



## 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
<b>LO 1 Historical Enquiry</b>		AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources]. AS 3: Analyses the information in the sources [works with sources]. 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].
<b>LO 2 Historical Knowledge and Understanding</b>		AS 3: Explains and analyses the reasons for and results of events in history [cause and effect].
<b>LO 3 Historical Interpretation</b>		

Learning Outcomes	Assessment Standards Grade 11	Assessment Standards Grade 12
<b>LO 1 Historical Enquiry</b>	AS 3: Analyse the information and data gathered from a variety of sources. AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.	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.
<b>LO 2 Historical Concepts</b>	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
<b>LO 3 Knowledge Construction and Communication</b>	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.
<b>LO 4 Heritage</b>		

## 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								
<b>Criteria</b>								
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
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### 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
<b>A relevant line of argument has been developed</b>	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.
<b>Use evidence to formulate an argument</b>	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.

<b>Use analysis and historical explanation</b>	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.
<b>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.</b>	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.
<b>Reach an independent conclusion, justify, using evidence, the conclusion reached</b>	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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*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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