



**education**

Department of Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CURRICULUM STATEMENT GRADES 10-12**

**SUBJECT:  
HISTORY**

**TEACHER TRAINING MANUAL  
2006**

# CONTENTS

<b>PROGRAMME</b>	<b>2</b>
<b>SESSION 1 – Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)</b>	<b>4</b>
<b>SESSION 2 – Introducing the Subject Statement</b>	<b>6</b>
<b>SESSION 3 – Planning for teaching subjects in the NCS</b>	<b>28</b>
<b>SESSION 4 – Annual assessment plan</b>	<b>31</b>
<b>APPENDIX 1: SOURCES FOR GRADE 11 AND GRADE 12</b>	<b>33</b>

## HISTORY PROGRAMME

### DAY ONE

<b>SESSION 1</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:00-8:30	Registration	30 min
8:30-9:00	Activity 1: Opening and welcome Introduction	30 min
9:00-9:30	Activity 2: Overview of the week and training documents provided.	30min
9:30-10:00	Activity 3: Introduction to NCS and NSC - Part 1	30 min
10:00-10:30	Activity 3: Introduction to NCS and NSC - Part 2	30 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-11:30	Activity 3: Introduction to NCS and NSC - Part 2 (Continue)	30 min
11:30-12:30	Activity 4  Requirements for Higher Education studies - Part 3 Breakaway into subject groups.	1 hour
<b>SESSION 2</b>		
12:30-13:00	Introduction: Overview of History : Activity 1. Definition ; purpose of History	30 min
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>1 hour</b>
14:00-14:30	Scope of History	30 min
14:30-15:30	Learning Outcomes in relation to COs ; Dos & NCS principles	1 hour
<b>15:30-16:00</b>	<b>TEA</b>	<b>30 min</b>
16:00-17:00	Activity 2: History Subject Content: What is new, what is old what is out?	1 hour
17:00-18:00	New approach in History	1 hour

### DAY TWO

<b>SESSION 2 continues</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:30-9:00	Recap and conclusion of Activity 2	30 min
9:00-10:15	Activity 3: Introducing Learning Outcomes 1 - 3	1 hour 30 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-13:00	Activity 3: Linking Assessment Standards to the LOs	2 hours
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>1 hour</b>
14:00-14:30	Activity 4 Introduction :Understanding Learning Outcome 4: Heritage	1 hour
14:30-15:30	Activity 4 (continued)	1 hour
<b>15:30-16:00</b>	<b>TEA</b>	<b>30 min</b>
16:00-17:00	Activity 4 (continued)	1 hours
17:00-18:00	Report back & wrap-up on Heritage activity	1 hour

### DAY THREE

<b>SESSION 2 continues</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:30-9:00	Recap on previous day activities	1 hour
9:00-10:30	Activity 5 : Lesson activities integrating Learning Outcomes and Assessment Standards in History	1 hour 30 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-13:00	Activity 5 : (continued )	2 hours
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>1 hour</b>
14:00-14:30	Activity 5 : (continued )	
14:30-15:15	Activity 5 :Developing an Assessment Rubric	
<b>15:30-16:00</b>	<b>TEA</b>	<b>30 min</b>
16:00-17:00	Activity 5 : (continued)	1 hour
17:00 -18:00	Feedback and discussions	1 hour

### DAY FOUR

<b>SESSION 2 continues</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:30-10:30	Activity 6 : Linking source – based work with extended writing	2 hours
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-12: 00	Activity 6: (continued )	1 hour
12 :00-13:00	Presentation: Conclusion / Wrap-up	1 hour
<b>SESSION 3</b>		
12:00-12:30	Activity 1: Introduction to the planning cycle : 3 stages of planning	30 min
12:30-13:00	Activity 2: Introduction to the Grade 11 Work Schedule	30 min
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>1 hour</b>
14:00-15:30	Activity 3: Critique the Grade 11 Work Schedule	1 hour 30 min
<b>15:30-16:00</b>	<b>TEA</b>	<b>30 min</b>
16:00-17:00	Activity 3: Continue	1 hour
17:00-18:00	Activity 4: Report back on Work Schedule	1 hour

### DAY FIVE

<b>SESSION 3 continues</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:30-9:30	Activity 5: Development of Lesson Plan for Grade 11	1 hour
<b>SESSION 4</b>		
9:30-9:45	Activity 1: Introduction to assessment in the NCS	15 min
9:45-10:30	Activity 2: Programme of Assessment for Grade 11	45 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-12:30	Activity 3: Development of Grade 11 Annual Assessment Plan	1 hour 30 min
12:30-13:00	Plenary: Way forward Closure	30 min
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>1 hour</b>

## SESSION 1 –

### Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

#### **ACTIVITY 1: Introduction of training participants**

FORM OF ACTIVITY: Introductions

#### **ACTIVITY 2: Overview of the week of training / documents provided**

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme (PowerPoint)  
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- Teacher Guide – only applicable to Mathematical Literacy and Life Orientation
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

#### **ACTIVITY 3: Introduction to the NCS and NSC**

##### **Part 1: 20 Questions**

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

## **Part 2: NCS and NSC**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

## **Part 3: Requirements for Higher Education study**

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

### **Introduction**

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

### **Open-book activity**

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes

### **Report back and discussion**

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

## SESSION 2 – Introducing the Subject Statement (20 hours)

### **ACTIVITY 1: Introduction to History**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Subject Assessment Guidelines, a hard copy of each supporting policy relevant to the subject:

- Norms and Standards for Educators
- HIV / Aids
- White Paper 6 on Inclusive Education
- White Paper 7 on e-Education

CONTENT:

- Overview of the subject: Definition, purpose and scope of the subject (LPG pages 7,8; NCS Subject statement page 10)
- Learning Outcomes for the subject – briefly refer to relationship with the Critical and Developmental Outcomes and the NCS principles (pp 8-11 LPG)
- Brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement) Refer to appendix 2.
- Incremental implementation of the History curriculum for Grades 10-12. Refer participants to the Subject Assessment Guidelines for History.(pp117-18)
- Mention of supporting policies relevant to the subject and how they support the implementation of the subject History (do not engage in them)
- Time allocation and placement of History in the school timetable (p.18 LPG)

## **ACTIVITY 2: History Subject Content and Approach**

### **Part 1: Content Framework**

FORM OF ACTIVITY: Paired work, small group work, brainstorming and oral feedback

RESOURCES: Table showing the old/new content areas; the kind of learner envisaged; the New Approach in History; Rationale Underlying the FET Content, NCS History document

CONTENT:

- Old and new content frameworks and approaches compare the current content of History with the scope of History content within the NCS
- have some reassurance in terms of old and new
- engage with the content in a new way in order to begin the conversation of change.
- Unpack the possibilities of topics within the NCS content framework

INTRODUCTION

- Facilitator introduces the topic outlining the purpose of the activity.
- Using the data projector, discuss the diagram, the construction of knowledge in history, with the participants, reminding them of the way history teaching will need to change.

TASK 1: INSTRUCTIONS

- Ask participants to read through the Content Table on their own, and when they have finished, discuss the information in the table and the implications this might have with a partner.
- Read through the Kind of Learner Envisaged, the New Approach in History and the rationale underlying the content in History and together come up with one idea of how teaching and learning will need to change.

### **Selected Feedback**

TASK 2: INSTRUCTIONS

- Using the content framework of the NCS History and ask them to identify the ways in which the familiar topics have changed in the way they are written in the NCS document.

### **Selected feedback and discussion**

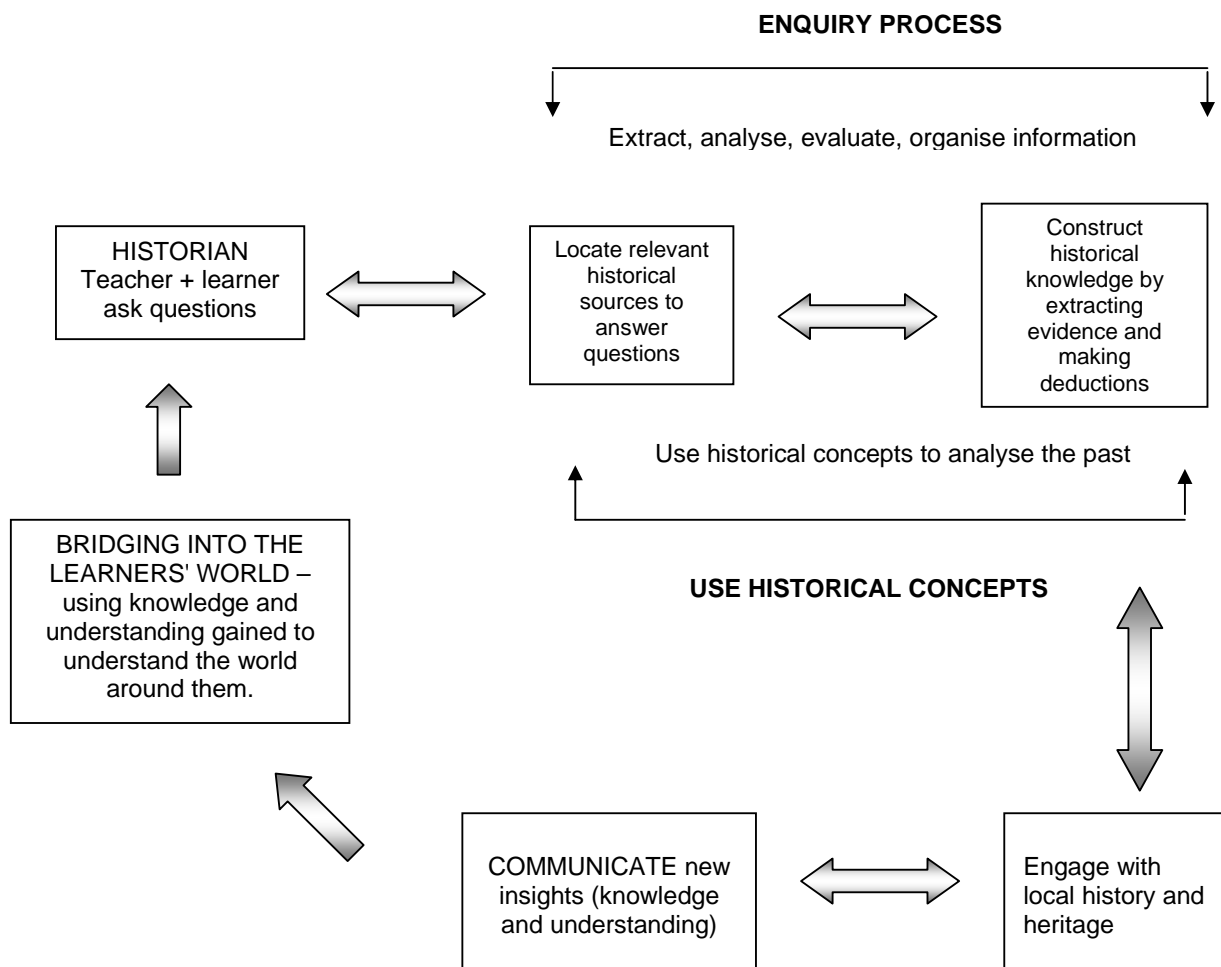
WRAP UP

- Draw the work of the day together. Highlight the use of the key questions in the content document.



## RESOURCES FOR ACTIVITY 2

### 2.1 DIAGRAM ILLUSTRATING THE CONSTRUCTION OF KNOWLEDGE IN HISTORY



## 2.2 NCS FET HISTORY CONTENT

### What is new, what is old, what is out?

It is crucial to understand that History has moved from the content focus of the past, although memory is still an important skill even though content knowledge on its own will not be assessed. The content provides the context for the Learning Outcomes and Assessment Standards. There are a number of new general features in the way content for the FET has been organised. All investigations in History should be organised around key questions. There are two overall key questions for FET:

- How do we understand our world today?
- What legacies of the past have shaped the present?

The content is no longer divided into South African and World History; rather it locates South Africa within Africa as well as in a global society. It integrates human rights and indigenous knowledge into the way we investigate the past and follows a comparative approach, taking case studies from various continents. The content has also been organised according to broad organising themes. These are: power alignments in the world, past and present, human rights, issues of civil society and globalisation. **Any 'old' content will need to be explored in new ways.**

**THE NCS SUBJECT STATEMENT CONTAINS THE CONTENT IN BOTH THE 'NEW' AND THE 'OLD' COLUMNS. THE CONTENT IN THE 'OUT' COLUMN WILL NO LONGER BE IN THE CURRICULUM.**

Gr.	NEW	OLD	OUT
12	<ul style="list-style-type: none"> <li>• What was the impact of the Cold War in forming the 1960s world?</li> <li>• How was <i>uhuru</i> realised in Africa in 1960s and 1970s?</li> <li>• What forms of civil society protest emerged from the 1960s – 1990s?</li> <li>• What was the impact of the collapse of the USSR in 1989? (South Africa, Africa, on dominance of the USA)</li> <li>• What do we understand by globalisation and the challenges to globalisation?</li> <li>• How different is the world today from the 1960s?</li> <li>• What are the ideologies and debates around the constructed heritage icons from the period? (Ideologies and debates around SA heritage symbols and representations today; palaeontology, archaeology and genetics and transforming notions of race.)</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Africa</li> <li>• How did SA emerge as a democracy from the crises of the 1990s?</li> <li>• Communism and Eastern Europe in the 1960s.</li> </ul>	<ul style="list-style-type: none"> <li>• A number of topics from Grade 12 have been moved into the new Grade 11.</li> <li>• SA political history 1924-1948 that focuses on the white political parties.</li> <li>• The Great Depression in SA.</li> <li>• Constitutional development in SA 1948-61.</li> <li>• Political and constitutional development 1977-89.</li> <li>• SA foreign relations</li> <li>• International crises and relations 1933-39, entry of USA and Japan into WW2.</li> </ul>
11	<ul style="list-style-type: none"> <li>• What was the world like by 1850?</li> <li>• What was the nature and consequences of imperialism in the 19<sup>th</sup> and early 20<sup>th</sup> centuries? (The link between imperialism and WWI, imperialism, colonialism and ideas of race, domination of indigenous knowledge production.)</li> <li>• What were the range of</li> </ul>	Some 'old' topics from Grade 12 are now in Grade 11: <ul style="list-style-type: none"> <li>• Early post-WW2 communism in Europe</li> <li>• Colonialism in Africa</li> <li>• Challenges to capitalism: Russian Revolution and the establishment of the</li> </ul>	<ul style="list-style-type: none"> <li>• Unification of Italy and Germany</li> </ul>

	<p>responses to colonialism in Africa and Asia?</p> <ul style="list-style-type: none"> <li>• What was the impact of pseudo-scientific racism and Social Darwinism on the 19<sup>th</sup> and 20<sup>th</sup> centuries? (Eugenics movement and its impact on race and racism in Africa, USA, Australia, Europe and Nazi Germany and the Holocaust)</li> <li>• Competing nationalisms and identities in Africa, impact of WW2 on independence movements in Africa, nationalist impact on the construction of heritage and identities.</li> <li>• How unique was apartheid South Africa? (segregations, apartheid as neo-colonialism after WW2, apartheid entrenching ideas of race, nature of resistance to apartheid and its links with wider resistance in the world to human rights abuses)</li> <li>• How did the world change between 1850 and 1950?</li> <li>• How has South Africa been publicly represented in e.g. museums and monuments?</li> </ul>	<p>communist state.</p> <ul style="list-style-type: none"> <li>• Crisis of capitalism: the Great Depression in the USA and its wider impact in terms of the emergence of fascist economies and states (e.g. Nazi Germany and Japan).</li> <li>• Segregation, apartheid and resistance</li> </ul>	
10	<ul style="list-style-type: none"> <li>• What was the world like in the mid-15<sup>th</sup> century?</li> <li>• What was the impact of conquest, warfare and early colonialism in the Americas, Africa and India?</li> <li>• What was the connection between slavery and the accumulation of wealth during the Industrial Revolution; the link between the Atlantic slave trade and racism?</li> <li>• The quest for liberty: How did the American War of Independence challenge the old basis of power and who benefited? Abolition of the slave trade in USA. Did American society change after the Civil War?</li> <li>• What transformations occurred in southern Africa between 1750 and 1850?</li> <li>• How did the world change between 1450 and 1850?</li> <li>• What heritage icons from the period are celebrated today?</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of conflict over land in SA remain and are incorporated into 'Transformations in Southern Africa 1759 – 1850.</li> <li>• How did the Industrial Revolution lay the foundations for a new world economic system and change society?</li> <li>• The French Revolution and ideas of liberty, equality, fraternity and individual freedom (what sort of liberty, equality and fraternity?).</li> <li>• Aspects of the slave trade</li> <li>• Abolition of the slave trade in British colonies</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict over land in SA in 1840 – 1880</li> <li>• Diamonds and the conquest of African states 1867-1880</li> </ul>

## 2.3

### **THE KIND OF LEARNER ENVISAGED (BASED ON CRITICAL OUTCOMES AND LEARNING OUTCOMES)**

- Young people who are independent thinkers, open-minded, good at problem solving, able to pick out the essential from the trivial.
- Young people, who are able to assemble, organise and present information and opinions.
- Young people who understand the roles, rights and responsibilities of citizens in a democratic South Africa and the values of democracy, equality, human dignity, social and environment justice.

## 2.4

### **NEW APPROACH IN HISTORY**

- History as a process of enquiry, emphasizing skills, knowledge and values
- Human rights curriculum i.e. issues of human rights need to be integrated into all subjects. This happens through key questions as well as in the Assessment Standards.
- Locating ourselves in Africa and then the wider world
- Comparative approach

## 2.5

### **RATIONALE UNDERLYING THE FET CONTENT**

Content in the FET has been organised according to a number of principles. The first are the overall key questions:

- 1. How do we understand our world today?**
- 2. What legacies of the past shape the present?**

In order to 'unpack' those questions and to understand our world today and the legacies that shaped our present, the broad themes of power alignments, human rights, issues of civil society and globalisation were used in suggesting areas of content. Each grade opens with a broad survey of the world at the beginning of the period and closes with a summary of the changes during the period studied.

### **ACTIVITY 3: Introducing the Learning Outcomes 1 – 3 and the linked Assessment Standards (Plus the reflection times)**

#### **Reflection on the day before (30 minutes)**

NOTE FOR THIS FOLLOWING ACTIVITY: Each Learning Outcome for History will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity. Thereafter integration across the Learning Outcomes will be dealt with in a separate activity.

FORM OF ACTIVITY: Working in small groups of 3-4

RESOURCES: History Learning Outcomes and Assessment Standards (NCS History, LPG or planning sheet), newsprint, Koki pens or overhead projector sheets and OHP pens.

CONTENT: Understanding the nature of each of the Learning Outcomes and Assessment Standards  
Developing activities to meet Learning Outcomes and Assessment Standards

#### **INTRODUCTION**

- Put up/refer to the diagram which shows working with outcomes and discuss what this means in practice i.e. that all planning for teaching, learning and assessment will be with the assessment standards as building blocks towards achieving the Learning Outcomes.
- Highlight the importance of key questions and refer to the relevant section in the LPG (Key questions, Chapter 2 and types of activities, Annexures C and F)
- Talk about the use of the key question to bring in a human rights focus where appropriate.

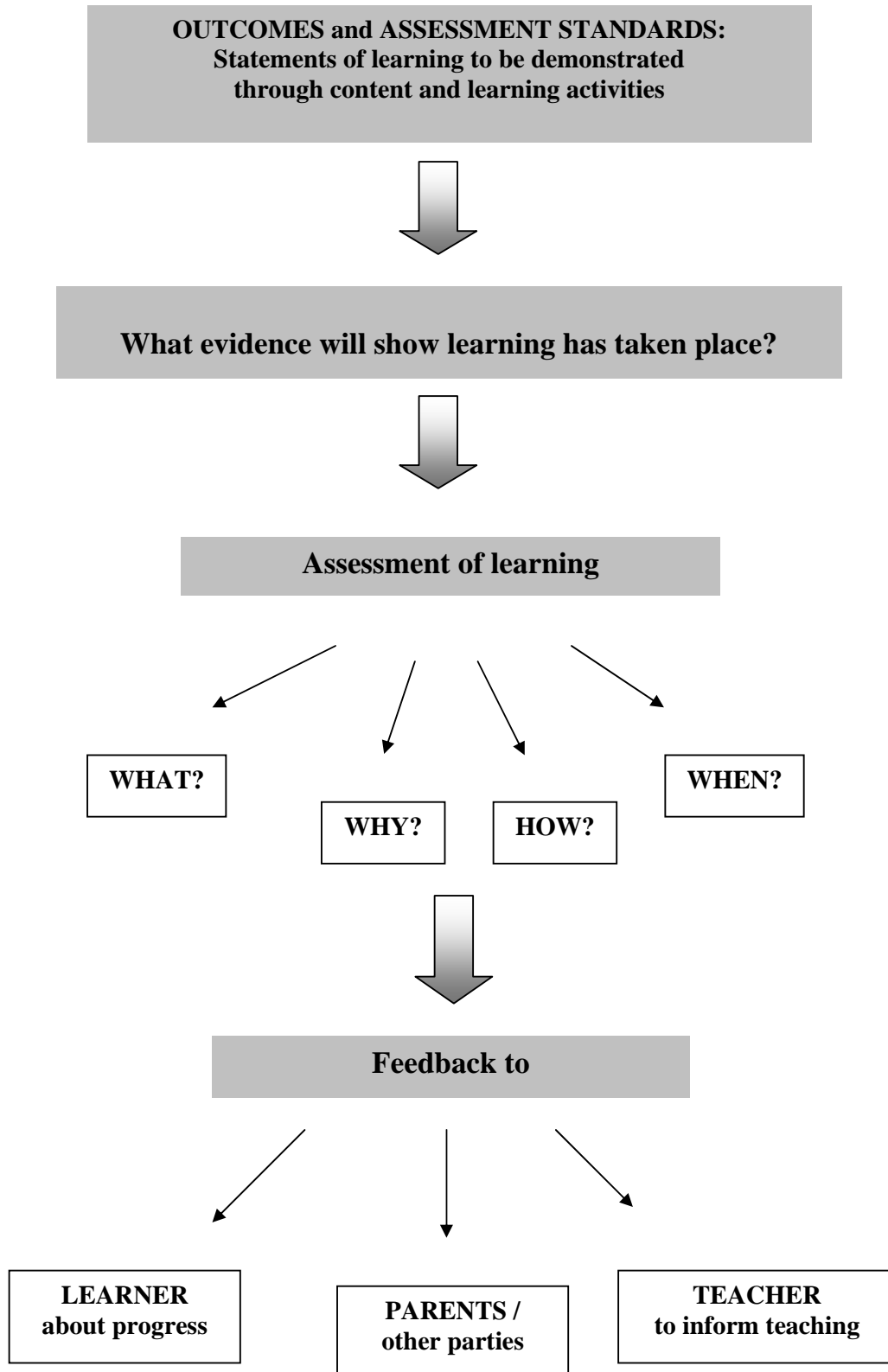
#### **TASK: INSTRUCTIONS**

- Participants work in groups, using the NCS document or LPG.
- Ask the groups to divide into 3 smaller groups.
- Each of the smaller groups takes one Learning Outcome (Outcomes 1 – 3)
- They must read and discuss the Assessment Standards coming to an understanding of what learners will be expected to DO to show that they can meet the requirements of the Assessment Standards.
- Write up on newsprint.
- Each group makes a presentation

**It is important to remind participants that this is not how they will work in class.**

## RESOURCES FOR ACTIVITY 3

### 3.1 Diagram showing the link between Outcomes, Assessment Standards and Assessment



## **ACTIVITY 4: Understanding Learning Outcome 4: Heritage (4 hours)**

### **Reflection on the day before (15 minutes)**

#### **FORM OF ACTIVITY:**

1. Jigsaw' group work with a reporter moving from group to group once their own activity has been completed.
2. Designing a heritage task.

**RESOURCES:** Heritage images, task sheets, newsprint, Koki pens, guidelines for a site visit. NCS History

**CONTENT:** Coming to a common understanding of Learning Outcome 4: Heritage

- reach a common understanding about Heritage
- engage with History Learning Outcome 4
- explore categories of heritage within the school context
- understand that heritage is all around us and accessible to all learners
- Designing a heritage task for CASS Grades 11 and 12

#### **TASK 1: INSTRUCTIONS**

- Number the groups.
- Introduce the idea of heritage using images on a data projector or overhead projector and the overheads in this section.
- Give the tasks to the participants and ask the groups to engage.

#### **ENGAGEMENT**

- Groups engage with the task as outlined on the handouts.
- Facilitator keeps time and moves the groups on.

#### **WRAP-UP**

- Ask groups to highlight some of the issues that were raised during the activity.
- General discussion
- Together come to a common understanding of heritage.
- End with the SAHRA definition of Heritage.

#### **TASK 2: INSTRUCTIONS**

- Refer participants to the Subject Assessment Guidelines.
- They need to read through the heritage assignment requirement for Grades 11 and 12.
- Then using the core criteria for the heritage assignments, and the knowledge gained in the previous session, design a heritage task appropriate for their situation that will spread over two years.
- Write this up on newsprint or overhead projector sheets.
- NB: the task must link to the criteria.

**FEEDBACK:** take selected feedback and discussion

## RESOURCES FOR ACTIVITY 4

### TASKS FOR GROUPWORK

#### GROUP 1

**Learning Outcome 4 introduces learners to issues around heritage and public representations, and they are expected to work progressively around them.**

#### ACTIVITY

- Group elects reporter
- Participants discuss the issues around heritage and public representations.
- What do you think this public representation is? Why was it erected? For who? Is there another perspective of this?
- How do you sensitize or create an awareness of the importance of representing the past of all South Africans in public memorials?
- Groups record views about issues on newsprint
- Reporter moves with newsprint to group 2 to present to group. Presentation lasts 5 minutes Groups engage with newsprint

#### GROUP 2

How has the South African past been publicly represented (e.g. in museums and monuments)

#### ACTIVITY

- Group elects reporter
- Participants discuss the issues around public representations of our past.
- What are the various ways in which the past is publicly represented?
- What are some of the contested issues linked to memorials and museums?
- Groups record views about issues on newsprint
- Reporter moves with newsprint to group 3 to present to group. Presentation lasts 5 minutes Groups engage with newsprint.



### **GROUP 3**

Learners also investigate the relationship between paleontology, archaeology and genetics in the understanding the origin of human and how this has transformed the notion of race

#### **ACTIVITY**

- Group elects reporter
- Participants unpack these concepts.
- What are the issues around paleontology, archaeology and genetics and how do they affect notions of race?
- How does paleontology and archaeology help us understand heritage?
- Groups record views about issues on newsprint
- Reporter moves with newsprint to group 4 to present to group. Presentation lasts 5 minutes Groups engage with newsprint.

### **GROUP 4**

What are the ideologies and debates around South African heritage symbols and representations today?

#### **ACTIVITY**

- Group elects reporter
- Participants discuss and come to a possible explanation of the meaning of ideologies.
- What are the possible ideologies that are linked to our past and heritage? What debates would occur about these ideologies?
- How do we create awareness in learners of the ideologies and debates?
- How can we reconcile the differences in our ideologies to build a South African society that accepts and respects our unity in diversity?
- Groups record views about issues on newsprint
- Reporter moves with newsprint to group 5 to present to group. Presentation lasts 5 minutes Groups engage with newsprint.

### **GROUP 5**

The importance of the conservation of heritage sites and public representations.

#### **ACTIVITY**

- Group elects reporter
- Participants discuss: Why is it important to conserve heritage sites and public representations of the past?
- How would you engage learners in the conservation of public representations in their community?
- How can we help learners uncover unrecognised heritage in the community?
- Record views on newsprint
- Reporter moves with poster to group 6 to present to group. Presentation lasts 5 minutes Groups engage with posters

### **GROUP 6**

Planning activities to meet Assessment Standard 1 of LO 4 for Grade 11: (11.4.1) or LO 4 for Grade 12 (12.4.1)

#### **ACTIVITY**

- Group elects reporter
- Participants plan an assessment activity using the sources provided to meet Assessment Standards 11.4.1 or 12.4.1 (remembering that the heritage assignment stretches over Grades 11 and 12)
- Record activity on newsprint
- Reporter moves with newsprint to group 7 to present to group. Presentation lasts 5 minutes Groups engage with newsprint.

### **GROUP 7**

Planning activities to meet Assessment Standard 2 of LO 4 for Grade 11: (11.4.2) or Assessment Standard 2 of Grade 12 (12.4.2)

#### **ACTIVITY**

- Group elects reporter
- Participants plan an assessment activity using the sources provided to meet Assessment Standards 11.4.2 or 12.4.2)
- Record activity on newsprint
- Reporter moves with newsprint to group 8 to present to group. Presentation lasts 5 minutes Groups engage with newsprint.

**GROUP 8**

Planning activities to meet Assessment Standard 3 of LO 4 for Grade 11: (11.4.3) or Grade 12 (12.4.3)

**ACTIVITY**

- Group elects reporter
- Participants plan an assessment activity using Sourced to meet 11.4.3 or 12.4.3
- Record activity on newsprint
- Reporter moves with newsprint to group 1 to present to group. Presentation lasts 5 minutes Groups engage with newsprint.

**SAHRA DEFINITION OF HERITAGE****What is Heritage?**

Heritage is 'that which we inherit'. It is a powerful agent for cultural identity, reconciliation and nation building.

Our heritage is made up of many parts. Things, which have been transmitted from the past or handed down by tradition. Our heritage includes:

**Living heritage:** songs, stories, dance, rock paintings and ceremonies.

**Heritage Resources**

Cultural places such as old and new buildings, townships, places of worship, hunting grounds, gardens or parks...

Natural places such as forests, mountains, archaeological sites.

Our roots are our heritage, providing us with a link to the past to tell us who we are and where we come from. Different people may give different values to the same place. A place may be highly valued by an individual person or by the local community or province and by the whole country...

**ACTIVITY 5:** Developing lesson activities integrating Learning Outcomes and Assessment Standards. (1 day)

**Reflection on the day before**

FORM OF ACTIVITY: working in pairs or threes.

RESOURCES: lesson plan template as a guide, sources, newsprint, Kokis or overhead projector sheets and pens. NCS History, Subject Assessment guidelines.

CONTENT: This activity integrates the Learning Outcomes and Assessment Standards of History in the way they are intended to be used daily in the classroom. It will also take the process to developing ideas for assessment of the activities.

**INSTRUCTIONS**

- Facilitator explains the activity. It is now important to highlight that this activity is the way teachers will work with the Learning Outcomes and Assessment Standards in the classroom.
- Remind teachers that Learning Outcome 1, that outlines the process of historical enquiry, is the backbone or core outcome for the subject.
- Learning Outcome 2 highlights the concepts to be engaged with, and the kinds of questions that should be asked of the past, e.g. who had power in a society, who did not?
- Learning Outcome 2 also deals with historical interpretation.
- Most of Learning Outcome 3 will also be used most of the time as it is about knowledge construction and communication (the development of an argument based on evidence, or coming to a conclusion based on evidence, etc.)
- Not all assessment standards used need to be assessed at the same time. For assessment purposes, one assessment standard may be highlighted, e.g. the understanding of certain concepts, or understanding historical interpretation. An assessment task can be developed that assesses that aspect only.

**TASK 1: DEVELOPING ACTIVITIES**

- Use the NCS History Learning Outcomes and Assessment Standards for either Grade 11 or Grade 12.
- Use the sources provided for either Grade 11 or Grade 12 (Appendix 1)
- You need to use selected Assessment Standards from all three Learning Outcomes to develop the classroom activities.
- Write your activities up on newsprint or overhead projector sheets.

FEEDBACK: It is crucial that before the rubrics are developed, there is a discussion about the extent to which the activities that have been developed actually do meet the assessment standards, allowing learners to demonstrate achievement of the assessment standards.

**TASK 2: DEVELOPING AN ASSESSMENT RUBRIC**

- Power Point input on rubrics – discuss with the group.

- Then, using the assessment standards used for the activities, develop a rubric to assess one or all of the activities you have developed.
- Say what EVIDENCE the learners will need to produce and HOW this will enable them to show achievement of the identified assessment standards.
- You can use up to 4 levels, and allocate marks to the levels, and therefore to the whole assessment task.
- Write up the rubric on newsprint.

### TASK 3: ADAPTING TO A DIFFERENT LEARNING STYLES

- Use the table of learning styles as a guide, and suggest one way in which your activity could be adapted for a different learning style.

Selected feedback as a whole group.

**RESOURCE FOR ACTIVITY 5: TABLE OF LEARNING STYLES**

<b>LEARNERS WHO ARE STRONGLY...</b>	<b>NEED..... (TEACHING STRATEGIES)</b>
<b>linguistic</b>	opportunities for discussion, journal writing, etc
<b>logical-mathematical</b>	brain-teasers, problem solving, critical thinking
<b>spatial (think in images and pictures)</b>	visual presentations, art activities, mind-mapping (using graphs, maps, photographs, pictures, etc.)
<b>bodily-kinesthetic (think through physical sensations)</b>	opportunities for drama, tactile activities such as making models, etc.
<b>interpersonal</b>	co-operative learning, community involvement, simulations, etc
<b>intra personal (think inside of themselves)</b>	opportunities for independent study, self-checking materials, journals, etc.

**ACTIVITY 6:        Linking source-based work with extended writing.**

FORM OF ACTIVITY: Working individually, or in pairs.

RESOURCES:        Activity template

CONTENT:            This activity supports the design of activities for CASS assessment purposes as well as for the new form of examination.

INSTRUCTIONS:    Using the template below, design a source-based and extended writing activity.

You will need to:

- Formulate a key question related to the sources given in the space provided.
- Use the set of outcomes that will be assessed in a pen and paper examination at the end of the year to develop questions relating to the sources.
- Formulate questions on the sources using the Learning Outcomes and Assessment Standards provided.
- Formulate an extended writing (essay) question that links to your key question and the sources. The question must allow learners to use the information in the sources AS WELL AS demonstrate their own knowledge of the topic.
- Draw up a brief marking guideline for the source-based questions and the extended writing question.

## Template for Activity 6

Topic in Grade 11 content framework: What was the impact of pseudo-scientific racism and Social Darwinism on ideals of race, particularly leading to genocide in Nazi Germany?

### Key Question:

### Source 1

Charles Darwin's cousin, Francis Galton, developed a new branch of scientific enquiry based on the theories of evolution. He called it eugenics. Eugenics is the science of the improvement of the human 'race' by breeding the 'best with the best'. He believed that natural selection does not work in human societies the way it does in nature, because people interfere with the process. As a result, the fittest do not always survive. From this point it was an easy step for some governments to become actively involved in promoting biological engineering, encouraging 'superior' elements of society to have more children and preventing 'inferior' elements from having children, in euthanasia and sterilisation programmes for the mentally ill, disabled and mixed-race children, as happened in the USA and Nazi Germany. In 1904 Galton explained how he believed eugenics would improve a human stock:

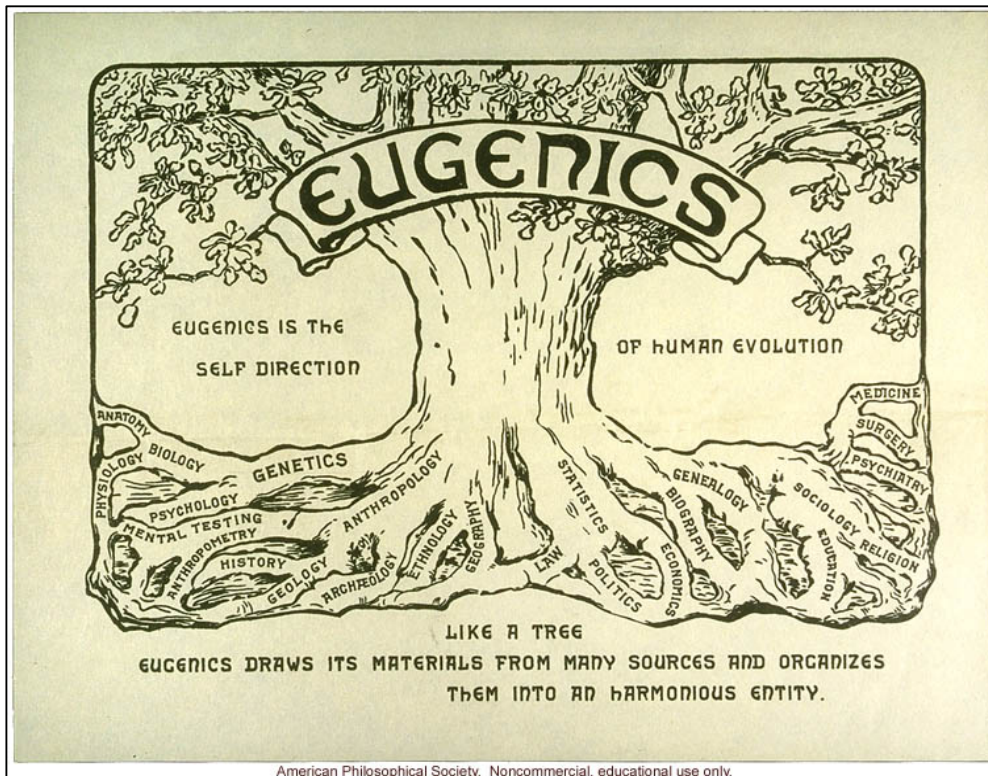
Eugenics is the science which deals with all influences that improve and develop the inborn qualities of a race. But what is meant by 'improvement'. We must leave morals as far as possible out of the discussion on account of the almost hopeless difficulties they raise as to whether a character as a whole is good or bad. The essentials of eugenics may, however, be easily defined. All would agree that it was better to be healthy than sick, vigorous than weak, well fitted than ill fitted for their part in life. In short, that it was better to be good rather than bad specimens of their kind, whatever that kind might be. There are a vast number of conflicting ideals, of alternative characters, of incompatible civilizations, which are wanted to give fullness and interest to life. The aim of eugenics is to represent each class or sect by its best specimens, causing them to contribute more than their proportion to the next generation; that done, to leave them to work out their common civilization in their own way...eugenics co-operates with the workings of nature by ensuring that humanity shall be represented by the fittest races. What nature does blindly, slowly, and ruthlessly, man may do providently, quickly and kindly...The improvement of our stock seems one of the highest objects that can be reasonably attempted.

From *Nature*, May 26, 1904, Macmillan Magazines Ltd. Quoted in *Race and Membership*, pp 68 and 69



### Source 2

This illustration is illustrating all the areas that United States Eugenacists thought that eugenics would be useful, These areas are listed on the roots of the tree. They thought that if eugenics was followed, a better and more harmonious society would be the result. This illustration is from the American Philosophical Society.



### Source 3

Hitler admired the work of the eugenicists in the USA and used many of their ideas in his laws dealing with race. Long before he came into power, Hitler wrote about his beliefs about the purity of race and the hierarchy of race in *Mein Kampf*, his autobiography written while he was in prison. These extracts are from *Mein Kampf*, translated by Ralph Manheim, 1969, pp195, 263,279

(a)

What we must fight for is to safeguard the existence and reproduction of our race and our people..., and the purity of our blood, the freedom and independence of the fatherland, so that our people may mature for the fulfillment of the mission [given to us] by the creator of the universe

(b)

It is idle to argue which race or races were the original representatives of human culture and hence the real founders of all that we sum up under the word 'humanity'. It is simpler to raise this question with regard to the present, and here an easy clear answer results. All the human culture, all the results of art, science and technology that we see before us today, are almost exclusively the creative product of the Aryan... he alone was the founder of all higher humanity...

**Source 4**

This is an extract from the Nuremberg Laws of 1935. This is the Law for the Protection of German Blood and Honour.

Entirely convinced that the purity of German blood is essential to the further existence of the German people, and inspired by the uncompromising determination to safeguard the future of the German nation, the Reichstag has unanimously adopted the following law, which is promulgated herewith:

- 1 Marriages between Jews and citizens of German or kindred blood are forbidden...
2. Sexual relations outside marriage between Jews and nationals of German or kindred blood are forbidden.

**Questions on sources: (Consult the table at the end of this task)**

**Question for extended writing based on your key question and sources and learners' own knowledge:**

**Brief marking guidelines: (The extended writing rubric is in the Subject Assessment Guidelines)**

**Assessment standards to be assessed in Grade 11 final examination. You need not use all of them in developing this activity, as the others would be assessed in the other questions on the paper.**

<b>Grade 11 Core Criteria for assessing combined source and extended writing work. They will need to be adapted for specific tasks.</b>	
<b>The learner is able to</b>	
<b>LO 1: Enquiry</b>	<ul style="list-style-type: none"> <li>• extract relevant information/data and organise it logically</li> <li>• analyse information and data</li> <li>• evaluated the usefulness of the sources for answering the question</li> </ul>
<b>LO 2: Concepts</b>	<ul style="list-style-type: none"> <li>• use concepts appropriately</li> <li>• analyse socio-economical/political power relations</li> <li>• explain various interpretations and perspectives of historical events</li> <li>• explain why people in particular historical contexts acted as they did.</li> </ul>
<b>LO 3: Knowledge Construction and Communication</b>	<ul style="list-style-type: none"> <li>• draw conclusions from quantitative data</li> <li>• use evidence to formulate an argument</li> <li>• use evidence to substantiate independent conclusions</li> <li>• communicate knowledge and understanding effectively and appropriately.</li> </ul>

<b>Grade 12 Core Criteria for assessing combined source and extended writing work. They will need to be adapted for specific tasks.</b>	
<b>LO 1: Enquiry</b>	<ul style="list-style-type: none"> <li>• Information/data extracted is relevant</li> <li>• Information/data has been organised logically</li> <li>• Has interpreted and evaluated information and data</li> <li>• Has evaluated sources in terms of their usefulness for the task</li> <li>• Has identified stereotypes, subjectivity and gaps in available evidence in the sources.</li> </ul>
<b>LO 2: Concepts</b>	<ul style="list-style-type: none"> <li>• Has analysed the historical concepts</li> <li>• Has explained the dynamics of changing power relations within societies</li> <li>• Has compared and contrasted different interpretations and perspective of events, people's actions and changes</li> <li>• Has come to an independent conclusion about the actions or events.</li> </ul>
<b>LO 3: Knowledge Construction and Communication</b>	<ul style="list-style-type: none"> <li>• Has identified controversial interpretations of statistics</li> <li>• Has engaged critically with conclusions presented by data</li> <li>• Has planned and constructed an argument</li> <li>• Has sustained and defended a coherent and balanced argument</li> <li>• Knowledge and understanding has been effectively and appropriately communicated.</li> </ul>

## SESSION 3 –

### Planning for teaching subjects in the NCS (8 hours)

#### **ACTIVITY 1: Introduction to the planning cycle (½ hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

#### **ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- Elements of design
- Process of design
  - Integration: What, how and why?
  - Sequencing: What, how and why?
  - Pacing: What, how and why?
  - Suggested assessment tasks: What and why? – will return to this in Session 4
  - LTSM: What and why?

#### **ACTIVITY 3: Critique the Grade 11 Work Schedule (4½ hours)**

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT:

- Grade 11 Work Schedule

## INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided in the LPG and critique it:
  - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
  - Integration: Are the Assessment Standards appropriately linked?
  - Are the Assessment Standards covered in sufficient detail and depth?
  - Pacing: Is the time allocation across the 40 weeks appropriate?
  - Sequencing: Is the content presented in the correct order?
  - Are relevant LTSM listed? If not, list the LTSM required.
  - How can the Work Schedule be improved?

### **ACTIVITY 4: Report back (1 hour)**

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines

CONTENT:

- Improved Grade 11 Work Schedule

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation

### **ACTIVITY 5: Development of the first Lesson Plan for Grade 11 (1 hour)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT:

- Grade 11 Lesson Plan
  - Elements of design
  - Process of design

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

**INSTRUCTIONS:**

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3
- Allow one group to present and then discuss their presentation

## SESSION 4 – Annual assessment plan (8 hours)

### **ACTIVITY 1: Introduction to assessment in the NCS (¼ hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

### **ACTIVITY 2: Programme of Assessment for Grades 10 and 11**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Practical Assessment Task (PAT) – if applicable to the subject
- Weighting of tasks for the formal Programme of Assessment and mark allocation

### **ACTIVITY 3: Development of a Grade 11 annual assessment plan**

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan in which they indicate:
  - Seven tasks: 2 Tests, 2 exams, 3 other tasks



- Topics for each task
- Assessment tools for each task
- Date and duration of each task
- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule

## APPENDIX 1: SOURCES FOR GRADE 11 AND GRADE 12

### SOURCES FOR GRADE 11

#### Source 1

From Bloke Modisane's autobiography, *Blame me on History*, published in the early 1960s.

'All of us in South Africa have been conditioned to the attitudes and the prejudices of our society. We [were] educated into an acceptance that racially we [were] different, that the white man has advanced to such a high degree of civilisation, that it will take the Native 2 000 years to attain that degree. This single fact exists as a premise in the minds of people who may otherwise not themselves be necessarily prejudiced... [we] are all products – and perhaps victims – of the attitudes of our society.'

#### Source 2

In this extract from his autobiography, *Blame me on History*, published in the early 1960s, Bloke Modisane tells of his feelings when meeting a white person begging.

I was accosted by a white hobo [homeless person] in Jeppe Street [Johannesburg]. She was as poor as a black, and, some would say, a dirty black. She was carrying a thin, dirty, hungry child. I know the look of hunger too well.

'Please my boy,' she said, devastated by humiliation. 'Give me a sixpence (5c) for coffee.'

This scene, her obvious sense of superiority, catalysed a complicated system of responses. Since poverty is black, she and I were locked into a common humanity, something which she would not acknowledge. She was white, a member of the privileged class, and I was black. The traditional divides had to be maintained. For me it immediately became a crack in the myth of white supremacy. I was instead in a position of superiority, possessed by an authority complex. This was invested upon me by her privation [poverty]...I gave her a shilling [10c].

Even in this I was emphasising my superiority over her, and yet it was interesting to note that even in her destitute moment she did not lose sight of the fact that I must be reminded that she was a member of the superior race group; this fact she [emphasised] by addressing me as 'boy'. She and I, in our moment of battle for superiority, were victims responding to race prejudice...

[Blame me on History pp. 155 & 156]

### Source 3

In 1995, Tim McGee, an American teacher and Anne Blackshaw, an American community worker, photographed and interviewed 65 young South Africans about the effects of apartheid. This is an extract of the interview with Leandra Jansen van Vuuren.

To me it just seemed that blacks and whites were in different places. At school and church there were only whites; they didn't tell us about the way blacks lived. I didn't know what was happening to black people, that things were unfair. They taught us all about the dead Afrikaners that the blacks had killed, to be proud of the places where Afrikaners died for us and that Afrikaners had done good things for South Africa. So when I heard that apartheid was going away, I hated it. I thought, why must they move near us, why must they take our land over, why must they mix with us? When I'd visit my cousin near Pretoria and we'd see black kids who had moved there we'd chase them on bikes and we'd yell, 'Hey, why are you coming here?'

[Quotes in the study guide to, Facing the Truth with Bill Moyers, March 1999)

### Source 4

This is an extract from an interview with Ela Ramgobin recorded in 1988. Ela talks of growing up under apartheid:

Ever since I can remember, I was aware of living in the apartheid system. I travelled to school by train, and I always had to use the non-white compartments. Often I would see that the white compartments were empty while ours were full, sometimes necessitating my standing all the way from Phoenix to Durban, which is about a forty-five minute journey. The amusement parks were only open to whites, the beaches were separate, and so on. These things made me bitter and aware that the whole system is inhuman. And the African suffered more than the Indians. The system is about ten for fifteen times worse for them. We have a better system of education, more facilities, and better welfare services. I was aware of all of this from an early age because I was born and brought up in the Inanda area where members of all races lived together – Indians, Africans, white; and we always had members of all races coming to our house.

### Source 5

This is an extract of an interview recorded in 1988 with Florence de Villiers who grew up on a farm in the Grabouw area. Her parents were farm workers. Both had been 'sold' to the farmer as children. Her mother was illiterate. At the time of the interview, Florence was Head of the Domestic Workers' Union.

I never wanted to be a domestic worker. I did it after I left school until I married at nineteen. Then I continued doing it on a part-time basis. I always hated it. My human dignity was removed from me completely. I was told, 'Do this, Do that.' I wasn't allowed to think for myself. I had to say, 'Yes, yes, yes.' I could never say, 'No'. Because I am black and my employer was white, I couldn't convince her that I had a mind of my own and that I wanted to use it. She kept telling me things that I knew. It was degrading. It made me want to do something to make these people realise that I have a mind that can develop in the same way as theirs if I am given a chance. I think that is why I got involved in organising other domestic workers. I thought there must be many other women like myself who hate the treatment I got from people. But for many years this was a painful thing I just had to live with.

### Source 6

This is an extract from an interview recorded in 1988 with Paula Hathorn.

I was brought up in a middle-class Natal family, the youngest of five children and the most spoiled, they say. When I look back, I'm really quite shocked at the isolation of my childhood. I was terribly protected. I went to a private boarding school, and I remember learning about the Nazis and Hitler and thinking it must be a very good feeling if you are able to be involved in opposing something as bad as that...I had no idea then that the situation here was very bad. It was coming to university when I was seventeen that first started to open my eyes. It gave me access to alternative literature, hearing black speakers and meeting black students...

Perhaps the most pivotal event – not in my becoming politically conscious, but in making me politically *active* – was when my brother spent a year in jail because he refused to go into the army for political reasons...When he went to jail, I did a lot of support work for him. This made me realise that I had to really *do* something about the situation here...[In 1985] we at UCT decided to march to the state president's home in Cape Town. About two thousand to three thousand students came to the bottom of a small road in a residential area and found a casspir parked across the road. We took another route but soon found ourselves facing a line of policemen in riot gear, which was terrifying to me. One person told us to disperse...but nobody heard. The next minute our march leaders told us to sit down.

The policemen then came and belted people with sjamboks, which was also absolutely terrifying. Unlike black South Africans living in townships, I'd never been exposed to such aggression before...There were people running in all directions and screaming in fear. A friend of mine was lying next to me on the pavement, and she looked up at a policeman and said, 'Please don't hit me. Please don't hit me.' I could see the look of hate and aggression in this guy's eyes as he sjamboked her on the head.

## SOURCES FOR GRADE 12

### How did South Africa emerge as a democracy from the crises of the 1990s? Dealing with the past and facing the future: the Truth and Reconciliation Commission

#### Source 1

Alistair Sparks, in his book *Beyond the Miracle*, wrote of setting up the Truth and Reconciliation Commission.

The problem that faced the new South Africa was how to set this grim history of atrocities straight. The long record of official cover-ups could not be allowed to stand...It seems clear...that if ever there is to be a true spirit of national unity in South Africa, the victims of oppression and its perpetrators must come to terms with one another. Equally, if ever there is to be a sound democracy based on respect for human values then past violation of those values must be exposed and purged from the national psyche...

How to achieve this was the problem. You cannot have Nüremberg trials after a negotiated settlement, with executions and imprisonment of the guilty. The prospect of that would ensure that you never reached a negotiated settlement in the first place. At the other end of the spectrum De Klerk and the National Party establishment wanted a general amnesty for everyone who had been involved in the political conflicts of the past. The liberation movements were not prepared to accept such a whitewashing of the past.

So the matter went to the Negotiating Council where the parties eventually settled for a trade-off – the exchange of truth for amnesty. Those who had committed atrocities could make their confessions and be indemnified from prosecution. Thus was born the Truth and Reconciliation Commission, headed by the prince of compassion, Archbishop Desmond Tutu.

The commission was formed on 5 December 1995.

[Alistair Sparks, *Beyond the Miracle*, Jonathan Ball, 2003, p. 160]]

## Source 2

What did the Truth and Reconciliation Commission mean for South Africans? Alistair Sparks, in his book *Beyond the Miracle*, had this to say:

It is difficult to judge how this outpouring [of testimonies] affected the South African public. For some black people it seems to have been cathartic to be able to tell their stories and to hear the confessions. Boraine quotes Lucas Sikwepere who had been shot in the face by police and blinded, then later badly tortured, as saying at the end of his testimony: 'I feel what has been making me sick all the time is the fact that I couldn't tell my story. But now it feels like I got my sight back by coming here and telling you the story.'

For others, it has been infuriating to see the guilty get amnesty and walk free – although I would argue that the shame of exposure has been a punishment in itself.

Many whites accused the TRC of being a witch-hunt and of stirring up hatreds that they said would make reconciliation impossible. Some reacted with fury and sent death threats to Tutu and the other commissioners. At one point the New National Party threatened to take the commission to court for bias. Yet others tried to ignore it with a sullen withdrawal.

But for a few, mainly white Afrikaners, there is a deep sense of guilt and soul-searching, for theirs was the ruling group and these confessing monsters are their own people. Krog speaks for them when she writes:

'In some way or another all Afrikaners are related. From the accents I can guess where they buy their clothes, where they go on holiday, what car they drive, what music they listen to. What I have in common with them is a culture – and part of that culture over decades hatched the abominations for which they are responsible.'

For me the importance of the TRC is that it placed the truth on record. Not the whole truth to be sure...But for all [its] shortcomings, the TRC was able to reveal enough to establish the essentials of the apartheid regime's evil doings – the fact of the systematic torturing of prisoners, of state-sponsored death squads, of dirty tricks, official lies and cover-ups and the systematic corruption of the justice system.

[Alistair Sparks, *Beyond the Miracle*, Jonathan Ball, 2003, pp. 167-168]

### Source 3

Extract from Allistair Sparks, *Beyond the Miracle*, Johnathan Ball, 2003, p. 165, 166

Among the 8 000 applicants to the Amnesty Committee [of the Truth and Reconciliation Commission] were the killers of ...the Cradock Four. ...six senior Security Police officers...applied for amnesty for killing the Cradock Four. By now Col Snyman was on his deathbed, stricken with terminal cancer, and could not appear at the hearing. The other five – Sakkie van Zyl, Nic van Rensburg, Hermanus [Lourens] du Plessis, Gideon Lotz and Eric Taylor – claimed they had acted under Snyman's command and did not know who had instructed him to carry out the assassinations. So the line to the top remained blurred, the destination of the signal message to the State Security Council requesting permission to kill Matthew Goniwe and his colleagues still undisclosed. And so the involvement of the political leadership, including President PW Botha and his top ministers and generals, remained wrapped in secrecy. Significantly Gen. Joffel van der Westhuizen, who had sent the signal, did not apply for amnesty...

It was, however, an omission that cost the six policemen their amnesty. That and a deliberate lie they all persisted with about the reason for killing Sicelo Mhlauli. He was in fact not a known political activist but had simply been a passenger in Goniwe's car, getting a lift home to Cradock. The six police officers had obviously killed him along with the others because they could not let a witness to their crime go free, yet foolishly they would not admit this. In their testimony to the committee they insisted they had known him to be a dangerous activist. This was their undoing. George Bizos...demolished their fabrication by producing a document from the Security Police's own files which stated simply: '*Mhlauli – onbekend*' (Mhlauli – unknown).

#### Source 4

These are extracts from the proceedings of the Truth and Reconciliation Amnesty Commission. Mr van Zyl was a member of the Security Branch and he is being questioned about the murder of the Cradock Four. Advocates Booyens and Potgieter were members of the Truth and Reconciliation Commission.

ADV BOOYENS: As you see it yourself here today, you as Security policeman, take us back to 1985. You as Security policeman when you became involved in the murder of the four activists, what was your objective?

MR VAN ZYL: I agreed with the principle that the situation was so desperate that only desperate action could stabilise the situation, whether it be permanent or temporary. But no help came from political side [politicians] that could offer a solution to the situation at that stage. At that stage I did not like it, but I agreed that the elimination of certain activists were necessary... [I believed] that violent revolutionary war was in the country and there was nothing being done by the political people.

ADV BOOYENS: On the other hand...if we can look at your own situation. Did you have any knowledge about any instructions [that would lead] to the stabilisation of the situation [in the Eastern Cape], did you have any knowledge of that?

MR VAN ZYL: The pressure was there [but we felt that] lawful detentions would simply lead to an increase in the violence and the violent crime at the time.

ADV BOOYENS: Mr Van Zyl, what you have done, do you agree that this was in contradiction with the laws of the country. Did you act on own initiative, did you receive instructions, was this an authorised operation, what is the position?

MR VAN ZYL: I knew strictly speaking that it was an illegal operation,...but it was decided on a higher level [that it was] an authorised operation, and that I could and should continue with it.

CHAIRPERSON of the TRC: In those days there were a lot of very oppressive acts or pieces of legislation which could be used to remove people from their communities?

MR VAN ZYL: Yes

ADV POTGIETER: Mr Van Zyl, is your application based upon the fact that you received instructions from Colonel Snyman?

MR VAN ZYL: It was not based upon that. I am applying because I feel that the crimes in which I participated formed a part of the political struggle of that time. Unfortunate as it was, it was nothing else but that and that is what I base it upon. The facts which I received from Colonel Van Rensburg and later Colonel Snyman personally, are part of that.

ADV POTGIETER: The point that I would like to achieve clarity on is that you say that the authorization for this behaviour or action, was the instruction that you received from Colonel Snyman?

MR VAN ZYL: That is correct Chairperson.



ADV POTGIETER: And what Colonel Snyman communicated to you after you had made a certain submission, that you should do what would be in the best interest of the Republic of South Africa?

MR VAN ZYL: There was no doubt what he meant about it, the submission was made by Colonel Du Plessis and it was about the elimination of a group of activists and Colonel Snyman agreed with this.

ADV POTGIETER: Why do you say that Colonel Snyman agreed with this?

MR VAN ZYL: He knew exactly what the submission was about and at several occasions before that, had discussed it. That is correct.