



# The implementation of apartheid

## Critical Outcomes

- Identify and solve problems; make decisions using critical and creative thinking
- Organize and manage themselves and their activities responsibly and effectively.

## Developmental Outcomes

- Participate as responsible citizens in the life of local, national and global communities
- Be culturally and aesthetically sensitive across a range of social contexts.

## Learning Outcomes and Assessment Standards

Learning Outcomes	Assessment Standards Grade 8	Assessment Standards Grade 9
<b>LO1 Historical Enquiry</b>		AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources]. AS 3: Analyses the information in the sources [works with sources].
<b>LO2 Historical Knowledge and Understanding</b>		
<b>LO3 Historical Interpretation</b>		AS 1: Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation]. AS 4: Explains the ways in which symbols are used to remember events and people from the past, and how oral histories can contribute to our understanding of the symbols [representation of the past].

Learning Outcomes	Assessment Standards Grade 11	Assessment Standards Grade 12
<b>LO1 Historical Enquiry</b>	AS 3: Analyse the information and data gathered from a variety of sources. AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.	
<b>LO2 Historical Concepts</b>	AS 2: Analyse the socio-economic and political power relations operating in societies.	
<b>LO3 Knowledge Construction and Communication</b>	AS 1: Handle and draw conclusions from quantitative data. AS 2: Use evidence to formulate an argument and reach an independent conclusion. AS 3: Use the evidence to substantiate the independent conclusions reached. AS 4: Use appropriate means of communicating knowledge and understanding suited to a designated audience.	
<b>LO4 Heritage</b>	AS 1: Analyse public representations and commemoration of the past (e.g. monuments and museum displays).	

## Integration links with other Learning Areas/Subjects

### Grade 9:

#### Languages (First Additional Language)

##### LO3 READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

##### LO4 WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

#### Life Orientation

##### LO2 SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities.

##### LO3 WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

#### Geography

##### LO2 KNOWLEDGE AND UNDERSTANDING

The learner is able to demonstrate knowledge and understanding of processes and spatial patterns dealing with interactions between humans, and between humans and the environment in space and time.

Chapter 3 focuses on two main themes: the rise of Afrikaner Nationalism and the policy of apartheid. This focus is particularly relevant for Grades 9 and 11.

### Grade 11:

#### Languages (First Additional Language)

##### LO2 READING AND VIEWING

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

## Knowledge focus/Content

Afrikaner Nationalism's emphasis on racial superiority and exclusivity was an important reason for the Nationalist Party's success in the 1948 election and its subsequent implementation of the policy of apartheid. This chapter discusses the implementation of apartheid laws in the 1950s and 1960s, and their impact on the lives of ordinary black South Africans. It then follows the Nationalist government's policy shift in the 1960s from apartheid to separate development.

### ACTIVITY 1 *The symbols of Afrikaner Nationalism*

**Time allocation: 30 – 40 minutes**  
**(Learner's Book page 39)**

#### Concept development: Nationalism and race

Here learners are confronted with historical concepts such as nationalism and race, which are critical to understanding South Africa's past. Race and racism can also be linked to political thinking and movements in other parts of the world (see Grade 11 curriculum). Understanding such concepts also helps us to construct our new society in the present and so learners need to engage with these issues critically. For example, since the introduction of apartheid was a consequence of the rise of Afrikaner Nationalism in the 1930s and 1940s, they need to question whether the growth of nationalism is a positive or a negative force.

#### What you can assess in this activity

##### Grade 9

LO 3: The learner will be able to interpret aspects of history.

AS 4: Explains the ways in which symbols are used to remember events and people from the past, and how oral histories can contribute to our understanding of the symbols [representation of the past].

##### Grade 11

LO 4: The learner is able to engage critically with issues around heritage.

AS 1: Analyse public representations and commemoration of the past (e.g. monuments and museum displays).

#### Assessment evidence:

Can the learner identify symbols of nationalism and explain their meaning and significance?

#### Assessment strategy

This activity can be a group or class discussion and can be informally assessed.

#### Answers

1. The ox wagon, the Afrikaner Republic flags, women in Voortrekker dress
2. Meaning of symbols:
  - a. Ox wagon – the endurance of the Afrikaner in the Great Trek

- b. Afrikaner Republic flags – the independence of the Afrikaner nation
  - c. Women in Voortrekker dress – the hardships of the Great Trek and the endurance and strength of Afrikaner women who stood by the trekkers all the way
3. For Afrikaners in 1938, these symbols recalled a time when Afrikanerdom asserted its own identity and independence by trekking into the wilderness. The Great Trek was a time of hardship and difficulty, but also of triumph, because the Afrikaners created their own independent Republics in the interior, free from British rule. These symbols reflected pride in the Afrikaner experience of the Great Trek. They helped the Afrikaners to identify with that time and to assert a common identity which espoused the values contained in these symbols.
  4. Learners could give a variety of examples here. These could include flags from various nations such as America; the bald eagle – a symbol of American nationalism; the swastika – a symbol of German nationalism and Nazism.
  5. This is an open-ended answer. Encourage learners to discuss this issue fully in class.

### Topic for discussion

Use these questions as a basis for a class discussion on the use of symbols and the growth of nationalism. Learners should contrast Afrikaner Nationalism with other nationalisms, both in South Africa and in the wider world. The nationalism of an oppressed people, such as African or Irish nationalism, can often have elements of nobility and fervour. In some cases, the nationalism of an elite can be used negatively, as, it could be argued, in the case of modern Israel. These are concepts that the learner needs to grapple with. Allow the learners to put forward their own points of view and encourage them to examine both the positive and negative aspects of nationalism.

## ACTIVITY 2 *Dealing with contradictory sources*

**Time allocation: 20 minutes**  
(Learner's Book page 41)

### Skills development: Contradictory sources

In this activity, learners are given the opportunity to practice their skills in examining sources more critically. In trying to differentiate between fact and opinion, they should realise that the views of both Walter Sisulu and William Carr are flawed. In appraising James Mpanza, both speakers tend to rely on opinion rather than on facts. This is a good example of a case where learners need to develop their critical faculties. They should not regard a source as reliable simply because the speaker is a person who is well respected and revered.

### What you can assess in this activity

#### Grade 9

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].

LO 3: The learner will be able to interpret aspects of history.

AS 1: Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation].

#### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.

### Assessment evidence

- Can the learner differentiate between fact and opinion by filling out the table?
- Can the learner suggest ways in which statements about the past can be verified?

### Assessment strategy

Learners discuss the questions in pairs, but fill out the table and write the answers on their own. Take answers from the class and discuss good answers. This activity can be informally assessed as a peer assessment exercise.

## Answers

### Step 1: Identifying facts and opinions

Source	Facts	Opinions
<b>William Carr</b>	Mpanza was a Zulu who had been arrested, tried for murder and sentenced to death.	He was ... a thug. He was a man of very bad character. He was always drunk. He was a pest.
<b>Walter Sisulu</b>	In jail he became a preacher. He was finally released from prison.	Mpanza was a brilliant chap. He was a thinker. Very stylish. He could be devastating ... This sea of houses ... it is a result of Mpanza.

### Step 2: Testing contradictory sources for reliability

- Both speakers provide equally few facts about Mpanza. They provide factual evidence that he was imprisoned, but very little else.
- Mpanza was a Zulu – this can be easily verified because Mpanza would have had to carry a pass, and his ethnic origins would be stated in the pass book and his ethnic origins would probably be recorded on his prison sheet.  
Mpanza was arrested, tried for murder and sentenced to death – this can be easily verified. There would be a charge sheet, as well as a record of his court case, in which his sentence would be recorded.  
Mpanza became a preacher – if this was a formal appointment it would probably be entered in the church records. If it was not formal, it would be difficult to verify.
- Neither of these sources is particularly reliable. Both Sisulu and Carr provide more opinions about Mpanza than verifiable factual information. They both allow their own personal view of Mpanza to influence their judgement of him.
- These sources are useful because they show the complexity of the man in all his facets. They prove that he was well liked and admired by the community which he served, but was regarded as a menace and a pest by the official authorities. They show us how white officials of the time viewed popular African leaders and that they were likely to judge anyone who challenged them harshly. This kind of source must be read in context and with an awareness that it is likely to be substantially biased.

### Remedial activity

Help learners who might need to have the difference between facts and opinions explained more thoroughly.

## ACTIVITY 3 *Research project* (Learner's Book page 41)

### What you can assess in this activity

#### Grade 11

LO3: The learner is able to construct and communicate historical knowledge and understanding.

AS 4: Use appropriate means of communicating knowledge and understanding suited to a designated audience.

### Assessment evidence

- Can the learner verify opinions about James Mpanza by conducting research into the facts of his life?
- Can the learner present the results of the research in a lively and engaging fashion?

### Assessment strategy

This task could be for Learner's Portfolios.

### Answers

Tell the learners that they will be assessed on the following criteria:

- Research* – provides relevant information about the life and personality of James Mpanza
- Answers the question* – uses the evidence to determine whether Mpanza was a hero or a villain
- Oral presentation* – provides information in an engaging and lively way.

Make sure that learners understand what is required of them before they begin this project.

**Rubric for assessing learner performance in their presentation of research on the life of James Mpanza**

<b>How well does the learner:</b>	<b>7 Outstanding achievement 80-100%</b>	<b>6 Meritorious achievement 70-79%</b>	<b>5 Substantial achievement 60-69%</b>	<b>4 Adequate achievement 50-59%</b>	<b>3 Moderate achievement 40-49%</b>	<b>2 Elementary achievement 30-39%</b>	<b>1 Not achieved 0-29%</b>
Show clear evidence of research into the life of Mpanza							
Answer the question of whether Mpanza was a villain or hero by providing a well-reasoned argument using evidence							
Make an interesting oral presentation, in which the information is well-presented and logical							

**Topic for discussion**

You could use the findings of these research projects to discuss how we remember great historical figures. For example, how will Nelson Mandela be remembered in the future? Do they think that he will only be praised, or will his weaknesses also be acknowledged? Learners should think of other examples and discuss them.

**Assessment strategy**

As a class, discuss the answers to these questions. This activity can be informally assessed.

**Answers**

1. The United Party
2. The National Party
3. The Fagan Report's conclusion was that total segregation would never work, whereas the Sauer Report advocated apartheid as the only way forward. The Fagan Report recommended that there should be a permanent and settled black population in the urban areas to meet the demands of industry. It noted that the reserves were already overcrowded and that it was not practical to insist that urban blacks be removed to the reserves. The Sauer Report, on the other hand, proposed that all blacks should live in the reserves and that they could stay in urban areas only as temporary visitors with no political rights. The Fagan Report's advice was to end the migrant labour system, while the Sauer Report favoured its continuation.
4. It is likely that more white South Africans would have supported the recommendations of the Sauer Report. After World War Two, many whites were concerned about the large numbers of Africans flooding into the urban areas. The Sauer Report addressed these fears in a way that the Fagan Report did not. It advocated the return of these Africans to the reserves and insisted that African families – a sign of permanence – should not be allowed to settle in the urban areas.

**ACTIVITY 4** *Analysing sources*

**Time allocation: 15 minutes**  
**(Learner's Book page 43)**

**What you can assess in this activity**

**Grade 9**

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 3: Analyses the information in the sources [works with sources].

**Grade 11**

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 3: Analyse the information and data gathered from a variety of sources.

**Assessment evidence:**

- Can the learner identify important differences between the two sources?
- Can the learner recognize that there might have been different historical outcomes, had different courses of action been chosen?

5. These reports would have been widely publicized in the media prior to the 1948 election. They provided the electorate with a clear sense of how each party would address the issue of African urbanization. As fears of African urbanization were a major concern to the white electorate, these reports would have had an important influence on how whites voted in the election.
6. This is an open-ended exercise in which learners play the ‘what if?’ game. You should facilitate the class discussion. Although this question asks learners to imagine what South African society would have been like if Fagan’s recommendations had been implemented, although this did not happen, it is nevertheless a useful exercise. Learners enjoy this kind of question, but it also allows them to think about how the past was influenced by a specific set of actors, events and actions.

## ACTIVITY 5 *Writing a history essay*

**Time allocation: 1 hour**  
(Learner’s Book page 44)

### Skills development: Essay writing skills

In this activity, we have taken the development of essay writing skills a step further. We show learners that every history essay question raises an issue around which they are required to develop an argument. In other words, learners should not see essay writing as a means of listing all the factual information that they have on a particular topic. Here, we are asking learners to write an essay that presents different explanations for the Nationalist victory in the 1948 election and to rank these explanations in order of importance.

### What you can assess in this activity

#### Grade 11

LO 2: The learner is able to use historical concepts in order to analyse the past.  
AS 2: Analyse the socio-economic and political power relations operating in societies.  
LO3: The learner is able to construct and communicate historical knowledge and understanding.  
AS 2: Use evidence to formulate an argument and reach an independent conclusion.  
AS 3: Use the evidence to substantiate the independent conclusions reached.

#### Assessment evidence

- Can the learner write an essay in which she/he analyses the reasons why the National Party won the 1948 election?
- Can the learner place reasons in order of importance, based on clear logic and effective use of evidence?

#### Assessment strategy

Once you have explained which skills they need to write this essay, the learners should write the essay themselves. You should take these essays in and mark/ assess them. These essays could be used in Grade 11 for the Programme of Assessment.

The following rubric may help you to evaluate your learners’ performance in writing an essay on the topic: ‘Why did the Nationalist Party win the 1948 election?’.

Use the rubric below for assessing learner’s performance in developing arguments in a history essay.

### Rubric for assessment of learner performance in developing arguments in a history essay

Criteria	7 Outstanding achievement 80-100%	6 Meritorious achievement 70-79%	5 Substantial achievement 60-69%	4 Adequate achievement 50-59%	3 Moderate achievement 40-49%	2 Elementary achievement 30-39%	1 Not achieved 0-29%
The question has been answered							
The content selection is relevant to the line of argument							
A relevant line of argument has been developed							
Analysis and historical explanation have been employed							
The answer has been planned and structured							

### Remedial activity

Help learners who are struggling to write well-argued essays by going over the guidelines with them. Allow them to rewrite the essays.

## ACTIVITY 6 *Analysing a variety of sources*

**Time allocation: 15 minutes**  
**(Learner's Book page 46)**

### What you can assess in this activity

#### Grade 9

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 3: Analyses the information in the sources [works with sources].

#### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 3: Analyse the information and data gathered from a variety of sources.

### Assessment evidence:

- Can the learner demonstrate an understanding of the meaning of these sources?
- Can the learner appreciate the absurdity of these sources?

### Assessment strategy

This activity can be discussed in groups or as a class. It can be assessed informally.

### Answers

1. The 'eyelid test'
2. This is an open-ended answer, but learners should at least be able to identify the absurdity of using something like the 'eyelid test' to determine a person's race. Learners need to provide a coherent reason as to whether they find the source amusing or not.
3. A chameleon is a lizard that changes its colour to match its background. The headline suggests that people in South Africa can also change their colour. This is because of the large number of racial reclassifications which took place in 1979, in which people were reclassified from one race to another.
4. These people did not change colour; they were moved into a different racial group by the Racial Classification Board. Some of them may have applied to have their racial classification changed; others may have had it forced upon them by the Board.
5. The aim of the policy of apartheid was to keep the races separate and to ensure that white supremacy was maintained. With this in mind, the Nationalist government needed to ensure that everyone was classified in a specific racial group. Once this was done, then it was possible to ensure that each group

was separated from the other.

6. Being reclassified often caused great personal tragedy. If a person was reclassified into a different race, they would not be allowed to live in an area set aside for a racial group other than their own. They would have to move to a different area and go to a different school, if they were children. If children were reclassified into a race different from their parents, the family would be split up.

### Extension activity

A good example of the impact of racial classification is the case of Sandra Laing, whose parents were white, although she was classified coloured. Eventually, she was driven out of her community and lived a life of poverty in an African homeland. Ask learners to research the life of Sandra Laing and present their findings to the class.

### Remedial activity

If learners are struggling to answer source-based questions, go over the criteria needed to analyse and evaluate sources.

## ACTIVITY 7 *Analysing a graph of government spending on education*

**Time allocation: 15 minutes**  
**(Learner's Book page 48)**

### What you can assess in this activity

#### Grade 9

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 3: Analyses the information in the sources [works with sources].

#### Grade 11

LO3: The learner is able to construct and communicate historical knowledge and understanding.

AS 1: Handle and draw conclusions from quantitative data.

### Assessment evidence:

- Can the learner extract information from a graph and a quotation?
- Can the learner interpret and make judgements based on information extracted from a graph and a quotation?

### Assessment strategy

Learners discuss the questions in pairs, but complete the table and write the answers on their own. Take answers from the class and discuss good answers. This activity can be informally assessed and used as a self- or peer assessment exercise.

## Answers

1. African
2. White – R200; African – R17; coloured - about R47; Indian – about R50
3. Between 1950 and 1980, the government always spent the most money on white education and the least on African education. The gap between these two groups was very high and in fact between 1950 and 1975, government spending on white education increased substantially from R96 to about R280, but remained constant for Africans at R17. In 1950, government spent about half as much on coloured and Indian education as it did on white education. However, between 1975 and 1980, the government began to spend more money on education for all racial groups. There was a slight increase in government spending on Africans, while spending on whites soared. Indian education also began to receive more money than coloured education.
4. The government deliberately spent very little money on African education because it believed that African children should not be educated to the same level as white children. The aim of Bantu Education was to educate Africans for unskilled labour. Dr Verwoerd confirmed this when he stated “there is no place for the Bantu child above the level of certain forms of labour”. This is confirmed by the amount of money that the government spent per capita on African children. From 1950 to 1975, it remained constant at about R17. In 1975, there was a slight increase to R40 and by 1980, it had reached about R180, but by that year, the government was spending more than R900 a year on every white child.
5. The government believed that African people were inferior and that the role of Africans was to serve as unskilled labour. As a result, they believed that it would be a waste of money to spend large amounts of money on African education when they only wanted to train Africans as unskilled labour.
6. It has had a very negative effect on development. There are generations of Africans who are illiterate today as a result of this policy. This has led to a large gap in African skilled and semi-skilled labour. It has also intensified the inequality that still exists today between the majority of Africans and whites.

## Extension activity

It might be interesting for learners to find out how much the current government spends per capita on school children, whether inequalities still exist in education today and if so, why? In this way, you can draw parallels with the past, and question whether inequalities in education today might become a burning social issue.

## ACTIVITY 8 *Analysing a political cartoon*

**Time allocation: 30 minutes**  
**(Learner’s Book page 49)**

### Skills development: Analysing cartoons

Refer your learners to the step-by-step guide for analysing political cartoons in the Learner’s Book on page 48.

### What you can assess in this activity

#### Grade 9

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].

#### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.

### Assessment evidence:

- Can the learner analyse a political cartoon, placing it in the correct historical context and identifying the main elements of the cartoon?
- Can the learner demonstrate an appreciation of the cartoonist’s use of humour?

### Assessment strategy

Learners should write the answers to the questions for you to mark/assess. Discuss good answers with the class. Can be for Learner’s Portfolios for Grades 9.

## Answers

1. The Separate Amenities Act
2. It reflects the era of apartheid and the implementation of apartheid laws.
3. The black woman in the cartoon represents the black domestic workers who cared for the children of their white employers. The baby in the pram represents whites who were given privileges under the system of apartheid.
4. The bench in the park with a whites-only sign on it was a common sight in apartheid South Africa. In many ways, the bench symbolized the separation of public spaces and so this cartoon highlights the absurdity of the Separate Amenities Act. The ‘Whites only’ signboard indicating that one section of the park is reserved for whites confirms that this cartoon is referring to the Separate Amenities Act.
5. This cartoon highlights the absurdity of the Separate Amenities Act, which separated public spaces in terms of race, so that the law did not allow the black domestic worker to occupy the same public space as the white baby that she is looking after. It is also

- commenting on the strange mindset of some whites, who were prepared to entrust their children to the care of a black domestic worker, but would not allow her to occupy the same space as they did in a park.
6. The situation that Abe Berry describes in his cartoon is so utterly absurd that you can't help but see the humour of it. The domestic worker is standing in the part of the park where she is allowed to stand, while pushing the pram in a 'Whites Only' zone.

### Extension activity

You should encourage your learners to develop the skill of cartoon analysis further by asking them to look at and analyse current political cartoons in daily newspapers.

## ACTIVITY 9 *Designing an exhibition poster*

**Time allocation: 30 minutes**  
**(Learner's Book page 51)**

### What you can assess in this activity

#### Grade 9

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].

#### Grade 11

LO3: The learner is able to construct and communicate historical knowledge and understanding.

AS 4: Use appropriate means of communicating knowledge and understanding suited to a designated audience.

### Assessment evidence:

- Can the learner choose an appropriate image that reflects an historical understanding of the period and has a clear visual impact?

### Assessment strategy

Learners need to work on their own, and design a poster. This assignment could be included in their portfolios for Grade 9.

Tell the learners that they will be assessed on the following criteria:

- *Design and presentation* – the poster must be eye-catching and have a strong visual impact
- *Choice of photograph* – the photograph must be appropriate to the message of the poster. It should reflect the historical period accurately
- *Slogan* – an appropriate slogan or heading for the poster must be included
- *Justification* – a clear written motivation for the choice of photograph must accompany the poster.

The following rubric or rating scale may help you evaluate the performance of your learners in designing an exhibition poster for the Apartheid Museum.

### Rubric for assessment of learner performance in designing an exhibition poster

Criteria	7 Outstanding achievement 80-100%	6 Meritorious achievement 70-79%	5 Substantial achievement 60-69%	4 Adequate achievement 50-59%	3 Moderate achievement 40-49%	2 Elementary achievement 30-39%	1 Not achieved 0-29%
<b>DESIGN AND PRESENTATION</b> The poster is well-designed, attractive and eye-catching							
<b>CHOICE OF PHOTOGRAPH</b> The photograph is appropriate, it reflects the historical period, and provides a strong visual message							

<b>SLOGAN</b> The slogan is appropriate and provides a strong written message							
<b>JUSTIFICATION</b> The motivation for the choice of photograph is well thought out and clear							

## ACTIVITY 10 *Analysing a map*

**Time allocation: 15 minutes**  
**(Learner's Book page 53)**

### What you can assess in this activity

#### Grade 9

LO 1: The learner will be able to use enquiry skills to investigate the past and present.

AS 3: Analyses the information in the sources [works with sources].

#### Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.

AS 3: Analyse the information and data gathered from a variety of sources.

### Assessment evidence:

- Can the learner extract relevant information from a map?
- Can the learner interpret information from a map?

### Assessment strategy

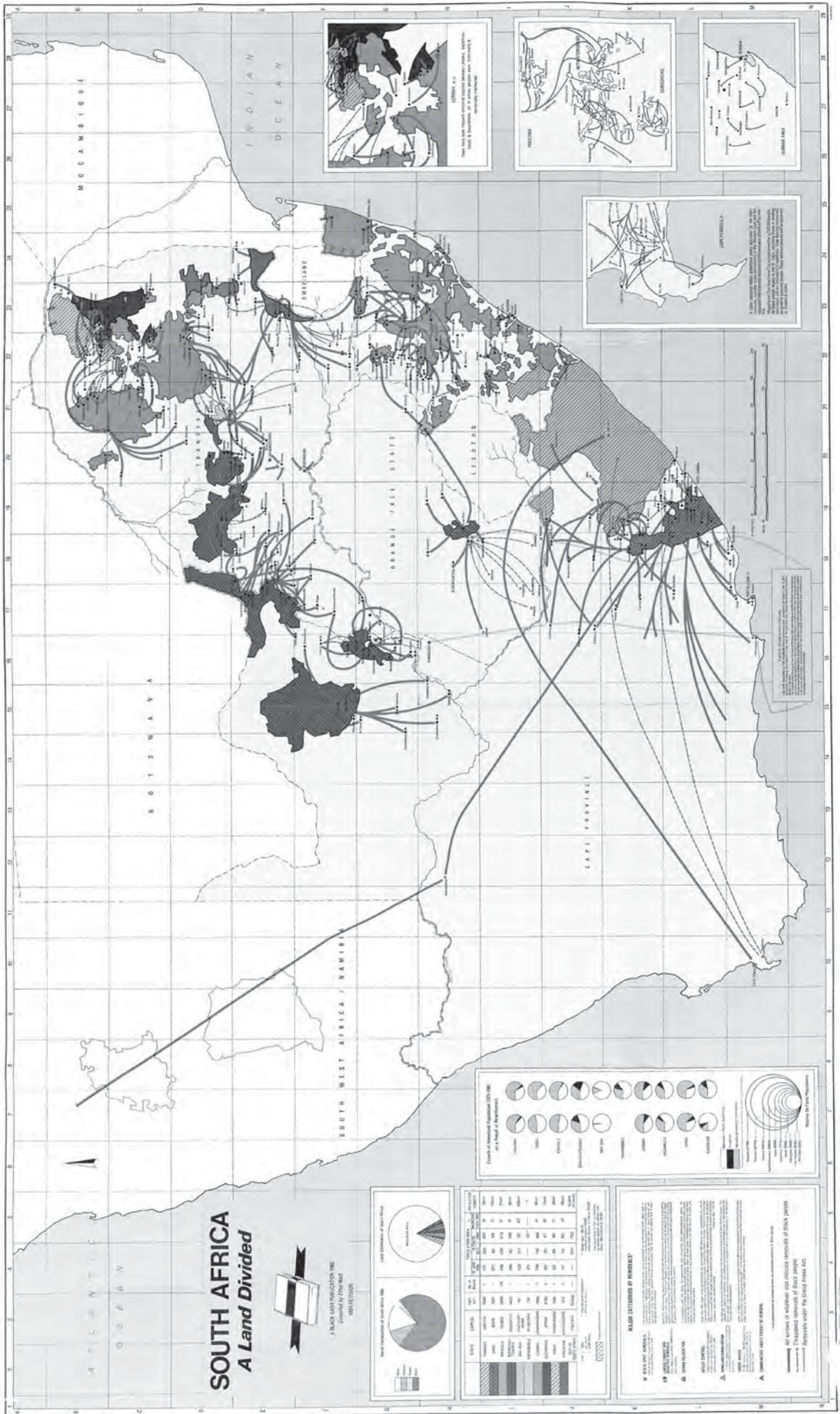
Learners should write the answers to the questions for you to mark/assess. Discuss good answers with the class.

### Answers

#### 1. The homelands:

- Ciskei in the Eastern Cape
- Transkei in the Eastern Cape
- KwaZulu in Natal
- QwaQwa in the Orange Free State
- Kwandebele in the Transvaal
- Lebowa in the Northern Transvaal
- Gazankulu in Northern Transvaal
- Venda in Northern Transvaal
- Bophutatswana in the Transvaal, the Orange Free

- State and the Northern Cape
  - KaNgwane in the Transvaal
2. Bophutatswana was the homeland of the Tswana people; KwaZulu was the homeland of the Zulu people and KwaNdebele was the homeland of the Ndebele people.
  3. The government used the strategy of 'divide and rule'. By dividing people according to their ethnic background, the government tried to create divisions between different African groups and to prevent the growth of a united African nationalism which might threaten the apartheid state.
  4. It meant that the homelands were far away from the centres of industry. There was therefore little work available in the homelands and men had to become migrant workers, looking for jobs in the towns and cities. It also meant that the homelands were isolated, and that most whites never saw the majority of Africans, who lived in the homelands.
  5. No, the Nationalist government did not succeed in turning South Africa into an 'all white' country. The major industries and businesses in the towns and cities relied on African labour and many white families employed African domestic workers in their homes. As a result, there was a constant flow of labour from the homelands into so-called white South Africa. There were also many Africans who were permanently settled in urban areas, such as those living in Soweto. The government never succeeded in moving them into the homelands.



As part of the homelands policy, millions of South Africans were forcibly removed during the 1960s and 1970s. These were the largest forced removals in the world outside of the Soviet Union.