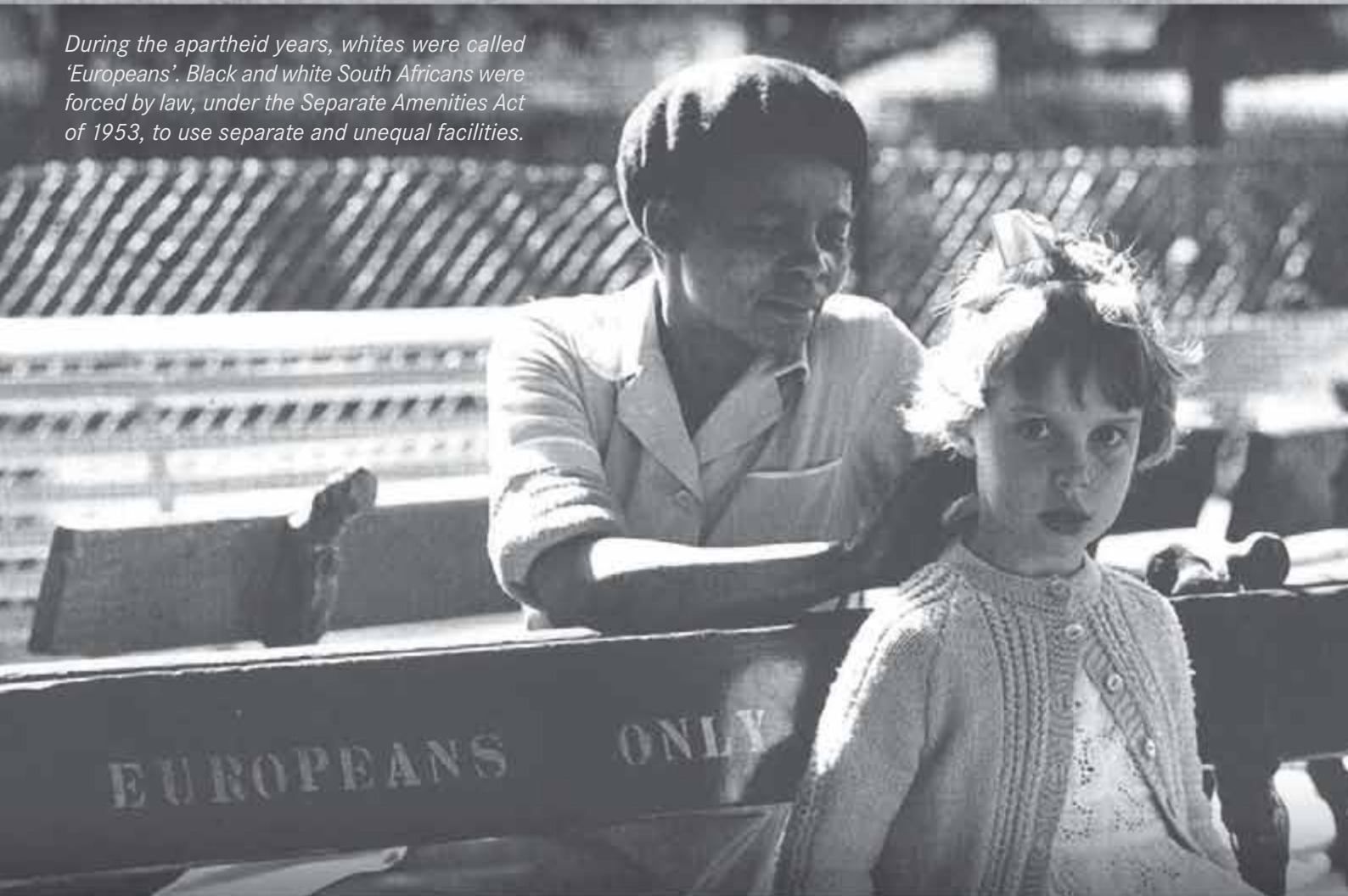


OXFORD

UNDERSTANDING APARTHEID

Teacher's Book

During the apartheid years, whites were called 'Europeans'. Black and white South Africans were forced by law, under the Separate Amenities Act of 1953, to use separate and unequal facilities.



A delegation of the SANNC who went to London to protest against the Land Act of 1913.



The Great Trek Centenary celebrations in 1938 took place at the future site of the Voortrekker Monument in Pretoria.



Students marching in Soweto on 16 June 1976.

APARTHEIDMUSEUM

UNDERSTANDING APARTHEID

Teacher's Book



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Introduction

Understanding Apartheid: Teacher's Book

The apartheid policies which the National Party government implemented after 1948 had serious implications for South African society. These policies institutionalized and entrenched racial discrimination in an unequal society where the white minority was privileged and the black majority was severely disadvantaged. Although South Africa made the transition to democracy in 1994, our society still confronts many problems as a result of our long history of discrimination.

The new school curriculum is based on the Constitution's ideals and vision of a transformed South Africa and aims to deal with the legacy of apartheid. One of the ways to do this is for History learners in different grades to engage with various aspects of apartheid.

Understanding Apartheid presents the history of apartheid in a single, coherent book. This makes it a valuable resource for both teachers and learners, as well as for ordinary people who want to gain an understanding of South Africa's difficult past. It provides an overview of apartheid, examining its origins, its implementation, and the forms of repression and resistance that it engendered.

Anyone who wants to understand South Africa today must understand the history of segregation and apartheid. Learning about apartheid is a painful and difficult process. Why did apartheid happen in the first place? How do we explain why people behaved so inhumanely? Why did it take so many years to overcome the system?

But more than anything else, learning about apartheid is important because it gives us a glimpse not only into the darkness of our past, but also into the courage, determination and creativity of the ordinary people who eventually defeated apartheid.

Studying apartheid will help to shape our values and world-view. It will ensure that we know our history, and that we will therefore not be condemned to repeat it.

SOME PROBLEMS OF TEACHING ABOUT APARTHEID

In *Understanding Apartheid*, learners are taken right into the heart of apartheid. They will confront the harsh circumstances under which black South Africans were forced to live. The injustice of the apartheid system is laid bare through the use of both written and visual sources. Some of the images that learners will see in this book are brutal. Ernest Cole's photographs, in particular, show a very vicious and painful world. They

are very direct, and sometimes hard to look at. But it is important that learners are aware, visually and perhaps viscerally, of their country's past.

To a learner who has little prior knowledge of these events, this history can be both disturbing and distressing. You should encourage learners to talk openly about the feelings that these issues raise. There may be instances where the uncovering of past discrimination could generate tensions in the classroom. You need, at all times, to be sensitive to these possibilities and promote thoughtful discussion. Learners should use these opportunities to discuss why they feel the way they do and to propose solutions to ensure that such injustice can never happen again.

The role of the Teacher's Book

This book aims to assist teachers and learners in the context of the history lesson, both in the Senior Phase and FET, to use *Understanding Apartheid* to reach a better understanding of the history of apartheid and of some of the resulting problems we face as a society today.

The introduction to this book helps teachers to locate *Understanding Apartheid* in the curriculum. It gives insight into: the National Curriculum Statement and other Department of Education documents; History in the Social Sciences Learning Area and History as a Subject; learning programmes and lesson planning; and outcomes-based assessment. It also provides examples of assessment rubrics and checklists as well as resources and practical suggestions for classroom teaching.

Each chapter of the Teacher's Book contains:

- Critical and Developmental Outcomes relevant to the chapter
- Learning Outcomes and Assessment Standards covered
- Possible integration links with other Learning Areas/Subjects
- Knowledge and content focus for the chapter
- Activities with teaching guidelines and assessment strategy for informal assessment, and for formal assessment tasks (to be included in Learner's Portfolios and/or the Programmes of Assessment)
- Answers to the questions in each activity
- Suggestions for remedial and extension activities
- 'Skills development' guidelines, where necessary, to help learners understand historical concepts like time, empathy causation, to work with sources and to develop extended writing skills.

The National Curriculum Statement (Grades R – 12)

The first version of the new post-apartheid curriculum (Grades R – 9), Curriculum 2005, was introduced into the Foundation Phase in 1997. The review of Curriculum 2005 led to the development of the *National Curriculum Statement for General Education and Training (Grades R – 9)* and the *National Curriculum Statement for Grades 10–12 (General)*.

Information in this Introduction is drawn from the National Curriculum Statement and associated Department of Education documents: the *Subject Assessment Guidelines, History*, the *Learning Programme Guidelines, History*, and the *National Protocol on Assessment for Schools in the General and Further Education and Training Band (Grade R – 12)*. Material from *Oxford In Search of History*, Grade 12 Teacher's Book (forthcoming from Oxford University Press) has also been used in this book.

The principles of the National Curriculum Statement that aim to achieve ideals, values and skills are the same principles that underpin *Understanding Apartheid*. They include:

Social transformation

Transformation is needed to address the legacy of apartheid in all areas of human activity. The study of the history of apartheid raises issues connected with the need for social transformation. It promotes social responsibility, conflict resolution and community service and encourages understanding and tolerance.

Outcomes-based education

The foundation for the curriculum in South Africa is OBE. OBE encourages a learner-centred and activity-based approach and aims to enable **all learners** to reach their maximum learning potential by setting Learning Outcomes to be achieved by the end of a learning process. Learning Outcomes are derived from the Critical and Developmental Outcomes of the curriculum. They describe the knowledge, skills, values and attitudes that the learner in our new education and training system should acquire.

Critical Outcomes aim to develop learners who are able to:

1. Identify and solve problems; make decisions using critical and creative thinking
2. Work effectively with others as members of a team, organization and community
3. Organize and manage themselves and their activities responsibly and effectively
4. Collect, analyse, organize and critically evaluate information
5. Communicate effectively using visual, symbolic and/or language skills in various modes
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others

7. Demonstrate an understanding of the world as a set of related systems, by recognizing that problem-solving contexts do not exist in isolation.

Developmental Outcomes aim to develop learners who are able to:

1. Reflect on and explore a variety of strategies to learn effectively
2. Participate as responsible citizens in the life of local, national and global communities
3. Be culturally and aesthetically sensitive across a range of social contexts
4. Explore education and career opportunities
5. Develop entrepreneurial opportunities.

Progression, integration and applied competence

Progression refers to the process of developing more advanced and complex knowledge and skills. Integration is the linkage of concepts, knowledge and skills within and across Learning Areas and Subjects.

Integration within History is achieved by the close relationship between the Learning Outcomes and Assessment Standards and the content. In *Understanding Apartheid*, there is integration between different parts of the History curriculum and with other Learning Areas and Subjects.

Applied competence refers to the integration of three competencies, namely practical, foundational (theory) and reflective (reflection).

Issues of human rights, environmental and social justice, and inclusivity

Human rights and justice require the empowerment of that section of the population which was previously disempowered by apartheid policies. The principles and practices of social and environmental justice and human rights as defined in the South African Constitution and the curriculum are especially sensitive to issues of potential discrimination and inequality – poverty, race, gender, language, age, disability, etc.

The curriculum adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential, provided that they receive the necessary support. It aims to address the diverse intellectual, social, emotional, spiritual and physical needs of learners.

HOW UNDERSTANDING APARTHEID FITS INTO THE HISTORY CURRICULUM

History is the study of change and development in society over time and space. Through enquiry and the investigation of the past, history enables us to understand and evaluate how past human action impacts on the present and influences the future.

Studying History should build the learner's ability to make informed choices in order to contribute constructively to society and advance democracy. History teaches learners that as human beings, they have choices and that they can choose to change the world for the better.

The History curriculum encourages:

- constructive debate through evaluation of a range of evidence and different points of view
- a critical understanding of socio-economic and political systems in their historical perspective and their impact on people
- the view that historical truth consists of many voices expressing varying and often contradictory versions of the same history
- an appreciation and an understanding of the importance of the democratic values of the Constitution
- the promotion of human rights, peace, and democracy.

If History in the Social Sciences Learning Area in the Senior Phase, and in the Subject History in FET of the curriculum is taught well, it should discourage discrimination, allow debate, confront issues and address current social and environmental concerns and human rights. Learners who study *Understanding Apartheid* should develop these skills and values by gaining insights into apartheid and its impact on our country. Learners are given the opportunity to analyse sources and evidence, study different interpretations and divergent opinions and voices and build historical imagination and empathy. All the above are essential tools for developing conceptual knowledge and critical thinking.

Knowledge Focus/*Content

Knowledge Focus/Content is important because it forms the context for the achievement of the Learning Outcomes and Assessment Standards. The History curriculum is designed to encourage and support a holistic view of learning and assessment that moves History beyond the confines of the classroom and engages with public history and heritage. The curriculum locates South Africa within Africa and the world and aims to give young people the tools to understand current issues.

In the curriculum, content has been arranged to highlight the links between ideas, systems, countries and continents, rather than treating their histories separately. The approach seeks to address past imbalances by including the histories of oppressed and marginalized peoples in the world and in South Africa. The History of Africa covers early, pre-colonial, colonial and independent African states. It includes the colonial transformation of African societies and how they responded to this, as well as their independence struggles and issues connected with post-independence renewal.

Understanding Apartheid fits particularly with the knowledge focus, History, in Grades 8 and 9 (Senior Phase) and the Content for Grades 11 and 12 (FET).

Below is a table showing in **bold type** the sections of the curriculum covered by the five chapters of *Understanding Apartheid* (see the table on page 3 of the Learner's Book). The other sections of the curriculum listed here can be linked with, and deepen understanding of, segregation, apartheid and ideas of race. They also link South Africa with colonialism in the rest of Africa and in the third world.

| | |
|----------------|---|
| GRADE 8 | <p>Industrialization: Industrialization in South Africa: diamonds and gold, and changing work and lives in South Africa on the mines, the land and in the cities (including the 1913 Land Act) Sugar and labour in Natal [indentured workers – discriminated against]</p> <p>Resisting British control: The South African War: who was involved and how did it affect their lives? [how did the British treat African people after the war?]</p> <p>The experience of colonialism in the nineteenth and twentieth centuries: How African societies experienced and responded to colonialism.</p> |
|----------------|---|

| | |
|-----------------|---|
| GRADE 9 | <p>The end of World War Two and the struggle for human rights: Human rights and anti-colonial struggles in Africa</p> <p>Apartheid in South Africa:</p> <ul style="list-style-type: none"> • Impact of World War Two • What was apartheid? • How did it affect peoples' lives? • Repression and resistance to apartheid in the 1950s (e.g. the Defiance Campaign, the Freedom Charter and popular culture) • Repression and the armed struggle in the 1960s • Divide and rule – the role of the homelands • Repression and the growth of mass democratic movements in the 1970s and 1980s: external and internal pressure • Building a new identity in South Africa in the 1990s: pre-1994 negotiations, the first democratic elections and South Africa's Constitution. |
| GRADE 11 | <p>Imperialism: How did imperialism and colonialism entrench ideas of race – segregation, assimilation, paternalism? [also link with Cape slavery – Grade 10]</p> <p>What was the impact of pseudo-scientific racism and Social Darwinism in the nineteenth and twentieth centuries? ...impact on ideas of race and racism....</p> <p>How unique was apartheid in South Africa?</p> <ul style="list-style-type: none"> • How was segregation a foundation for apartheid? • To what extent was apartheid in South Africa part of neo-colonialism in the post World War Two world (1948-1960)? • How did apartheid entrench ideas of race? • What was the nature of resistance to apartheid during these decades, and how was this resistance part of the wider resistance in the world to human rights abuses? • How has the South African past been publicly represented in museums. <p>Museums and monuments</p> |
| GRADE 12 | <p>What forms of civil society protest emerged from the 1960s up to 1990?</p> <ul style="list-style-type: none"> • The 1970s Black Consciousness Movement in South Africa <p>Apartheid South Africa and Eastern Europe in the 1980s</p> <p>What was the impact of the collapse of the USSR in 1989? On South Africa [hastened the end of apartheid]</p> <p>How did South Africa emerge as a democracy from the crises of the 1990s?</p> <ul style="list-style-type: none"> • The crisis of apartheid in the 1980s • The collapse of apartheid in South Africa – coming together of internal and external pressures • How the crises were managed – conflict, compromise, negotiation, settlement, elections. • The Government of national unity and the making of the Constitution • New identities and the construction of heritage. <p>What are the ideologies and debates around the constructed heritage icons...?</p> <p>What are the ideologies and debates around South African heritage symbols and representations today?</p> |

History Learning Outcomes

The Learning Outcomes emphasize History as a process of enquiry based on evidence from the past. This means that learners must be given opportunities to engage with and interpret authentic sources from the past. The emphasis is also on understanding and knowledge construction based on the evidence derived from historical sources.

In FET, public history and heritage should be

incorporated into the above processes whenever appropriate. The study of apartheid is particularly well suited to investigations and projects based on Heritage Outcome 4.

Overleaf are the History Learning Outcomes and their associated Assessment Standards for Grades 8, 9, 11 and 12. Indicated in **bold type** are the Assessment Standards of the Learning Outcomes covered in *Understanding Apartheid*.

Senior Phase: History, Social Sciences Learning Area

| Learning Outcomes | Assessment Standards Grade 8 | Assessment Standards Grade 9 |
|--|---|---|
| | Achieved when the learner: | Achieved when the learner: |
| LO 1 Historical Enquiry <i>The learner will be able to use enquiry skills to investigate the past and present.</i> | AS 1: Continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources]. AS 2: Evaluates the sources used (e.g. 'Who created the source?' 'Is it reliable?', 'How useful is the information?') [works with sources]. AS 3: Interprets graphical and statistical sources [works with sources]. AS 4: Presents an original idea as part of an answer to questions posed [answers the question]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer]. | AS 1: Investigates a topic by asking key questions and identifies a variety of relevant sources to explore this topic [finds sources]. 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]. AS 4: Presents an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached [answers the question]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer]. |
| LO 2 Historical Knowledge and Understanding <i>The learner will be able to demonstrate historical knowledge and understanding.</i> | AS 1: Begins to make links between historical events and processes in different contexts in the same period [chronology and time]. AS 2: Recognizes that causes and effects of events vary in importance [cause and effect]. AS 3: Explains changes in a wider historical and environmental context [change and continuity]. | AS 1: Places events, people and changes in the periods of history studied within a chronological framework [chronology and time]. AS 2: Identifies categories of causes and effects (e.g. immediate and long-term, direct and indirect) [cause and effect]. AS 3: Explains and analyses the reasons for and results of events in history [cause and effect]. AS 4: Recognizes that change and development do not always mean progress [change and continuity]. |
| LO 3 Historical Interpretation <i>The learner will be able to interpret aspects of history.</i> | AS 1: Examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation]. AS 2: Identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation]. AS 3: Explains why history is not objective or neutral [source interpretation]. AS 4: Recognizes that sense of identity may influence the way events in the past are interpreted [influences on interpretation]. AS 5: Describes main features and uses of material remains of the past in a given context [representation of the past]. AS 6: Explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past]. AS 7: Explains how and why people's memories of the past might differ [representation of the past]. | AS 1: Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation]. AS 2: Constructs an interpretation based on sources, giving reasons for own interpretation [source interpretation]. AS 3: Analyses issues which influence the way history has been written [influences on 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]. |

Further Education and Training: History

| Learning Outcomes | Assessment Standards Grade 11 | Assessment Standards Grade 12 |
|--|--|--|
| | Achieved when the learner is able to: | Achieved when the learner is able to: |
| LO 1 Historical Enquiry (Practical Competence) <i>The learner is able to acquire and apply historical enquiry skills.</i> | AS 1: Identify issues within the topic under study (e.g. imperialism) and ask critical questions about the issues. AS 2: Categorize appropriate/relevant sources of information provided to answer the questions raised. 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. | AS 1: Formulate questions to analyse concepts for investigation within the context of what is being studied (e.g. globalization). AS 2: Access a variety of relevant sources of information in order to carry out an investigation. AS 3: Interpret and evaluate information and data from the sources. AS 4: Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence. |
| LO 2 Historical Concepts (Foundational Competence) <i>The learner is able to use historical concepts in order to analyse the past.</i> | AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue. AS 2: Analyse the socio-economic and political power relations operating in societies. AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did. | AS 1: Analyse historical concepts such as post-colonialism, globalization and socialism as social constructs. AS 2: Examine and explain the dynamics of changing power relations within the societies studied. AS 3: Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events. |
| LO 3 Knowledge Construction and Communication (Reflexive Competence) <i>The learner is able to construct and communicate historical knowledge and understanding.</i> | 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. | AS 1: Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. AS 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument. AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. AS 4: Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation. |
| LO 4 Heritage (Reflexive Competence) <i>The learner is able to engage critically with issues around heritage.</i> Note: In this outcome, local history, heritage and public history are linked to sites, monuments, museums, oral histories and traditions, street names, buildings, public holidays and the debates around all of these. | AS 1: Analyse public representations and commemoration of the past (e.g. monuments and museum displays). AS 2: Identify debates around knowledge systems. AS 3: Analyse the significance of archaeology and palaeontology in understanding the origins of humans. | AS 1: Explain ideologies and debates around heritage issues and public representations. AS 2: Compare the ways in which memorials are constructed in different knowledge systems (e.g. monuments, ritual sites including grave sites). AS 3: Investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage. |

LEARNING PROGRAMMES AND LESSON PLANS

A learning programme is a planning tool to ensure that Learning Outcomes for each Learning Area/Subject are effectively covered across the grade. The learning programme interprets the Learning Outcomes and Assessment Standards for planned teaching, learning and assessment activities. It spells out the core knowledge/content and concepts that will be used to achieve the Learning Outcomes for the particular grade.

Three stages are involved in planning and designing a learning programme.

1. Develop a Learning Area/Subject framework

Planning for the teaching of a phase should begin with an examination of the scope of the History to be taught and learned – the concepts, skills and values; the knowledge/content contexts and/or themes; appropriate assessment strategies and the learning and teaching resources needed.

2. Draw up work schedules

This is the second stage in designing a learning programme. Using the information from the phase framework, draw up a work schedule for the year for each grade. The schedule should indicate the sequence in which the knowledge/content context will be presented for the grade.

3. Design lesson plans

In stage three, individual teachers plan and design lessons that must be fitted into the work schedule. Lessons involve learning and teaching activities and assessment strategies that reflect the Learning Outcomes

and Assessment Standards. It is at this level that *Understanding Apartheid* activities can be used for lessons or sets of lessons to fulfil the requirements of the curriculum in a particular grade.

Lesson planning

Understanding Apartheid includes activities for well planned History lessons:

- clear purpose in the form of explicit Learning Outcomes and Assessment Standards and contextual content
- realistic time allocations for each step of the lesson plan
- sequence of learning activities
- key questions to ensure engagement with the knowledge/content
- support with developing concepts, skills and values
- suggested answers to questions
- strategy for assessment and recording
- remedial and extension activities
- questions graded for effective lesson planning

Key questions in History are used as a vehicle, particularly in FET. They are important in teaching History because they:

- form an enquiry route through which to study the past
- indicate important human rights issues
- form an organizational framework for teachers to plan and teach and for learners to learn about the past
- give lessons unity and coherence
- encourage learners to ask questions and think critically.

| KEY QUESTIONS IN HISTORY | Skills and Language acquisition Through ... |
|---|--|
| What was it? Who/what was involved? | Naming, identifying, defining |
| Where did it happen? | Locating |
| What was it like? | Describing, comparing |
| Why did it happen? Why did it happen at that time? How did it happen? | Reasoning, explaining |
| What impact did it have? What were the consequences? | Cause and consequence |
| Did it change? How did it change? | Analysing change, similarity and difference, continuity and change |
| How/What do I think and feel about it? How might I have acted in a similar situation? | Empathy, evaluation in terms of human rights principles |

(*Learning Programme Guidelines (Grades 10–12), History p.23*)

Checklist for lesson planning

| OUTCOMES | Things to work from and plan for - have you: | Done ✓ |
|--|---|--------|
| Learning Outcomes (LOs) | Identified the main LOs that you are working from? | |
| Assessment Standards (ASs) | Listed the ASs that you are working towards? | |
| Content/knowledge focus/ topic (theme/key concept) | Identified the theme or concept of the lesson/set of lessons? | |
| Content breakdown | Determined what learners will learn in this lesson? How will learners achieve the LO? Key questions: knowledge to acquire, skills to develop and values and attitudes to work towards. | |
| Integration | Thought of possible links with other Subjects? | |
| Number of lessons to be taught | Worked out how many lessons you plan to teach on this theme? | |
| Purpose | Worked out why is it useful to learn about this aspect of apartheid, now and for the future? (It can be helpful for learners to know the reason for learning something.) | |
| ASSESSMENT PROCESS | Things to think through | |
| Evidence of learning/learning activity | Do you know what you will look for in each learner's work? The criteria: each criterion should be something the learner can do; assessment instruments to use. | |
| The way learning will be assessed and data collected | Examples: <ul style="list-style-type: none"> • written work, oral presentations • teacher observation, answers from the class • work from pairs and groups • a test. | |
| Recording and reporting | Are reporting and recording systems in place? | |
| CLASSROOM PRACTICE | Things to consider for each lesson | |
| Methods or activity | Have you thought what the learners will do and in what sequence? | |
| Time/duration of lesson/s | Is there enough time to explain or demonstrate new concepts? Have you worked out how much time learners will take for each aspect of the activity? | |
| Classroom organization | Have you decided how you will arrange the learners? <ul style="list-style-type: none"> • working as a class • working in groups • working in pairs • working alone Where will learners be? <ul style="list-style-type: none"> • in the classroom • outside. | |
| Resources needed | List any resources you may need: <ul style="list-style-type: none"> • additional books, pictures, newspapers, etc. | |
| Diversity | Think about the needs of your particular learners; provide differentiation in assessment, etc. according to various learners' needs. | |
| Reflection | When you have given a lesson, reflect on what went well and where you can improve. | |

(adapted from Teacher's Book *Oxford In Search of History* Grade 12, forthcoming Oxford University Press)

Classroom organization and strategies

When planning a lesson using *Understanding Apartheid*, the teacher should consider how the learners will be organized:

- Class discussion: This is useful for the introduction of a chapter or topic. The teacher can use the discussion to make sure that the learners understand

the underlying theme. It also gives the learners an opportunity to start thinking about the new topic. Class discussion is also useful for debate and getting feedback from groups. If your class is very large, you might prefer to have discussion groups.

- Pair work: In some activities learners can work in pairs. Pair work is easier to organize than

group work, and ensures that each learner has an opportunity to speak and listen. Pair work allows learners to discuss pictures, read and interpret sources together, in a supportive way.

- Group work: Small groups give learners the opportunity to work co-operatively, and they are useful for problem-solving. Learners need to learn how to take turns, to give everyone a chance to speak and to listen to each other carefully.
- Individual written work: Writing may range from answering questions in a few sentences or a paragraph, to writing complete essays/extended writing.
- Portfolios: Written work for Learner's Portfolios should be done on loose sheets of paper to be kept in their folders/files. Work in the portfolios is for evaluation in Grades 8 and 9, and for the Programme of Assessment in Grades 11 and 12.
- Site and museum visits: It is invaluable for learners to visit sites of interest and significance to apartheid, the Apartheid Museum being an obvious one. Learners can discuss the purpose and aim of the outing before they go. They should make notes during the visit. When they return, they can use their notes to prepare a short written report or presentation describing their impressions and explaining what they learned.

INTEGRATION

Integration within History is achieved by the close relationship between Learning Outcomes, Assessment Standards and knowledge/content. There are also natural links between History and other Learning Areas/Subjects.

In *Understanding Apartheid* the History of apartheid can be integrated with other parts of the Social Sciences and History curriculum, as well as with other Learning Areas/Subjects. Below is a consolidated list of the Learning Areas and Subjects and their Learning Outcomes, which can be linked with a broad understanding of apartheid and its implications.

SUBJECT INTEGRATION

Grades 8 and 9:

Languages (First Additional Language)

LO1 LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

LO2 SPEAKING

The learner will be able to communicate confidently

and effectively in spoken language in a wide range of situations.

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.

LO5 THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

Life Orientation

LO2 SOCIAL DEVELOPMENT

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

Natural Sciences

LO3 SCIENCE, SOCIETY AND THE ENVIRONMENT

The learner will be able to demonstrate an understanding of the interrelationships between science and technology, society and the environment.

Social Sciences (Geography)

LO1 GEOGRAPHICAL ENQUIRY

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

Grades 11 and 12:

Economics

LO1 MACRO-ECONOMICS

The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.

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.

Languages (First Additional Language)

LO1 LISTENING AND SPEAKING

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

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.

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.

Life Orientation

LO2 SOCIAL DEVELOPMENT

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

Maths Literacy

LO4 DATA HANDLING

The learner is able to collect, summarize, display and analyse data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.

ASSESSMENT

Assessment, teaching and learning

Assessment, as described in the *Protocol on Assessment* (page 5) is a process of collecting, synthesizing and interpreting evidence of learner performance in order to assist teachers, parents and other stakeholders in making decisions about the progress of learners. It is a critical element of the curriculum.

Assessment is a central part of any teaching strategy. It is not an add-on at the end of a particular chapter or unit, but part of the learning and teaching process as a whole. As required by OBE, teachers should provide clear guidelines (explain the desired outcomes) to the learners at the start of a lesson or activity.

To meet the requirements of Learning Outcomes in History, learners need to learn to:

- question the past
- use authentic historical sources
- construct their own history based on evidence/information
- communicate their new knowledge in different ways.

To achieve this, classroom activities need to be based on:

- investigations using historical sources
- activities that link directly to the Assessment Standards of the Learning Outcomes
- opportunities for discussion and debate
- the learning of language and communication skills
- teaching writing skills to develop arguments and support historical evidence.

Types of assessment

The NCS details the following types of assessment:

- **Baseline assessment:** Requires engagement with the learner at the point where he or she is at, and gives insight into the prior knowledge of the learner. It is important to have this baseline data when the teacher first engages with a group of learners.

- **Diagnostic assessment:** Is used to determine the cause of any problem in learning. It helps to reveal where the problem is, the nature of the problem, and is useful when planning a strategy for resolving the problem.
- **Formative assessment:** Is used to evaluate learners. This type of assessment is a crucial part of learning and teaching as it supports the learning process. Learners should continuously be given critical feedback regarding their progress and engagement with outcomes. Formative assessment can be regarded as assessment **for** learning. This type of assessment enables learning to take place; learners are regularly informed via constructive feedback.
- **Summative assessment:** Is carried out whenever a judgement is needed of the performance of a learner at any specific point in the learning process. This type of assessment provides an indication of the competence of the learner and can be interpreted as a value judgement at a specific time during the process of learning and teaching. Summative assessment can be regarded as assessment **of** learning, as it presupposes a value judgement at any particular stage.

Continuous assessment

Continuous assessment (CASS) is formative in that it is assessment **for** learning. It takes place at different times throughout the learning process, and provides opportunity for constructive feedback to the learners. Teachers should use a variety of methods to assess learners – the methods could range from pure observation through to tests and examinations.

The *Subject Assessment Guidelines* (page 2) describe continuous assessment as involving assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools and involving both informal daily assessment and formal assessment.

Informal, daily assessment

This is the ongoing, daily monitoring of learners' progress in the classroom. Informal assessment should be used to provide feedback to the learners. Daily monitoring of learners' progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups, or through homework exercises. Self-assessment, peer assessment and group assessment can involve learners in informal assessment.

Understanding Apartheid contains many examples of daily assessment tasks including: practising the skills of working with written historical sources; activities that develop visual literacy, such as interpreting historical sources like paintings, posters or cartoons; and developing extended writing skills.

Particularly in FET, learners should practise extended writing activities and activities that explore different aspects of heritage, for example, related to the legacy of

apartheid. They should engage with ideas, community structures, natural features, and monuments, buildings and other remains from the past.

The results of the informal daily assessment tasks are not recorded unless the teacher wishes to do so.

Formal assessment

This is the formal, systematic evaluation and recording of how well learners are progressing. Assessment tasks should be formally assessed using rating codes, rubrics and checklists. Examples of formal assessment can include written work: answers to questions, extended writing in various genres and also projects, oral presentations, demonstrations, performances, tests, exams, etc.

In Grades 8 – 9 formal assessment tasks, even if not included in the Programme of Assessment (see below), should be included in Learners' Portfolios and used when deciding whether a learner should progress to the next grade. In Grades 11 – 12 only those assessment tasks that form part of the Programme of Assessment are included in Learner's Portfolios.

PROGRAMME OF ASSESSMENT

In line with policy, teachers should develop a year-long formal Programme of Assessment for each subject and grade. A Programme of Assessment consists of a number of formal assessment tasks. A set number of assessment tasks per Learning Area/Subject per phase/grade are given in the *Protocol on Assessment*. The results must be recorded in the learner's Record Sheet.

Grades 7 – 9

The table sets out eight compulsory, formal assessment tasks for the Social Science Learning Area (four for History and four for Geography). These form the Programme of Assessment, and must be recorded for each grade in the Senior Phase. (Teachers may add to the number of formal assessment tasks, and they may be included in Learner's Portfolios.)

| LEARNING AREA | TERM 1 | TERM 2 | TERM 3 | TERM 4 | Total |
|---|--------|--------|--------|--------|-------|
| Social Sciences (History and Geography) | 2 | 2 | 2 | 2 | 8 |

Grades 10 – 11

The table below sets out seven compulsory, formal assessment tasks for History. These form the Programme of Assessment for Grades 10 – 11 and must be recorded. The marks allocated to the assessment tasks completed during the year will be 25%, and the end-of-year examination mark will be 75% of the final assessment. Assessment is internal. (If a teacher wishes to add to the number of assessment tasks, motivation for this should be communicated to the head of department and the principal of the school.)

| SUBJECTS | TERM 1 | TERM 2 | TERM 3 | TERM 4 | Total |
|-------------------------------|--------|--------|--------|--------|-------|
| Subject choice (e.g. History) | 2 | 2* | 2 | 1* | 7 |

* One of these tasks must be an examination

Internal assessment in Grade 11

The following is an example of the Programme of Assessment for Grade 11:

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|------------------------|---|---|
| 2 tasks | 2* tasks | 2 tasks | 1* task |
| Source-based and extended writing | Heritage investigation | Oral history, research or enrichment assignment | End-of-year examination |
| Test under controlled conditions | Mid-year examination | Test under controlled conditions | |
| 25% of total year mark = 100 marks | | | 75% of total year mark = 300 marks |

*One of these tasks must be an examination

| PROGRAMME OF ASSESSMENT | | | | |
|---|--------|--------|--------|--------|
| REQUIREMENTS | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
| Two (2) tests written under controlled conditions Suggested test totals: Grade 10 first test: 50 marks Grades 10 and 11 all future tests: 100 marks | I | | I | |
| One investigation involving heritage (LO4) (compulsory) Heritage links learners to the historical reality of the world around them and the influence of the past on the present. It introduces them to a variety of career possibilities related to history as a discipline and an assignment could harness ideas around this aspect. This investigation uses Learning Outcome 4 and the historical rigour of the other three Learning Outcomes. The Grade 11 project can be carried over into Grade 12. In Grade 12 the learners need to discuss the ideologies and debates around heritage, using their project as a case study. | | I | | |
| Oral history, research or enrichment assignment Any one of these can be chosen. However, the oral history investigation and enrichment assignment should be set within a research context (i.e. the context of the period reflected in the interview). | | | I | |
| Source-based and extended writing tasks in non-controlled conditions | I | | | |
| Mid-year and end-of-year examinations | | I | | I |

(Subject Assessment Guidelines, History p 10)

Grade 12

In Grade 12 the Programme of Assessment consists of seven tasks undertaken during the school year internally and an external assessment/examination. The marks allocated to the internal assessment tasks completed during the school year will be 25%, and the external examination mark will be 75% of the final assessment. If a teacher wishes to add to the number of assessment tasks, motivation for this should be communicated to the head of department and the principal of the school.

| SUBJECTS | TERM 1 | TERM 2 | TERM 3 | TERM 4 | Total |
|-------------------------------|--------|--------|--------|--------|-------|
| Subject choice (e.g. History) | 2 | 2* | 3* | | 7 |

*One of these tasks must be an examination

Internal assessment in Grade 12

The following is an example of the Programme of Assessment for Grade 12:

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|-----------------------------------|---|----------------------------------|----------------------------|
| 3 tasks | 2 tasks | 2 tasks | |
| Source-based and extended writing | Either enrichment assignment or second source-based and extended writing task | Test under controlled conditions | Final external examination |
| Heritage investigation | | Trial examination | |
| Test under controlled conditions | Mid-year examination | | |
| 25% of total year mark | | | 75% of total year mark |

The following table provides an example of the internal tasks for Grade 12:

| PROGRAMME OF ASSESSMENT | | | |
|---|--------|--------|--------|
| REQUIREMENTS | TERM 1 | TERM 2 | TERM 3 |
| Two (2) tests written under controlled conditions Both = 100 marks | I | | I |
| One investigation into heritage (compulsory) In Grade 12 learners continue with the assignment started in Grade 11. They will need to add a theoretical section dealing with the ideologies and debates around heritage, comparing the differences between memorials in different knowledge systems, and if appropriate, archaeology's contribution. | I | | |
| Oral history or research or enrichment assignment: Any one of these can be chosen. However, the oral history investigation and enrichment assignment should be set within a research context (i.e. the context of the period reflected in the interview), or instead of this, two substantial source-based and extended writing tasks should be set. | | (I) | |
| Source-based with extended writing tasks in non-controlled conditions. (Either one, or two – see above). | I | (I) | |
| Mid-year and trial examinations | | I | I |

(*Subject Assessment Guidelines, History p 13*)

Examples of Programme of Assessment tasks for Grades 11 and 12 can be found in the Department of Education document *Subject Assessment Guidelines, History, Appendix 1*.

RECORDING AND REPORTING

The *Protocol on Assessment* regulates recording and reporting on assessment in schools, and it replaces the national codes of the National Curriculum Statement. The Protocol is implemented from 2006 in all schools.

As defined in the *Protocol on Assessment*, recording is the process in which the teacher records the level of a learner's performance and progress towards the achievement of outcomes. Reporting is the process of communicating learner performance to learners, parents, schools and the other stakeholders.

Recording

The school management is responsible for the creation and maintenance of various records. These include **Report Cards** (which must be sent to parents/guardians at the end of each term), **Schedules** (which are summaries of the assessment of all learners in a grade) and **Learner's Profiles** (a continuous record of each learner's performance and progress through the grades, giving personal information and an all-round impression of achievements).

Teachers are responsible for Learning Area/Subject **Record Sheets** for each learner, for their **Teacher's Portfolio** and for **Learner's Portfolios**. Recording of performance is indicated on the Record Sheet of a particular Learning Area/Subject, using a combination of marks, codes and comments. Record Sheets reflect the formal, recorded assessment tasks of the Programme of Assessment.

A Teacher's Portfolio is a compilation of all the tasks

for internal assessment. It should include the formal Programme of Assessment, copies of tasks, tests and exams with their assessment tools: assessment criteria and marking guidelines and learners' Record Sheets, attendance records, etc.

A Learner's Portfolio is a collection of evidence of his or her achievement. It should include the assessment tasks that make up the Programme of Assessment, the tools used to assess each task and a record of marks achieved for each of the tasks. In the Senior Phase it should also contain additional formal assessment tasks.

Reporting

Teachers must report regularly and timeously to learners and parents and others on the progress of learners. In Senior Phase and FET reporting on the Programme of Assessment, they must use the seven-point scale:

| RATING CODE | DESCRIPTION OF COMPETENCE | PERCENTAGE |
|-------------|---------------------------|------------|
| 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 |

(*Subject Assessment Guidelines, p 6*)

Assessment instruments

Teachers can use different instruments for recording and reporting assessment, depending on whether the assessment is formal or informal. Examples of the instruments that could be used for assessment are: marks/symbols/rating scales, checklists and rubrics. Combinations of these assessment instruments can also be used.

Rating scales are marking systems where a symbol (Rating Code) is used, which is linked to a description of competence and a percentage. Rating scales are used for reporting performance and achievement. Rating scales should be used for formal assessment.

Checklists consist of statements (criteria) describing acceptable performance in a particular task. When it has been observed that a learner has 'achieved' the criterion it can be ticked off. Checklists are useful for self- and peer assessment activities (see pp. 21 and 22)

Rubrics are sets of marking guidelines or criteria for assessing work and giving feedback. Rubrics are a combination of rating codes and descriptions of standards or competences. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance for each code. Rubrics are usually used for formal assessment, and are provided in *Understanding Apartheid* for all suggested formal assessment tasks for the Programme of Assessment.

HOW UNDERSTANDING APARTHEID FITS WITH ASSESSMENT IN HISTORY

There are many different ways of assessing activities. For the activities, this Teacher's Book indicates if assessment should be informal or formal. It offers opportunities for teacher assessment of individual learners or pairs or groups, as well as self-assessment and peer assessment. These strategies and methods of assessment can be applied to oral and/or written work. The types of assessment: baseline, diagnostic, formative and summative can be achieved through the above methods.

Teacher assessment – individual learners, pairs and groups

Different ways teachers can assess:

- assessment of individual written work
- observe how the learner in a group tackles the activity and manage his/her time
- observe how the learner interacts with a partner or in a group
- check a learner's written answers in class
- listen to a learner's oral answers, presentations and discussions in class

Different ways of assessing pairs:

- observe learners' attitudes of respect and tolerance when working in pairs
- observe pair work, time management and co-operative learning

- check a pair's written work, e.g. answers to questions
- listen to a pair's discussions and (oral) report back.

Different ways of assessing groups:

- Assessing group work can involve looking for evidence that the group of learners co-operate, contribute to discussion, assist one another, divide up the work, combine individual contributions into a one assessable product, etc. Group assessment combines assessment of both process and product.
- Group assessment can also mean that the different members of the group are given different roles (tasks) to perform within the group. Each member of the group is assessed according to how effectively they have fulfilled their role within the group. The fulfilment of these roles must, however, reflect an understanding of the group activity.
- It is also possible for the group to assess its own members. This can enhance the social interaction of learners and develop a sense of working together as a team.

For assessing individual learners' learning skills (often written work) and group/pair communication skills and attitudes, teachers can adapt the Teacher's Assessment Sheet on page 20.

Self-assessment

Self-assessment allows learners to reflect on their own work. It is important that the criteria for assessment are given to the learners beforehand. As with all assessment, learners should be guided through activities to strengthen their self-reflective process, and should be taught how to assess and evaluate their own true work. Once learners are familiar with this process, the learning and teaching process is much enhanced.

It will help learners to better understand the whole process of assessment if they are given an opportunity to assess their own work. The Self-assessment Checklist given on page 21 may help with the process. The teacher can adapt this sheet to meet the requirements of the activity.

Peer assessment

Like self-assessment, peer assessment is a skill that needs to be taught, as it could otherwise provide an opportunity for learners to bully each other. If they are taken through the correct steps of assessment and true reflection so that they realize the importance of commenting constructively on each other's work, peer assessment can be a very useful technique in encouraging learners to examine each other's work critically, but also tactfully.

To be able to undertake peer assessment, the learners need a clear description of what is expected. Teachers can use the Peer Assessment Checklist on p 22 and help learners to complete it, if necessary. It can be adapted to whatever activity is being assessed.

APPENDIX: RESOURCES FOR THE TEACHER

LESSON PLAN PLANNING SHEET

SUBJECT: HISTORY

GRADE:

LESSON PLAN No:

DURATION:

CONTENT FOCUS/TOPIC:

KEY QUESTION/S:

| | | | |
|--|---|--|--|
| LO 1 Historical Enquiry Assessment Standards to be met: | LO 2 Historical Concepts Assessment Standards to be met: | LO 3 Knowledge Construction and Communication Assessment Standards to be met: | LO 4 Heritage Assessment Standards to be met: |
|--|---|--|--|

POSSIBLE LINKS WITH OTHER SUBJECTS

| KEY QUESTION/S | LEARNING ACTIVITIES |
|--|-------------------------|
| 1 2 | |
| ASSESSMENT ACTIVITY/IES | BRIEF EXPLANATION |
| Written work Presentations Role-play Drama Journals Logs Graphic representations Tests Essays Debates Interviews Field work/site visits | |

| ASSESSMENT CRITERIA (Derived from the Assessment Standards) | | |
|--|---|-------------------------------|
| DATA COLLECTION METHODS ASSESSOR/S | EVALUATOR/S | FEEDBACK/REPORTING TO |
| Observation Listening Reading Interpreting Reviewing Questioning Conferencing Interviewing Listener's written observations | Teacher Self Peer Another teacher Outside expert Class panel | Learners Parents Others |

(Adapted from *Learning Programme Guidelines, History* pp 43–4)

LEARNER CHECKLIST FOR WRITTEN COMMUNICATION

| Written communication | | | |
|---|--|--|--|
| Introduction | | | |
| Does the introduction address itself to the question that has been asked? | | | |
| Is the introduction free of irrelevant facts and background information? | | | |
| Is the introduction of a suitable length? | | | |
| Main part of the assignment/writing | | | |
| Are the topic areas handled in the body divided up into paragraphs? | | | |
| Is there some linking device (e.g. a link sentence) that shows why the topic handled in each paragraph is relevant to the question that has been asked (focus)? | | | |
| Have you justified/supported your argument/point of view with relevant evidence? | | | |
| Conclusion | | | |
| Does the conclusion connect with the question that has been asked? | | | |
| Does it provide a rounding off of the topic/argument, thereby giving a sense of closure? | | | |
| Does the conclusion contain only materials and/or points of view that have already been dealt with in the introduction or body of the essay? | | | |
| Content | | | |
| Is there evidence that the information/evidence has been selected to answer the question that has been asked? (i.e. is the information selected relevant to the topic?) | | | |
| Have all the content areas one might expect to have addressed in the topic been adequately covered? | | | |
| Is the information used accurate? | | | |
| Have you studied the topic as widely as possible? | | | |
| Language and expression | | | |
| Have you written in a clear and logical way so that it is easy to follow and understand your argument? | | | |

(*Learning Programme Guidelines, History* p 49)

TEACHER'S ASSESSMENT SHEET

Name: _____ Activity: _____

Date: _____ LA/Subject: _____ LOs and ASs: _____

This sheet should be adapted to the specific needs of the activity.

| Skills | |
|---|----------------------|
| Learning skills | Remarks/Codes |
| Forming and asking questions | |
| Following instructions | |
| Finding the information needed | |
| Answering questions/expressing ideas clearly and correctly: LO... AS.... LO... AS.... LO... AS.... | |
| Reflecting critically on own work and understanding how to improve | |
| Producing neat, legible work | |
| Organizing self and managing time well | |
| Group/ Pair skills | √ Remarks |
| Following group/pair rules | |
| Working co-operatively as part of a group/pair | |
| Contributing to discussions without dominating | |
| Listening while another speaks | |
| Accommodating different points of view | |
| Attitudes | √ Remarks |
| Respecting another person's point of view | |
| Participating freely in activities | |
| Working in a constructive and positive way | |
| Valuing the beliefs held by other people | |

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SELF-ASSESSMENT CHECKLIST

Name: _____ Activity: _____

Date: _____ LA/Subject: _____ LOs and ASs: _____

This sheet should be adapted to the specific needs of the activity.

| Skills | √ | Remarks |
|---|---|---------|
| <i>Learning skills</i> I can ask relevant questions I can follow instructions I can find the information needed I can express answers/ideas clearly and correctly I can reflect critically on my own work and I understand how to improve my work I can produce neat, legible work I can organize myself and manage the use of my time | | |
| <i>Group/Pair skills</i> I follow group/pair rules I work co-operatively I contribute to discussions without dominating I listen while another is speaking | | |
| <i>Attitudes</i> I respect another's points of view I participate freely in activities I can work in a constructive and positive way I value the beliefs held by others | | |

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PEER ASSESSMENT CHECKLIST

Name: _____ Activity: _____

Date: _____ LA/Subject: _____ LOs and ASs: _____

This sheet should be adapted to the specific needs of the activity.

| Skills | √ | Remarks |
|---|---|---------|
| <i>Learning skills</i> My partner: can ask relevant questions can follow instructions can find the information needed can express answers/ideas clearly and correctly can reflect critically on own work and understands how to improve can produce neat, legible work can organize self and manages use of time well | | |
| <i>Group/Pair skills</i> My partner/group member: follows group rules works co-operatively contributes to discussions without dominating listens while another is speaking | | |
| <i>Attitudes</i> My partner, group member: respects another person's point of view participates freely in activities can work in a constructive and positive way values the beliefs held by other people | | |

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GLOSSARY

Assessment terms

assessment – a process of collecting, synthesizing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners

assessment task – an assessment activity or activities that are designed to assess a range of skills and competencies

continuous assessment – assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools and involving both informal daily assessment and formal assessment

external assessment – assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and co-ordinated by Provincial Education Departments and the Department of Education either collectively or individually

formal assessment – systematic evaluation and recording of how well learners are progressing. Assessment tasks are formally assessed using rating codes, rubrics and checklists. In Grades 10 – 12 only formal recorded assessment tasks form part of the Programme of Assessment and are included in portfolios

informal assessment – daily monitoring of learners' progress. This is done through observations, discussions, informal classroom interactions, etc.

internal assessment/school-based assessment – any assessment activity, instrument or programme where the design, development, administration, marking, recording and reporting has been initiated, directed, planned, organized, controlled and managed by a school.



Critical Outcomes

- Organize and manage themselves and their activities responsibly and effectively
- Communicate effectively using visual, symbolic and/or language skills in various modes

Developmental Outcomes

- 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 |
|--|--|--|
| LO 1 Historical Enquiry | AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources]. | AS 3: Analyses the information in the sources [works with sources]. |
| LO 2 Historical Knowledge and Understanding | AS 2: Recognizes that causes and effects of events vary in importance [cause and effect]. | |
| LO 3 Historical Interpretation | AS 6: Explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past]. AS 7: Explains how and why people's memories of the past might differ [representation of the past]. | 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 |
|--|--|---|
| LO 1 Historical Enquiry | AS 3: Analyse the information and data gathered from a variety of sources. | |
| LO 2 Historical Concepts | AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did. | |
| LO 3 Knowledge Construction and Communication | AS 3: Use the evidence to substantiate the independent conclusions reached. | |
| LO 4 Heritage | AS 1: Analyse public representations and commemoration of the past (e.g. monuments and museum displays). | AS 1: Explain ideologies and debates around heritage issues and public representations. AS 3: Investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage. |

Integration links with other Learning Areas/Subjects

Grades 8 and 9:

Language (First Additional Language)

LO 1 LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

LO 2 SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

LO 4 WRITING

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

Natural Sciences

LO 3 SCIENCE, SOCIETY AND THE ENVIRONMENT

The learner will be able to demonstrate an understanding of the interrelationships between science and technology, society and the environment.

Grades 11 and 12:

Economics

LO 1 MACRO-ECONOMICS

The learner is able to demonstrate knowledge, critical

understanding and application of the principles, processes and practices of the economy.

Language (First Additional Language)

LO 1 LISTENING AND SPEAKING

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

LO 2 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.

LO 3 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

LO 2 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

Knowledge focus/Content

In order to understand the early origins and foundations of apartheid, it is necessary for you and your learners to have some background knowledge of late nineteenth and early twentieth century South Africa and of experiences of colonialism and imperialism in Africa (Grade 8 and 11). Learners should understand that:

- slavery resulted in the earliest form of segregation (Grades 7 and 10) and that unfree labour practices, like Indian indentured labour (Grade 8), also helped to established 'master – servant relationships' as a social pattern of separation between groups.
- segregation was the foundation for apartheid (a key focus of Chapter 2)
- the process of industrialization in South Africa, particularly after the discovery of gold on the Witwatersrand (including the need for a huge supply of cheap migrant labour which has been a key focus of this chapter) emphasized segregation between white mine owners and black workers.

This chapter also considers the importance of remembering the past, and asks learners to examine this issue critically. It also raises the question of heritage and how the past is represented in museums (Grade 11), like the Apartheid Museum.

ACTIVITY 1 *Remembering the past*

Time allocation: 30 - 40 minutes
(Learner's Book page 10)

What you can assess in this activity

Grade 8

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

AS 6: Explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past].

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).

Grade 12

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

AS 1: Explain ideologies and debates around heritage issues and public representations.

Assessment evidence

Can the learners carry out a debate on the role of memory and the past, and debate, using clear evidence to substantiate arguments for and against the proposition?

Assessment strategy

Learners should carry out a class debate on the role of memory, the past, and the place of history in our lives. Explain the guidelines for conducting a debate to the class. This activity can be informally assessed.

Guidelines for a debate

In a debate there are two teams, each consisting of three people. The one team proposes the motion (topic) and the other team opposes it. The first speaker of each team explains the topic (in this case, 'Remembering the past (History) is important in our lives'), while the second speakers expand the topic by using examples. Each speaker speaks for no more than three minutes. The debate is then opened to the class. Members of the class can question or challenge the points raised by the teams. The third speakers from each team then sum up their team's arguments and the class votes on the motion on the basis of the persuasive arguments put forward.

Answers

This debate is an open-ended discussion and should raise important issues about memory and the past. The points raised by the learners will be based on the learners' own thoughts and discussions among themselves. However, in arguing a particular point of view, each team, and other members of the class, must ensure that they provide clear and useful examples and evidence to substantiate their argument. It is important that learners develop the skill of using evidence to develop an argument. The team with the most convincing, persuasive and well-argued points should win the debate.

Topic for discussion

After talking to their parents, learners should share some of the interesting topics that were raised, as a basis for further class discussion.

ACTIVITY 2

Remembering your own history

(Learner's Book page 11)

What you can assess in this activity

Grade 8

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

AS 7: Explains how and why people's memories of the past might differ [representation of the past].

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).

Grade 12

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

AS 3: Investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage.

Assessment evidence

- Can the learner select relevant objects to include in a memory box?
- Can the learner explain why these objects are meaningful to him/her and what they tell us about his/her life?

Assessment strategy

Each memory box will be different. However, it is important that the learners motivate the choice of their items/artefacts in a logical and coherent way. Once learners have presented their boxes to the class, create a classroom display of the boxes. You could invite other teachers and learners to visit the display and gain an insight into the lives of some of their learners. This activity can be assessed formally for Grade 8 and 9, using the rubric overleaf.

The following rubric may help you to evaluate the performance of your learners when they create and present a memory box.

Rubric for assessment of learner performance in creating a memory box

| How well does the learner: | 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% |
|--|---|--|--|-------------------------------------|-------------------------------------|---------------------------------------|----------------------------|
| Select relevant objects | | | | | | | |
| Motivate the choice of these objects | | | | | | | |
| Present the memory box to the class in an interesting and meaningful way | | | | | | | |

ACTIVITY 3 *Understanding different schools of thought*

Time allocation: 30 minutes
(Learner's Book page 13)

Conceptual knowledge and skills development: historiography

In this activity, learners add to their knowledge of how apartheid came about by looking at the different ways in which historians have interpreted the past. The examination of how historians write about history is called **historiography**. Understanding historiography in the context of apartheid will enable your learners to become more analytical and insightful about our history.

It will also be useful to point out to your learners the kind of approach adopted in this book. Not only will this further your learners' understanding of historiography, but it will also help them to be aware that written history always reflects the perspectives of the writer/s and that this book is no exception to the rule. The dominant approaches to interpreting history adopted by this book are a combination of the radical approach and the social history approach. This is why there is a strong emphasis in this first chapter on how the needs of the mining industry influenced government policies. There is also an attempt to consult a range of different sources and to ensure that the voices of ordinary people, whose thoughts and ideas are not usually found in official sources, are included.

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 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

Assessment evidence

- Are learners able to communicate historical knowledge and understanding by identifying different approaches to interpreting the past?
- Can learners identify and explain each of the four approaches presented here?

Assessment strategy

Work through the text with the learners, and let them discuss it in pairs before writing their answers. Learners must not simply repeat what is written in the text, but must highlight the differences between the approaches. This means that they need to develop the skill of comparison, focusing on similarities and differences, in order to answer this question. Take answers from the class, and discuss good answers. Assess informally.

Answers

Each of these approaches to understanding apartheid uses a different method to explain the origins of apartheid.

The **Afrikaner Nationalist** approach tends to justify the implementation of apartheid by focusing on the need to protect and preserve the identity the Afrikaner nation. It highlights the Afrikaner's fears of being swamped by the majority of Africans, and also stresses a firm belief in the superiority of the Afrikaner people. Thus, the laws of apartheid are explained by a desire to preserve the so-called purity of the Afrikaner nation by preventing any kind of mixing of the races.

The **Liberal** approach explains apartheid as motivated by the Afrikaners' desire to maintain white supremacy. Liberal historians believe that it was not so much a desire to preserve Afrikaner identity that motivated Afrikaner nationalists; it was rather the issue of race and racial hatred. In other words, in 1948, the Afrikaner nationalist government came into power and began to introduce apartheid laws because they disliked blacks and wanted to make sure that white supremacy was maintained.

The **Radical** approach disagrees with the Liberal emphasis on race as an explanation for the implementation of apartheid. Neither does it accept the Afrikaner Nationalist emphasis on preserving Afrikaner identity. This explanation focuses on the issue of class and class differences. Radical historians explain the emergence of apartheid as a continuation of the segregationist policies that already existed in South Africa. The motivation for segregation and apartheid stemmed from the need to create a cheap source of labour for the gold mines. It was thus the need to create and sustain a system of labour exploitation that led to the rise of segregationist and apartheid policies. Here, the explanation is based on the class structure and class struggles that emerged in South African society.

The **Social History** approach focuses on history from below and on the role of ordinary South Africans in making history. It draws on the Radical approach to some extent, in that it examines the history of the working class as one of the groups of ordinary people. Social historians make use of a number of different sources, including oral history, in order to reconstruct history of ordinary people whose past is not usually recorded in official histories.

Remedial activity

If some of the learners are not able to identify the different schools of thought correctly, you should go over the concepts of historiography and the different schools of thought again. Allow the learners to rewrite their answers.

ACTIVITY 4 *Examining a photograph as an historical source*

Time allocation: 15 - 20 minutes
(Learner's Book page 14)

Skills development: analysing photographs

We live in a very visual world and learners often tend to believe that what they see is true. You need to stress that photographs are like all other sources, and need to be examined critically.

Here are a number of points that learners should keep in mind when working with photographs as sources.

- Begin by asking yourself questions about a photograph.
 - When was the photograph taken?
 - Where is it set?
 - If there are people in the photograph, who are they and what are they doing?
 - What connections can you make with other things that you know were happening at this time?
- Photographs, like any other source, usually present a point of view. It is useful to consider the attitude of the photographer to the people he or she is photographing.
- Although many people believe that 'the camera cannot lie', it is possible for the photographer to deceive the viewer in different ways. For instance, cropping or cutting out a section of a photograph can change the meaning of the photograph. A caption can also change the meaning of a photograph.
- Remember that many photographs are posed. In other words, the photographer can set up a particular shot. It also means that the people being photographed are aware of the camera. They can therefore be involved, to some extent, in presenting themselves in the way that they would like you, the viewer, to see them. This can affect the reliability of the photographs as historical sources.
- Photographs often raise questions that they don't answer. Like historians, you then have to look elsewhere for information to find possible answers. You can use oral evidence, written documents including autobiography and fiction, or even films to help you.

What you can assess in this activity

Grade 8

LO 1: The learner will be able to use enquiry skills to investigate the past and present.
AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources].

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 analyse and appreciate the significance of this photograph?
- Can the learner recognize the symbolic importance of the discovery of gold on the Witwatersrand as a turning point in the history of South Africa?

Assessment strategy

In groups or as a class, learners discuss the questions. They share their ideas and their answers. This can be assessed informally.

Answers

- Learners need to express their own opinion about the historical significance of this photograph of Johannesburg in 1886. In their answers, they should consider why the Apartheid Museum has used such a striking image. It is possible that the Apartheid

- Museum wanted to stress the centrality of Johannesburg and the discovery of gold to the development of racial policies of segregation and apartheid.
2. Learners need to simply describe what they can see in this photograph and identify the central features of the photograph. The photograph shows the vast open spaces of early Johannesburg, littered with tents.
 3. Learners need to examine the motives of the photographer. There is no correct answer and learners will have to explore possible reasons for why the photographer took this photograph. These may include that the photographer is trying to convey the lack of development in early Johannesburg, or the nature of early settlement in Johannesburg or perhaps the vastness of the tent town that was developing in Johannesburg.
 4. This is an open-ended answer. Learners may agree or disagree that Seloape Thema's comment is a fitting quotation to accompany the photograph. However, they need to substantiate their answer with a clear explanation of why they believe the quote is fitting or not.
 5. An open-ended answer. Learners should provide an appropriate caption and a clear explanation for their choice.

ACTIVITY 5 *Comparing photographs*

Time allocation: 15 - 20 minutes
(Learner's Book page 15)

Skills development: Identifying change over time

Younger learners often struggle to develop the historical skill of identifying change over time. This activity provides them with a concrete way of identifying change over time by analysing visual changes. It then asks learners to try to identify the reasons for this change. In this way, learners are able to see the changes and this helps them to identify the reasons for them.

What you can assess in this activity

Grade 8

LO 1: The learner will be able to use enquiry skills to investigate the past and present.
AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources].
AS 3: Interprets graphical and statistical 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 key changes in Johannesburg's appearance that took place in the first twenty years of the city's development?
- Can the learner appreciate the significance of these changes?

Assessment strategy

In groups or as a class, learners discuss the questions. They share their ideas and their answers. This can be assessed informally.

Answers

1. Both photographs show a vista of Johannesburg. In the first photograph, Johannesburg consists of open *veld* with a number of tents scattered on the landscape. In the second, Johannesburg is a fully-fledged town. The landscape has been transformed through the growth of large buildings, which are architecturally interesting as well as sturdy. This conveys a real sense of permanence, while the tents in the first photograph suggest transience. There are clear signs of industrialization in the second photograph, with smoke billowing from factories and mining concerns. There is no sense of industrial development in the first photograph. The importance of gold mining to Johannesburg is clearly shown in the second photograph, in which the landscape is scattered with mine dumps. There is no sense of this possibility in the first photograph.
2. The discovery of gold is central to the growth of Johannesburg. Thousands of people journeyed to Johannesburg to make their fortunes or to find work. As the gold mines fulfilled their potential to create great wealth, people remained in Johannesburg and a permanent city developed. The discovery of gold also led to the process of industrialization in Johannesburg. New machinery and sophisticated techniques were needed for the extraction of gold from deep-level mines. With these new processes, spin-off industries also developed, leading to an industrialized city.
3. An open-ended answer in which the learner makes a judgement about the nature of change in Johannesburg. Answers may include the rapid pace of change, the sturdy buildings, the sophisticated architecture, or industrialization. Whatever reasons the learner provides, they must be clear and well thought out.
4. An open-ended answer. Learners should provide an appropriate caption.

Extension activity

Ask learners to bring photographs from their own family albums. These photographs should include pictures of their parents and grandparents, if possible, as well as photographs of themselves. Ask them to examine change over time by looking at the differences in fashion, style, and even photographic techniques. What major differences do they identify? How do they account for these changes?

ACTIVITY 6 *The needs of the gold mines*

Time allocation: 45 minutes
(Learner's Book page 16)

What you can assess in this activity

Grade 8

LO 2: The learner will be able to demonstrate historical knowledge and understanding.

AS 2: Recognizes that causes and effects of events vary in importance [cause and effect].

Grade 11

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

Assessment evidence:

- Can the learner interpret the cause and effect relationship presented in this visual diagram?
- Are learners able to explain why the mines needed cheap black labour in a coherent paragraph?

Assessment strategy

Learners should work on this activity individually. They should write the answers to these questions for you to assess in the class, or for a self-assessment exercise (see Self – Assessment Checklist page 21). Alternatively you can mark/assess the answers formally for Grade 8 and 9, using the rating codes, for Learner's Portfolios.

Answers

1. Capital is money.
2. Four factors:
 - a. The price of gold was internationally fixed.
 - b. Low-grade ore, which meant that large amounts of ore needed to be mined to extract small amounts of gold
 - c. Special and expensive machinery was needed to extract the gold from deep-level mines.
 - d. Skilled labour from overseas was attracted to the Rand by the offer of high wages.
3. Because the price of gold was internationally fixed, mine owners could not manipulate and increase the selling price of gold to increase profits and to help pay the high costs of gold production
4. With deep-level mining, gold was deeply embedded underground. In order to extract this gold, it was necessary to sink shafts deep into the earth. This required special machinery, which had to be imported from overseas. This made deep-level mining very expensive.
5. The ore was of a low grade, which meant that it contained small amounts of gold. In order to gain access to these small amounts of gold, large amounts of ore had to be mined. This was a costly exercise.

6. There were many gold deposits on the Witwatersrand and the goldfields were potentially very rich. However, the ore was of low quality and other expenses were high. This made gold mining very expensive and threatened to limit the mine owners' profits.
7. Skilled labour refers to people who have gained specialized skills or training through a trade or further qualifications. Unskilled labour refers to workers who have no technical training in a particular job or profession.
8. As the gold mining industry was a new and undeveloped industry in South Africa, there were very few people with the necessary skills living in South Africa. They had to be enticed with high wages to emigrate from areas where mining was already developed, such as Britain, Australia and the United States.
9. "The mines needed cheap black labour in order to survive." The production costs of gold mining were very high. There were a number of reasons for this. First, the gold reserves were deeply embedded underground. Deep-level mining required expensive machinery to extract the ore. Secondly, the ore was generally of a low grade, which meant that large quantities of ore had to be extracted at great cost, but this yielded only a small amount of gold. Moreover, the lack of expertise in South Africa meant that skilled labour had to be attracted to South Africa by high wages. The mine owners were not able to pass on these high production costs to the consumer by increasing the price of gold, because the price of gold was internationally fixed and could not be manipulated. As a result, in order to make gold mining profitable, the mine owners need to cut production costs by finding a source of plentiful and cheap unskilled labour. They believed that they could find this cheap unskilled labour by using black migrant workers and paying them low wages, which would cut costs considerably. Without this source of cheap labour, it would not be profitable for the mine owners to continue production.

ACTIVITY 7 *The self-made man or woman*

Time allocation – 40 - 60 minutes
(Learner's Book page 18)

Developing values

In the school curriculum, there is a strong emphasis on the idea of entrepreneurship and learners are encouraged to admire the notion of the 'self-made' man or woman. While this is a trait that encourages our youth to strive for excellence and self-fulfilment, it is one that needs to be tempered with thought and care about both human and environmental costs. This activity encourages learners to consider these costs, and hopefully, to think about entrepreneurship in a responsible and humane way.

What you can assess in this activity

Grade 11

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 3: Use the evidence to substantiate the independent conclusions reached.

Assessment evidence

- Are learners able to construct an original argument/s on the issue of self-made men and women?
- Can learners use evidence to support their arguments?

Assessment strategy

Learners should work in pairs or groups to discuss examples of self-made people. Once they have done this, you should facilitate a class discussion or debate on these issues. This activity can be assessed informally, using the Teacher Assessment Sheet on page 20.

Answers

1. These are open-ended answers and learners can draw on historical people or people that they know today as examples. The following are examples of each:

- Self-made person at a cost to others – Philip Knight of Nike who employed cheap labour in Asian countries to produce Nike goods
- Self-made person at a cost to the environment – Owners of companies like Shell, Engen and other oil companies; owners of cigarette companies
- Self-made person at no cost to other people – Richard Branson
- Self-made person at no cost to the environment – Bill Gates

2. Learners should discuss the issue of entrepreneurship both in the historical context and in the present. Facilitate the discussion and the debate and ensure that the learners examine the Randlords' entrepreneurship critically. Ask the class to make value judgements. Ask them to consider the fact that the Randlords made their fortunes by exploiting African mineworkers. Do they think this kind of entrepreneurship is good or bad? Once they have examined the issue historically, you should turn the discussion to present-day entrepreneurship and ask the learners to make value judgements about today's entrepreneurs. Ask them to discuss how they could become entrepreneurs in a humane way. You could list the characteristics of a humane entrepreneur on the board.

Summative assessment

(Learner's Book page 19)

Skills development: Working with sources

In the Social Sciences and History curricula, and in *Understanding Apartheid*, learners are encouraged to examine a variety of sources. Interpreting and evaluating sources is one of the main skills that will be tested and examined in both the Senior Phase and FET.

It is important to stress that historical sources are not neutral. They represent the choices made both by the people who played a part in history and by the historians who decide what to write about history. The learners should look over all the sources that have been used in this chapter. They should then test their ability to understand and work with these sources by completing the table that follows.

The questions listed in the table are the kinds of questions that learners should begin to ask of all sources.

In doing this activity and any other activity in which learners need to analyse and evaluate sources, they should always ask the following questions:

- Who wrote or produced the source?
- When was the source created? Is it a primary or a secondary source?
- What is the point of view of the writer or producer of the source?
- What is the purpose of the source?

- How reliable is the source?
- How do all of these factors affect our understanding of the source and of history?

What you can assess in this activity

Grade 8

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

AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources].

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 learners work effectively with sources?
- Can the learners interpret and evaluate sources?

Assessment strategy

For Grade 11, ask learners to complete this summative assessment activity. Once they have completed the table, you should go over the answers with the class, making sure that they have answered them correctly.

This activity can be informally assessed.

For Grades 8 and 9 you could ask the learners to complete the table under test conditions, and mark/assess their answers as a formal assessment exercise for their Portfolios.

Answers

| Working with sources | Memory Boxes | Photographs of Johannesburg | Diagram: What the Mines Needed | Quote from interview by historian, D. Coplan |
|--|---|---|---|--|
| 1. Type of Source – written/ visual/oral/ artefact/audio-visual | Artefacts | Visual sources | Visual source | Oral source |
| 2. Who wrote or produced the source? | The curator of the Apartheid Museum | Unknown photographer | The author of <i>Understanding Apartheid</i> | A migrant worker |
| 3. When was the source produced? At the time, or long after the event? | The memory boxes were created long after the events, but the artefacts in the memory boxes are primary sources, coming from a particular historical period. | At the time. These photographs are primary sources. | This is a secondary source. | The oral source is a primary source, because the migrant worker is discussing his thoughts about being a migrant worker at the time. |
| 4. What is the point of view of the person who wrote or produced the source? | The curator is trying to recapture the history of ordinary people in South Africa by trying to show artefacts that were meaningful to these people in the past. | The photographers are trying to document early Johannesburg. | The source makes the point that the cost structure of the mining industry led to the exploitation of mine workers as cheap labour. It is, therefore, critical to the mining industry. | The migrant worker is providing a sense of his own experience. It is his own personal point of view. |
| 5. Do you trust this source? Give reasons for your answer. | Open-ended, but learners should trust these sources. They are authentic artefacts given to the museum by the families. | Open-ended, but learners should trust these sources. The photographers would have no visible reason to distort reality. | Open-ended, but learners should trust the source. It is consistent with the information provided in the text. | Open-ended, but there is no reason not to trust the words of the migrant worker. They are also consistent with other migrant workers' experiences. |

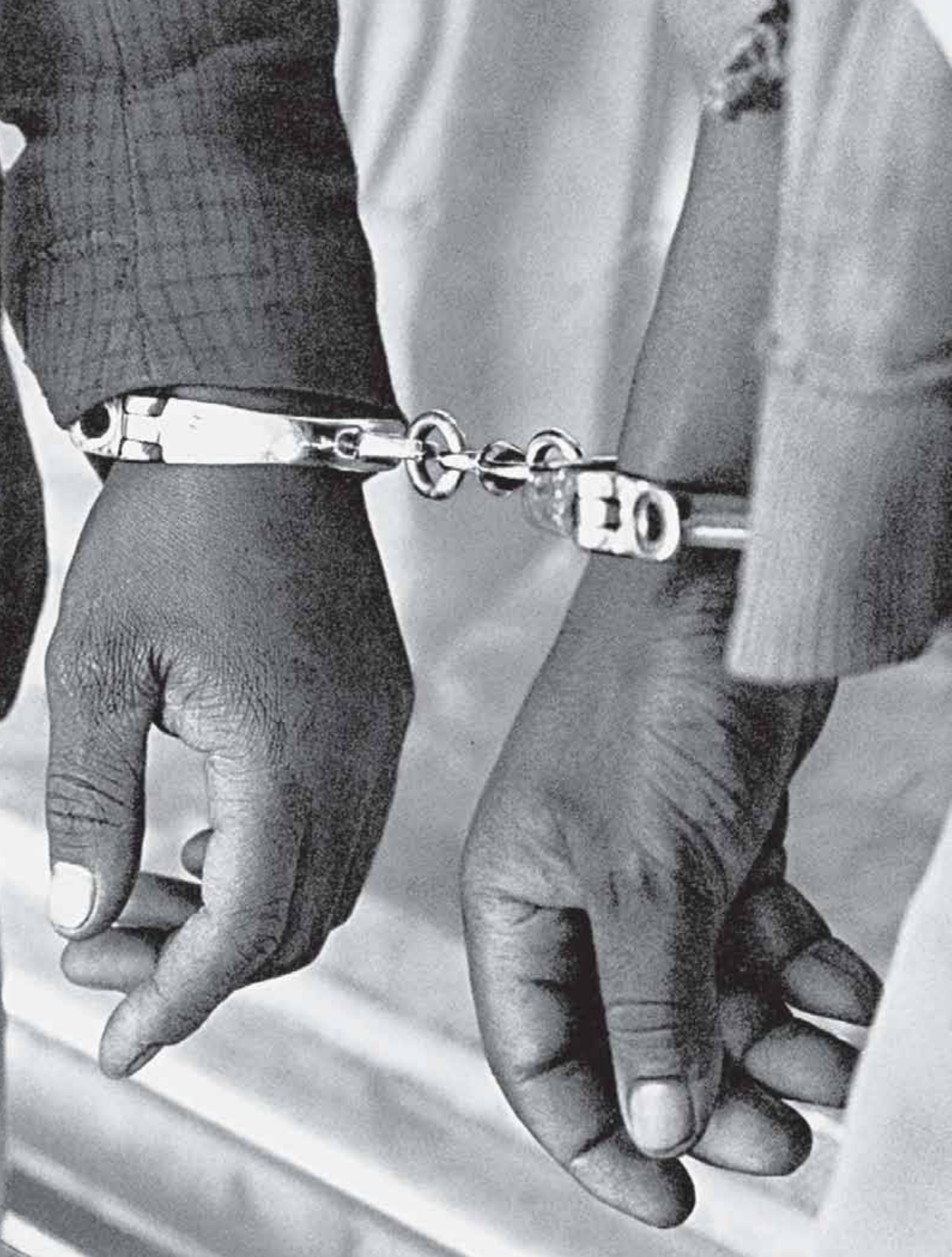
Use the following rubric and rating scale (or award percentages). This may assist you to evaluate the performance of your learners in the summative assessment activity on page 19.

Rubric to assess sources

| How well does the learner: | 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% |
|--|---|---|---|--|---|--|---|
| Grade 11 LO 1 AS 3: The learner interprets and evaluates information and data gathered from the sources. Grade 8 and 9 LO 1: AS 2 and 3: The learner evaluates the sources used and interprets graphical sources. | The learner is able to fill out all aspects of this table effectively, demonstrating an excellent ability to identify all features of a source. The learner is also able to ask and answer significant questions imaginatively of the sources in order to evaluate them fully for bias and reliability. | The learner is able to fill out all aspects of this table effectively, demonstrating a very sound ability to identify the main features of a source. The learner is also well able to ask and answer significant questions of the sources in order to evaluate them for bias and reliability. | The learner is able to fill out nearly all aspects of this table effectively, demonstrating a substantial ability to identify the main features of a source. The learner is also mostly able to ask and answer significant questions of the sources in order to evaluate them for bias and reliability. | The learner is able to fill out most aspects of this table effectively, demonstrating some ability to identify the main features of a source. The learner is also fairly able to ask and answer significant questions of the sources in order to evaluate them for bias and reliability. | The learner is able to fill out some aspects of this table effectively, demonstrating some ability to identify the main features of a source. The learner is also partially able to ask and answer significant questions of the sources in order to evaluate them for bias and reliability. | The learner struggles to fill out several aspects of this table effectively, and demonstrates a limited ability to identify the main features of a source. The learner is only able to ask and answer a few significant questions of the sources in order to evaluate them for bias and reliability. | The learner needs help in filling out this table. S/he is unable to identify the main features of a source. The learner's ability to ask and answer significant questions does not meet the requirements. |

Remedial activity

If the learner is able to fill out the table effectively, she/he has achieved the relevant assessment standards and you should move on to the next stage of skills development. If the learner has not filled out the table adequately, you will need to review these skills before moving on.



Critical Outcomes

- Work effectively with others as members of a team, organization and community
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, symbolic and/or language skills in various modes.

Developmental Outcomes

- Reflect on and explore a variety of strategies to learn effectively.

Learning Outcomes and Assessment Standards**Senior Phase: History, Social Sciences Learning Area**

| Learning Outcomes | Assessment Standards Grade 8 | Assessment Standards Grade 9 |
|--|--|---|
| LO 1 Historical Enquiry | AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer]. | AS 3: Analyses the information in the sources [works with sources]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer]. |
| LO 2 Historical Knowledge and Understanding | AS 1: Begins to make links between historical events and processes in different contexts in the same period [chronology and time]. | |
| LO 3 Historical Interpretation | AS 1: Examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation]. AS 7: Explains how and why people's memories of the past might differ [representation of the past]. | AS 3: Analyses issues which influence the way history has been written [influences on 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 |
|--|--|---|
| LO 1 Historical Enquiry | 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. | |
| LO 2 Historical Concepts | AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue. AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did. | |
| LO 3 Knowledge Construction and Communication | 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 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument. |
| LO 4 Heritage | AS 3: Analyse the significance of archaeology and palaeontology in understanding the origins of humans. | |

Integration links with other Learning Areas/Subjects

Grades 8 and 9:

Social Sciences (Geography)

LO1 GEOGRAPHICAL ENQUIRY

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

Languages (First Additional Language)

LO2 SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

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.

Grades 11 and 12:

Economics

LO1 MACRO-ECONOMICS

The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.

Languages (First Additional Language)

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 environment in space and time.

Life Orientation

LO2 CITIZENSHIP EDUCATION

The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practice responsible citizenship, and to enhance social justice and sustainable living.

Knowledge focus/Content

This chapter will be particularly useful for Grade 8 learners because it examines the development of segregationist policies in the 1920s and 1930s. The political focus is on the Pact Government and the implementation of residential segregation, influx control, segregation in the workplace and political segregation. The chapter also examines the economic effects of the Great Depression. For Grades 9, 11 and 12, learners can apply what they learned earlier and practice their historical skills.

Wherever possible, we have tried to look at History from below. In other words, we look at the lives and actions of ordinary people in the past. This is known as social history. It is in the interplay between the actions and beliefs of ordinary people and those of the people in power that a new understanding of South African history emerges. This accords with the approach adopted by the new curriculum, which tries to provide a more nuanced approach to history. Africans are no longer treated as simply the passive victims of white oppression and exploitation, but are active participants in history.

ACTIVITY 1 *Analysing a map*

Time allocation: 10 minutes
(Learner's Book page 23)

What you can assess in this activity

Grade 8

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

AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources].

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.

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

Assessment evidence

Can the learner use a map of early Johannesburg to extract relevant information and to identify bias?

Assessment strategy

In groups or as a class, learners discuss the questions. Discuss good answers. This activity can be informally assessed.

Answers

1. Certain areas where blacks lived were given derogatory names, such as the 'Coolie Location' and the 'Kaffir Location'. This suggests that the municipal authorities viewed blacks negatively and the naming of these places suggests a lack of respect for blacks as human beings.
2. Racial mixing was probably strongest in the western parts of Johannesburg. It was here that the working classes and the poor of all races tended to live. It is likely that poor people lived in whichever area was the cheapest, rather than where the municipal authorities wanted them to live.
3. The railway line also ran from east to west, following the line of the gold reef. This was so that both workers and goods could be transported to the gold fields in the most convenient way.
4. It is a part of a town that is considered poor and dangerous.
5. The south side would be considered 'the wrong side of the tracks'. The working class suburbs and the areas where slums developed were south of the railway line. Middle class people and the wealthy Randlords tended to settle in the northern parts of Johannesburg.

Topics for discussion

You might want to extend this discussion by examining the geography of the particular area that you live in today. Ask the learners if racial divisions still exist in terms of where people live. This might lead to an interesting discussion on the legacy of apartheid in the geography of our towns and cities.

ACTIVITY 2 *Analysing literary sources*

Time allocation: 15 minutes
(Learner's Book page 27)

What you can assess in this activity

Grade 8

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

AS 1: Examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation].

AS 4: Recognizes that sense of identity may influence the way events in the past are interpreted [influences on interpretation].

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].

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

AS 3: Analyses issues which influence the way history has been written [influences on interpretation].

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.

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 3: Use the evidence to substantiate the independent conclusions reached.

Assessment evidence

- Can the learner extract relevant information from the sources?
- Can the learner identify the attitude of the speaker/writer of a source?
- Can the learner explain the intended purpose of the source?

Assessment strategy

Learners should work in pairs, and discuss the answers to the questions. Take answers from individuals and discuss good answers. This activity can be an informal peer assessment exercise (see Peer Assessment Checklist page 22).

Answers

1. He is being arrested for not having his pass or reference book on him.
2. The phrase "It all became familiar" suggests that this had happened to him more than once. There is also a sense that he knows what to do; "we crawled in", when the police van arrives, as if this was a common occurrence.
3. In Bloke Modisane's reference book, there is a stamp which allows him to be in Johannesburg. Without this official stamp, he is not allowed to be in an urban area. In this way, he has no freedom to move to an area of his own choosing. He is not free to choose where he wants to live and he is forced to live in segregated areas set aside specifically for African people. The superintendent or Native Commissioner could also endorse him out of an urban area, if they wanted to.
4. In the poem *Kwela-Ride*, handcuffs physically restrain the poet. There is also a sense of restricted space in the image of the men crawling into the *kwela-kwela*. Modisane gives actual examples of how his freedom to choose where he wants to live is restricted by his reference book.

5. The poet is in despair because of the pass laws. He refers to his moment of arrest as “that dark moment” and refers to his pass book as a *dompas*, which is the cause of this dark event. Modisane is also extremely bitter about the pass laws. He emphasizes all the things that he cannot do as a result of the pass laws. The repetition of the words “I cannot” stresses his lack of freedom. He shows how the law, which should be just, has removed his freedom and his dignity.

ACTIVITY 3 *Developing empathy in history*

Time allocation: interview – 30 - 40 minutes; writing letter – 20 minutes (Learner’s Book page 27)

Skills development: Developing empathy

Empathy is an important historical skill for learners to develop. Learners are encouraged to “walk in the shoes” of different historical actors in order to develop an understanding of how people in the past felt and acted in the way they did. Learners often find this difficult to do, because they have to put aside their own set of beliefs and ways of acting and thinking. Learners often misinterpret historical empathy with creative writing. You need to assist your learners to develop historical empathy by stressing the following:

- Learners should always explore the perspectives of people in the past by using evidence from historical sources. The use of sources and evidence is critical. They must understand that this is not an exercise in imagination or in creative writing.
- Learners should be aware of the circumstances in which people found themselves and how these shaped their responses to events.
- Learners should examine the different attitudes and views of people living at a particular time. They must set aside their own set of beliefs and points of view when thinking how people in the past might have felt and acted.

What you can assess in this activity

Grade 8

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

AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

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

AS 4: Recognizes that sense of identity may influence the way events in the past are interpreted [influences on interpretation].

Grade 9

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

AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

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

AS 3: Analyses issues which influence the way history has been written [influences on interpretation].

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.

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

Assessment evidence

- Can the learner conduct an interview in order to gain information and understanding of the effects of influx control on African people?
- Can the learner demonstrate empathy and understanding of the effects of influx control on African people by writing a newspaper article?

Assessment strategy

Learners must work on this activity on their own. They should hand in the letter, which you should mark/ assess. For Grades 8 and 9, this piece of work can be for Learner’s Portfolios. You can use the following rubric to assess this activity:

Rubric for assessment of learner performance in writing a letter

| How well does the learner: | 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% |
|--|---|--|--|-------------------------------------|-------------------------------------|---------------------------------------|----------------------------|
| Extract information from the sources about the effects of the pass laws | | | | | | | |
| Gain information about the pass laws from an interview | | | | | | | |
| Use the evidence to construct a well-written, coherent letter to <i>The Star</i> to explain how the pass laws have affected his/her life | | | | | | | |
| Display empathy for historical actors who were forced to carry passes | | | | | | | |

Topic for discussion

The pass laws were some of the most hated laws of the apartheid system. Ask learners to discuss why they think this was the case.

ACTIVITY 4 *Analysing a variety of sources on segregation in the workplace*

Time allocation: 30 - 40 minutes
(Learner's Book page 29)

Skills development: Identifying bias in sources

In this activity, learners are encouraged to examine a variety of sources in order to make sense of Hertzog's 'civilized labour' policy. You should stress that historical sources are not neutral, and that they are all written from a particular point of view. You should go over the guidelines for identifying historical bias in sources. These can be found on page 29 of the Learners' Book. Learners need to apply these skills when they examine both the cartoon and the government circular.

What you can assess in this activity

Grade 8

LO 1: The learner will be able to use enquiry skills to investigate the past and present.
AS 2: Evaluates the sources used (e.g. 'Who created the source?', 'Is it reliable?', 'How useful is the information?') [works with sources].
LO 3: The learner will be able to interpret aspects of history.
AS 2: Identifies and gives reasons for the different ways that the past is represented and interpreted [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.
LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue.

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.

Assessment evidence

- Can the learner show an understanding of the 'civilized labour' policy by analysing a variety of sources on the subject?
- Can the learner identify bias in a source?
- Can the learner explain the intended purpose of the sources?

Assessment strategy

Learners should discuss the questions and write their answers to the questions, working in pairs. Take answers from the pairs. Discuss good answers. This activity can be informally assessed, using the Teacher Assessment Sheet on page 20 to assess the pairs.

Answers: Cartoon

1. African migrant labourers
2. Unskilled Afrikaner workers
3. It suggests that unskilled Afrikaners used to work on the railways, but were now being replaced by unskilled African workers.
4. Most poor whites were Afrikaans-speaking. They came from the rural areas and had few skills. In the towns, they were forced to compete in the labour market with unskilled African labour. White unskilled labour feared being replaced by African labour.
5. African labour was considered to be cheap. Most employers paid Africans very low wages. They justified this by saying that African workers were migrants and therefore could get by on a bachelor's wage. White workers feared that they would not be able to compete in the unskilled labour market against Africans, because Africans would work for lower wages.
6. The cartoon suggests that Smuts and the SAP are responsible for a labour policy which encouraged the state-owned railways to employ African labour rather than unskilled white labour. The cartoon shows this through the figure inside the railway hut, which has SAP written on its arm, which is welcoming the African worker, and on its trouser legs, which are kicking out the white worker. The cartoon claims that the SAP is inviting African labour in, and kicking Afrikaner labour out.
7. The 'civilized labour' policy would protect white workers from competition from African workers.

The policy would ensure that employers paid white workers a higher wage for doing work that Africans would do for less. It would also ensure that white workers were employed in preference to Africans, particularly on the railways and similar kinds of jobs.

Answers: Government circular

1. The Pact Government was racist and adopted an attitude of racial superiority towards blacks. It clearly felt no shame about this attitude and was quite willing to reveal it in official government circulars.
2. This is a biased source for the following reasons:
 - a. The writer has used words which arouse strong emotions in the reader. These include the reference to black labour as 'uncivilized' and 'underdeveloped' and 'savage'. They also refer to white labour as 'decent'. These words make us feel angry because they are blatantly discriminatory.
 - b. A government official who supported the racist policies of the PACT government and who believed that whites were racially superior to blacks.
 - c. This source was intended to persuade white people working in government that white workers were 'decent' and black workers were 'uncivilized'. It justified the government's discriminatory policies and reinforced the racist views of many whites that blacks were inferior, undeveloped and savage.
3. A pamphlet that uses racist terminology would not be produced by the government of today. Under the new constitution, it is very likely that this would be regarded as hate speech. The current government is trying to heal the wounds of South Africa's racist past, and it is unlikely that it would encourage racism in any form.

Remedial activity

If learners are struggling to identify bias and reliability in historical sources, you should go over the ABC of reliability with them. This can be found on page 29 of the Learner's Book. Apply these principles to other sources. You could provide sources for the learners to examine if you have some available, or you could ask them to bring sources to class, such as newspaper articles, photographs, cartoons, and examine these for bias and reliability.

Topic for discussion

The 'civilized labour' policy was an example of affirmative action for poor whites. Today, the government has adopted an affirmative action policy for blacks in the workplace. This is an attempt to right the wrongs of apartheid and to give blacks opportunities that were denied them during apartheid. Discuss the issue of affirmative action today. Is it a useful policy? Should it be permanent, or should it be phased out? What are the strengths and weaknesses of such a policy?

ACTIVITY 5 *Developing arguments*

Time allocation: 20 minutes
(Learner's Book page 32)

Skills development: Developing arguments using evidence

In this activity, we begin to develop essay-writing skills. When writing history essays, learners must develop coherent arguments. This is an important historical skill, but one which learners often find difficult. While learners are at the age where they enjoy arguing, they often argue emotionally. You need to stress the importance of using evidence to back up any arguments they make. Learners must learn to make judgements about events by weighing up the evidence and drawing conclusions based on it. In other words, they need to evaluate the evidence as opposed to using it to simply tell a story.

What you can assess in this activity

Grade 8

LO 2: The learner will be able to demonstrate historical knowledge and understanding.

AS 1: Begins to make links between historical events and processes in different contexts in the same period [chronology and time].

Grade 11

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.

Assessment evidence

Can the learner use evidence to back up an argument? In particular, can she/he use evidence to justify the mark she/he has awarded to each organization?

Assessment strategy

Learners should complete the table individually. Take good answers and discuss them in the class. Make sure that learners are using good evidence to back up the mark they are awarded.

Answers

| Organization | Methods used | Effectiveness: Mark out of 10 | Evidence to support your mark |
|--------------------------|---|---|--|
| ANC | Petitions, delegations, resolutions Moderate forms of protest | Open-ended, but the mark allocated should be fairly low | Protest achieved very little. Evidence – no change in attitudes of white politicians; white politicians dismissed protest out of hand. Elitist – didn't address the needs of the masses |
| Indian resistance | Non-violent protest based on <i>satyagraha</i> . Influence of Gandhi. | Open-ended, but a fairly high mark | Defiance of unjust laws, using non-violence. Thousands jailed. Government entered into negotiations with Gandhi. Laws repealed |
| APO | Petitions, delegations | Open-ended, but low mark | Protests ignored by government. Elitist |
| AAC | Delegation to protest 'Native' Bills Appealed to British for help Formal protest meetings Participation in NRC | Open-ended, but low mark | All forms of protest had no effect. 'Native Bills' became law. NRC completely ineffective – 'toy telephone' |
| ICU | Took up the issues of evicted farm workers in Natal and OFS. Non-co-operation, acts of violence on some farms, legal challenges in courts | Open-ended, but fairly high mark | Had a mass-based following. Addressed issues that were important to ordinary people, such as evictions and wage cuts |

Topic for discussion

Discuss forms of resistance in a broader context. Ask learners to identify different methods of resistance that have been used in independence struggles throughout the world. Which were successful and which were not? Discuss with learners the reasons for the success of some forms of resistance and the failure of others.

ACTIVITY 6 *Writing paragraphs with only one main idea*

Time allocation: 30 - 40 minutes
(Learner's Book page 33)

Skills development: Writing good paragraphs

In this activity, we further develop essay writing skills. In the previous activity, learners were given practice in constructing arguments, an essential building block in developing history essay writing skills. In this activity, we only ask the learners to write their ideas in simple paragraphs.

Encourage your learners to make use of the clear instructions on how to write good paragraphs when writing history essays. These can be found in the Learner's Book on page 32. When writing a paragraph, it is important that learners structure their ideas in a clear and organized way. A good rule to remember is that there should only be one main idea for each paragraph.

What you can assess in this activity

Grade 11

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.

Grade 12

LO3: The learner is able to construct and communicate historical knowledge and understanding.
AS 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument.

Assessment evidence

Can the learner write coherent paragraphs, each of which incorporates one main idea? Can she/he provide evidence to back up the main idea and write a concluding sentence which links the ideas to the topic? Does she/he write good introductory and concluding paragraphs?

Assessment strategy

In this activity, the essay should be written under test conditions. You should mark/assess the essay using the separate rubrics. The essay can be for formal assessment in Grade 8 for Learner's Portfolios. For the other grades, the emphasis is on good extended writing skills and argument. The following rubrics may help you to evaluate your learners' performance when they write paragraphs/an essay on the topic: 'To what extent was early resistance to segregation effective?'.

Rubric for assessing developing arguments and writing coherent paragraphs

Grade 8 and 9

| How well does the learner: | 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% |
|--|---|---|--|--|--|---|---|
| Write coherent paragraphs. Communicate knowledge and understanding by constructing own interpretation and argument. | The learner is well able to present strong, reasoned and well-developed arguments, using excellent evidence as justification. The learner is also able to write very good coherent paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Excellent structure. | The learner is well able to present reasoned and well-developed arguments, using very good evidence as justification. The learner is also well able to write coherent paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Good structure. | The learner is able to develop sound arguments, using good evidence as justification. The learner is also able to write fairly good paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Generally sound structure. | The learner is able to develop mainly satisfactory arguments, using evidence as justification. The learner is also able to write paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Some structural weaknesses. | The learner is able to develop a few arguments, using evidence as justification. The learner is also able to write some paragraphs which contain a single controlling idea, evidence backing up the main idea and a concluding sentence that links back to the topic. Some serious structural flaws are evident. | The learner struggles to develop arguments and use of evidence, as justification is patchy. The learner is only partially able to write paragraphs which contain the necessary elements. There is no clear structure. | The learner needs help in developing arguments. She/he struggles to make use of evidence. The learner is unable to write coherent paragraphs which contain the necessary elements. There is no structure. |

Grade 11

| How well does the learner: | 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% |
|--|---|--|--|-------------------------------------|-------------------------------------|---------------------------------------|----------------------------|
| Use evidence to formulate an argument. Reach an independent conclusion. Justify, using evidence, the conclusion reached. Write coherent, well-structured paragraphs, which contain one main idea, evidence to back it up, and a final concluding sentence. | | | | | | | |

Remedial activity

Go over the structure of paragraphs with learners who struggle to write well-structured paragraphs which contain a single idea and supporting evidence. Allow these students to rewrite their essays.

ACTIVITY 7 *Using oral history to gain understanding of the Depression*

Time allocation: 15 – 30 minutes
(Learner's Book page 35)

Skills Development: Using oral history

The use of oral history is particularly suited to recovering the history of ordinary people whose activities were not recorded in books, libraries or archives. It is also useful for societies who were not literate and could not write down their histories.

Official written sources often tend to reflect the views of the dominant class in society. Through the use of oral history, we are able to gain an understanding of the role played by ordinary people in shaping society. For this reason, we have introduced the learners to the experience of the Great Depression through the oral testimonies of ordinary people.

It is important to teach learners that oral history is not always a completely reliable source. The memories

of old people may sometimes be inaccurate, or they may remember the past fondly, rather than how it really was. It is thus important to check their reminiscences against other sources to see whether they match.

What you can assess in this activity

Grade 8

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

AS 7: Explains how and why people's memories of the past might differ [representation of the past].

Grade 11

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

Assessment evidence

- Can the learner extract information from the sources?
- Can the learner identify similarities and differences when analysing different historical sources?

Assessment strategy

The learners discuss the questions and write their answers to the questions in pairs. Take answers from the pairs. Discuss good answers. This activity can be informally assessed.

Answers

1. His story tells us that racial mixing did happen amongst the poor, though it seems that there were few white families living where he did. He suggests that there were no serious tensions as a result of this racial mixing and, in fact, that people felt a sense of community and belonging to each other.
2. He tells us that poor whites received aid during the Great Depression. The Transvaal Helping Hand Society provided them with food parcels.
3. During the Great Depression, the Pact Government was very concerned about poor whites. It provided them with various kinds of help because many poor whites had voted for the Pact Government and it wanted to ensure their continued support. The Pact Government did not see poor blacks in the same way. Very few blacks could vote in elections, so the Pact Government did not give any aid to poor blacks.
4. In poor black families, every person who was able to work had to work very hard. The women in Es'kia's family left early to work as washerwomen for white families. As a result, Es'kia Mphahlele was the only person left in the house to do all the housework. His younger brother and sister were too small to help him so these duties fell to him.
5. Both children experienced hardship during the depression. They both lived in overcrowded conditions, sharing their living space with many people. Both attended school. However, Zack seems to have been ostracized at school because he had *vuilsiekte*, while Es'kia does not mention difficulties at school. The major difference is that Zack's family received aid from the government which eased their struggle somewhat, while Es'kia's family received nothing and had to struggle on their own.

ACTIVITY 8 *Focusing on memory and oral history*

Time allocation: 15 minutes
(Learner's Book page 35)

What you can assess in this activity

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.
LO 2: The learner is able to use historical concepts in order to analyse the past.
AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

Assessment evidence

- Can the learner identify the usefulness of oral sources?
- Can the learner assess the reliability of oral sources?

Assessment strategy

Use these questions as a basis for a class discussion on the usefulness of oral history. Allow the learners to put forward their own points of view and encourage them to compare their childhood experiences with those of children growing up in the Depression. This activity can be informally assessed.

Answers

1. The sources should provide the learners with a sense of the hardships experienced by children during the Depression. They should gain some insight into what it was like to live in poverty and also how the poor helped each other and built a sense of community.
2. These will be open-ended answers and they will vary according to learners' experiences. Nevertheless, learners should identify elements that are similar and elements that are different.
3. One of the problems with oral history is that older people tend to see the past through rose-tinted spectacles. They may romanticize the past and remember it as being better than it actually was. However, these sources do not really convey a romantic or idealized version of the past and it is likely that they are quite reliable, especially since Zack and Zeke actually lived in these times. It would, however, be possible to test their reliability by reading other accounts of life during the Depression, such as official sources or biographies. If these accounts match the oral history sources, we can be sure that the oral history sources are reliable.

ACTIVITY 9 *Finding out about your own history*

(Learner's Book page 35)

Skills development: Conducting an oral interview

Provide your learners with some ideas about how to conduct an oral interview.

Some hints on how to conduct an oral interview:

- Introduce yourself and explain your project.
- Always be polite.
- Ask open-ended questions.

The type of questions to ask:

- What happened?
- Why did it happen?
- What did it mean to the people involved?
- What is the importance of these past events for the present and the future?

What you can assess in this activity

Grade 8

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

AS 7: Explains how and why people's memories of the past might differ [representation of the past].

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 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

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

AS 3: Analyse the significance of archaeology and palaeontology in understanding the origins of humans.

Assessment evidence

Learners should choose a theme or event from the time period of their grade to explore.

Assessment strategy

Learners can present the results of their interviews and their corroborating evidence in the form of a written report which you can mark/assess. Make sure that you make the criteria of the activity available to the learners before they do it. This activity can be formally assessed and used for their portfolios. For Grade 11 it could be used for the Programme of Assessment. On the other hand, you can ask learners to present their findings to the class. In this case, this activity would be informally assessed.

The following rubric or rating scale may help you to evaluate the performance of your learners in conducting an oral interview.

Rubric for assessment of learner performance in conducting an oral interview and checking the evidence

| How well does the learner: | 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% |
|--|--|---|---|--|--|--|-------------------------------|
| Extract information from the person being interviewed | | | | | | | |
| Provide a sense of the past through an oral interview | | | | | | | |
| Check the information presented in the interview with other sources of information | | | | | | | |



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 |
|---|---------------------------------|---|
| LO1 Historical Enquiry | | 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]. |
| LO2 Historical Knowledge and Understanding | | |
| LO3 Historical Interpretation | | 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 |
|---|---|----------------------------------|
| LO1 Historical Enquiry | 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. | |
| LO2 Historical Concepts | AS 2: Analyse the socio-economic and political power relations operating in societies. | |
| LO3 Knowledge Construction and Communication | 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. | |
| LO4 Heritage | 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 |
|----------------------|---|---|
| William Carr | 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. |
| Walter Sisulu | 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

| How well does the learner: | 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% |
|--|---|--|--|-------------------------------------|-------------------------------------|---------------------------------------|----------------------------|
| 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% |
|---|--|---|---|--|--|--|-------------------------------|
| DESIGN AND PRESENTATION The poster is well-designed, attractive and eye-catching | | | | | | | |
| CHOICE OF PHOTOGRAPH The photograph is appropriate, it reflects the historical period, and provides a strong visual message | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| SLOGAN The slogan is appropriate and provides a strong written message | | | | | | | |
| JUSTIFICATION 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.



Critical Outcomes

- Work effectively with others as members of a team, organization and community
- Communicate effectively using visual, symbolic and/or language skills in various modes
- Demonstrate an understanding of the world as a set of related systems, by recognizing that problem-solving contexts do not exist in isolation.

Developmental Outcomes

Participate as responsible citizens in the life of local, national and global communities.

Learning Outcomes and Assessment Standards

| Learning Outcomes | Assessment Standards Grade 8 | Assessment Standards Grade 9 |
|---|---------------------------------|---|
| LO1 Historical Enquiry | | 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]. AS 4: Presents an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached [answers the question]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); use information technology where available and appropriate [communicates the answer]. |
| LO2 Historical Knowledge and Understanding | | AS 2: Identifies categories of causes and effects (e.g. immediate and long-term, direct and indirect) [cause and effect]. AS 3: Explains and analyses the reasons for and results of events in history [cause and effect]. |
| LO3 Historical Interpretation | | AS 1: Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation]. |

| Learning Outcomes | Assessment Standards Grade 11 | Assessment Standards Grade 12 |
|--------------------------------|--|---|
| LO1 Historical Enquiry | AS 2: Categorize appropriate/relevant sources of information provided to answer the questions raised. 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. | AS 2: Access a variety of relevant sources of information in order to carry out an investigation. AS 3: Interpret and evaluate information and data from the sources. |
| LO2 Historical Concepts | AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue. AS 2: Analyse the socio-economic and political power relations operating in societies. AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did. | AS 1: Analyse historical concepts such as post-colonialism, globalization and socialism as social constructs. AS 2: Examine and explain the dynamics of changing power relations within the societies studied. |

| | | |
|---|--|--|
| LO3 Knowledge Construction and Communication | AS 1: Handle and draw conclusions from quantitative data. AS 2: Use evidence to formulate an argument and reach an independent conclusion. AS 4: Use appropriate means of communicating knowledge and understanding suited to a designated audience. | AS 1: Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. |
| LO4 Heritage | | |

Integration links with other Learning Areas/Subjects

Grade 9:

Languages (First Additional Language)

LO2 SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

LO4 WRITING

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

LO5 THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

Life Orientation

LO2 SOCIAL DEVELOPMENT

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

Grades 11 and 12:

Languages (First Additional Language)

LO1 LISTENING AND SPEAKING

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

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.

Maths Literacy

LO4 DATA HANDLING

The learner is able to collect, summarize, display and analyse data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.

Knowledge focus/Content

In this chapter, we focus on the resistance to the harsh government policies of apartheid and to state repression. We examine the changes in the nature of resistance to the state, beginning with the formation of the ANC Youth League and its Programme of Action. While the 1950s were characterized by campaigns of civil disobedience and non-violent protest, the 1960s marked the shift to armed struggle. However, most of the leaders of the resistance movements were jailed or went into exile and so the 1960s was a fairly quiet decade. In the 1970s, the youth took centre stage, starting with the rise of Black Consciousness and ending with the Soweto Uprising. This period is covered in Grades 9, 11 and 12.

Take the opportunity to link apartheid struggles with the anti-colonial struggles in other countries of Africa from the 1960s. It is an opportunity for South African learners to see themselves as part of Africa-wide struggles.

The cycle of repression and resistance

It is important to stress that the South African government responded to every attempt to oppose the system of segregation/apartheid with increasing repression and violence. Prior to the 1950s, South Africans of Indian origin and coloureds, who were often descendants of slaves, formed separate resistance movements. It was not until the 1950s and the Freedom Charter that anti-segregation/anti-apartheid forces (which included a few whites) joined together to fight injustice and repression.

In the 1950s, resistance movements followed the path of non-violence, but met with mass arrests, banning, banishment, and detention without trial. When the police responded to peaceful protests in 1960 at Sharpeville and Langa by shooting the protesters, the resistance movements decided to take up arms. When you teach this period, you will need to stress the interaction between the resistance movements' struggle to change

their circumstances and the state's increasingly harsh repression.

The role of activists

Studying the history of resistance in South Africa provides a good opportunity to examine the role of activists. What are the characteristics and values of an activist? What makes some people willing to sacrifice their own needs and sometimes even their own lives, for the greater good? How did activism shape some people's lives?

Who were the activists who led the struggle against apartheid? There were people of all races who opposed apartheid, but some of the African groups involved in the struggle felt that whites had no role to play as activists in the struggle against apartheid. These included the early Africanists in the ANC, the PAC and the Black Consciousness Movement. It is nevertheless important to point out that not all whites supported apartheid. There was a core of whites, albeit small, who actively opposed it. Neither were all black people activists.

Most South Africans of all races did not take an active part in political events and chose not to take a stand, often because they feared the consequences. The challenge for us is to use this history to empower all learners to become active members of South African society today.

It may be worthwhile to encourage learners to identify issues in their own lives in which they could engage as activists. These could include HIV/AIDS, the environment, child abuse, gangs at school, or even peer pressure.

ACTIVITY 1 *Analysing different sources to gain understanding*

Time allocation: 15 minutes
(Learner's Book page 57)

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 information and identify the viewpoint expressed in the sources?
- Can the learner determine similarities between two different sources?

Assessment strategy

Learners should discuss their answers to these questions as a class. This activity can be informally assessed.

Answers

1. Joe Matthews objects to the kind of protests that the ANC had undertaken up to then, such as organizing deputations to meet with government. He wants mass action to take place.
2. Youth League members thought the ANC was elitist and out of touch with the needs of most Africans. They believed that the moderate forms of protest adopted by the ANC, such as deputations, petitions and resolutions, were ineffective and were ignored by government. They believed that in order to be effective, the ANC must become a mass-based organization which took into account the needs of the people and used more confrontational methods of protest.
3. The leaders of the ANC were drawn from the ANC intelligentsia and did not address the needs of the masses.
4. Both sources criticize the ANC's elitist approach. Source A complains that protest action is carried out by a few people, and does not involve the masses. Source B also feels that the ANC does not address the needs of the mass of people.

Extension activity

Examine the role of the ANC Youth League today. What is its function? What kind of impact does it have on ANC policies? Ask learners to research some of these issues and use their findings as the basis of a class discussion.

ACTIVITY 2 *Understanding the role of music in the struggle*

Time allocation: 15 minutes (Questions 1 - 3)
(Learner's Book page 59)

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].

AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

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.

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 explain the importance of song and music in the struggle by answering these questions thoughtfully?
- Can the learner write a freedom song inspired by one of the resistance campaigns?

Assessment strategy

Learners should discuss their answers to Questions 1 to 3 in groups. Take answers from the class. This activity can be informally assessed.

Question 4 requires a creative response from the learners, but it must be one that also identifies the main elements of the particular campaign. Allow learners to work in groups, and let them perform their song once they have completed it.

This activity can be informally assessed using the Teacher Assessment Sheet on page 20 for groups.

Answers

1. During the Defiance Campaign, people deliberately broke apartheid laws. They aimed to get arrested and flood the prisons. They hoped that this would draw public attention to the plight of black people in South Africa and place pressure on the government to abolish these laws. The song *Somlandela* is trying to show that the people are responding to the demands of the Defiance Campaign by breaking the law and that many of them are in prison. The song celebrates the success of the Defiance Campaign and inspires others to join in the struggle.
2. If the people who had been in jail were distressed at being imprisoned and badly treated, this song would have inspired them to believe that their struggle and arrest were not in vain. Singing this song in jail would unite the prisoners in a common cause and confirm that their struggle, though difficult, was just.
3. Both Baleka Mbete and President Thabo Mbeki emphasize the role of music and singing in uniting people in the struggle and providing them with inspiration and hope. The songs of the struggle gave people the will to continue and also reminded them of their own humanity. Learners should add their own feelings about the role of music in the struggle.

This part of the answer is clearly open-ended.

Enrichment activity

If you have access to some of the music of the struggle through your school library or your own collection of music, it would be an enriching experience for your learners to listen to some of these songs.

ACTIVITY 3 *Analysing the Freedom Charter*

Time allocation: 20 minutes
(Learner's Book page 60)

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].

AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

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.

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 demonstrate an understanding of the demands of the Freedom Charter by placing them in specific categories?
- Can the learner assess to what extent the demands of the Freedom Charter have been met today and provide supporting evidence?

Assessment strategy

For Questions 1 to 3, take answers from the class. As some of these answers are open-ended and rely on the learners' opinions, this should generate an interesting class discussion. This activity can be informally assessed.

For Question 4, allow the learners to work in groups to design the poster. Tell them that they will be assessed on the following criteria:

- **Design and presentation** – the poster must be eye-catching and have a strong visual impact
- **Content** – the main concept must be clearly expressed.

The rubric below may help you to evaluate the group's performance in designing a poster on the Freedom Charter.

Answers

1. The demands of the Freedom Charter:
 - Democracy – the people shall govern; all national groups shall have equal rights
 - Redistribution of land and wealth – the people shall share in the nation's wealth; the land shall be shared among those who work it
 - Work – there shall be work and security for all
 - Education – the doors of learning and culture shall be opened
2. This is an open-ended question. Learners may choose any of the Freedom Charter's demands, but the reasons they provide for their choice must be coherent and logical.
3. This is also an open-ended question and learners will have many different opinions. Encourage them to put forward their views, but insist that they provide a logical and coherent reason for their decision.

Rubric for assessing a group designing a poster on the Freedom Charter

| 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% |
|--|--|---|---|--|--|--|-------------------------------|
| DESIGN AND PRESENTATION The poster is well-designed, attractive and eye-catching | | | | | | | |
| CONTENT The main concept is clearly expressed | | | | | | | |

ACTIVITY 4 *Analysing a photograph*

Time allocation: 15 minutes
(Learner's Book page 61)

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 photograph critically and determine its usefulness for a study of the historical period?

Assessment strategy

Discuss the construction of this photograph with the class as it is explained on page 61 of the Learner's Book. Then take answers from different members of the class. This activity can be informally assessed.

Answers

1. It can affect the meaning of the photograph. What looks like a group photograph is in fact a series of different photographs put together. It could make us question the accuracy of the photograph, but since we know why the photograph was constructed in this way, we can accept it as reliable.
2. This is an open-ended answer, and will depend on the viewer's reaction to the knowledge that the photograph was constructed.

3. This photograph provides an interesting insight into apartheid conditions, under which black and white people were not allowed to sit together in a park to have their photograph taken. It shows the pettiness of apartheid laws and the impact they had on seemingly ordinary events, such as taking a photograph of a group of people who happened to be of various races.

ACTIVITY 5 *Analysing an oral source*

Time allocation: 15 minutes
(Learner's Book page 63)

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 the meaning from a source?
- Can the learner use the source as a basis for expressing a point of view?

Assessment strategy

Learners should discuss their answers to these questions in groups. Take answers from the class. This activity can be informally assessed.

Answers

1. Sobukwe believes that the struggle is a national one because the whole African nation has been oppressed by the whites. All Africans should therefore join together to overthrow white domination.
2. Class struggle is the struggle between the ruling class, which owns business and industry, and the working class, which works for the ruling class and has little power. Marxists believed that the struggle against apartheid was a class struggle between the white ruling class, which owned the means of production, and the (mainly black) working class, which worked for the ruling class.
3. Sobukwe came from the Africanist school within the ANC, which believed that the struggle against apartheid was an African struggle. He differed with

the ANC over their approach to the struggle because he thought that the ANC saw the struggle in class terms. They were therefore prepared to co-operate with those whites who also saw the struggle in class terms, whereas he believed that the struggle was about overthrowing white oppression and so he would not co-operate with any whites. As the ANC began to work with a variety of organizations in the Congress Alliance, and in particular, with the white-based Congress of Democrats, the Africanist group within the ANC, led by Sobukwe, broke away and formed the PAC.

4. This is an open-ended answer, in which the learner must make a judgement about Sobukwe's actions. It is important that the judgement is backed up with clear and coherent reasons.

ACTIVITY 6 *Debating a controversial issue*

Time allocation: 30 minutes
(Learner's Book page 63)

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 4: Presents an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached [answers the question].

Grade 11

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.

Assessment evidence

- Can the learner engage in a debate and formulate arguments on a controversial issue, making use of evidence?

Assessment strategy

You could either discuss this issue in the form of a class debate or as a general class discussion. If you opt for a class discussion, make sure that you facilitate this discussion in a controlled way. Emotions can upset a discussion of this kind and you must make sure that everyone who wishes to speak is heard and that everyone's views are treated with respect. This can be informally assessed.

ACTIVITY 7 *Trying to establish the facts*

Time allocation: 15 minutes
(Learner's Book page 65)

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 2: Categorize appropriate/relevant sources of information provided to answer the questions raised.

Assessment evidence

- Can the learner identify where the sources conflict with each other by filling out this table accurately?
- Can the learner establish the most likely facts of the situation?

Assessment strategy

This is an essential pre-activity to Activity 8. Before assessing the reliability of these sources, it is important for the learners to try to establish the facts and identify the contradictions within the sources. Draw this table on the board and read the sources in class. Take answers from members of the class and fill in the information on the table on the board. Once you have established that everyone agrees about what the sources state, you can move on to Activity 8.

Answers

| Establishing the facts | Source A | Source B | Source C | Source D |
|--|--|--|---|---|
| What was the size of the crowd? | 5 000 | Difficult to gauge – possibly about 50 | This source does not deal with this evidence. | 20 000 |
| Was the crowd armed and dangerous? | According to the police, some people were throwing stones. | No-one in the photograph is carrying weapons. | No evidence of weapons. | The crowd were carrying assorted weapons, including firearms. |
| Was the action planned? | Not planned. Constables began firing their guns spontaneously. | The photograph does not deal with this evidence. | This source does not deal with this evidence. | States that it was a planned demonstration, implying that action against the police was planned. |
| Were the police acting in self-defence? | According to the police, stones were thrown at them. | The photograph does not deal with this evidence. | The police claim that they were acting in self-defence as the crowd was stoning them. | States that the demonstrators fired at the police first. Therefore, they were acting in self-defence. |

ACTIVITY 8 *Determining the reliability of sources*

Time allocation: 30 - 40 minutes
(Learner's Book page 66)

Skills development: Determining reliability

In this chapter, we provide some information on how to determine whether a source is reliable or not. Go over the section entitled "Reliability is as easy as ABC" (found on page 66 of the Learner's Book) with your class, before they do this activity. It is important to stress that, although a source may be unreliable, it can still be useful if it provides an insight into people's thoughts at the time. Determining reliability is an important higher order skill. It usually involves

comparisons with other sources, and will be an important aspect of the source-based questions in the national History examination at the end of Grade 12.

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 compare different accounts of the same event, and determine the reliability of evidence?
- Can the learner use the conflicting evidence to write a comprehensive report expressing what he/she believed happened at Sharpeville?

Assessment strategy

Learners can write the answers to these questions as part of a source-based test. You should take in their answers and mark/assess their work. This activity can be formally assessed for portfolios and for the Programme of Assessment for Grade 11.

The rubric below should help you to evaluate the performance of your learners when they write a newspaper report on the events at Sharpeville.

Answers

1. In the distance, there are police standing above the crowd. The police seem to be shooting at the people, who are fleeing from the police.
2. A source provided by an eyewitness is usually important. The eyewitness was there and saw the actual events take place. He should therefore be able to give a fairly accurate account of the events. This eyewitness seems to have checked the evidence and should be able to give us a reliable opinion as to whether the crowd was armed or not. However, eyewitnesses are not necessarily always reliable sources. They are often too involved in the events and lack the necessary distance or hindsight to view the events dispassionately.
3. Source A is written by an historian. His intention is to gather as much evidence about what happened at Sharpeville and to record what happened for posterity. He is not trying to persuade a particular audience to believe something or not. Source D, on the other hand, is a statement written by the South African High Commission in London at the time of the Sharpeville Massacre. South Africa was sharply criticized by the international community and the High Commission is trying to do damage control. The writer has a clear agenda, in that he is trying to justify the actions of the police to the rest of the world.
4. Source A seems to be a reliable source. The historian has gathered information from witnesses and where he is not sure of what happened, he suggests that events happened either accidentally or deliberately. He does not use emotive language to try and persuade the reader to believe anything. His evidence that people were shot in the back is consistent with Source B, where the crowd is fleeing. Source D also tries to present the information factually, and there is not a great deal of emotive language, but it is not consistent with other sources about the events at Sharpeville. The High Commission suggests that the crowd consisted of 20 000 people. By exaggerating the number of demonstrators, the writer is trying to convey the impression that the police were under threat from such a large crowd. He also states that the demonstrators shot first. None of the other sources provides evidence that the crowd was armed. Since the High Commission source is trying to justify police action, this does not appear to be a very reliable source.
5. It is highly unlikely that the crowd was armed and dangerous. The protest against passes planned by the PAC was part of a campaign of non-violent confrontation with the police. The whole point of the protest was that it was to be non-violent. Sources A, B and C suggest that the crowd was not armed and dangerous. Although there is evidence of some stoning of the police, this does not seem to have been a concerted action by the crowd. Source C states that only three policemen were reportedly stoned. The statement by the High Commission in Source D is trying to justify police action, and therefore argues that the crowd was armed and dangerous. No other evidence seems to support this.
6. Learners need to write and hand in a newspaper report in which they express what they believe happened at Sharpeville. This report should contain references to the four sources that they have at their disposal. They must deal with the conflicting evidence in order to come to some kind of conclusion.

Rubric to assess learner performance in writing a newspaper report on the events at Sharpeville

| How well does the learner | 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% |
|--|---|--|--|-------------------------------------|-------------------------------------|---------------------------------------|----------------------------|
| Deal with the conflicting evidence? | | | | | | | |
| Write a comprehensive report on the events at Sharpeville? | | | | | | | |
| Express what he/she believes took place at Sharpeville? | | | | | | | |

ACTIVITY 9 *Analysing a cartoon and an oral source*

Time allocation: 15 minutes
(Learner's Book page 67)

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 2: The learner will be able to demonstrate historical knowledge and understanding.

AS 3: Explains and analyses the reasons for and results of events in history [cause and effect].

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.

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

Assessment evidence

- Can the learner demonstrate an understanding of the causes of armed struggle in South Africa through an analysis of source material, including a cartoon and an oral source?

Assessment strategy

Learners should discuss the questions in pairs, but write their own individual answers. Pairs should then exchange their work. Discuss good answers with the class and let the learners peer assess their partners' work.

Answers

- The planting machine represents the apartheid state. The cartoon suggests that the state, like the farmer and his machine, can sow its seeds (its policies) easily and effectively. The crop that has been sowed is coming up as spears, which are a symbol of the armed struggle. The spears represent MK, which stands for The Spear of the Nation. The cartoon's message is forceful because it plays on the meaning of MK as well as reflecting the ANC's decision to embark on armed struggle.
- The policy of apartheid
- The cartoonist believes that the apartheid state and its laws have planted the seeds of violence amongst the African population. The state has forced the ANC to adopt the armed struggle by sowing the seeds of hatred, repression and violence.
- Ruth Mompati explains that although the ANC used only peaceful methods to bring about change in South Africa, the South African state always responded with violence. She also talks about the violent living conditions in South Africa and believes that as a result of the state's harsh actions, the ANC had no other choice.
- Non-violent confrontation, such as the Defiance Campaign in the 1950s, had failed to get the government to change the apartheid laws. In fact, the government had responded with intensified repression – more bannings, more detentions and more violence. The unstable conditions in which

they lived in South Africa also contributed to peoples' frustrations. Then, in 1960, when the PAC was holding a peaceful anti-pass demonstration, at Sharpeville, the government reacted violently, killing 69 demonstrators and wounding 180. The government then banned the ANC and PAC and declared a State of Emergency. The ANC now believed that the only way to fight the violence of the government was to use violence itself.

Topic for discussion

It might be a good idea to generate a class discussion on the role of violence in liberation struggles. Is the use of violence justified or not? This has the potential to be an explosive discussion. Facilitate the discussion carefully, making sure that each learner is able to express their points of view clearly and without interruption from others.

ACTIVITY 10

Writing an introduction for an essay

Time allocation: 15 minutes
(Learner's Book page 70)

Skills development: Writing good introductions for essays

We focus here on writing a good introduction. If an introduction is well written and sets out the argument clearly, it will create a good impression and also provide a good structure to follow in the rest of the essay. Learners need to practise the skill of writing good introductions (and conclusions) to their essays. When writing an introduction, learners should take note of the following instructions:

- Set out clearly the issue raised in the question to show that you understand what you have to do.
- Identify the main themes which you intend to deal with in the rest of the essay.
- Try to write in an interesting way in order to gain the reader's attention.
- Go over the skill of writing introductions in the Learner's Book on page 70.

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 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue.

AS 2: Analyse the socio-economic and political power relations operating in societies.

Grade 12

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 1: Analyse historical concepts such as postcolonialism, globalization and socialism as social constructs.

AS 2: Examine and explain the dynamics of changing power relations within the societies studied.

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.

Assessment evidence

- Can the learner write an introduction to an essay in which she/he identifies the problem posed by the question and outlines the structure of the argument?

Assessment strategy

Learners should write their own introductions to this essay topic. You should take these in and assess them to determine whether each learner has grasped the concept of writing a good introduction or not.

Answer

Here is a possible introduction to this essay:

Steve Biko was an activist who inspired the Black Consciousness movement. There is no doubt that the police harassed him for years, but were the police correct in their assumption that he was a dangerous agitator who tried to inspire the people to violent resistance? This essay will explore the nature of Steve Biko's activism and resistance in the 1970s. It will examine the philosophy of Black Consciousness to determine whether it promoted violent resistance. It will also look at Biko's actions in order to determine whether the police assessment that he was a dangerous agitator was accurate or not.

Remedial activity

This is a fairly difficult skill for learners to grasp and you should give them a number of opportunities to write different introductions to different essay topics.

ACTIVITY 11 *Analysing statistics*

Time allocation: 10 minutes
(Learner's Book page 72)

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

AS 1: Handle and draw conclusions from quantitative data.

Grade 12

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 1: Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

Assessment evidence

- Can the learner use statistical sources to answer questions and to gain an understanding of the living conditions in Soweto in 1976?

Assessment strategy

Learners should discuss the questions in pairs, but write their own individual answers. Pairs should then exchange their work. Discuss good answers with the class and let the learners peer assess their partners' work.

Answers

1. These statistics suggest that most people in Soweto lived in conditions of dire poverty. Conditions were very primitive. Most people had no access to hot water and only a few had access to electricity. Health facilities were inadequate for the needs of the population. It is clear that life was a struggle for people living in Soweto.
2. The average income for Soweto residents was R100 per month, while their monthly costs were R140. This meant that most people were unable to survive on their salaries and either had to cut down on essential needs or fall ever deeper into debt. This would make life very insecure for the majority of people living in Soweto.
3. There were 280 schools catering for the school-going population of Soweto. According to these statistics, this meant that on average there were

60 children per class. There were clearly not enough schools or teachers for the children of Soweto. The ratio of one teacher to sixty children is not conducive to good teaching. Such a large number of learners makes it difficult for teachers to enforce discipline and it makes the transmission of knowledge very difficult.

4. This is an open-ended answer. Learners may choose any grievance, but they must provide a clear justification for their choice.
5. These statistics reveal a township in crisis. They show a vastly overcrowded area, with 1.5 million people living in an area of only 87 square kilometres. Nearly a third of this population was homeless and their conditions were intolerable. Most people had no access to basic human needs, such as hot water and electricity, and the majority of them lived in poverty. For those who were employed, their salaries did not cover their basic costs per month. Their children attended inadequate schools. These statistics show that the people living in Soweto lived in terrible conditions and the government was doing nothing to improve their situation. As times got harder, so their anger increased.

Enrichment activity/Topic for discussion

Ask learners to find out more about the consequences of poverty on communities. Also ask them to find out current statistics about how many people are living in informal settlements with no access to clean water, electricity or proper housing. Use these statistics to generate a class discussion on what the future holds for these communities and what the possible long-term effects could be in South Africa.

ACTIVITY 12 *Identifying short-term and long-term causes*

Time allocation: 20 minutes
(Learner's Book page 73)

Skills development: Causation

Causation is a critical historical skill. At the outset, learners must understand that it is rare for there to be one single cause for a major event in history. There are usually a number of different causes for a major event. Once learners have identified all these different causes, they must differentiate between long-term, short-term and immediate causes. An immediate cause is an event or action that sparks off a major and usually dramatic event. A short-term cause is a factor that was present shortly before the event occurred, while long-term causes are usually underlying issues that build up over a long time.

What you can assess in this activity

Grade 9

LO 2: The learner will be able to demonstrate historical knowledge and understanding.
AS 2: Identifies categories of causes and effects (e.g. immediate and long-term, direct and indirect) [cause and effect].

Grade 11

LO 1: The learner is able to acquire and apply historical enquiry skills.
AS 2: Categorize appropriate/relevant sources of information provided to answer the questions raised.
AS 3: Analyse the information and data gathered from a variety of sources.

Grade 12

LO 1: The learner is able to acquire and apply historical enquiry skills.
AS 2: Access a variety of relevant sources of information in order to carry out an investigation.
AS 3: Interpret and evaluate information and data from the sources.

Assessment evidence

- Can the learner differentiate between long-term and short-term causes?
- Can the learner suggest which cause was probably the most significant and substantiate his/her answer?

Assessment strategy

Learners discuss the answers to the questions in groups. Each group reports on their discussion to the class. This activity can be used for informal group assessment.

Answers

1.

Rubric to assess learner performance in assessing causation

| | Major cause of the Soweto Uprising | Long-term/Short-term/Immediate and reason for your choice |
|-----------------|---|--|
| Source A | General conditions and poverty as a result of the inequalities of apartheid | Long-term – the frustrations of living under such harsh conditions would have built up over a long period of time |
| Source B | The teaching of half the courses at school in Afrikaans | Immediate – it was protest over this policy that sparked off the uprising |
| Source C | The teaching of half the courses at school in Afrikaans | Immediate – it was protest over this policy that sparked off the uprising |
| Source D | Overcrowded conditions and harsh discipline in schools | Short term – pupils were feeling angry at conditions in school. The implementation of teaching in Afrikaans was the final straw |
| Source E | The ideas of Black Consciousness | Long term – these ideas were being spread in schools since the beginning of the 1970s, and influenced many students to take a more radical stand |
| Source F | The liberation struggles in Mozambique, Angola, Zimbabwe and Namibia | Short term – this atmosphere of revolt in Southern Africa inspired the youth in South Africa to take action themselves |

2. Learners in groups may choose any explanation so long as they justify their answers by providing evidence to back up their point of view.

An extract from a letter from Bishop Tutu to Prime Minister John Vorster on 6 May 1976

6 May 1976
The Hon. Prime Minister
Mr John Vorster
House of Assembly
Cape Town

... I am writing to you, Sir, in all deep humility and courtesy in my capacity as Anglican Dean of Johannesburg and, therefore, as leader of several thousand Christians of all races in the Diocese of Johannesburg. I am writing to you as one who has come to be accepted by some blacks (i.e. Africans, Indians and coloureds) as one of their spokesmen articulating their deepest aspirations.

... I am writing to you, Sir, because I know you to be a loving and caring father and husband, a doting grandfather who has experienced the joys and anguish of family life, its laughter and gaiety, its sorrows and pangs. I am writing to you, Sir, as one who is passionately devoted to a happy and stable family life as the indispensable foundation of a sound and healthy society,

... I write to you, Sir, because, like you, I am deeply committed to real reconciliation with justice for all, and to peaceful change to a more just and open South African society in which the wonderful riches and wealth of our country will be shared more equitably. I write to you, Sir, to say with all the eloquence I can command that the security of our country ultimately depends not on military strength and a Security Police being given more and more draconian power to do virtually as they please without being accountable to the courts of our land, courts which have a splendid reputation throughout the world for fairness and justice.

... I am writing to you, Sir, because I have a growing nightmarish fear that unless something drastic is done very soon then bloodshed and violence are going to happen in South Africa almost inevitably. A people can take only so much and no more.

... I wish to God that I am wrong and that I have misread history and the situation in my beloved homeland, my mother country South Africa. A people made desperate by despair, injustice and oppression will use desperate means. I am frightened, dreadfully frightened, that we may soon reach a point of no return, when events will generate a momentum of their own, when nothing will stop their reaching a bloody denouement which is 'too ghastly to contemplate', to quote your words, Sir.

... I hope to hear from you, Sir, as soon as you can conveniently respond, because I want to make this correspondence available to the Press, preferably with your concurrence, so that all our people, both black and white, will know that from our side we have done all that is humanly possible to do, to appeal, not only to the rank and file of whites, but to the highest political figure in the land, and to have issued the grave warning contained in my letter. This flows from a deep love and anguish for my country ...

*Yours respectfully,
Desmond Tutu*



Critical Outcomes

- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, symbolic and/or language skills in various modes
- Demonstrate an understanding of the world as a set of related systems, by recognizing that problem-solving contexts do not exist in isolation.

Developmental Outcomes

- Reflect on and explore a variety of strategies to learn effectively
- Participate as responsible citizens in the life of local, national and global communities.

Learning Outcomes and Assessment Standards

| Learning Outcomes | Assessment Standards Grade 8 | Assessment Standards Grade 9 |
|--|---------------------------------|---|
| LO 1 Historical Enquiry | | 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]. AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer]. |
| LO 2 Historical Knowledge and Understanding | | AS 3: Explains and analyses the reasons for and results of events in history [cause and effect]. |
| LO 3 Historical Interpretation | | |

| Learning Outcomes | Assessment Standards Grade 11 | Assessment Standards Grade 12 |
|---------------------------------|--|---|
| LO 1 Historical Enquiry | 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. | AS 3: Interpret and evaluate information and data from the sources. AS 4: Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence. |
| LO 2 Historical Concepts | AS 2: Analyse the socio-economic and political power relations operating in societies. AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did. | AS 1: Analyse historical concepts such as postcolonialism, globalization and socialism as social constructs. AS 2: Examine and explain the dynamics of changing power relations within the societies studied. AS 3: Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events. |

| Learning Outcomes | Assessment Standards Grade 11 | Assessment Standards Grade 12 |
|--|---|--|
| LO 3 Knowledge Construction and Communication | 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 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument. AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. AS 4: Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation. |
| LO 4 Heritage | | |

Integration links with other Learning Areas/Subjects

Grade 9:

Languages (First Additional Language)

LO 4 WRITING

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

LO 5 THINKING AND REASONING

The learner is able to use language to think and reason, as well as to access, process and use information for learning.

Life Orientation

LO 2 SOCIAL DEVELOPMENT

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

Grades 11 and 12:

Economics

LO 1 MACRO-ECONOMICS

The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.

Languages (First Additional Language)

LO 3 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.

Knowledge focus/Content

This chapter focuses on the period 1976 to 1994. The 1980s was a period of great upheaval in South Africa. During this time, the government, under the leadership of P.W. Botha, introduced 'total strategy', which entailed a dual policy of reform and repression. Much of this chapter examines the nature of these reforms and questions how genuine many of them were, including the introduction of a new constitution.

During this period, repression intensified and detention without trial became commonplace. These so-called reforms, combined with intensified repression, triggered a wave of resistance aimed at making the country ungovernable. This resistance was a major factor in eventually forcing the government to release political prisoners including Nelson Mandela, unbanned political parties and move the country towards democracy.

International pressure on the apartheid government included sanctions and support for the ANC from the United Nations, states such as the USSR, the

Organization of African Unity and newly independent countries in southern Africa, including the former Portuguese colonies of Angola and Mozambique (1975), Zimbabwe (1980) and Namibia (1990). South Africa's neighbours supported the armed struggle by military means and increased pressure on the apartheid government. Fighting SWAPO in South West Africa/Namibia was a huge drain on the apartheid regime's military resources from the mid-1970s.

Link the end of apartheid with the political implications of the collapse of the USSR in 1989 (Grade 12 curriculum).

Public holidays

Many of the events discussed in this book have been honoured as days of remembrance or as public holidays.

Encourage your learners to understand the significance of these days:

21 March – Human Rights Day – commemorates the Sharpeville Massacre.

1 May – throughout the world this is traditionally celebrated as Workers' Day. South Africa honours this day in recognition of the important role played by the working class in the struggle against apartheid.

27 April – Freedom Day – celebrates the attainment of democracy in South Africa.

16 June – Youth Day – commemorates the role of the youth in the 1976 Soweto Uprising.

9 August – National Women's Day – commemorates the Women's March to Pretoria to protest against the extension of passes.

a state of emergency which gave more power to the military, and the ANC and PAC launched the armed struggle, which required an increase in government spending and military personnel to counter it. There was another sharp increase in 1977, as a result of the Soweto Uprising of 1976.

4. From 1977 onwards there was continuous unrest in the townships and South Africa also faced hostile neighbours on its borders. In 1978 P.W. Botha became Prime Minister. He launched the policy of 'total strategy' to deal with what he called a 'total onslaught' within and beyond South Africa's borders. It was in this context that the size of the military and military spending again increased substantially.
5. P.W. Botha played a central role in the decision to use the army to implement 'total strategy'. He had been Minister of Defence before he became Prime Minister and believed in using the might of the military to crush resistance. He placed great emphasis on the army and on its ability to restore order.

ACTIVITY 1 *Analysing military statistics*

Time allocation: 20 minutes
(Learner's Book page 77)

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 12

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

AS 3: Interpret and evaluate information and data from the sources.

Assessment evidence

- Can the learner extract and interpret information from a table of military statistics?

Assessment strategy

Learners should discuss the questions in groups and come up with their answers. Take answers from the groups and discuss them as a class. This activity can be informally assessed.

Answers

1. It increased its spending from R707 million to R3 000 million.
2. 486 000 people
3. The enlargement of the army and the increase in military spending started in 1961, following the political upheaval of Sharpeville. South Africa declared

ACTIVITY 2 *Analysing a political poster*

Time allocation: 15 minutes
(Learner's Book page 78)

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].

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

Grade 12

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

AS 3: Interpret and evaluate information and data from the sources.

AS 4: Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence.

Assessment evidence

- Can the learner explain the meaning of the symbols and slogans contained in a political poster?
- Can the learner identify the intention of the originator of this source?

Assessment strategy

Discuss these questions with the class. This activity can be informally assessed.

Answers

- The symbols in the poster:
 - The red flag: communism
 - The bright yellow sun: a bright future for the workers
 - The hammer: a symbol of the working class, but also linking to the communist symbol of the hammer and the sickle
 - The raised fist: revolution or the power of the people
- The slogan 'One Country – One Federation' is a call to unity. It is calling all workers in the country to combine in a single federation of trade unions.
- If all workers united in one federation, they would gain strength in numbers and organization to become a powerful source of resistance. The bargaining power of the working class would be greatly increased if all workers belonged to a single federation which co-ordinated worker action. The poster shows the workers moving forward in large numbers towards a better future. Strength would be achieved through such unity.
- The poster was produced to celebrate the launch of the new federation of trade unions – COSATU. It would also have been produced to inspire the working class to join trade unions under the COSATU umbrella and to give them hope of a better future.
- This is an open-ended answer. Learners may agree that the poster is effective or disagree, but they must give a logical and clear reason for their choice. Learners should focus on certain features of the poster when formulating their answer. These include its vibrancy, its use of colour and the way in which it conveys that the workers are filled with enthusiasm.

ACTIVITY 3 *Analysing a diagram*

Time allocation: 20 minutes
(Learner's Book page 81)

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 12

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

AS 3: Interpret and evaluate information and data from the sources.

Assessment evidence

- Can the learner extract evidence from a diagram?
- Can the learner use and interpret information from the diagram in order to make a judgment?

Assessment strategy

Learners write their own answers and then exchange their work with a partner for a peer assessment exercise. Discuss good answers with the class, and then give learners copies of peer assessment sheets. Check the completed sheets.

Answers

- Members of parliament:
 - 4.7 million whites – 178
 - 2.6 million coloureds – 85
 - 1.2 million Indians – 45
- At a local level, Africans could elect members to local or community councils, which were meant to represent their interests. The constitution ignored the political rights of Africans at national level. P.W. Botha argued that Africans would be represented in their homeland parliaments.
- The State President
- In the new constitution, the powers of Indians and coloureds were extremely limited. The Indian and coloured chambers of parliament could deal with issues that related to their 'own affairs', such as education, health and community affairs relating to their particular racial group. The cabinet dealt with all matters relating to the wider issues of governing the country, such as defence, taxation and industry – so-called 'general affairs'. Although the cabinet consisted of members from all three chambers of parliament, it was dominated by whites.
- This was not true in any real sense because the majority of the population – the Africans – were excluded from all political rights at national level. There was no possibility of power sharing for Africans. The argument that Africans could vote for their own political representatives in homeland parliaments was spurious. The homelands were not legal entities and most people saw them for the sham that they were. As for coloureds and Indians, their power was limited by the structure of the Tricameral Parliament. By 1980 whites made up about 16% of the population, yet they were given 178 representatives in parliament, ensuring that they always had the majority. The state president had vast powers and he was elected by an electoral college that mirrored the ratio between whites, coloureds and Indians (4:2:1).

ACTIVITY 4 *Working with two sources on a theme*

Time allocation: 20 minutes
(Learner's Book page 82)

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 12

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

AS 4: Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence.

Assessment evidence

- Can the learner analyse and make sense of a cartoon?
- Can the learner analyse and make sense of a political poster?
- Can the learner identify similar themes from two different political sources?

Assessment strategy

Learners should discuss the sources in pairs. They should then write their answers individually. Take the work in and mark/assess the learners' answers or use the activity for a self-assessment exercise.

Answers

1. It suggests that P.W. Botha's reforms are extremely limited.
2. It suggests that Botha thinks that what is important about his reform package is not so much the reforms themselves, which in reality are limited and small, but the fact that he is announcing that he is introducing reforms.
3. Botha's reforms do not represent real reform. Behind the façade of reform, repression in the form of detentions, bannings and harassment still continue and in fact, get worse. The poster also suggests that the UDF is exposing Botha's hypocritical reforms for what they are.
4. It makes its point by showing a hand, which is removing the paper representing Botha's reforms and revealing information about the repression. The role of the UDF is made clear by the slogan 'We Will Not Be Silenced'.
5. Both the cartoon and the poster suggest that Botha's reforms are not what they are held out to be. In the cartoon, there is a small package with a large card, announcing reform. But it is clear that the package

does not hold much. It is the appearance of reform that is important to Botha. The poster suggests that Botha's promised reforms are invalid, because behind all the talk there is the reality of repression.

6. This is an open-ended question. Learners should substantiate their answers with a well-thought out, well-reasoned answer.

ACTIVITY 5 *Responding to a political poem*

Time allocation: 20 minutes
(Learner's Book page 83)

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 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Grade 12

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 4: Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation.

Assessment evidence

- Can the learner respond creatively to the poem?
- Can the learner use and develop visual-spatial and body-kinaesthetic skills?

Assessment strategy

Question 1: In order for learners to understand this poem, you will need to provide them with some background about deaths in detention. In particular, you should give them some information about deaths in detention at John Vorster Square, the police headquarters in Johannesburg. The ninth floor was where political prisoners were interrogated.

Between 1963 and the end of apartheid, many political prisoners died in detention. It was obvious that the police had tortured these prisoners during the interrogation process and had killed them. Yet when these deaths were reported in the media, the police offered reasons such as: the prisoner slipped on a piece of soap, the prisoner hanged himself and the prisoner fell from the ninth floor. The police were never found responsible for these deaths. This poem deals with these issues. Once you have provided the learners with

this background information, read the poem aloud. Then, as a class, discuss the message of the poem. This can be informally assessed.

Assessment strategy

Question 1: The poem mocks police statements which explain how political prisoners died in detention. By

mixing up the police statements so that they do not make any sense, the poem shows that the original police statements are just as nonsensical as the distorted ones.

This activity can be done in groups or individually. Assess the poster by using the rubric below.

Rubric for assessing learner performance in conveying a message in a poster

| How well does the learner | Outstanding achievement 80-100% | Meritorious achievement 70-79% | Substantial achievement 60-69% | Adequate achievement 50-59% | Moderate achievement 40-49% | Elementary achievement 30-39% | Not achieved 0-29% |
|---|------------------------------------|-----------------------------------|-----------------------------------|--------------------------------|--------------------------------|----------------------------------|-----------------------|
| Convey the meaning of the statement in visual form? | | | | | | | |
| Create an eye-catching and visually interesting poster? | | | | | | | |

Assessment strategy

Question 2: This activity should be done in groups of four. Allow the groups to plan this presentation, and then let them perform them for the rest of the class.

This activity lends itself to peer assessment. Ask the rest of the class to assess the performance by filling out this peer assessment grid.

| Group/Peer Assessment Sheet | | | | | | | | |
|--|-------|---|---|---|---|---|---|--|
| Criteria Poor effort. The performance did not really do what it was expected to. The performance could be improved in a number of ways. Some of the requirements have been met. Most of the requirements have been met. Nearly all the requirements have been met. A solid effort. All of the requirements have been met, but not outstanding. An excellent effort. Requirements met beyond expectation. | | | | | | | | |
| Quality | Score | | | | | | | |
| Did the group communicate well? Could you hear them clearly? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| How interesting, original and entertaining was the performance? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Was there evidence that the group had worked co-operatively? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Did the group convey a sense of the absurdity of the ways that people died in detention? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Overall assessment/Comment: | | | | | | | | |

Enrichment activity

Learners usually find this aspect of history very interesting and want to know as much detail as possible. Find more accounts of people's experiences in detention and read these to the class. Use these accounts as a basis for discussion or, if possible, arrange for someone from the community who was detained during this period and is willing to discuss their experiences with the class as a guest speaker.

ACTIVITY 6 *Developing empathy in history*

Time allocation: 30 minutes
(Learner's Book page 85)

Skills development: Developing empathy

Go over the skills of developing empathy with your class. You can find these on page 85 of the Learner's Book. Once again, stress how important it is for them to set aside their own set of beliefs and attitudes and try to "walk in the shoes" of different historical actors.

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 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Grade 12

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 4: Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation.

Assessment evidence

- Can the learner write a letter based on evidence from sources?
- Can the learner express empathy with people whose family members were detained in the 1980s?

Assessment strategy

Learners must work on this activity on their own. They should hand in the letter, which you should mark/assess. This piece of work could be for formal assessment.

You can use the rating code or the rubric below to assess the activity.

Rubric for assessing learner performance in writing a letter to Helen Suzman

| How well does the learner | 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% |
|---|---|--|--|-------------------------------------|-------------------------------------|---------------------------------------|----------------------------|
| Extract information from the sources about the effects of the detention? | | | | | | | |
| Use the evidence to construct a well-written, coherent letter? The letter includes a description of the detainee's treatment as well as the learner's own feelings about his experiences. | | | | | | | |
| Display empathy for the plight of detainees? | | | | | | | |

ACTIVITY 7 *Using photographs for different purposes*

Time allocation: 15 minutes
(Learner's Book page 86)

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 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

Grade 12

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 4: Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation.

Assessment evidence

- Can the learner provide alternative captions to a photograph to show how a caption affects the meaning of the photograph?

Assessment strategy

Learners can work in pairs. Using the same photograph, they must come up with two contradictory captions. It is important that the captions convey a clear sense of bias. One caption must persuade readers that a state of emergency is necessary and the other must convince them of the power of mass resistance to apartheid. Learners need to be aware of the intentions of the person who creates a source, and this must be apparent in their answers.

Take good answers from the class, and discuss why they are good captions. This activity can be informally assessed.

ACTIVITY 8 *Working with a timeline*

Time allocation: 60 minutes
(Learner's Book page 92)

Skills development: Change over time

One of the defining features of history as a discipline is that it is about examining and explaining change over time. The issue of time separates history from other disciplines, such as geography or sociology. Learners often struggle with the concept of time and a useful way of helping them to understand the concept is to work with timeline. Timelines are an effective way to show the passage of time and the order in which things happened. Once you have put events into correct chronological order, learners should try to

identify distinct periods, which help to make time more manageable and explain events. How do we decide when one period has ended and a new period of time has begun? We must look for turning points in history. A turning point is usually when something dramatic takes place and changes people's lives. An important part of understanding history is being able to:

- Identify the main turning points
- Explain why the turning points happened.

What you can assess in this activity

Grade 9

LO 2: The learner will be able to demonstrate historical knowledge and understanding.

AS 3: Explains and analyses the reasons for and results of events in history [cause and effect].

Grade 12

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 1: Analyse historical concepts such as postcolonialism, globalization and socialism as social constructs.

AS 2: Examine and explain the dynamics of changing power relations within the societies studied.

Assessment evidence

- Can the learner identify and explain turning points in history?
- Can the learner find other sources of information for the period 1990 to 1994?

Assessment strategy

Let the learners work in pairs, so that they can discuss their ideas in terms of identifying and explaining turning points. Take answers from the class. It might be useful to draw up a table like the one below on the board so that learners can understand the issues visually. This activity can be informally assessed.

Answers

There are no correct answers to this activity, but below are some suggested turning points.

| Turning point | Cause of turning point | How it changed the course of events |
|---|--|---|
| February 1990: The release of Nelson Mandela and the unbanning of organizations | F.W. de Klerk under pressure. Deadlock – government unable to crush resistance; resistance unable to crush state | Put in motion the events that would lead to South Africa becoming a democracy |
| May 1992: Codesa talks break down | The ongoing township violence and the ANC suspicion that the government is aiding Inkatha (Third Force activity) | Soured negotiations |
| November 1993: Agreement on new constitution for South Africa | Resumption of negotiations, albeit in a strained manner | South Africa could go forward to new elections and the creation of a democratic country |

| | | |
|--|---------------------------------|--|
| April 1994: The first democratic elections | Agreement on a new constitution | South Africa becomes a democracy, with a new government. Nelson Mandela becomes the first democratically-elected president of South Africa |
|--|---------------------------------|--|

Skills review: Essay writing

(Learner's Book page 93, Question 3a)

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.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

LO 3: 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.

Grade 12

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 2: Examine and explain the dynamics of changing power relations within the societies studied.

AS 3: Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.

LO 3: The learner is able to construct and communicate historical knowledge and understanding.

AS 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument.

AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.

Assessment strategy

In this activity, all the essay writing skills that have been introduced and developed throughout this book are brought together in a single template, which goes through all the steps of essay writing. Go over this template with your learners in detail, ensuring that they understand all the required concepts and skills. Then ask them to write the essay. Mark the essays, using the rubric below.

The rubric may help you to evaluate your learners' performance in writing an essay.

Rubric for assessing learner performance in writing a history essay

| Criteria | 7 Outstanding achievement | 6 Meritorious achievement | 5 Substantial achievement | 4 Adequate achievement | 3 Moderate achievement | 2 Elementary achievement | 1 Not achieved |
|---|---|---|--|---|---|---|---|
| A relevant line of argument has been developed | The learner is well able to present a strong, reasoned and well-developed argument. | The learner is well able to present a reasoned and well-developed argument. | The learner is able to present a sound argument. | The learner is able to develop a mainly satisfactory argument. | The learner is able to develop some form of argument. | The learner struggles to develop an argument. | The learner needs help in developing an argument. |
| Use evidence to formulate an argument | The learner uses excellent evidence to formulate an argument. | The learner uses very good evidence to formulate an argument. | The learner uses good evidence to formulate an argument. | The learner's use of evidence to formulate an argument is satisfactory. | The learner makes use of limited evidence to formulate an argument. | The learner's use of evidence to formulate an argument is patchy. | The learner does not make use of evidence to formulate an argument and needs help in this regard. |

| | | | | | | | |
|--|--|---|--|---|--|--|--|
| Use analysis and historical explanation | The learner analyses the topic extremely well and makes excellent use of historical explanation. | The learner analyses the topic well and makes very good use of historical explanation. | The learner analyses the topic and makes sound use of historical explanation. | The learner analyses the topic satisfactorily and makes use of historical explanation, but not always consistently. | The learner does not analyse the topic but tends to describe. Makes use of some historical explanation. | The learner describes rather than analyses the topic and struggles to use historical explanation. | The learner is unable to analyse and does not make use of historical explanation. |
| Demonstrate planning and good structure using the following: - provide introduction which addresses central problem - write coherent, well-structured paragraphs, which contain one main idea, evidence to back it up, and a final concluding sentence. | The learner plans the essay very well. Excellent structure. The introduction is coherent and addresses the central problem accurately. The learner is also able to write very good coherent paragraphs, which contain a single controlling idea, and evidence backing up the main idea and a concluding sentence that links back to the topic. | The learner plans the essay well. Good structure. The introduction is very good and addresses the central problem well. The learner is also able to write very good coherent paragraphs, which contain a single controlling idea, and evidence backing up the main idea and a concluding sentence that links back to the topic. | The learner plans the essay generally well. Generally sound structure. The introduction addresses the central problem fairly well. The learner is also able to write fairly good coherent paragraphs, which contain a single controlling idea, and evidence backing up the main idea and a concluding sentence that links back to the topic. | There are flaws and weaknesses in the planning and structure. The introduction is fairly sound and addresses aspects of the central problem. The learner is also able to write fairly sound paragraphs. A central idea is not always evident, and the use of evidence is flawed. Generally there is not a clear concluding sentence that links back to the topic. | There are some serious structural flaws in the planning and structure. The central problem is addressed fairly weakly. The learner is also able to write some paragraphs, which contain a single controlling idea, and uses some evidence to back up the idea. There is no concluding sentence that links back to the topic or the sentence is handled poorly. | There is no clear structure, and little evidence of planning. The learner is only partially able to write an introduction and a central problem is not addressed. The learner is only partially able to write paragraphs which contain the necessary elements. | There is no structure. There is no introduction or it lacks any kind of focus. The learner is also unable able to write paragraphs which contain the necessary elements. |
| Reach an independent conclusion, justify, using evidence, the conclusion reached | The learner reaches an independent and well-thought out conclusion and justifies, using evidence, the conclusion reached. | The learner reaches an independent and fairly well-thought out conclusion and justifies using evidence, the conclusion reached. | The learner provides a good conclusion and uses evidence to justify the conclusion reached. | The learner provides a satisfactory conclusion and sometimes justifies, using evidence, the conclusion reached. | The learner provides some conclusion but it is not always well thought out, and only uses some evidence to justify the conclusion reached. | The learner struggles to provide a coherent conclusion. There is little or no evidence to justify the conclusion reached. | The learner is unable to reach a conclusion or fails to provide one. There is no evidence used to justify the conclusion reached. |

Remedial activity

Based on the learners' answers, determine their strengths and weaknesses. Go over the essay writing skills with them and give them as much practice as possible in writing history essays.

Skills review: Answering source-based questions

(Learner's Book pages 94 and 95)

What you can assess in this activity

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.

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

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

Grade 12

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

AS 3: Interpret and evaluate information and data from the sources.

AS 4: Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence.

LO 2: The learner is able to use historical concepts in order to analyse the past.

AS 3: Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.

Assessment strategy

In this activity, learners can review and revise the skills that they have developed throughout the book to answer source-based questions. This section is largely aimed at Grade 11 and Grade 12 learners who will be required to write a national history examination at the end of their Grade 12 year. The following levels of questioning will be tested in the source-based questions in the national History examination. When you set tests and examination papers, you should make sure that your questions contain all four levels of questioning and make your learners aware of these levels of questioning and the skills they need to deal with each of them. Use the table below to revise the levels of questioning that learners can expect in source-based questions.

Learners should write the answers to these questions for you to mark/assess.

| Levels of Questioning | Skill required | Level of skill |
|-----------------------|--|--|
| Level 1 | The learner is required to extract information from the source. | This is a low order skill. |
| Level 2 | The learner is required to use information extracted from a source as well as his/her wider knowledge of the period/ event/issue dealt with by the sources. | This is a low order skill which also relies on memory recall. |
| Level 3 | The learner is required to provide a straightforward interpretation of the source. What is being said by the originator of the source? What are the originator's views or opinions on the issue? | This is moving onto higher order skills as the learner is being asked to interpret sources. However, interpretation is still at a fairly simple level. |
| Level 4 | The learner is required to answer complex questions, usually involving more than one source. These questions look at aspects such as bias, reliability, usefulness, comparisons, contrasting, empathy and writing a paragraph. | This is a far more complex higher order skill in which skills of analysis, evaluation and synthesis are used. |

Answers

1. The SADF claims that it is in the townships for the following reasons: it cares about people's safety; it is concerned about children who are being prevented from going to school; it is concerned about the destruction of property; it wants to help people live a normal and peaceful life.
2. The End Conscription Campaign opposed the presence of troops in the township because the troops killed and tormented the residents of the

townships. This is visible in the pain etched on the woman's face in the ECC poster (Source D). Source B shows that the troops had no respect for children and subjected them to abuse and humiliation. The township resident in Source C very clearly believes that the troops are in the townships to kill the residents.

3. The creator of the pamphlet in Source A defends the troops' presence in the townships and is trying to convey a very positive view of their presence.

- This can be seen in the positive language used in the pamphlet, which includes words like ‘care’, ‘concerned’, and ‘friends’. The picture also shows a caring soldier with a protective arm around his son and a soldier who is shaking hands with township residents in a friendly way.
4. The conscript in Source B believes that the troops are in the townships to assert their control and their power. He believes that they do this by humiliating the residents, including in this instance, a small child.
 5. Yes, they do differ. Source A views the role of the SADF in the townships in a positive way, while Sources B, C and D believe that the role of the SADF in the townships is essentially negative. Source A is clearly a propaganda pamphlet drawn up by the

SADF to persuade people that the SADF is doing good. Source D is also trying to persuade people of a particular point of view, but by using a very graphic visual, it evokes the horror that the SADF is spreading in the townships. Source B contains evidence given by a conscript, but is also trying to persuade the reader that the SADF is guilty of abuses. The eyewitness account by the resident (Source C) carries a similar message.

Remedial activity

Based on the learners’ answers, determine their strengths and weaknesses. Go over the levels of questioning and the skills for analysing sources to reinforce these skills.

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Images

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Notes

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.

Notes

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Notes

[illegible]



A single woman protests as the South African Defence Force moved into the townships in the mid 1980s.



ANC youths toyi-toying in Mooi River, KwaZulu-Natal. The toyi-toyi became a unifying force in township protests in the 1980s.



The historic moment when Mandela was released on 11 February 1990, after 27 years in prison, can be seen in a video in the Apartheid Museum.

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