



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 I 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.

1. Begin by asking yourself questions about a photograph.
 - a. When was the photograph taken?
 - b. Where is it set?
 - c. If there are people in the photograph, who are they and what are they doing?
 - d. What connections can you make with other things that you know were happening at this time?
2. 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.

3. 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.
4. 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.
5. 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

1. 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.
- 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.
 - 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.
 - This is an open-ended answer. Learners may agree or disagree that Selope 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.
 - 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

- 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.
- 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.
- 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.
- 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.