



A Level History

Transition Booklet 2026-27



Full Name: _____

Key Areas of Focus	
Introduction to A Level Course	- Paper 1 = American Dream - 30% - Paper 2 = South Africa - 20% - Paper 3 = British Warfare - 30% - Coursework on Nazi Germany - 20%
GCSE Link	- You may have studied Weimar and Nazi Germany - Source, explanation and analysis skills - Forming and supporting a judgement
Skills	- Source examination and assessment skills - Communication and debating skills - written and verbal - Research and evaluation skills
Wider Reading	- Christopher Culpin, <i>South Africa, 1948-1995, a depth study</i> - James Barber, <i>South Africa in the Twentieth Century</i> - Nancy L. Clark, <i>South Africa: The Rise and Fall of Apartheid</i> - Nelson Mandela, <i>The Long Walk to Freedom</i> - Simon Schama, <i>The American Future</i> - Ronald Reagan, <i>An American Life</i>

Introduction

This booklet will help to prepare you for your transition test and baseline assessment, which you will complete when you start the A Level History course.

Your transition test will focus on the American Dream side of the course, while the baseline assessment will focus on the South African side of the course.

This booklet **MUST** be handed in on results day.

A Level History

Paper 1 - In search of the American Dream: the USA, C1917-96



Unit 1

The changing political environment, 1917 - 1980



Unit 2

The quest for civil rights, 1917 - 1980



Unit 3

Society and culture in change, 1917 - 1980



Unit 4

The changing quality of life, 1917 - 1980



Unit 5

What impact did the Reagan presidency have on the USA between 1981 - 1996?

Paper 2 - South Africa, 1948 – 94: from apartheid state to 'rainbow nation'



Unit 1

The response to apartheid, 1948 - 1959



Unit 2

Radicalisation of resistance and the consolidation of the National Party power, 1960 - 1968



Unit 3

Redefining resistance and challenges to National Party power, 1968 - 1983



Unit 4

The end of apartheid and the creation of the 'rainbow nation', 1984 - 1994

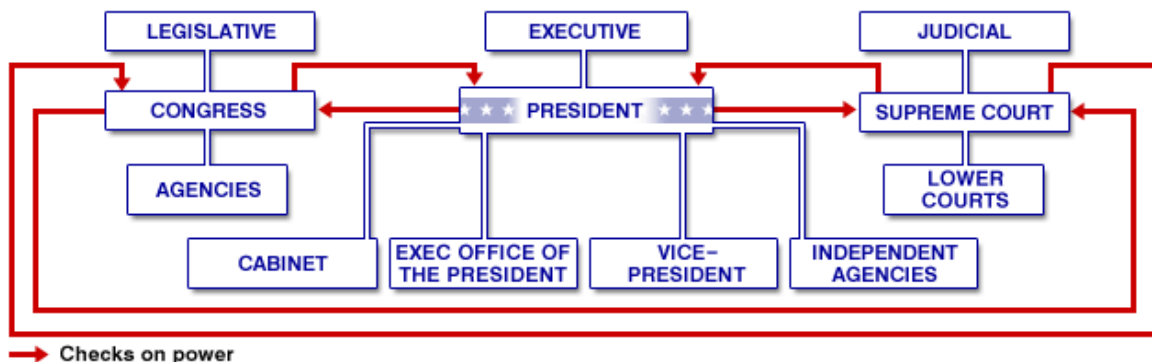
Part 1 - In search of the American Dream: the USA, C1917-96

How the US government works:

The US is a federal republic of 50 states. The developers of the Constitution, drafted in 1787, wanted to block any individual or group from gaining too much control, so they established a government of separate institutions that share powers. Authority is divided into three tiers of national, state and local government, with the American people electing officials to serve in each tier. At the national level the government is split into three autonomous branches - legislative, executive and judicial. Each has its own distinct responsibilities, but they can also partially limit the authority of the others through a complex system of checks and balances.

Task 1: Using the website below, annotate the diagram of the US government and explain how each part of the government works and how they make decisions:

http://news.bbc.co.uk/1/shared/spl/hi/americas/04/us_election/govt_system/html/introduction.stm



Task 2: Read through the below chapter on President Woodrow Wilson and the United States before 1917 and answer the questions at the end. Highlight any important information as you go along.

CHAPTER 1



Woodrow Wilson.

Woodrow Wilson and the First World War

SOCIETY, ECONOMICS AND POLITICS BY 1917

Introduction. On the eve of its entry into the First World War, America had become the world's leading industrial nation. It produced and consumed 70 per cent of the world's oil and was its leading producer of coal and steel. On the Great Plains of the Midwest, large, efficient farms supplied the rest of the world with 30 per cent of its wheat and 75 per cent of its corn and flooded European markets with vast amounts of cheap food.

America was, without doubt, a wealthy country. The standard of living for many American families was much higher than that of their European counterparts. However, wealth in America was unequally distributed and millions of Americans still did not have a share in the nation's prosperity in this 'land of the free'. Many industrial workers found themselves at the mercy of the large business corporations who employed them and refused them any negotiating rights over working hours or rates of pay. Low wages forced them to live in slum areas of towns. Small farmers were also facing financial difficulties as they struggled to compete with larger agricultural enterprises and competition from Argentina, Canada, Australia and New Zealand. Their efforts to remain viable were further hampered by the high cost of borrowing money from banks.

KEY TERM

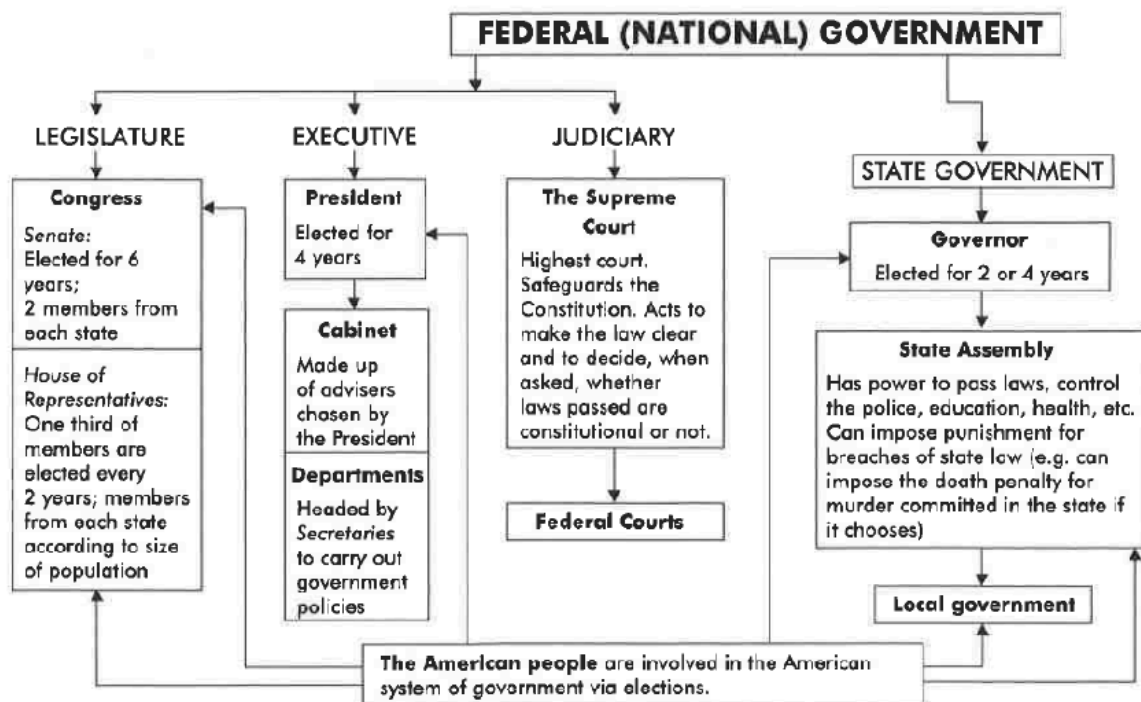
Business corporations

These were huge, powerful organisations many of which had grown in the late nineteenth century. The most powerful monopolised the commodity they produced or the service they provided, Ford, General Motors, John D. Rockefeller, the railway companies and Standard Oil being prime examples. This, together with the lack of government control, increased their power. They had almost total control over prices, wages and working conditions.

American society was diverse and multi-cultural. At its core were the ancestors of the original white, English Protestant settlers, but they were joined in America by Germans, Poles, Italians, Irish, Chinese, Russian Jews and other immigrants who had come in search of the 'American dream'. The first two decades of the twentieth century saw further waves of immigrants, though the

The American system of government

The United States of America is a **federal** union of states, united by their national government. Each state is given a degree of independence to govern itself. All are bound by the terms of the US Constitution.



reality they experienced was often poverty and exploitation. By adding their own cultural dimensions to the American scene, they created a society unlike any other in the world. It aggravated the racial tension that existed in America despite the end of slavery. This remained a serious problem for the USA everywhere, not only in the southern states.

Until the presidential inauguration of **Woodrow Wilson** in 1913, the US government had played little part in the creation of wealth and prosperity. It had created a *laissez-faire* society with minimal government control, upholding the principle of individual liberty embodied in the US Constitution. Wilson's presidency, however, marked a turning point in American political life as he embarked on a series of measures to make his vision of government a reality. His New Freedom Program consisted

KEY TERM

Federalism The American Constitution of 1789 created the United States of America as a federal state. This meant that power was to be shared between the central federal government and the state governments. This was a central feature of the constitution which was to have a considerable impact on how the nation developed. In the federal state there were parallel systems of government (federal and state). The issue of federalism became central in the debate about the New Deal.

KEY PERSON

Woodrow Wilson was a Democrat. Unlike earlier presidents, he was an academic. His beliefs about the role of government developed from his studies at John Hopkins University. His own Scots-Irish Calvinist background also influenced him. He believed that government should have the power to intervene to defend ordinary men and women against large corporations and unscrupulous employers. He admired the nineteenth-century English, reforming prime minister, William Gladstone.

His success as governor of New Jersey, where he led a generally honest administration, made him the surprise front runner for the Democratic presidential nomination in 1912. As president, he was determined to act in the public interest. This meant an end to *laissez-faire* politics and the beginning of what came to be known as progressivism.

KEY CONCEPT

'**Laissez-faire**' was the idea adopted by some politicians, mainly in the Republican Party, that it was not the responsibility of government to be involved in social and economic issues. This allowed businesses to develop and expand almost without restriction.

of a series of legislative measures by which the government intervened, for example, to investigate and regulate matters such as the finances of the large business corporations. He passed laws to limit the extent of the working day, to make available low cost finance for the smaller farmers and to create a progressive system for the levying of income tax.

However, when the First World War broke out, Wilson's New Freedom Program still had some way to go. It had done nothing, for example, to stop racial segregation or to set up in America any welfare provisions for the needy, such as those that were in their infancy in Britain at this time. Nevertheless, Wilson did display strong leadership in attempting to solve social and economic problems and gained the support of a wide spectrum of America's diverse population.

The origins of America's neutrality. On 4 August 1914, following the outbreak of the First World War, Wilson proclaimed US neutrality. This policy had the support of the vast majority of American people in spite of the fact that many Americans held strong anti-British or pro-German views. Indeed, to have supported one side or the other would have been divisive in a society that still did not have a distinctively 'American' identity. The USA had kept out of all the negotiations between the European powers in the years preceding 1914 that had led to the creation of the two major alliance systems. Wilson's offer to mediate in 1914 was rejected. Many Americans, whatever their origins, must have realised the economic advantages of neutrality for, whilst staying out of the fighting, America lent money to the Allies and sold Britain and France munitions and foodstuffs. As the German chemical and plastics industries were disrupted by war, those in America boomed and the average wage rose by 25 per cent. US exports to areas of the world controlled by Europe's colonial powers also significantly increased. Given, then, the apparent advantages of neutrality, how did America become involved in the war?

Why did America enter the conflict? No single factor explains America's declaration of war on Germany. It is perhaps best understood as a gradual drift into the conflict.

- Public opinion in the USA increasingly turned against Germany as U-boat attacks on Atlantic shipping increased, whereas American trade with Britain and France had more than trebled since the war began. The sinking of the British North Atlantic passenger liner, *Lusitania*, without warning, on 7 May 1915 was an international crime without precedent or reason. Nearly 1,200 passengers drowned, 128 of them American. The incident provided sufficient reason for the USA to enter the conflict but, with the election approaching, Wilson was content with German assurances that such a crime would not be repeated. In the 1916 presidential elections, Wilson was re-elected on the slogan, 'He kept us out of the war'. However, his re-election was with a substantially reduced vote suggesting that the tide of opinion was turning.
- **Wilson's sympathies.** Wilson's personal sympathies lay with Britain. The two countries had strong economic links and a German victory would have been very damaging financially. By early 1917, the Allies had borrowed \$2 billion from the USA and many American factories were dependent upon Allied purchases of war equipment. The German declaration in January 1917 of unrestricted submarine warfare was followed, on 3 February, by the severing of relations with the German government.
- **Zimmermann telegram.** Wilson and his government had been further infuriated by a proposal from the German Foreign Minister, Alfred Zimmermann, in January 1917 that Mexico should support Germany against the USA. In return, the Mexicans were offered the possibility of gaining US territory. This proposal, contained in a note from Zimmermann to the German Ambassador in Mexico (see page 9), was published in March 1917 by British intelligence. This came at a sensitive time for the USA as there had been military clashes with the Mexicans in 1916 as a result of raids on the Texan border. Consequently, Americans were outraged by these latest revelations. The note, together with the German refusal to stop their attacks on neutral shipping, was clear

KEY CONCEPTS

Democrats were members of the Democratic Party, one of the two main political parties in the USA. They were generally in favour of reform.

Progressivism was a political response to industrialisation and its social consequences. Progressives were reformers. They wanted to put right the negative effects of the *laissez-faire* policy that allowed capitalists to expand freely. They were not opposed to capitalism, but they believed that there should be some form of control, for example, to protect workers. Some progressives concentrated on reforming aspects of government or on social problems. Progressivism was a feature of the policies of the Democrats in the early part of the twentieth century.

KEY THEME

Mexican incidents 1916

After a revolution in 1911, Mexico fell into a state of political chaos and confusion. Numerous leaders held power in different regions. In 1915 the USA recognised Carranza as President of Mexico. One of Carranza's opponents, Francisco Villa, invaded new Mexico in 1916 in response. Wilson ordered US troops into Mexico. US and Mexican forces met at Carrizal in June 1916. The affair was settled by diplomacy and the Americans left Mexico in February 1917.

The Zimmermann Telegram

The telegram sent by Zimmermann was most provocative. It read:

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America. If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace . . . it is understood that Mexico is to reconquer their lost territory in New Mexico, Texas and Arizona . . . the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann

'Property can be paid for but the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is warfare against mankind.'

President Wilson in a message to Congress in January 1917

evidence of aggression and removed any doubt in the minds of Wilson and most Americans that war was now inevitable. Consequently, on 2 April 1917, Wilson went to Congress demanding a declaration of war against Germany (see left, below). His request was granted by a large majority both in the Senate and in the House of Representatives.

America prepares for war. Wilson insisted from the beginning that America had declared war on the German government and not on the German people. Congress moved quickly to approve budgets that allowed for the rapid mobilisation and equipping of over 3 million men. For the first time, America's industries were brought under tight government control as part of the special powers given to the government to deal with the wartime emergency.

The American people, however, showed little enthusiasm for war. The main reasons were these:

- The horrors of trench warfare on the Western Front were well known. Equally important was that the memories of the experiences of trench warfare from the American Civil War (1861–5) were still clear in the American psyche.
- Many Americans still felt that the war was Europe's war, not theirs.

When only 75,000 volunteers responded to the call to arms, Congress passed a Selective Service Act requiring 30 million young Americans to register for military service. George Creel, an experienced newsman, was made Director of the Committee on Public Information. His job was to whip up enthusiasm for war. Thousands of speakers were sent across America to organise rallies and deliver five-minute pep talks.

Espionage Act. To create and maintain support for the war, Congress passed, at Wilson's request, an Espionage Act in June 1917 (this became the Sedition Act in 1918). This made it a punishable crime to criticise the government for its conduct of the war. Shortly after the passing of this Act,

the government ordered the suppression of a magazine, *The Masses*, which described itself as "a monthly revolutionary journal". This was on the grounds that some of the articles and cartoons in August 1917 attacking the war, violated the

Act. The judgement of the courts went against the government on the grounds that it infringed the freedom of the press. However, this decision was reversed on appeal. This clearly shows that Wilson had taken the USA in the war and was not prepared to tolerate any criticism of his actions even if it left him open to accusations of undermining the principles of liberty embodied in the Constitution.

In August 1918, the Allies took the offensive. This time, Pershing was able to deploy his forces as a separate command both at St Mihiel (12-16 September) and in the Meuse-Argonne offensive (28 September) where 1,200,000 American troops were sent into battle.

The presence on the Western Front of large numbers of fresh and well-equipped American troops proved to be a major turning point in the war, contributing significantly to the German surrender in November 1918. However, this contribution had cost 112,432 American lives - and this was considered by the people back home far too high a price to pay. The fact that Wilson had taken America into such a destructive war would not be forgotten either.

For all the nations engaged in the horror and destruction of the First World War, this had to be the war to end all wars. Yet the paths to peace were diverse and conflicting. Each nation's representatives came to the peace-making process with different aspirations. For the French, led by Clemenceau, the major issue was to 'make Germany pay', to weaken it so much that the peace of the world could never be broken again. This was a very short-sighted view.

Wilson had begun his preparations for the peace-making eleven months before the war ended. His proposals were issued on 8 January 1918 in the form of **Fourteen Points** put together after consultation with US foreign policy experts. These points reflected the aspirations of other nations which fought on the side of the Americans during the war. In particular, many of the points had been agreed by members of the British cabinet. In November 1918 the Germans requested a peace on the basis of the Fourteen Points.

KEY TERM

The **Republican Party** is one of the two main political parties in the USA. It has traditionally tended to be right-wing, believing in low taxes and minimal government intervention.

KEY CONCEPTS

Isolationism was the idea held by many Americans, particularly after the First World War, that the USA should turn its back on specifically European affairs. Isolationism did not prevent America protecting its interests, especially in the Americas!

Sovereignty is the independence and freedom of action for a state to govern and control its own affairs without interference from outside. The fear for many in Congress was that collective security would draw the USA into a war situation which would undermine Congress's constitutional role in declarations of war.

KEY THEME

Republicans and

isolationism Not all leading Republicans were isolationist. Herbert Hoover as Secretary of Commerce in 1920 promoted a highly activist international commercial policy.

Wilson attended the Paris Peace Conference and supported the Treaty of Versailles even though some of its terms conflicted with his own views. Reparations, for example, and the harsh territorial and military restrictions that stemmed from the French desire for revenge conflicted with his far-sighted, idealistic vision of perpetual peace. Nevertheless, his proposal for a League of Nations was accepted.

Why were Wilson's ideas rejected? Wilson returned to the USA feeling satisfied with his diplomatic achievements in Paris. But the impact of the war had had its effect and the mood at home was generally hostile to any plan for further international involvement. The public at large did not want to see the blood of Americans spilt again on foreign soil in conflicts which were, in reality, not of their concern. Many Americans had fled from Europe as emigrants and they felt that the United States should not be involved in Europe's affairs. There was a view that America should concentrate instead on its own internal affairs. This belief was strongly held amongst many members of the **Republican Party**. Unfortunately for Wilson, they now controlled the Senate. They refused to ratify the Versailles Treaty disliking, in particular, his proposals for a League of Nations. Opposition to the Treaty and to the League was led by Henry Cabot Lodge, chairman of the Senate Foreign Relations Committee. Contrary to the popular view, he was not **isolationist** nor was he totally opposed to the concept of the League of Nations. He opposed it because he thought many of Wilson's ideas were woolly and ill-considered.

Cabot Lodge produced fourteen 'reservations' of Wilson's proposals for the League of Nations. He claimed that they represented a threat to America's **sovereignty** and to its freedom of action. Wilson, however, refused to compromise. In spite of the fact that he had already suffered a stroke during the Peace Conference at Versailles,

he embarked on a gruelling tour of the USA to gather support for his plans. Whilst on this tour, he collapsed on 26 September 1919 after suffering a second stroke.

This was followed by a third in October from which he never recovered. He remained an invalid for the last three and a half years of his life, dying on 3 February 1924.

Describe American society in the early 1900s

Define laissez-faire and what was Wilson's view on the idea?

Why did America enter the conflict against Germany?

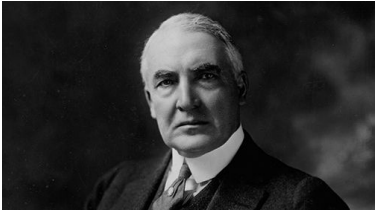
Why were the American public against Wilson's decision to go to war?

Wilson returned from the Peace Conference feeling satisfied with his diplomatic achievements. What was the mood and attitude of the American people and the Republican party?

Define isolationism

Why didn't America join the League of Nations?

Task 3: Research the following Presidents and their economic policies. Complete the positive and negative impact tables.

 Warren Harding 1921 - 1923	Background (what did they do before the Presidency) and personality:
Events that took place during his Presidency:	Key beliefs and policies:
Positives of economic policies:	Negatives of economic policies:



Calvin Coolidge
1923 - 1929

Background (what did they do before the Presidency) and personality:

Events that took place during his Presidency:

Key beliefs and policies:

Positives of economic policies:

Negatives of economic policies:



Herbert Hoover
1929 - 1933

Background (what did they do before the Presidency) and personality:

Events that took place during his Presidency:

Key beliefs and policies:

Positives of economic policies:

Negatives of economic policies:

Although helpful, the essay and paragraph structures you used in GCSE are much more developed at A-Level. For the essay based sections you will need to use the PEECL structure (Point, Evidence, Explanation, Counter and Link).

Task 4: To help prepare you for your transition test, use the structure guidance below to answer the following question:

How did isolationism impact the political landscape? (political landscape is what is happening with politics at the time)

P = Point	What was one way isolationism impacted or changed the political landscape?
E = Example	Give an example of this (What specifically happened in the political landscape because of isolationism)
E = Explanation	Why would your example cause an impact or change in the political landscape?
C = Counter-Argument	Why might isolationism not have impacted or changed the political landscape? What other factor did instead? Look at the example you used and see how you can argue a different factor instead.
L = Link	Why is your point stronger than your counter argument?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part 2 - South Africa, 1948 – 94: from apartheid state to 'rainbow nation'

Task 1: Define the following key terms.

1. Apartheid
2. Afrikaners
3. Boer
4. Bantustans
5. Segregation

Task 2: Read through the information below on the background to apartheid in South Africa.

Complete the activities in the different task boxes, write your answers in the lined pages that follow the information.

Who are the black people of South Africa?

1. The San and the Khoi

The original inhabitants of what we now call South Africa were living in the Cape area 3,000 years ago. There were two groups: the **San** (called 'bushmen' by whites), who were hunter-gatherers, and the **Khoi** (called 'Hottentots' by whites from their language which includes clicking sounds). The Khoi were herders of goats and sheep.

The San were hunted down by whites and are now extinct in South Africa. There was a serious Khoi uprising from 1799 to 1803, but most fell victim to white diseases and became little more than slaves on white farms.

2. Black Africans

Between about AD300 and AD1000, black people from further north in Africa arrived in the east and north of South Africa. They were more technologically advanced than the San and Khoi, with the ability to make iron tools, gold jewellery, pottery and other items. They belonged to different ETHNIC GROUPS with different languages, but there was a network of trading links between them across Africa. They herded cattle and goats, but also grew crops. They had enough to live on. The land was owned collectively, rather than by individuals. In fact, they believed that the land, like the air, could not be parcelled up and owned.

Life in their villages, or *kraals*, was governed by complex rules of behaviour. There were clearly defined roles for men and women: women grew crops, made pottery and looked after the children; men hunted and looked after the herds of animals. They had a word, *ubuntu*, which means that an individual is important within the group.

There were perhaps 3.5 million black South Africans in 1900.

It wasn't necessarily an idyllic life: there were fierce wars between rival groups. Rules could be harsh. Drought produced famines in which many died. Sources 2–5 describe life in black African villages before they were much influenced by contact with whites.



SOURCE 1 San hunters in about 1830



SOURCE 2 A Matabele *kraal*, from a painting by a white artist, 1836



SOURCE 3 A nineteenth-century photograph of a Xhosa woman and child from Cape Colony

Who are the white people of South Africa?

1. The Dutch

You have already read about the arrival of the Dutch settlers in 1652 (see page 10). Their leader, Jan van Riebeck, was an educated man, but many settlers were tough, poorly educated ex-soldiers. Their treatment of the San and Khoi peoples of the Cape area was often brutal. When the Africans complained that the Dutch settlers were creating farms on their traditional grazing lands many were simply hunted and shot.

The Dutch settlers were joined by other Europeans: Germans, Scandinavians and, in the 1680s, French Protestant refugees.



SOURCE 8 This painting by a white artist shows Khoi people, who have taken cattle, being hunted by whites



SOURCE 9 An eighteenth-century 'Dutch-style' house in the Cape area

Slaves

Like European colonists all over the world, the Dutch settlers had slaves. They enslaved the San and Khoi, but also brought in slaves from other parts of the Dutch empire: Sri Lanka and Indonesia.

As in other parts of the world, slaves were kept in their places by vicious punishments: whipping and branding. From the 1760s slaves had to have a 'pass' to show who owned them. This was the beginning of the system which caused so much grief to black South Africans in the twentieth century.

Some of the enslaved people were Muslim. They bought their freedom and used their skills as carpenters, tailors and stonemasons to make a living. They built most of the typical 'Dutch-style' Cape houses of the seventeenth and eighteenth centuries. They established a Muslim community in Cape Town, with their own mosque and imam. With the Muslim respect for learning, they were the most literate community in the country: the first book in the Afrikaans language was written by a Muslim. They were fierce in defence of their rights and religious freedoms.

You have read, too, about the 'Trekboers' who moved inland with their cattle in the eighteenth century. The land was not, in fact, 'empty': it was used as grazing ground by black Africans. They presented tougher resistance to the Boers than the San and Khoi of the Cape had done. The first wars between whites and Xhosas took place in 1779. Nor did these Africans fall victim to European diseases, as the San and Khoi did.

8. Holland is a small country and land is scarce. What new opportunities did Dutch settlers in Africa have which were not open to them back home?

Cape Coloureds

Most whites arriving in the Dutch colony in the seventeenth and eighteenth centuries were single men. Despite their racial views about black peoples, they had sexual relations with them. The children produced were called COLOURED. They spoke Afrikaans and worked as servants and labourers. Many worked in the vineyards, where it was customary to pay part of their wages in wine, with the result that alcoholism was common.

Jobs

There had always been separate jobs for whites and blacks in South Africa. In the mines, for example, whites had supervisors' jobs, while black workers could only be labourers at a much lower rate of pay. Segregation was extended in the decades before 1948.

In the 1920s poor white farmers, called *bywoners*, found themselves unable to make a living. There were droughts and epidemics of disease. More and more of them gave up farming and drifted to the towns. Here, they could only afford the cheapest housing in areas where blacks also lived.



SOURCE 13 Poor whites in Johannesburg in the 1930s

SOURCE 14 A *bywoner* describes his arrival in Johannesburg

“Man, I felt like a rabbit thrown into a cageful of dogs. Wherever you look there are people. It was a frightening discovery to walk in the streets. I was so far from the open plains of the Orange Free State and to be in Jo’burg was a terrible thing.”

TASK 1

1. Poor whites and blacks from rural South Africa arrived in the cities in increasing numbers in the 1920s and 1930s. Use Sources 13–19 to make a list of the ways in which their problems and experiences were the same.
2. Compare Sources 11 (see page 29) and 13. Why would the white government be shocked by this comparison?

As with housing, the Government passed laws to ensure job segregation too.

- Industrial Conciliation Act, 1924. This allowed white workers to join trade unions, but barred black workers from doing so.
- Mines and Works Act, 1926. This restricted a whole range of jobs to whites only. It was called a ‘civilised labour policy’. Most famously, jobs on the railways were restricted. Every railway worker, from management to drivers, clerks, wheel-tappers, fitters and labourers, was white. By 1942 it was estimated that one in eleven working white males worked for the South African Railways.

SOURCE 15 An extract from a government report of 1914

“The European minority, occupying the position of the dominant race, cannot allow a considerable number of its members to sink into poverty and so to fall below the level of non-European workers.”



SOURCE 16 White railway workers in the 1920s

Sol Plaatje, a black writer, bicycled all over the country finding out about the effects of the 1913 Land Act. In his book *Native Life in South Africa*, published in 1916, he described the hardship he had seen. He told the story of Kgobadi, a black share-cropper. Before the Act, Kgobadi made £100 a year after giving half his crop to the farmer. When the Act was brought in he was told he could only stay if he handed over his oxen and if he and his wife worked full time for the farmer for a joint wage of £18 a year. He refused and was given until nightfall to leave. He and his family set off on the road.

■ ACTIVITY

1. Look at Sources 4 and 6. What do you think happened to Naphthali after the 1913 Natives Land Act was passed? Write another episode in his story, describing the impact of the Act on him and his family.
2. What do you think happened to Kgobadi? Write another episode in his story, describing him ending up in a city, looking for work.
3. Do you think the Act affected Naphthali and Kgobadi in similar ways?

■ TASK 1

1. What was the condition of black farmers before the 1913 Natives Land Act?
2. How did the Act affect them?
3. How did the Act affect white farmers?
4. What do you think the long-term effects of the Act on black people might have been?

Now complete the first section of the table on page 26.



SOURCE 7 The new township of Meadowlands, outside Johannesburg

SOURCE 8 The City Engineer of Johannesburg describes how the cost of building houses at Orlando was kept low. They had two rooms, one door at the front, no doors between rooms, dirt floors and no ceilings

“Ceilings were omitted on account of the extra expense entailed as well as to give additional air-space in the buildings.”

Housing

The view of most whites was that Africans were rural people, not suited to urban life. Nevertheless, they wanted black people to come and work in their mines and factories, and as domestic servants. More and more Africans moved into the towns and particularly to those areas where poor white people lived. There was a single but powerful difference between poor whites and poor blacks: the whites had the vote. Politicians had to pay attention to their problems. This was why they decided to segregate housing: so that poor whites could be housed at the expense of blacks.

The government set up the Stallard Commission to look into the situation. The result was the Native (Urban Areas) Act of 1923. This allowed local councils to segregate housing in towns into ‘black’ and ‘white’ areas and to build new black townships.

Inside towns, the more desirable areas were allocated for ‘whites only’ housing. The houses available to Africans were often run-down, older properties and their yards. Town councils demolished black housing in areas declared ‘white’. The inhabitants had to move, often many kilometres away, to segregated ‘black locations’. Here, cheap new housing was built to very basic standards (see Sources 7 and 8). Africans living in these new townships faced long, tedious and expensive journeys to work.

The Act was not fully enforced everywhere. In some places, like Sophiatown in Johannesburg and District Six in Cape Town, black people owned houses or had secure leases. Blacks and whites lived side by side.

Land

At the beginning of the twentieth century, seven out of eight black South Africans lived in rural areas. Many were successful small farmers. The growth of towns and cities and the rising population meant that there was a good market for the food they produced. Black Africans often farmed more successfully than Afrikaners. One reason for this was that they simply had more labour: it was part of the African tradition for women to work on the land, while Afrikaner women did not. Many blacks also farmed as share-croppers, a system in which the share-cropper gave part of his crop (usually half) to the white landowners in return for the land he used.

SOURCE 3 A comment made by a British visitor to South Africa in 1910

“Man for man, the kaffir [a white term for black Africans] is a better farmer than the European; more careful of their animals, cultivating a larger area of land, working themselves more industriously.”

SOURCE 4 An old Sotho woman, Nkono Mma-Pooe, was recorded in 1983 talking about her early life. Here, she describes her husband, Naphthali, a share-cropper

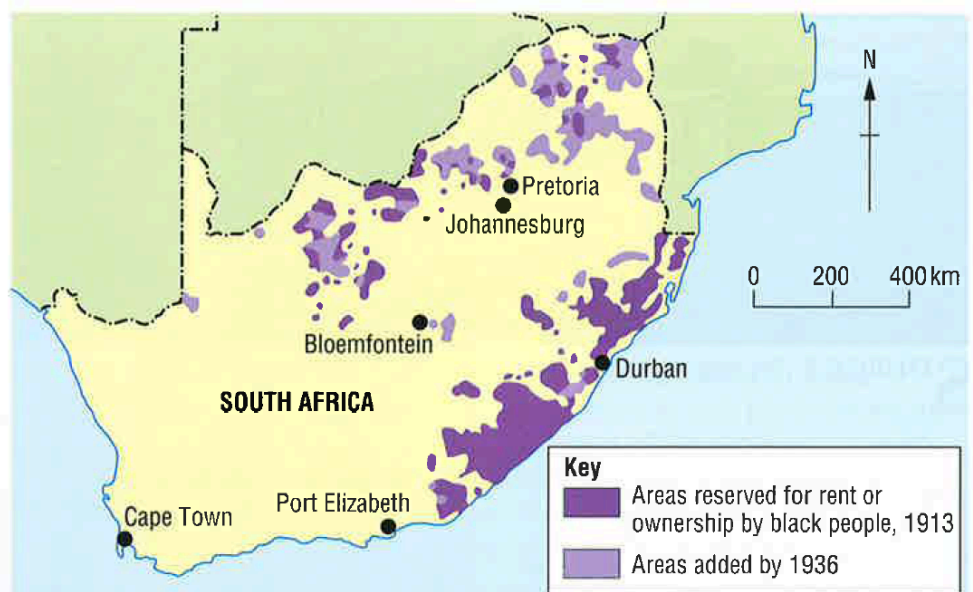
“Naphthali was a hard worker. Indeed he worked very hard in his fields. He produced a lot from the soil. Hundreds of bags [of produce], half of which he gave to Theuns [the farmer] who in turn sold them and got a lot of money from the labour to which he had contributed nothing.”



SOURCE 5 A successful farmstead run by black Africans

Africans were very reluctant to give up farming, but the mine-owners and farmers wanted their labour, in the mines and on the land. So the ‘alliance of gold and maize’ got the white government to pass the Natives Land Act of 1913. According to this Act:

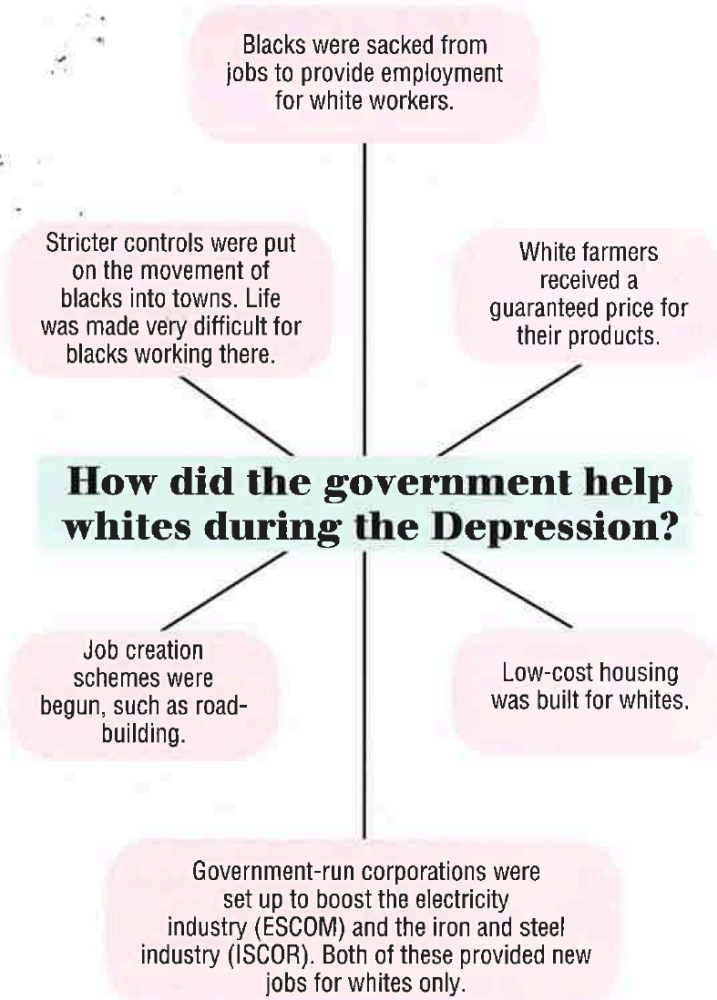
- blacks could not own or rent land except in the black RESERVATIONS. These made up only 7 per cent of the land, although the area was extended to 13 per cent by the 1936 Natives Land Act (see Source 6). They were far away from towns and cities
- share-cropping was banned. Blacks could only occupy white-owned land if they worked for the farmer.



SOURCE 6 A map showing land reserved for black ownership or rent by the Natives Land Acts of 1913 and 1936

The Depression

There was a worldwide ECONOMIC DEPRESSION in the 1930s. Following the Wall Street Crash in the USA in 1929, banks and factories all over the world closed down. The 1930s Depression hit both black and white South Africans hard. The government was shocked to learn that one in five whites was in dire poverty. The situation for blacks was certainly worse, but again the fact that only whites had votes ensured that the whites were helped.



SOURCE 17 How the government helped whites during the Depression

SOURCE 18 Naboth Mokgatle describes the effects of the Depression

“Nineteen thirty was a year of depression. Many Africans were out of work and could not find any. Some of them were thrown out of their jobs to make room for European workers. Notices appeared in the windows of many places stating that the work done there was only by white labour.”



SOURCE 19 A black trader trying to make a living in Johannesburg, 1940

TASK 2

1. What did the law do to separate whites and blacks at work?
2. In what ways were they treated separately?
3. In what ways were they treated unequally?
4. Were South Africans already segregated in employment by 1948?

Use your answers to these questions to complete the final column of the table on page 26.

ACTIVITY

Working in pairs, look back to the Universal Declaration of Human Rights on pages 4–5. The Declaration was actually produced *after* the events described in this chapter, but which of the rights do you think were likely to have been broken in South Africa before 1948?

SOURCE 9 A group of British social workers visited South Africa and wrote about what they saw in the British weekly journal *New Statesman and Nation*, September 1939

“Most Africans living in Johannesburg are segregated into separate townships and locations . . . For the whole of one township there is only one Medical Officer and one health visitor for the 15,000 residents. Schools are available for only 38 per cent of the African children in Johannesburg.”

SOURCE 10 Naboth Mokgatle, a black activist, describes the demolition of black housing in 1940

“One day I witnessed a sight which broke my heart and which I have never been able to forget. Near Marabastad was an African location, Schonplatts. I saw the City Council’s workmen brought in to demolish Schonplatts, and as they did so to throw the inhabitants and their belongings out. That drove me into politics. It was the end of Schonplatts. In its place was a football ground and playing field for white children. Schonplatts was a slum, but that was not why it was demolished.”



Passes

The Stallard Commission wanted to restrict the numbers of blacks entering towns and to make their stay temporary. This was done by extending the pass system, which had existed since the eighteenth century in some places. Every black male had to carry a passbook giving his address, employer, wages and other personal details. He could be stopped at any time by the police and required to show it.

1. Why do you think the pass system was so hated by black South Africans?

SOURCE 12 An extract from a report by the Stallard Commission, 1923

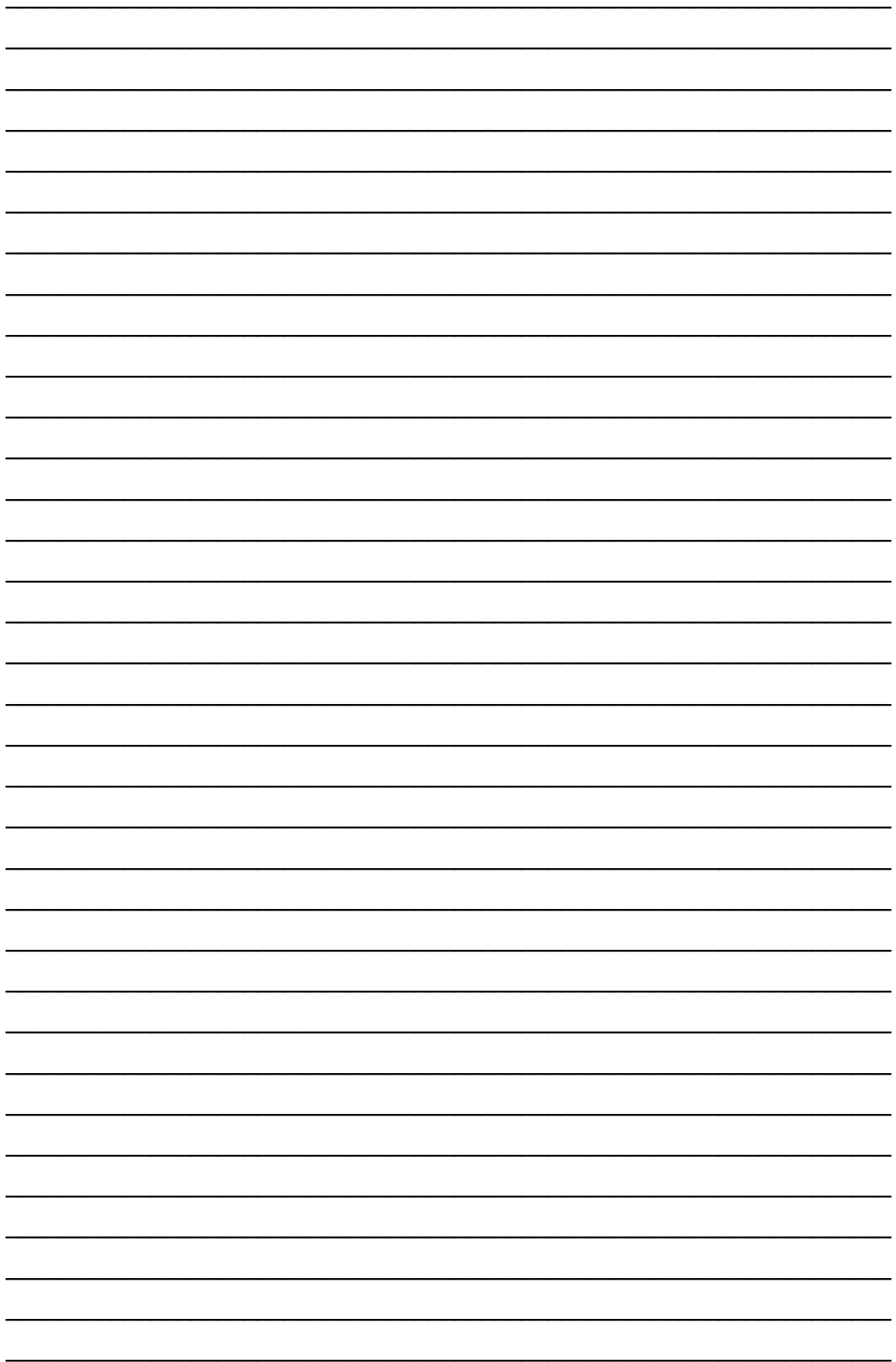
“ (Africans) should only be permitted within urban areas in so far and for so long as their presence is demanded by the wants of the white population.”

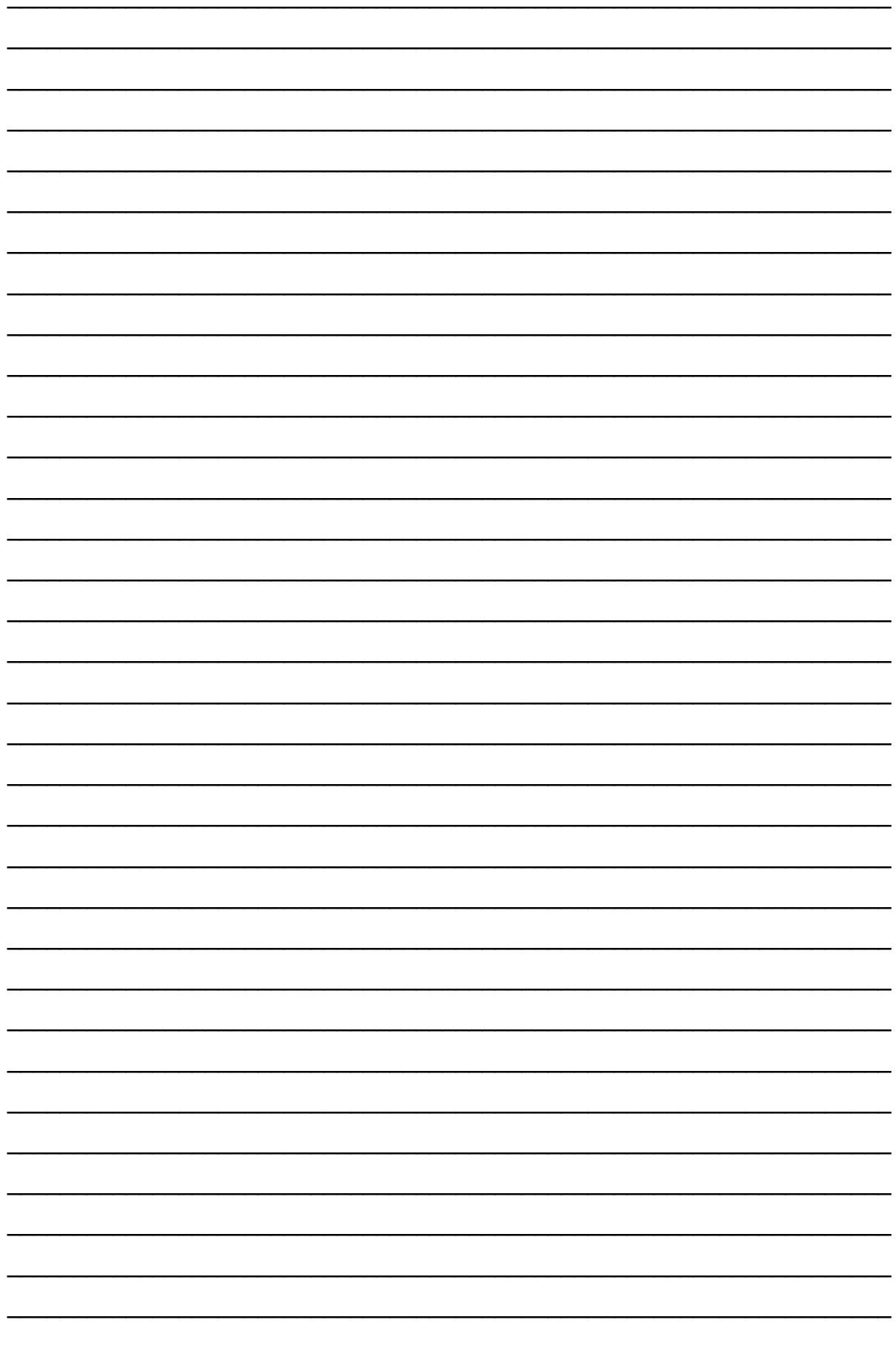
TASK 2

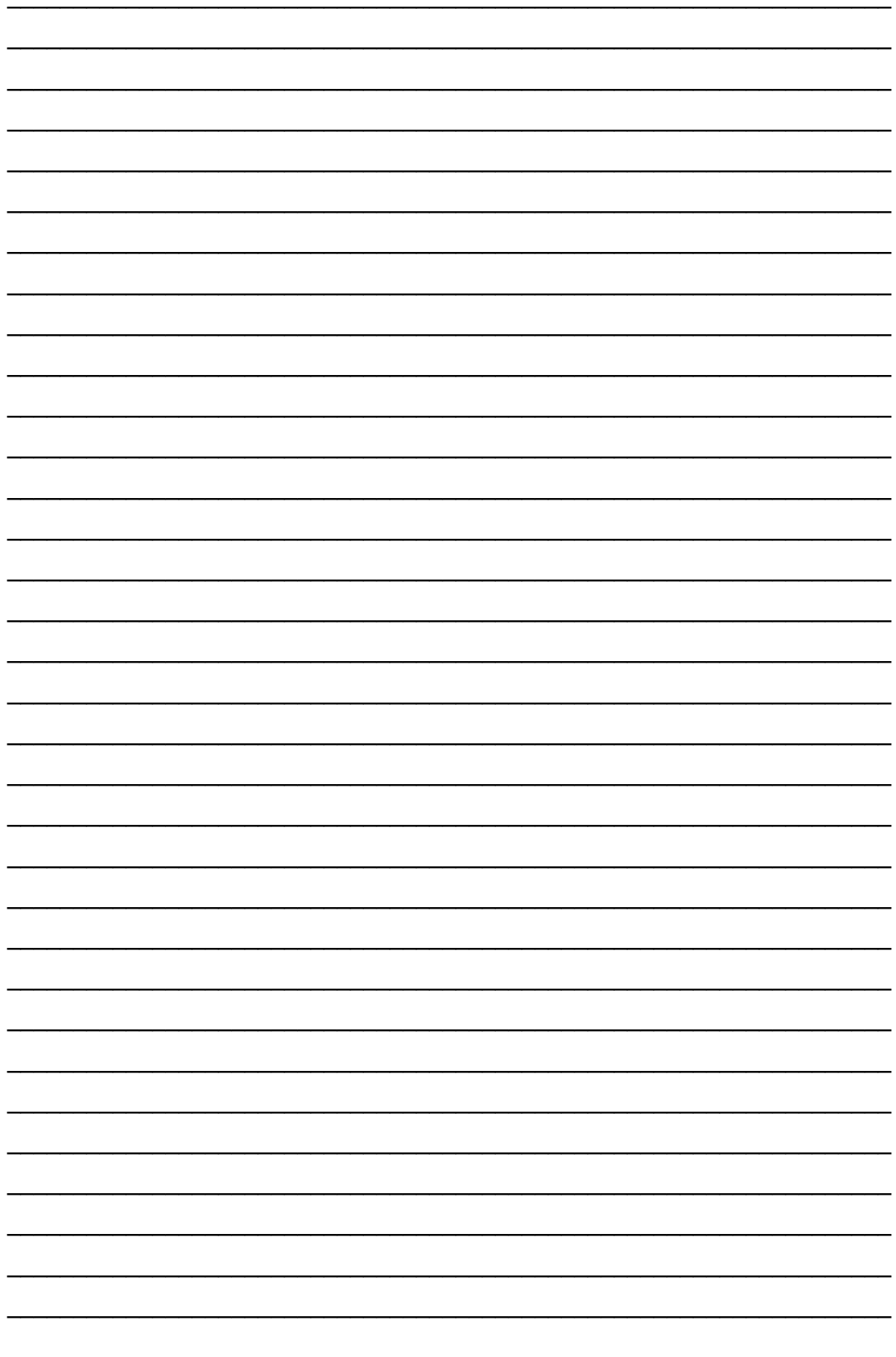
1. What did the law do to create separate housing areas for blacks and whites?
2. In what ways were blacks and whites treated separately?
3. In what ways were they treated unequally?
4. Were South Africans already segregated in housing by 1948?

Use your answers to these questions to complete the second column of the table on page 26.

SOURCE 11 District Six, an old area of black-owned housing near the centre of Cape Town which was not cleared until the 1970s







Task 3: Apartheid was extensively implemented within South Africa by the National Party following their victory in the 1948 election. Research the National Party and why they won the election to complete the table below.

Use the following link to start your research:

<https://www.apartheidmuseum.org/uploads/files/Resources/learners-Book/Learners-book-Chapter3.pdf>

What were the main aims of the National Party? Apartheid: Promotion of Afrikaner culture:	How were their aims implemented? Prohibition of Marriages Act, 1949: Immorality Act, 1950: Population Registration Act, 1950: Group Areas Act, 1950 Prevention of Illegal Squatting, 1951: Bantu Education Act, 1953:
Why did they win the 1948 election? Impact of WW2 on South Africa: Weaknesses of the United Party:	Why did they win the 1948 election? Strengths of the National Party: Afrikaner Nationalism: