

## DEPARTMENT OF EDUCATION

### DRAFT CIRCULAR TO SCHOOLS

#### *Nkosi Albert Luthuli Young Historians' Award 2010*

The Department of Education has committed itself to participate in and co-ordinate commemoration of the anniversaries of events of historical significance in schools during 2010.

This campaign gives South Africans the opportunity to celebrate and at the same time review, in a variety of forms and occasions, the progress we as a nation have made in building a better and more united South Africa and strengthening our democracy. The celebration and commemoration of key national and international days in education is an important aspect of the struggle against forgetting. The commemoration of the lives of key individuals who contributed greatly to shaping our young democracy and significant historical events, and teaching about them in our classrooms, are important aspects of our strategy in this regard.

All schools are encouraged to participate in the commemoration of the significant historical events during 2010, while continuing to observe South Africa's national days and important international days.

- The 100<sup>th</sup> commemoration of the formation of the Union of South Africa. In 1910, the Union of South Africa was established in South Africa, bringing together the Boer Republic of the Free State, the Transvaal, Natal and the Cape Colony. Africans were excluded from the Union as they were denied voting rights. 1910 marked the beginning of modern South African nationalism/s within the boundaries of South Africa. The establishment of the all-white Union of South Africa led to land deprivation and poverty on the part of Black communities. Conditions in the Union also contributed to the formation of the South African Native National Congress, two years later, in 1912 under the leadership of Dr John Langalibalele Dube and Sol Plaatje;
- The 50<sup>th</sup> commemoration of the banning of political organisations in South Africa. In 1960, the then South African government banned the African National Congress and the Pan African Congress after the March 1960 Sharpeville anti-pass campaign massacre. This was the beginning of extreme state political repression in the country, rural resistance against apartheid, imprisonment of political leaders, exile, underground political activity and armed struggle. Learners could interview people who were involved in political activity, armed struggle, those who were imprisoned or exiled during this period. The Sharpeville Day (21 March 1960) is now known as the Human Rights Day in the national calendar;
- The 30<sup>th</sup> anniversary of the launch of the *Free Mandela Campaign* by Bishop Desmond Tutu (10 March 1980) and the implementation of Constitutional

- reforms and repression by the government of PW Botha in South Africa. In 1980 the South African government abolished the Senate and introduced the President's Council. Those Constitutional reforms included Whites, coloureds and Indians but excluded Africans. As a result, there was political unrest and school boycotts in the country. Learners could conduct research on PW Botha's Constitutional reforms and how political groupings in South Africa responded to them. They could also study the repressive methods of the state during this period.
- The 20<sup>th</sup> anniversary of the release of political prisoners and later the unbanning of political organisations in South Africa. In 1989, the South African government released Wilton Mkwayi, Elias Motsoaledi, Raymond Mhlaba, Andrew Mlangeni, Ahmed Kathrada and Govan Mbeki. On Friday, 2 February 1990, the then South African government under former President FW de Klerk unbanned all political organisations, including the African National Congress, the Pan African Congress, the Black People's Convention and the South African Communist Party. FW de Klerk. In the same month (February 1990), de Klerk also released former President Nelson Mandela and other political prisoners. Learners could interview people who witnessed the release of Mr Nelson Mandela and other political prisoners, document their expectations, fears and hopes at that time.
  - The 15<sup>th</sup> Anniversary of South Africa's first democratic elections. The 1994 first democratic elections in South Africa laid the foundations for democracy and development in all spheres of life. The country became a truly non-racial democracy with equal political and economic rights for all citizens. Learners could conduct research on the strides made by the country since 1994.

Schools should be encouraged to include the commemoration of these events in school-based activities to ensure that learners understand the historical significance of these key events in the history of the struggle for freedom and democracy in South Africa.

The Department of Education, in partnership with South African History Online, is planning to invite secondary schools to participate in the Schools' Oral History Competition, the *Nkosi Albert Luthuli Young Historians' Award* that was inaugurated in 2005. This competition will form part of the Department's contribution to the strengthening of the teaching and learning of History in schools. In 2010, the Department is planning a national event. This national event will be preceded by provincial competitions under specific topics.

It is also part of the Department's ongoing initiative to encourage all learners to develop an understanding, not only of the broad history of South Africa, but also of the richness of the histories of their local communities. It is also an opportunity for young learners to gain experience in developing important research skills.

The competition is open to all learners from Grade 8 to Grade 11 and all history educators in secondary schools.

Learners and educators are advised to visit the South African History Online website for information on oral history research at [www.sahistory.org.za](http://www.sahistory.org.za) and the South African History Archives website [www.saha.org.za](http://www.saha.org.za)

### **Competition for Learners**

Learners will be required to research and prepare a presentation or a documentary film or video on one of the following topics:

- (i) *The changing heritage landscape of South Africa*: Learners could investigate the history behind a heritage site and its significance to the history of the village/region/town. They could focus on burial sites, monuments, statues and how local people interpret these sites.
- (ii) Alternatively, learners could interrogate/ investigate two heritage sites in one town/city; one representing the period before 1994 and the other representing national unity and reconciliation in post 1994 democratic South Africa.
- (iii) Learners could also investigate an undeclared heritage site and submit a portfolio that could in turn be sent to the South African Heritage Resources Agency (SAHRA).
- (iv) *Unsung heroes and heroines*: The role of ordinary men/ women in democracy, change and development. Learners should focus on those men/ women who were never publicly acknowledged. Learners could choose a period either before or after 1994.
- (v) *The history of traditional leadership in my area*: Most rural communities live under the administration of traditional leadership. The institution of traditional leadership in democratic South Africa continues to play an important role in local economic, social and cultural development. Learners could research the history of traditional leadership in a local area and its importance to local development.
- (vi) *The history of my school*: The learner is expected to interview members of the community who were involved in the establishment of the school. They could also interview former students of the school and establish how the school is linked to local history;
- (vii) *The significant places of worship*: Learners could interview the members/ leaders of faith based organisations and investigate the history behind a spiritual space of worship. This space could be a mountain, river, building or open field;
- (viii) *The refugees in South Africa*: South Africa has attracted many people from different parts of the world, especially after the introduction of democracy in 1994. The majority of these refugees left their countries in search of a better life and others are victims of political persecution in their own countries. Learners could investigate the plight of refugees in South Africa and make recommendations on how to treat refugees in a country that promotes a human rights culture. Learners are expected to interview refugees as well as locals.
- (ix) *The history of transport*: Transport systems are an important part of the country's social and economic development. South Africa has experienced transport change and development over a period of time. For example, learners could interview parents/ grandparents who used the railway system during the 20<sup>th</sup> century and also investigate how the local economy was linked to the railways. The railway,

for example, was also a major employer in the previous century and they could also interview former employees of the railways. Learner projects could also cover the deserted railway stations/settlements/ donkey carts communities. Learners could also investigate the introduction of bus and taxi services in their local areas.

- (x) *The history of sport/ cultural group:* Sport/ cultural clubs contributed to the shaping of many people's characters. For example, each town/ village has soccer, cricket, tennis and netball clubs, choir or social club. Learners could interview older members of the teams and establish how those clubs or teams were formed and how they shaped the lives of many people in the community.

**Please note the following:**

1. The project must be based on oral history research.
2. Learners should be assisted in their choice of person/persons to be interviewed. Learners should be strongly guided to choose a person/persons from their local community.
3. Learners should be advised to interview at least 2-3 people;
4. Adjudication will be weighted in terms of research;
5. Mode of presentation will be of secondary importance;
6. **Learners can present in any of the official languages.**
7. Learners must submit a portfolio that documents all their research.

**CRITERIA**

The learner will be expected to do TWO things:

- a) Give an oral presentation or video documentary of his/her oral research to a panel of adjudicators (It is not intended to be a dramatic presentation nor poetry).
- b) Prepare a portfolio in written form.

The portfolio must include the following:

Portfolios must show evidence of research. They should interview a member or members of the community and should be able to show evidence of the interviews, for example letters to interviewees, transcripts of interviews or tape recordings including the lists of questions posed to the person that they interviewed and their responses – either in written form or on a tape recording. **Interviews may be conducted and recorded in any of the official languages.**

Portfolios must also show evidence of reflection and should give attention to the following:

- Learners should make it clear why they chose the persons they have interviewed, show a clear understanding of the historical context in which the individual worked and how the information from the interview relates to the historical context or how it helps us to understand events from a personal perspective.

- Learners should include a personal reflection on what they have learnt about the possibilities for individuals to bring about change in society, and what they have learnt personally from carrying out the oral history research and the value of oral history research in helping us to understand our history/past.
- Learners must acknowledge all sources used in their portfolios. Bibliographies should be included. Plagiarism will be heavily penalised.

**Assessment criteria for oral history research projects (adapted from NCS FET HISTORY Subject Assessment Guidelines)**

<p><b>Scope of the oral history project</b></p> <p>Oral history projects in the FET have a number of components:</p> <ul style="list-style-type: none"> <li>○ key question to focus the research;</li> <li>○ background research to set the interviews in context;</li> <li>○ the interviews and transcription of the interviews;</li> <li>○ a written discussion about how the information in the interviews relates to the period and</li> <li>○ an evaluation of the interviews as sources about the past.</li> <li>○ Self-reflection at the end: what has doing this project meant to me [the learner] in terms of personal growth and knowledge and understanding of the period.</li> </ul> <p>(This could also focus on more direct questions, especially in Grade 10, such as: What was the most important thing you learned from the oral histories? Having done the project, what would you like to know more about? )</p>
---

<p><b>N.B. Core assessment Criteria for research section: use the criteria for each grade as outlined for the research assignment. (Criteria might be added to make the core criteria more appropriate for specific tasks.)</b></p>
<p><b>Criterion 1</b> <b>Formulate questions for the project</b></p>
<p><b>Criterion 2</b> <b>Identify and access a variety of sources of information</b></p>
<p><b>Criterion 3</b> <b>Knowledge and understanding of the period</b></p>
<p><b>Criterion 4</b> <b>Historical enquiry and communication</b></p>
<p><b>Criterion 5</b> <b>Presentation</b></p>

<p><b>Criteria for assessing an oral history project</b></p>
<p><b>Criterion 1</b> <b>Interview questions</b></p> <ul style="list-style-type: none"> <li>• The questions were open-ended</li> <li>• The questions were appropriate and elicited information relevant to the overall question</li> <li>• There were sufficient questions</li> </ul>



<b>Criterion 2</b> <b>Interviewee</b> <ul style="list-style-type: none"> <li>• Person/s interviewed was/were appropriate</li> <li>• The biographical details of the interviewee/s was/were given</li> </ul>
<b>Criterion 3</b> <b>Preparation and planning</b> <ul style="list-style-type: none"> <li>• There is evidence of careful preparation for the interviews</li> <li>• There is evidence of project planning</li> <li>• All preparation and planning notes are included in the project</li> </ul>
<b>Criterion 4</b> <b>Presentation of the information from the interviews</b> <ul style="list-style-type: none"> <li>• The interviewee/s was/were placed into historical context.</li> <li>• The context for understanding the interview/s was given</li> <li>• The information from the interviews was placed in historical context</li> <li>• The information from the interviews was accurately transcribed (if a tape recorder was used)</li> <li>• The information from the interviews was analysed and organised coherently, showing different points of view if appropriate.</li> <li>• The presentation of the project to the class was clear and effective.</li> </ul>
<b>Criterion 5</b> <b>Self reflection</b> <ul style="list-style-type: none"> <li>• Comments show depth of thought about the process and the product.</li> </ul>

### **Competition for Educators**

Educators from secondary schools entering the competition will be required to develop a work plan on how they planned and set up the oral history project in the classroom.

Each educator will be required to give a presentation of his/her portfolio to a panel of adjudicators and be prepared for a panel discussion on his/her portfolio.

Educators should include the following in a portfolio for the competition:

- How the oral history project was introduced in the classroom;
- The heritage project could be linked to the local community and the school should adopt it and liaise with the South African Heritage Research Agency (SAHRA) for its protection and preservation.
- Learners could develop posters for the heritage site.
- What explanation was given to learners about choosing and approaching possible interviewees, preparing for and conducting interviews and using the interview as evidence to reach conclusions about the contribution of that individual;
- What interventions the educator made in assisting learners to complete the project.
- What the teacher felt the learners gained from doing an oral history investigation;
- A range of examples of learners' work.

**Provincial Adjudication processes**

- Adjudication could take place at a provincial level in September-October 2010;
- Provinces will send adjudication dates to National Office;
- The National Office will send officials to support the provincial adjudication processes and compile a National Report;
- National Office will also contribute to the acknowledgement of provincial winners;
- Panels of adjudicators comprising historians and heritage workers should be appointed for the provincial adjudications; and
- Provinces should identify such persons from Higher Education Institutions and other heritage organisations such as museums.

