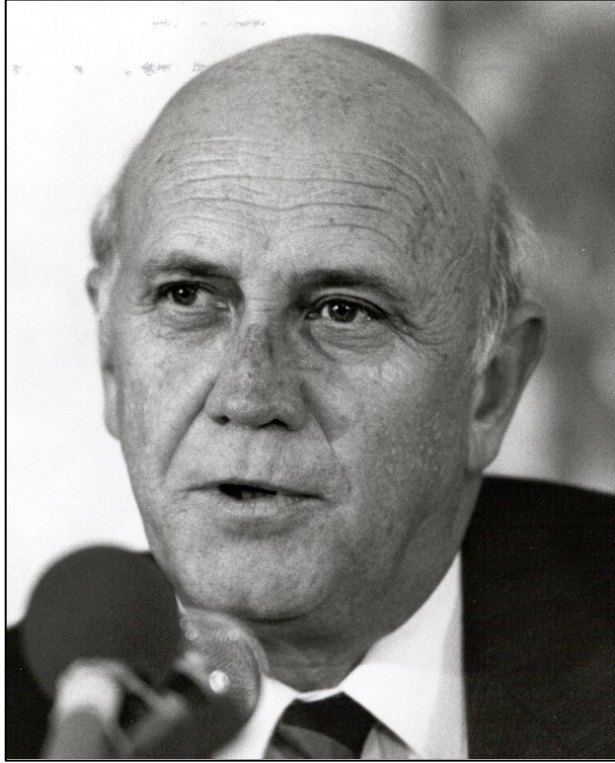
Usefulness & Reliability



Marking Guide

The response	
(Source 1) Usefulness	(Source 2) Usefulness
makes a plausible judgment about the extent to which evidence from Source 1 is useful, citing 2 considerations	makes a plausible judgment about the extent to which evidence from Source 5 is useful, citing 2 considerations
(Source 1) Reliability	(Source 2) Reliability
makes a plausible judgment about the extent to which evidence from Source 4 is reliable, citing 2 considerations	makes a plausible judgment about the extent to which evidence from Source 5 is reliable, citing 2 considerations
Corroboration	
makes a plausible judgment about the extent to which the evidence from Sources 1 and 2 corroborate each other	

New political landscape



Botha resigned in 1989, and de Klerk replaced him, as leader of the National Party and then as State President.

Mr Speaker, Members of Parliament.

*THE GENERAL ELECTIONS on September the 6th, 1989, placed our country irrevocably on the road of drastic change. Underlying this is the growing realisation by an increasing number of South Africans that only a **negotiated** understanding among the representative leaders of the entire population is able to ensure lasting peace.*

<https://www.sahistory.org.za/archive/fw-de-klerks-speech-parliament-2-february-1990>



President F.W. de Klerk lifted a ban on the African National Congress and promised to free Nelson Mandela in a speech at the South African Houses of Parliament on 2 February 1990.

Mandela's release



Mandela's release from prison in 1990 provided an opportunity for the country to reinvent itself after years of political oppression.

Photograph of Mandela by David Goldblatt
Mandela Singing South Africa's National Anthem.

Cognitive verb: Synthesise

Explanation – combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create a new understanding.

History – synthesise information from historical argument

Cognitive skills to be used:

- Identify
- Analyse
- Evaluate

Term	Explanation
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding

Synthesising

When **synthesising** evidence from **historical sources**, you **combine information** from different sources to form a historical argument.

1. **Consider** your findings from the different sources in relation to the inquiry question.
 - **Identify** and account for patterns of corroboration (agreement) and contradiction (disagreement)
 - **Determine**, based on the reliability of the sources, which patterns are the most accurate
2. **Create** a hypothesis in response to the inquiry question that can be justified by evidence.

Synthesising question

To what extent should both leaders be given credit in dismantling Apartheid?

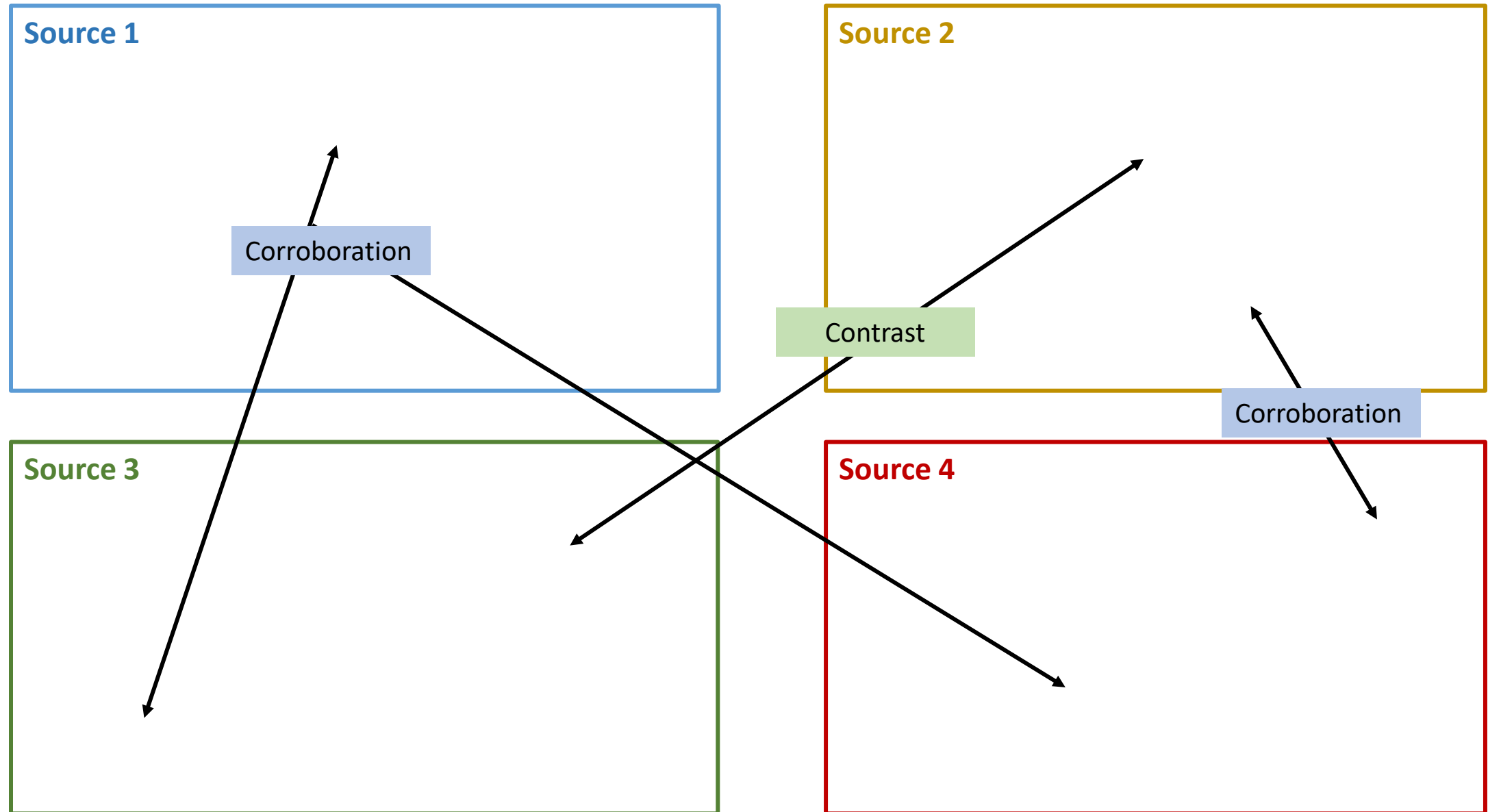
Synthesise evidence from Sources 13, 14, 15 & 16 to form a **historical argument** on the role played by De Klerk and Mandela in the country's transition to democracy.

Synthesise: combine different parts or elements (from historical sources) into a whole, in order to create new understanding or meaning.

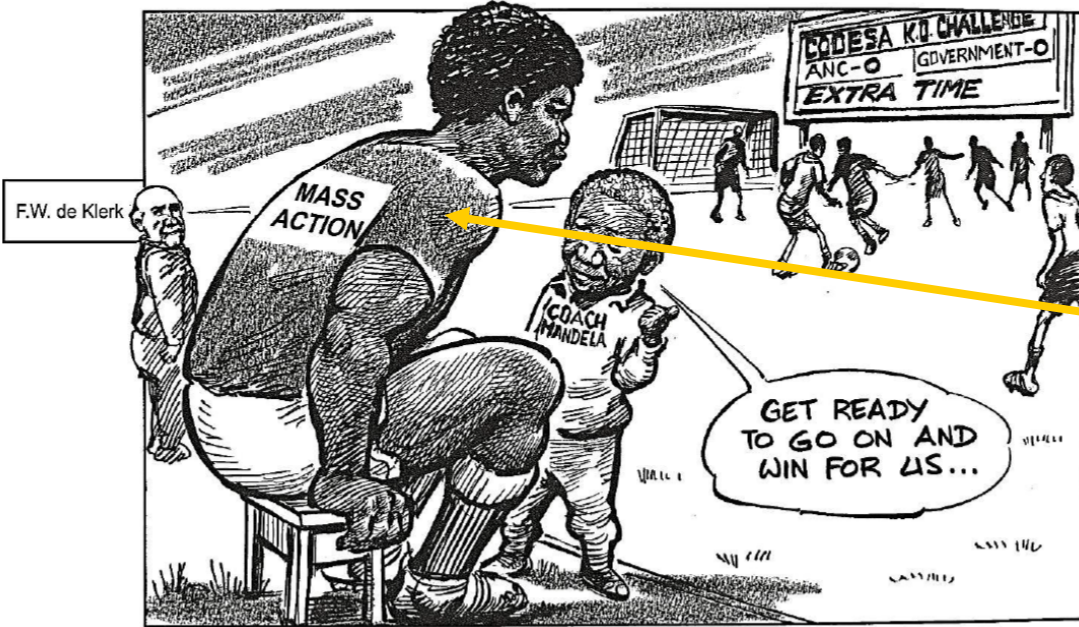
Your response should discuss:

- the nature of De Klerk and Mandela ideas
- the significance of their actions in the negotiation process
- historical perspectives and interpretations. (The goal is to develop a sophisticated historical argument)

Synthesising evidence from sources



Source 13



Cartoon, drawn in December 1991, by South African cartoonist, Len Sak, comments on the **negotiation process** between the National Party government and the African National Congress (ANC)

Source 14

At the opening meeting of the **CODESA talks**, in December 1991, the two leaders clashed.

De Klerk attacked the ANC

“An organisation which remains committed to an **armed struggle** cannot be trusted completely when it also commits itself to peacefully **negotiated** solutions.”

Nelson Mandela lashed back

“I am gravely concerned about the behaviour of Mr de Klerk today. **He has launched an attack on the ANC** and in doing so he has been less than friendly. Even the head of an illegitimate, discredited minority regime as he, has certain moral standards to uphold. If a man can come to a conference and play this type of politics...very few people would like to deal with such a man. We must make allowances for the fact that he is a product of apartheid.”

C. Culpin, *South Africa Since 1948: A Study in Depth*, 2000.

CODESA – Convention for a Democratic South Africa

Source 15

De Klerk Heralds a New Era

South Africa's President, Mr FW de Klerk, took his country into a new political era yesterday with a package of sweeping reforms that earned plaudits from around the world.

The President, addressing the opening of parliament, announced the immediate unbanning of the African National Congress and said the government would release unconditionally Mr Nelson Mandela ... "The time for talking has arrived," said Mr De Klerk.

Spontaneous celebrations broke out in townships around the country ... Some of the most outspoken critics of the government in the domestic anti-apartheid community reacted with incredulity to the sweep of Mr De Klerk's announcements. "He has taken my breath away," said Archbishop Desmond Tutu, the Nobel Prize winner. "I'm surprised and encouraged," said another anti-apartheid leader, Dr Allan Boesak.

Extract from Guardian, 3 February, 1990.

Source 16



Photograph taken in 1994, published in *I Harker, The Legacy of Apartheid, 1994.*

Corroborates

Holding a banner in support of de Klerk – not representative of the usual stereotype one would associate with the anti-apartheid movement.

Marking Guide

The response:

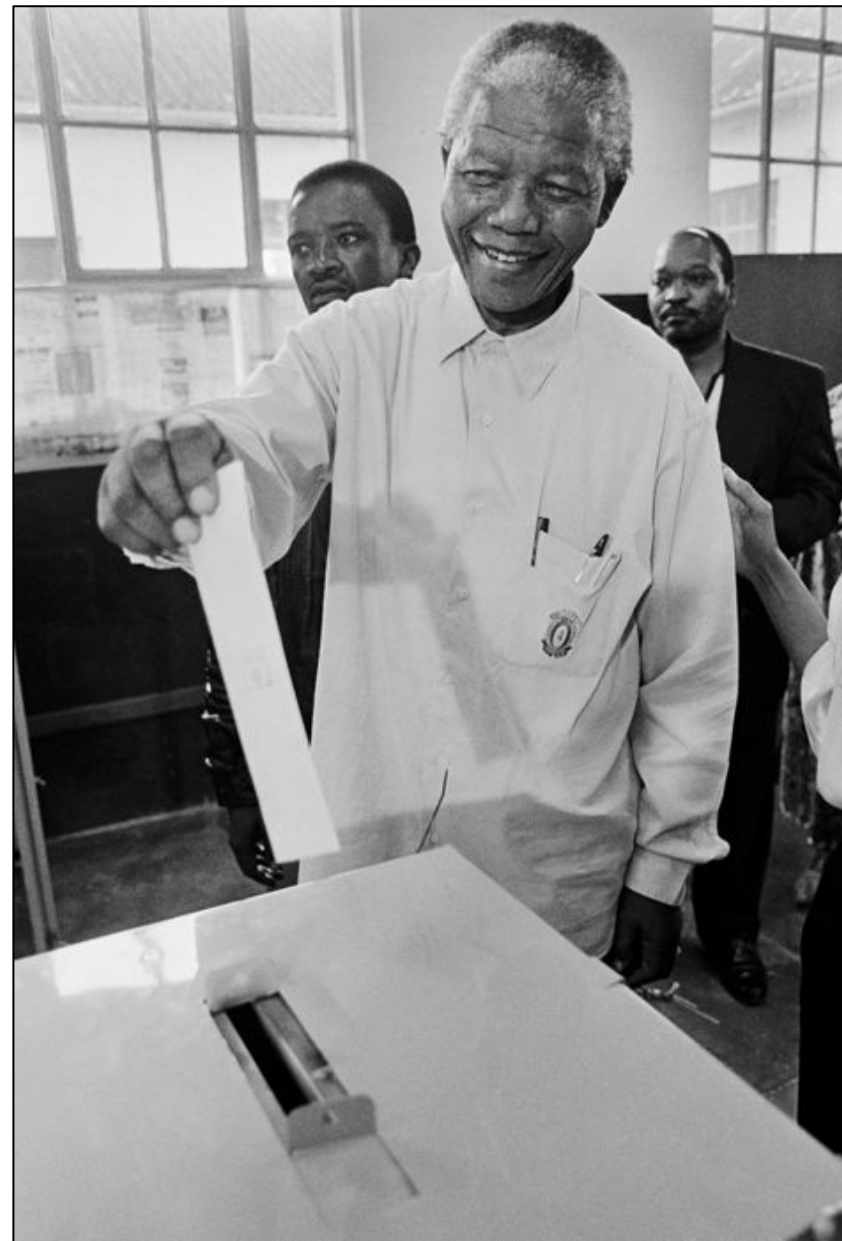
develops a **sophisticated historical argument** that responds directly and fully to the question

combines relevant evidence from Sources 1, 2, 3 and 4 to develop the argument (**use 4 sources**)

demonstrates accurate use of **relevant terms** placed in **historical context**

organises paragraph/s purposefully to **succinctly** and fluently convey ideas relating to the question, **acknowledging sources** used

1994



In 1994 the ANC won the electoral majority in the first non-racial democratic elections. Mandela was elected South Africa's President.



1994



Pictures of long queues of people waiting peacefully and patiently to cast their vote symbolised the determination of all South Africans to have a say in the first democratic election.

De Klerk offers Mandela his congratulations – 1994

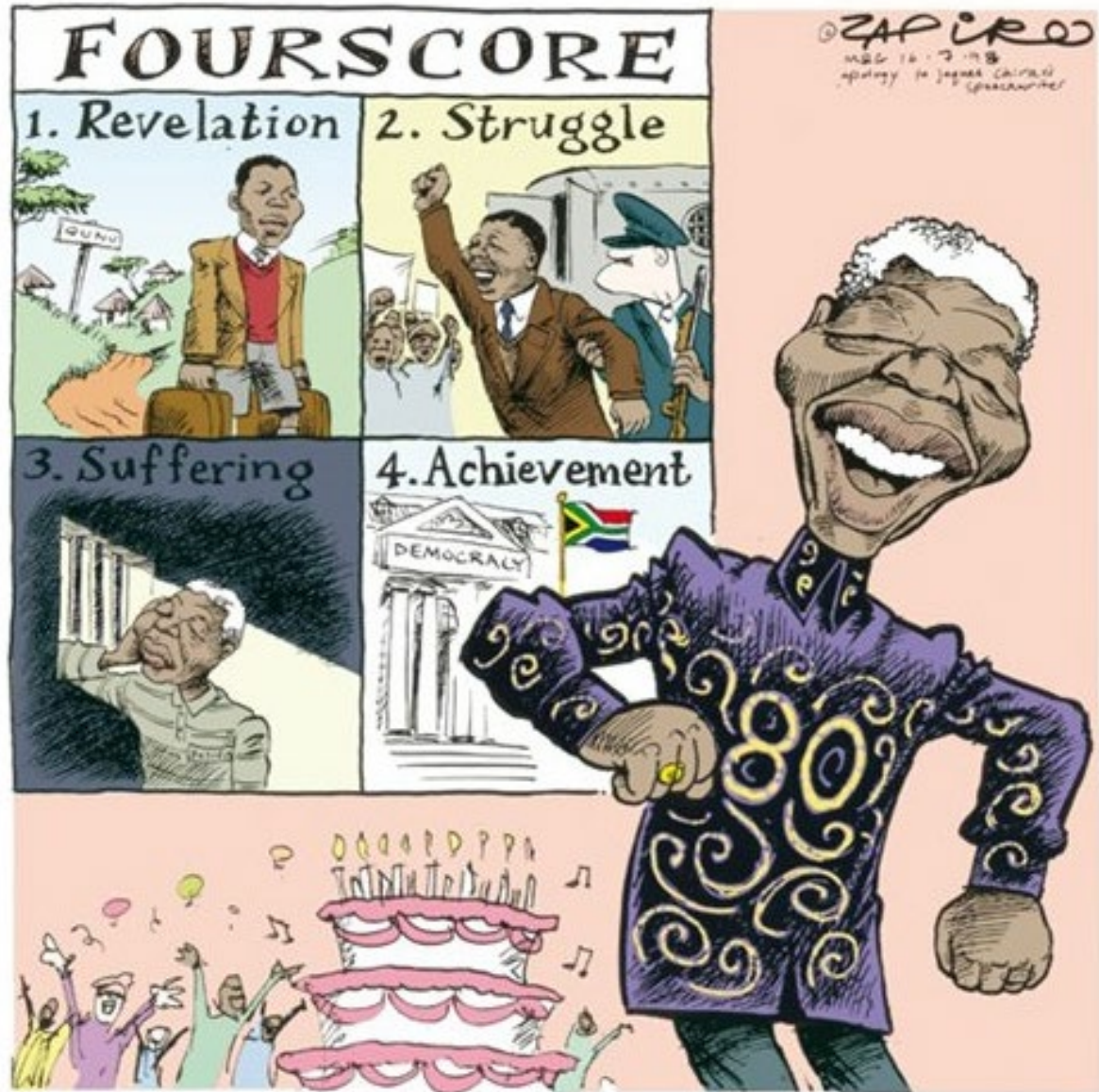
“He has walked a long road and now stands on the top of the hill. The journey is never complete and, as he contemplates the next hill, I hold out my hand to him in friendship and co-operation.”

Nelson Mandela's comments on De Klerk – 1994

“My first impression was that he was a man of integrity, a strong personality and, even more, a man who knows what he is doing and is determined to defend the new approach he is taking. We have developed enormous respect for each other and we talk very freely.”



Zapiro



The cartoonist Jonathan Shapiro, known as Zapiro, with Nelson Mandela. Photograph taken at the president's Cape town residence in 1994.

Cartoon drawn by Zapiro 16 July 1998, to commemorate the publication of Mandela's biography, *Long Walk to Freedom*.

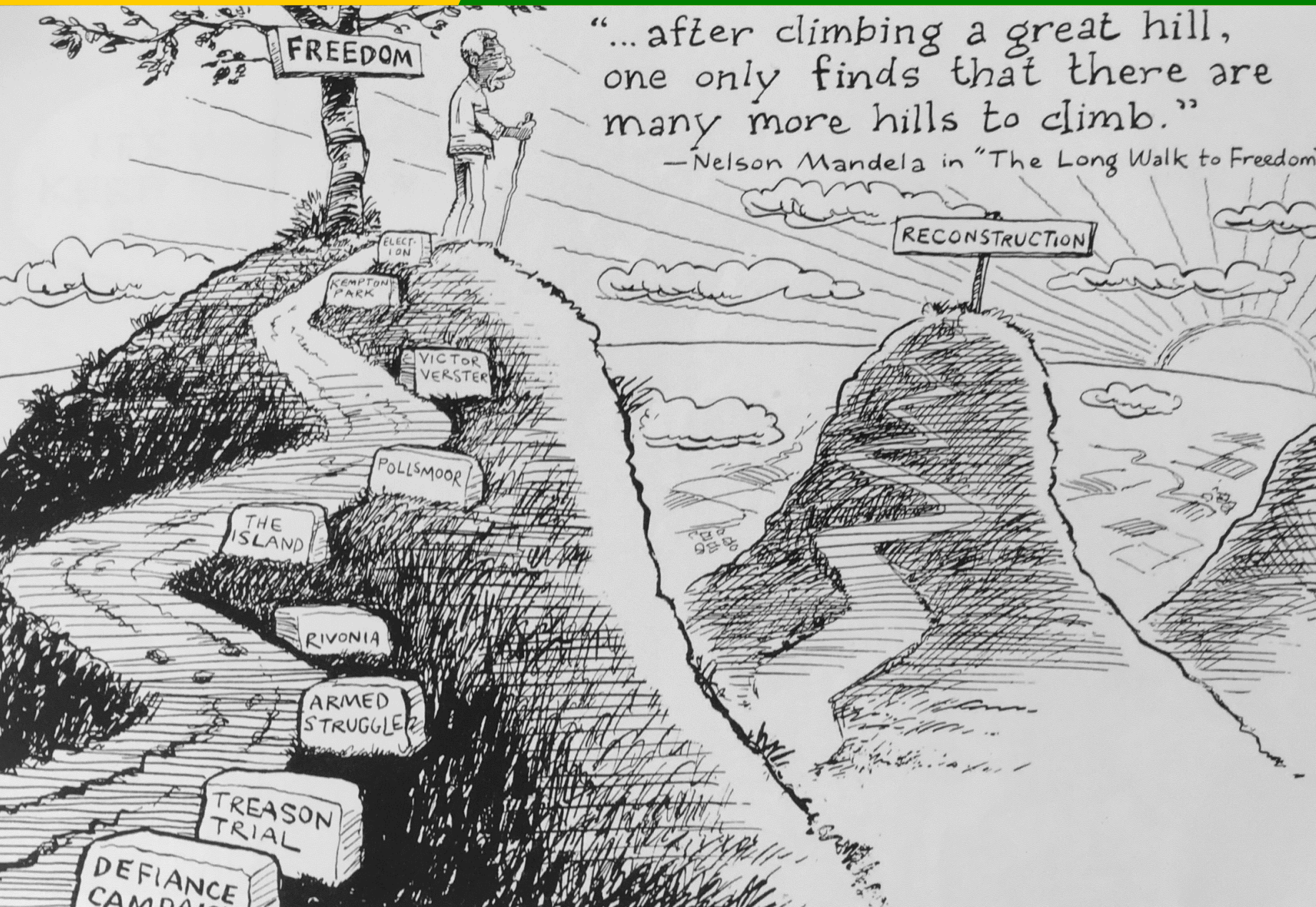
First Day in Office



Weekly Mail, 12 May 1994

First day in office,
Zapiro, 12 May
1994

A long road



“He has walked a long road and now stands on the top of the hill. The journey is never complete and, as he contemplates the next hill, I hold out my hand to him in friendship and co-operation.”

De Klerk 1994

Reconstruction
Zapiro, 16 December 1994.