



VOICES FROM OUR PAST

A GUIDE FOR EDUCATORS

Radio documentaries developed by the
South African History Archive (SAHA)



The South African History Archive (SAHA) is an independent human rights archive committed to recapturing lost and neglected histories, documenting past struggles against apartheid, as well as ongoing struggles in the making of democracy in South Africa. SAHA's central mission is to bring South African history out of the archives and into schools, universities and communities in new and innovative ways. SAHA is also dedicated to using South Africa's Promotion of Access to Information Act in order to extend the boundaries of freedom of information in South Africa and to build up an archive of materials released under the Act for public use.

For more information about SAHA's archives, outreach projects and product development, please contact:



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BACKGROUND INFORMATION ABOUT THIS CD

This series of radio documentaries was produced by the South African History Archive (SAHA) and was inspired by a series of countrywide street memorials that have been built by the Sunday Times in celebration of their 100th anniversary. The memorials recognise some of the country's most remarkable news-makers and events on the spot where they happened. You can find out more about the street memorials by visiting www.sundaytimes.co.za/heritage.

INTRODUCTION

There are eighteen short and long features in the Voices from our Past CD. The exercises below are based on eight out of the eighteen features, and are listed in order of how they are numbered on the CD.

These eight short pieces can be used in the classroom to assist learners to gain a better understanding of their past. The questions on each of the eight features are intended to test listening skills, to test an understanding of the content, to encourage discussion, to stimulate debate and to provide homework exercises.

Although the exercises are based on the short pieces, educators may wish their learners to listen to the longer versions and also expand the number of questions on these.

In many instances learners will not be English speakers and therefore it will be necessary to play each feature more than once. Educators can assist learners by introducing them to the key words and by providing learners with some background to the news makers and the events. It would also be useful to refer learners to the relevant section in the History textbook with reference to each news maker or event.

Some of the key words are repeated in Question 1 of each feature. Educators can themselves decide whether it is more important to explain the meaning of the key words or to allow learners to look up the meaning of the words.

Educators must not regard the questions as prescriptive and feel free to modify questions or to add additional questions. Educators must also feel free to replace the suggested discussion questions or the debate topics. Educators may also wish to turn a discussion question into a debate and vice versa. The mark allocation too can be changed as deemed necessary.

In general, award two marks for each point and ensure that the answer is supported by relevant evidence from the documentary feature.

Educators may wish to ask their learners how useful they find each documentary feature in helping them to understand the news maker or the event. Furthermore learners may also wish to consider what additional information can enhance our understanding of the news maker or event. (Links to memorials, archival materials and educational resources relating to the some of the features available on the Sunday Times Heritage Project website have been included in this guide).

We trust that you and your learners will enjoy listening to the documentary features and that learners will be able to expand their knowledge and understanding of some of the key news makers and events in our history.

Some suggested answers to questions appear at the end of the guide.

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SHORT FEATURE ONE: LILIAN NGOYI

KEYWORDS

- citadel
- clandestinely
- feisty
- fire-eater
- legacy

Listen to the short feature no.1 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) a fire-eater (2)
(b) pass laws (2)
(c) citadel (2)
(d) feisty (2)
2. Why were blacks forced to leave white areas by 9 pm? (2)
3. How did the pass laws cause people to disappear? (2)
4. Why was the Federation of South African Women formed? (2)
5. Why did South African women go to the Union Buildings in Pretoria in 1956? (2)
6. Why are the Union Buildings referred to as the citadel of apartheid? (4)
7. Why was the women's take-over of the Union Buildings a unique historical event? (2)
8. Why could people visit Lilian Ngoyi only clandestinely? (2)
9. How do we know that Lilian Ngoyi was optimistic about the future of South Africa? (2)
10. What did Lilian Ngoyi mean when she asked about why men were hiding? (2)
11. What positive qualities did Lilian Ngoyi possess? (10)

DISCUSSION QUESTIONS

1. According to the CD one of the leaders of the anti-pass campaign was Helen. Who was this Helen?
2. Why do you think the Prime Minister, Strydom, was not present at the Union Buildings to receive the women's petitions?
3. Why do you think in the song "Wathint' a bafazi ..." women are equated with a rock?
4. How far do you agree that the legacy of Lilian Ngoyi should be placed on the same level as the legacy of Nelson Mandela?

DEBATE

The role of women in the liberation of South Africa has not been adequately recognised.

HOMEWORK

Imagine you are a newspaper reporter who accompanied the women to Pretoria.

Write a report which includes the highlights of the women's march, the mood/ atmosphere during the march and the public reaction to the march. (20)

RELATED MEMORIAL

To find out about an online archive and public memorial to LILIAN NGOYI, created as part of the SUNDAY TIMES HERITAGE PROJECT, please visit:
<http://heritage.thetimes.co.za/memorials/gp/LilianNgoyi>

SHORT FEATURE TWO: JOHN VORSTER SQUARE

KEYWORDS

- fortress
- iconic
- pinnacle
- psychotic
- repression
- vulnerable

Listen to the short feature no.2 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) pinnacle (2)
(b) iconic (2)
(c) psychotic (2)
(d) fortress (2)
2. Why is John Vorster Square referred to as the “pinnacle” of torture chambers? (2)
3. What memories of John Vorster Square do detainees mention in the CD? (10)
4. Where did interrogations happen at John Vorster Square? (2)
5. What forms of torture were used in John Vorster Square? (10)
6. What is the new name for John Vorster Square? (2)
7. Who is Barbara Hogan? (2)
8. Why do you think some detainees committed suicide? (4)
9. Do you think it is accurate to refer to John Vorster Square as a fortress of repression? (4)
10. Why are the security police forces referred to as psychotic people? (2)
11. How were security police able to conduct continuous interrogations of detainees? (2)

DISCUSSION QUESTIONS

1. Should police be allowed to torture?
2. What were the functions of the security police during the apartheid era?
3. Why did the security police not succeed in ensuring the continued survival of apartheid?
4. How important was John Vorster Square in the maintenance of apartheid?

DEBATE

Apartheid would not have lasted as long as it did without the security police.

HOMEWORK

Apart from the use of security police, discuss some of the other methods used by the apartheid regime to maintain white minority rule in South Africa. (20)

RELATED MEMORIAL

To find out about an online archive and public memorial to JOHN VORSTER SQUARE, created as part of the SUNDAY TIMES HERITAGE PROJECT, please visit:

<http://heritage.thetimes.co.za/memorials/GP/DeathInDetention/>

SHORT FEATURE THREE: ORLANDO PIRATES

KEYWORDS

- buccaneer
- committed
- locality
- loyalty
- institution
- write off

Listen to the short feature no.3 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) buccaneer (2)
(b) committed (2)
(c) loyal (2)
(d) locality (2)
2. Where is Orlando township? (2)
3. Which organisation formed the Orlando Pirates? (2)
4. Who was Bethuel Mokgosinyana? (2)
5. Orlando Pirates is referred to as an institution. What does that mean? (2)
6. In what sense can it be said that without Orlando Pirates, there would not be “no Kaiser Chiefs, no Jomo Cosmos?” (2)
7. Who was Dickie Khoza? (2)
8. Who was Sam Shabangu? (4)
9. What is meant when a speaker in the CD says that to Pirates fans it is “not soccer, it is a religion?” (4)
10. Orlando Pirates is referred to as a team of a locality. What is meant by this? (2)

DISCUSSION QUESTIONS

1. Why do you think soccer became very popular among black people?
2. Why do you think at present there is less interest in soccer than in the past?
3. To what extent is a soccer team's success dependent on the level of support that it receives from its fans?

DEBATE

Organised soccer, as a form of entertainment, diverted interest from politics, and thus postponed the arrival of democracy in South Africa.

HOMEWORK

ESSAY TOPIC: Why do you think Bafana Bafana has not been a very successful national team? (20)

RELATED MEMORIAL

To find out about an online archive and public memorial to Bethuel Mokgosinyana of the ORLANDO PIRATES, created as part of the SUNDAY TIMES HERITAGE PROJECT, please visit: <http://heritage.thetimes.co.za/memorials/GP/BethuelMokgosinyana/>

SHORT FEATURE FOUR: RACE CLASSIFICATION

KEYWORDS

- classification
- harrowing
- Limey
- physiognomies
- psychotic
- pukka
- sarcastic
- turnstiles

Listen to the short feature no.4 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) race classification (2)
(b) Immorality Act of 1957 (2)
(c) physiognomies (2)
(d) Brylcreem (2)
2. What is meant by the speaker when he says that “races in South Africa were “invented and continuously re-invented”? (4)
3. By which law was race classification implemented? (2)
4. In what way did South Africa’s race classification policy resemble that of Nazi Germany? (2)
5. List some of the means used by government officials to determine the race of individuals. (4)
6. What were the consequences for family members of the same family who were split because of race classification? (6)
7. Why do you think the situation was worse for an African who became coloured than for a coloured who became a white? (2)
8. Who was Helen Suzman? (2)
9. Why do you think Helen Suzman asked a question on race classification annually in the South African parliament? (4)
10. What was the function of the Race Classification Board? (2)

11. Why do you think the press was barred from attending the proceedings of the Race Classification Board? (2)

DISCUSSION QUESTIONS

1. How important was race classification in the implementation of apartheid?
2. The Immorality Act could not have been enforced without race classification. What other laws could not have been implemented without race classification?
3. To what extent can it be said that race classification was absurd?
4. Did the Nationalist Party government try to create a caste system in South Africa through the enforcement of race classification?

DEBATE

Affirmative action in present-day South Africa is a form of race classification.

HOMEWORK

ESSAY TOPIC: In which ways did race classification harm both blacks and whites? (20)

RELATED MEMORIAL

To find out about an online archive and public memorial to THE RACE CLASSIFICATION BOARD, created as part of the SUNDAY TIMES HERITAGE PROJECT, please visit:
<http://heritage.thetimes.co.za/memorials/WC/RaceClassificationBoard/>

SHORT FEATURE FIVE: THE PURPLE SHALL GOVERN

KEYWORDS

- deface
- drenched
- eerie
- frivolity
- graffiti
- nozzle
- police state
- surreal
- triumphalism

Listen to the short feature no. 5 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) United Democratic Front (2)
(b) police state (2)
(c) graffiti (2)
(d) triumphalism (2)
2. Why were people asked to meet in the centre of Cape Town? (2)
3. What was the broad aim of the march according to Laurie Nathan? (2)
4. Why did the marchers sit down instead of marching? (2)
5. Why did the police spray the marchers with purple liquid? (2)
6. How was Phillip Ivey able to avoid arrest after he had sprayed purple on the police? (2)
7. Do you agree that Phillip Ivey's action of spraying the police was a great heroic moment? (2)
8. How do we know that spray directed at the marchers came out of the nozzle with great force? (2)
9. What do you think the graffiti slogan "The purple shall govern" means? (2)
10. What original slogan inspired the graffiti slogan? (2)

DISCUSSION QUESTIONS

1. To what extent can it be said that the United Democratic Front was the ANC in disguise?
2. Why do you think that the police did not shoot Phillip Ivey?
3. How important was the Purple March in making South Africa ungovernable?

DEBATE

Non-violent action such as the Purple March played a far greater role in ending apartheid than the violent acts of MK and APLA.

HOMEWORK

ESSAY TOPIC: Compare and contrast the Langa March with the Purple March. (20)

RELATED MEMORIAL

To find out about an online archive and public memorial to THE PURPLE SHALL GOVERN, created as part of the SUNDAY TIMES HERITAGE PROJECT, please visit:

<http://heritage.thetimes.co.za/memorials/WC/ThePurpleShallGovern/>

SHORT FEATURE EIGHT: INGRID JONKER

KEYWORDS

- biography
- Bohemian
- earthy
- idyllic
- Sestiger
- surrealism

Listen to the short feature no. 8 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) Sestiger (2)
(b) Bohemian (2)
(c) surrealism (2)
(d) earthy (2)
2. Where did Ingrid Jonker live as a child? (4)
3. How do we know that Ingrid Jonker's mother was not rich? (4)
4. Why has Ingrid Jonker's childhood been referred to as idyllic? (4)
5. Who was Ingrid Jonker's father? (2)
6. Why did Ingrid Jonker not know her father until she was eleven years old? (2)
7. Who was Wilberforce Manyati and how was he killed? (6)
8. Why did the South African government declare a State of Emergency in 1960? (4)
9. According to Nelson Mandela what is the debt that we owe to Ingrid Jonker's life? (8)

DISCUSSION QUESTIONS

1. Why do you think a speaker in the CD says that Ingrid Jonker was an inspiration in the fight against apartheid?
2. Why do you think Nelson Mandela read Ingrid Jonker's poem "The child is not dead" in parliament?
3. What is the message of the poem?

DEBATE

The role of Afrikaners in the struggle against apartheid is usually underestimated.

HOMEWORK

Name five Afrikaners who opposed apartheid and briefly describe their contribution to the struggle.

RELATED MEMORIAL

To find out about a public memorial to INGRID JONKER, created as part of the SUNDAY TIMES HERITAGE PROJECT, please visit:

<http://heritage.thetimes.co.za/memorials/WC/IngridJonker/>

SHORT FEATURE NINE: THE LANGA MARCH

KEYWORDS

- armoured cars
- megaphone
- neighbourliness
- reference book
- sten guns
- volatile

Listen to the short feature no. 9 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) Department of Native Affairs (2)
(b) State of Emergency (2)
(c) armoured cars (2)
(d) megaphone (2)
2. Who was Philip Skosana? (4)
3. Who was Gerald Shaw? (2)
4. What details did a pass book contain? (8)
5. Why was the Langa March organised? (2)
6. How do we know the Langa Marchers were disciplined? (4)
7. What was Frans Erasmus's instruction to Col. Terreblanche? (2)
8. Why do you think Col. Terreblanche did not obey Erasmus's order? (2)
9. How was Col. Terreblanche victimised for his refusal to carry out Erasmus's order? (2)
10. Why was Philip Skosana prepared to talk with the South African government? (2)
11. How many people took part in the Langa March? (2)
12. What happened to so many of the marchers when they returned Roland Street? (2)

DISCUSSION QUESTIONS

1. Why do you agree or disagree with Verwoerd's view that apartheid was a policy of 'good neighbourliness'?
2. Why do you think blacks represented a 'thorn' to the government?
3. Why does the Langa March not receive the same importance as the Sharpeville Massacre in South African history?
4. Why do you think the anti-pass campaign failed?

DEBATE

In the history of South Africa the anti-pass campaign of 1960 was more important than the 1976 student uprising.

HOMEWORK

ESSAY TOPIC: Compare and contrast the Langa and the Sharpeville anti-pass campaigns. (20)

SHORT FEATURE TEN: RAYMOND MHLABA

KEYWORDS

- a grassroots person
- arm chair politician
- sabotage
- tickey

Listen to the short feature no.10 and then answer the following questions:

SOURCE-BASED QUESTIONS

1. Explain the meaning of the following:
(a) Vulindlela (2)
(b) Defiance Campaign (2)
(c) a grassroots person (2)
(d) the Rivonia Trial (2)
2. In the freedom song "Vulindlela", what door do you think Dr Malan, the Prime Minister of South Africa, was asked to open? (2)
3. What two qualities in Raymond Mhlaba made his wife fall in love with him? (4)
4. What other positive qualities are ascribed to Raymond Mhlaba? (6)
5. What evidence is there in the CD that Raymond Mhlaba's political appeal reached beyond black people? (4)
6. It is unusual for a black person to be referred to as "oom". What do you think is the significance of the reference to "Oom Ray" in the CD? (2)
7. Which two publications did Raymond Mhlaba help produce? (4)
8. Of what offences was Raymond Mhlaba charged in the Rivonia Trial? (8)
9. What has been Raymond Mhlaba's contribution to the liberation of South Africa? (4)
10. In the CD tape a speaker says that many coloureds wanted Raymond Mhlaba as president of South Africa. Why do you think Raymond Mhlaba did not acquire the same level of national appeal as, for example, Nelson Mandela? (4)
11. Why did Raymond Mhlaba encourage education? (2)

DISCUSSION QUESTIONS

1. In relation to the other Rivonia Trialists, assess Raymond Mhlaba's importance in the liberation of South Africa.
2. Apart from those mentioned in the CD, what other characteristics do you consider essential to be a good leader?
3. What makes a good leader?

DEBATE

We do not give adequate recognition to our struggle heroes.

HOMEWORK

Write a biography of Raymond Mhlaba. (20)

RELATED MEMORIAL

To find out about an online archive and public memorial to RAYMOND MHLABA, created as part of the SUNDAY TIMES HERITAGE PROJECT, please visit:
<http://heritage.thetimes.co.za/memorials/EC/RaymondMhlaba/>

SOME SUGGESTED ANSWERS: LILIAN NGOYI

KEYWORDS

citadel - fortress

clandestinely - secretly, surreptitiously

feisty - aggressive

fire-eater - a person fond of fighting or quarrelling

legacy - inheritance

SOURCE-BASED QUESTIONS

LO1 Historical Enquiry

AS3&4

1. (a) a person fond of fighting or quarrelling
(b) laws that restricted the movement of blacks in South Africa
(c) fortress
(d) aggressive
2. According to the South African government's law relating to blacks in white urban areas, the presence of blacks in these areas after 9pm was illegal.
3. Blacks who were found to be without their pass books were arrested and jailed.
4. When the South African government decided to extend the pass laws to black women, the Federation of South African Women was formed.
5. They went there to protest against the extension of pass laws to black women and to deliver petitions to the prime minister.
6. The Union Buildings houses the executive branch of government and are likened to a fortress because they symbolically guarded the policy of apartheid.
7. It was unique because not even black men were allowed in the Union Buildings.
8. The South African government had placed restrictions on her which prevented people from visiting her.
9. According to a speaker in the CD, she said "you see how we suffer, but it won't end up this way" and that "things will be all right".
10. She meant that men did not show the courage to speak out against unjust laws.
11. She was brave, well spoken, feisty, a fire-eater and natural leader.

DISCUSSION QUESTIONS

LO3 Knowledge Construction and Communication

AS4

1. She was Helen Joseph, the secretary of FEDSAW.
2. He probably did not wish to face the angry women.
3. A rock represents toughness as well as steadfastness.
4. Here learners can examine the achievements of the two leaders before the Rivonia Trial, and then decide whether their legacy can be placed on the same level.

DEBATE

LO3 Knowledge Construction and Communication

AS4

Points for:

- South Africa, like many other societies, is a largely patriarchal society.
- Historians and writers, who are mostly male, have focused on the lives of male struggle heroes.

Points against:

- Since 1994 women struggle heroes have been given due recognition, e.g. through the celebration of National Women's Day, as well as through numerous research projects and publications, etc.
- At school level, learners are now able to learn a great deal about the role of women in struggle for liberation.

SOME SUGGESTED ANSWERS: JOHN VORSTER SQUARE

KEYWORDS

fortress - a military stronghold
iconic - characterised by fame
pinnacle - culmination, climax
psychotic - mentally deranged, lunatic
repression - suppression, curbing, constraining
vulnerable - defenceless, unprotected

SOURCE-BASED QUESTIONS

LO1 Historical Enquiry

AS3&4

- culmination, climax
 - characterised by fame
 - mentally deranged, lunatic
 - a military stronghold
- This is where the worst torture took place.
- | | |
|-------------------|--------------------------|
| the shiny floors | terror |
| ringing keys | torture |
| clanging of doors | the call from the mosque |
| anger | beatings |
| shouting | |
- According to the speaker in the CD interrogations took place on the ninth or tenth floor. In reality they happened on the tenth floor.
- standing (without being allowed to sit)
 - sleep deprivation
 - beatings
 - pouring cold water on a person
 - the squeezing of testicles
 - electric shocks
- Johannesburg Central Police Station
- She was an anti-apartheid activist. In 2008 she was appointed as the Minister of Health.
- It could be because of the torture, the isolation or betrayal.

9. In some sense it is true because the security police were given the responsibility of ensuring that the apartheid regime remained secure. This could only be done by using as much repression as possible.
10. In their conduct towards detainees, they appeared to be mentally deranged.
11. Security police worked in shifts with one team relieving another.

DISCUSSION QUESTIONS

LO3 Knowledge Construction and Communication

AS4

1. International human rights conventions forbid the use of torture.
2.
 - (a) to recruit and use informers to gather information about the opposition
 - (b) to infiltrate opposition organisations
 - (c) to act as agent provocateurs
 - (d) to monitor the communication of the opposition
 - (e) to monitor the movement of those under restrictions
 - (f) to detain, interrogate and torture
 - (g) to spread disinformation
3. Despite the power given to the security police, internal opposition continued to grow. International opposition to apartheid also intensified and the sanctions, especially financial, that were imposed on South Africa, forced the government to make concessions.
4. It was important in the sense that security police at John Vorster Square were able to help postpone, but not prevent, the end of apartheid. Learners should examine the various ways which the apartheid regime used to maintain its power and then assess how important John Vorster Square was in this effort. Among the ways used by the government, learners could consider the regime's 'divide and rule' policy, making parliament supreme rather than the courts (legalism), boosting the power of the police and military, co-option and foreign support.

DEBATE

LO3 Knowledge Construction and Communication

AS4

Points for:

- The security police played a very crucial role through the use of torture, intimidation, disinformation, etc. to ensure the survival of apartheid.
- A very substantial sum in the budget was set aside for security and as extra-parliamentary opposition increased, the security police force was expanded and not held accountable for its illegal actions.

Points against:

- The security police succeeded only to an extent; the desire to free South Africa of minority rule remained strong despite the efforts of the security police.
- The lack of concerted international pressure for many years and foreign collaboration with the apartheid regime, were more important in the survival of apartheid.

SOME SUGGESTED ANSWERS: ORLANDO PIRATES

KEYWORDS

buccaneer - pirate

committed - dedicated

locality - place or site

loyalty - faithfulness

institution - a feature of the community

write off - dismiss, discard

SOURCE-BASED QUESTIONS

LO1 Historical Enquiry

AS3&4

1. (a) pirate
(b) dedicated
(c) faithful
(d) place or site
2. Orlando is in Soweto, Johannesburg.
3. The Orlando Boys Club.
4. He was a founder of Orlando Pirates.
5. It is like a permanent feature.
6. Orlando Pirates was a pioneer soccer team, inspiring the formation of other soccer teams.
7. He was good at scoring goals by heading the ball.
8. He was a founder member of Orlando Pirates and a very good player.
9. Soccer is regarded as seriously as religion; fans show their devotion to the team in the same manner as believers show their devotion to their religion.
10. The team was made up of players who lived in Orlando.

DISCUSSION QUESTIONS

LO3 Knowledge Construction and Communication

AS4

1. According to South African History Online at www.sahistory.org.za, the sport “provided valuable entertainment and granted temporary relief from police harassment and grinding poverty”. Also, unlike what prevailed in South Africa, in soccer blacks could experience advancement on merit.
2. There are now many other distractions. Educators can ask learners what these distractions are.
3. Here learners can discuss the importance of this support and then decide how crucial the support of fans can be in boosting the performance of a soccer team.

DEBATE

LO3 Knowledge Construction and Communication

AS4

Points for:

- An increased passion for soccer made blacks less interested in politics. It disarmed them politically.
- Soccer, while easing the suffering caused by apartheid, expended plenty of energy and time which did not contribute to the liberation of the country.
- Organised soccer served as a form of entertainment, but it diverted interest from politics and thus postponed the arrival of democracy in South Africa.

Points against:

It need not be a case of either or; many people were both soccer enthusiasts as well as political activists, e.g. Danny Jordaan.

Large gatherings promoted an exchange of ideas and increased political solidarity which could be mobilised.

SOME SUGGESTED ANSWERS: RACE CLASSIFICATION

KEYWORDS

classification - *grouping, category*

harrowing - *painful, hurtful*

Limey - *a British person*

physiognomies - *facial features regarded as revealing character*

psychotic - *mentally deranged, lunatic*

pukka - *genuine*

sarcastic - *biting, cutting, sneering*

turnstiles - *mechanical barriers that rotate on an axis in one direction only and allow passage of one person at a time.*

SOURCE-BASED QUESTIONS

LO1 Historical Enquiry

AS3&4

- (a) grouping according to race
 - (b) the law that made sexual relations between whites and blacks illegal
 - (c) facial features regarded as revealing character
 - (d) a popular brand of hair oil
- The authorities decided on the categories of race and then created further categories.
- The Population Registration Act of 1950.
- In Nazi Germany Jews were classified as non-Aryan and deprived of their civil liberties. Similarly in South Africa, non-whites were denied their rights.
- (a) check whether the finger nails were purple
 - (b) check whether the gums were purple
 - (c) stick a comb in the hair and see if it remains stuck
- sadness, broken hearts, disruption, hurt
- The effects of the cultural break were much greater for an African than for a coloured.
- She was a Member of Parliament. After breaking away from the United Party she became a founding member of the Progressive Party. She was a strong critic of the ruling National Party's policies.
- This was very likely done to expose the absurdity of race classification and also to embarrass the South African government.

10. This body considered the applications for reclassification.
11. It is possible that this was to save the government embarrassment because the work of the board would have exposed the absurdities of the process.

DISCUSSION QUESTIONS

LO3 Knowledge Construction and Communication

AS4

1. It was very important because without giving each member of the population a racial label, it would not have been possible to implement apartheid policies as comprehensively as happened after 1948.
2. The Prohibition of Mixed Marriages Act (1949)
The Group Areas Act (1950)
The Reservation of Separate Amenities Act (1953)
The Industrial Conciliation Act (1956)
The Extension of University Education Act (1959)
3. Race classification has no scientific basis. Our outward appearance can be attributed largely to environmental factors. All human beings belong to the homo sapiens species.
4. The caste system of India was based on colour as well as occupation. The caste system is a social construct unlike race classification which was legally enforced.

DEBATE

LO3 Knowledge Construction and Communication

AS4

Points for:

- Race classification benefited one population group at the expense of other groups. Affirmative action serves the same purpose.
- Blacks who are economically well off are nevertheless allowed to benefit from affirmative action.

Points against:

- Affirmative action applies not only to blacks in general, but also to women from all population groups and to the disabled.
- Race classification was designed to ensure that political control would remain in the hands of one political group. Affirmative action is not intended for this purpose.

SOME SUGGESTED ANSWERS: THE PURPLE SHALL GOVERN

KEYWORDS

deface - *spoil the appearance*

drenched - *thoroughly wet*

eerie - *gloomy, strange, weird*

frivolity - *silliness, not serious or sensible*

graffiti - *writing or drawing done on a wall*

nozzle - *spout*

police state - *a state in which the government attempts to intimidate and suppress political opposition by means of the police*

surreal - *dreamlike*

triumphalism - *proud and often a display of arrogant confidence*

SOURCE-BASED QUESTIONS

LO1 Historical Enquiry

AS3&4

- (a) a mass movement consisting of a large number of organisations that was formed in August 1983
 - (b) a state in which the government attempts to intimidate and suppress political opposition by means of the police
 - (c) writing or drawing done on a wall
 - (d) proud and often a display of arrogant confidence
- They were asked to participate in a big march that was planned by the UDF.
- The broad aim of the march was to overthrow the regime in order to bring about democracy.
- They were instructed to sit down if the street was blocked.
- This was done so that the police would be able to identify those who had participated in the march.
- He ran towards the tear gas and was able to disappear behind the smoke.
- It has been rare for activists to turn a police 'weapon' on the police themselves. Phillip Ivey's daring action can thus be regarded as a great heroic moment.
- One of the speakers says that the pressure from the nozzle lifted people.

9. Those who were sprayed purple were campaigners for democracy and the writer of the graffiti meant they would eventually govern.
10. "The people shall govern" appears in the Freedom Charter of 1955.

DISCUSSION QUESTIONS

LO3 Knowledge Construction and Communication

AS4

1. The government certainly did see the UDF as an ANC front, but there were many organisations in the UDF that did not have a party affiliation. Nevertheless, many South Africans came to see the UDF as the internal wing of the ANC.
2. Perhaps because he was white, or else perhaps because they were so taken by surprise that they were just too astounded to react immediately.
3. It was one of many events country-wide that contributed to making South Africa ungovernable.

DEBATE

LO3 Knowledge Construction and Communication

AS4

Points for:

- MK and APLA acts were neither sustained nor a threat to the apartheid state. They served a propaganda value.
- The apartheid state feared internal extra-parliamentary opposition more than cross-border attacks.

Points against:

- MK and APLA received foreign assistance in the form of weapons, on-military supplies and training bases.
- After 1976 the number of recruits to MK increased dramatically.
- P. W. Botha's Total Strategy was an indication of how greatly the apartheid government feared MK and APLA.
- Even if the actions of MK and APLA were of propaganda value only, they helped mobilise people within the country and increased their morale and determination.

SOME SUGGESTED ANSWERS: INGRID JONKER

KEYWORDS

biography - *written life of a person*

Bohemian - *socially unconventional*

earthy - *unrefined, hearty, down-to-earth*

idyllic - *simple and carefree*

Sestiger - *a liberal Afrikaner literary figure of the sixties*

surrealism - *a literary and art movement which expressed its ideas derived from dreams*

SOURCE-BASED QUESTIONS

LO1 Historical Enquiry

AS3&4

- a liberal Afrikaner literary figure of the sixties
 - socially unconventional
 - a literary and art movement which expressed its ideas derived from dreams
 - unrefined, hearty, down-to-earth
- She lived in the vicinity of Strand and in Gordons Bay.
- They lived in backrooms, garages and tiny flats.
- Her childhood was very happy. She played in the *veld* and in the stream.
- He was a great political figure and Member of Parliament.
- Her parents had divorced before she was born.
- He was a sick little boy who was killed by a soldier who fired at the car in which he was travelling.
- After the PAC launched its anti-pass campaign and after the Sharpeville killings the government feared political instability and a threat to its rule.
- According to Mandela we owe to Ingrid Jonker a debt to life itself and also a commitment to the poor, wretched, oppressed and despised.

DISCUSSION QUESTIONS

- Perhaps he said this because Ingrid Jonker, rather than enjoying her privileged position as a white, voiced her very strong opposition against the government's apartheid policies through the medium of her poetry.

2. The Mandela government promoted a policy of reconciliation. By reading this poem he wanted Afrikaners to take note of Ingrid Jonker's humanity in the hope that they would more readily embrace the policy of reconciliation.
3. The child, Wilberforce Manyati, represents the oppressed of the world that will succeed in removing the shackles of oppression.

DEBATE

Points for:

- As the post-apartheid government has become more Africanist, the contribution of not only Afrikaners, but other minority groups to the liberation struggle has been devalued.
- Although the ANC claimed to be fighting the system of apartheid rather than the Afrikaners, for many the Afrikaners had to be tarred with the same brush.

Points against:

- The role of Afrikaner writers (e.g. Andre Brink), clergy (e.g. Beyers Naude), students (e.g. Carl Niehaus), lawyers (e.g. Bram Fischer), trade unionists, etc., has been adequately recognised.
- The liberation struggle was a combined struggle by the people of South Africa and therefore it is not necessary to single out any particular population group for its contribution to the struggle.

SOME SUGGESTED ANSWERS: THE LANGA MARCH

KEYWORDS

armoured cars - *steel-plated vehicles*

megaphone - *hailer, a cone-shaped device to make one's voice sound louder*

neighbourliness - *friendliness, but for Verwoerd it was a euphemism for apartheid*

reference book - *pass book*

sten guns - *type of lightweight sub-machine gun*

volatile - *apt to break out into violence*

SOURCE-BASED QUESTIONS

- (a) the government department that concerned itself with issues relating to black people
 - (b) a declaration by the government in which civil liberties are suspended with the intention of altering the behaviour of citizens
 - (c) steel-plated vehicles
 - (d) hailer, a cone-shaped device to make one's voice sound louder
- He was a university student who led the Langa March.
- He was a reporter for the Cape Argus.
- (a) a photograph
 - (b) name
 - (c) race
 - (d) particulars of employment
- It was organised to consolidate the demand for the abolition of the pass laws.
- The marchers did not steal from the fruit sellers as they went past them.
- He was told to shoot the leaders of the march.
- Col. Terreblanche negotiated with Skosana in good faith and it is very likely that Terreblanche regarded Skosana as a trustworthy person. He therefore could not shoot Skosana and the other leaders.
- He was sidelined for the rest of his career.
- He said that according to the leader of the PAC, Robert Sobukwe, they were not at war yet and for the moment they were still talking.
- 30 000 people
- Two thousand marchers were detained.

DISCUSSION QUESTIONS

1. In essence, Verwoerd was playing with words. Learners should discuss whether a policy of separation is better at maintaining peace and order than a policy of integration in a multi-cultural society. Learners can then decide whether separation promotes neighbourliness.
2. According to Skosana the government intended to uplift the poor whites, and the blacks therefore represented a thorn. The connection between the two is not clear. Learners can be asked to speculate on this connection.
3. The police in Sharpeville used enormous violence and this led to a national and international outcry. In the case of the Langa March, Col. Terreblanche used negotiation rather than violence. The media therefore focused less on the Langa March than on the Sharpeville Massacre.
4. While the anti-pass campaign was non-violent, the government used its capacity for violence fully and declared a state of emergency. There is also a view that the PAC tried to steal a march on the ANC, and therefore the anti-pass campaign was poorly prepared and co-ordinated without the involvement of the ANC.

DEBATE

Points for:

- The government's reaction to the anti-pass campaign showed that non-violent protests were futile and a strategy of armed struggle was now necessary.
- Foreign investors showed their lack of confidence in the country and withdrew their investments.

Points against:

- From 1960 to 1976 the apartheid government had managed to a great extent in keeping in check any threat to its existence.
- The students' revolt of 1976 shook the government's confidence.
- Concessions by the government, not only split the ruling party, but emboldened the extra-parliamentary opposition. International campaigns in favour of sanctions, boycotts, disinvestment and diplomatic isolation, gained great impetus after 1976.

SOME SUGGESTED ANSWERS: RAYMOND MHLABA

KEYWORDS

a grassroots person - *a person with a common touch, an ordinary person*

arm chair politician - *a critic who does not participate in politics*

sabotage - *destruction of property*

tickey - *the equivalent of two and a half cents in the old South African currency*

SOURCE-BASED QUESTIONS

- Open the door
 - a campaign launched in 1952 by the Congress Alliance to protest against unjust apartheid laws
 - a person with a common touch, an ordinary person
 - the 1963 trial of leading ANC leaders
- He was asked to open the door to democracy for blacks.
- He presented himself as a quiet and dignified person and these qualities caused his wife to fall in love with him.
- He was fond of children, courageous, unwavering, confident, a grassroots person and friend.
- A speaker in the CD says that many Coloureds wished him to be the president and he also says that coloureds and whites were fond of him.
- It is both a term of endearment and respect.
- 'New Age' and 'Fighting Talk'
- Two counts of sabotage, one count of contravening the Suppression of Communism Act, one count of contravening the General Law Amendment Act, recruitment of persons for instruction and training in preparing, manufacturing and using explosives for the purposes committing acts of violence and destruction in South Africa, training in the art of guerrilla warfare for the purpose of causing a violent revolution in South Africa
- He was an ANC activist who led 600 volunteers during the Defiance Campaign. He helped spread the message of the ANC through two publications. He worked closely with other ANC leaders to bring about an end to the unjust system in South Africa.
- Mhlaba was a foot soldier and quiet. Moreover, during the Rivonia Trial even while he was in jail, Mandela remained in the limelight and overshadowed his comrades. When Oliver Tambo died, the ANC appointed Nelson Mandela as his successor?

11. He wanted blacks to be educationally equipped to take over the country.

DISCUSSION QUESTIONS

1. Here learners can be given an opportunity to discuss Mhlaba's contribution to the liberation of South Africa.
2. Here learners can be asked to name a leader whom they admire. They can then be asked to list the characteristics of the chosen leader which attracted him/her to them.
3. As above.

DEBATE

Points for:

- The youth know little about their struggle heroes and therefore it is not surprising that they do not give recognition to the struggle heroes.
- For many the focus is on the present: How can South Africans transform this country into a secure, prosperous and respected one?

Points against:

- Memorials to our struggle heroes can be found in many places in the country.
- Much is written about the struggle heroes and at many public events tribute is paid to them.