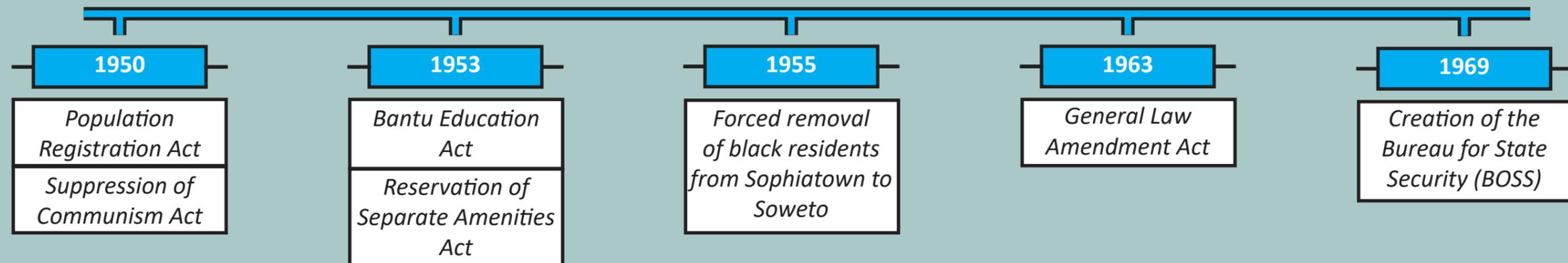


Knowledge Organiser: Changes in South Africa (Unit 2)

Key Question 2: *What was the effect of the apartheid system on life and work?*

Timeline of events:



Important concept

Apartheid policies that resulted in poor education and employment opportunities, together with relocation to townships and segregation enforced by increasingly powerful police, had a negative impact on the lives of black South Africans.

Key words

Bantustans – Self-governing homelands created for black people to live in South Africa.

Segregation – Keeping people apart from white South Africans.

Townships – Areas on the outskirts of cities where black people were forced to live.

Police state – When a government uses the power of the police to control its citizens.

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Key Question 2: *What was the effect of the apartheid system on life and work?*

Education and employment

- ◊ Work was difficult to find in the **Bantustans**. The homelands were overcrowded and the main work available was farming. Farms were far smaller than those owned by the white South Africans and did not generate much wealth.
- ◊ Black workers were forced to move from their homelands to find employment in the cities. Strict apartheid laws meant that black workers could only work for white employers and had to live in designated areas and same sex hostels. Wages for black South Africans were significantly lower than white South Africans.
- ◊ Gaining employment for black South Africans was difficult and this resulted in a high rate of unemployment.
- ◊ The Nationalist Party passed the Bantu Education Act in 1953 based on the principle that black children should receive a separate education to white and coloured South Africans. According to the Nationalist Party's minister of Native Affairs, Henrik Verwoerd, black people only needed a basic education to prepare them for manual unskilled labour. Black children were taught that they were not equal to white people.
- ◊ Black South Africans were to be taught in their native language and were not taught English or Afrikaans at school. These languages would be essential to gain good employment opportunities.
- ◊ The education policy restricted funding of black schools and class sizes, buildings and resources. Teaching standards suffered greatly because of this. Black children were not expected to progress further than primary education standard.
- ◊ Teachers were paid very low salaries in schools for black children. The majority of teachers were unqualified. The standard of teaching was inferior.
- ◊ In 1959 black students were prohibited from entering mixed universities and new colleges were created for black students. White lecturers were sacked if they disagreed with apartheid.

Segregation

- ◊ White political leaders had supported the idea that **segregation** should become a part of South Africa's government and society before 1948. When the National Party, led by Prime Minister Dr Daniel Malan, came to power they believed that South Africa would benefit from keeping black and white South Africans apart and laws were established that enforced the segregation of white, coloured and native/black South Africans.
- ◊ The Population Registration Act, 1950 grouped South Africans according to race and the Group Areas Act, 1950 forced the segregation of people to live in certain areas according to their race.
- ◊ Reservation of Separate Amenities Act 1953 marked areas designated for whites and black or coloured people. Signs made it clear where 'Europeans Only' (white South Africans) or 'Non-Europeans' (coloured or native/black South Africans) were allowed to go. Segregation became evident in cinemas and theatres, hospitals, toilets, parks etc. The amenities and conditions for whites was always better than for other groups within South Africa.

Townships

- ◊ The removal of townships occurred as a result of the Group Areas Act, 1950 that separated towns and cities into white, coloured and black areas. With the growing number of black workers entering the cities the boundaries of Bantustans were adjusted to include areas within commuting distance of work.
- ◊ People living in the 'wrong' area, as defined by the Group Areas Act, had to leave their homes and move to a new area; many black people were forcibly removed to live in the new townships against their will.
- ◊ Sophiatown was an area close to the centre of Johannesburg where many black people owned their own property or rented from black owners. Black South Africans were forcibly removed from Sophiatown in 1955 and relocated in the **township** of Soweto.
- ◊ Other areas such as District Six at Cape Town experienced the same treatment as black South Africans were forced to live on the outskirts of the city away from whites.
- ◊ Living conditions within the townships were poor. Overcrowding and poverty meant that the townships were difficult to control and would become a breeding ground for anti-apartheid groups such as the ANC and PAC.

Police powers

- ◊ Police powers increased considerably under the apartheid system and South Africa gradually developed into a **police state**.
- ◊ The passing of the Suppression of Communism Act in 1950 resulted in banning orders that effectively prevented any opposition to the government and allowed the police to detain anybody suspected of being a threat to the government.
- ◊ The police were active in pursuing the ANC leadership, who could be arrested and detained for any length of time without proof or being charged.
- ◊ The creation of the Freedom Charter led to the police gaining more powers to arrest and detain anybody without providing a reason. The police strictly enforced censorship laws and detained anybody suspected of distributing information that was deemed to be a threat to national security.
- ◊ The General Law Amendment Act of 1963 gave police the power to arrest and imprison anybody for up to 90 days. This was later increased to 180 in 1965.
- ◊ In 1969 the powers of the police state were increased through the creation of the Bureau for State Security (BOSS). This body was a secret police force established to monitor national security and ensure that all apartheid laws were upheld.
- ◊ The police frequently used beatings and torture. When deaths occurred in police custody nobody would be brought to justice.