

section 100bis of Act 56 of 1955, as inserted by section 4 of Act 39 of 1961 and amended by section 17 of Act 76 of 1962, section 9 of Act 37 of 1963 and section 23 of Act 80 of 1964.

sub-section.

“(1) Whenever any person has been arrested on charge of having committed any offence referred in Part II B of the Second Schedule, the attorney-general may, if he considers it necessary in the interest of the safety of the public or the maintenance of public order, issue an order that such person shall be released on bail or otherwise before sentence has been passed or he has been discharged: Provided that if no evidence has been led against such person, a preparatory examination or trial, within a period of ninety days after his arrest, he may at any time apply that period on notice to the attorney-general apply to the judge of the Supreme Court to be released on bail and the judge sitting in Chambers may on the merits of the application order the release of such person on such terms and conditions as he may direct or he may dismiss the application or otherwise deal with it as he deems fit.”;

(b) by the deletion of sub-sections (5) and (6).”.

NATURE OF THE APARTHEID STATE

COMPLICITY OF STATE STRUCTURES

SOURCES

Schools based assessment task: What happens when a state is organised to support repression?

The entire apartheid state was geared towards supporting the apartheid ideology. This included the state medical system and the legal system. These are only two of the organs of the state – there were many other ways in which the state was organised to support apartheid. A critically important system was education. It was the unequal education system that contributed so much to the student uprising in 1976 in Soweto. The business sector was an active participant and supporter of apartheid. One major reason for this was that apartheid provided them with cheap labour. Major international companies active during apartheid included Daimler AG, Ford Motors, General Motors and IBM.

In the health sector there were state medical officials. Detainees were taken to district surgeons who turned a blind eye to the evidence of torture presented to them. Apathy and acceptance of detention and torture violated the moral and ethical codes of medical practice. Collaborating with the security police in this way, district surgeons were part of the human rights abuses of apartheid. Among the actions that went against their ethical codes of practice were: carrying out examinations in the presence of security police; violating patient confidentiality; conducting cursory examinations that failed to investigate or detect signs of abuse or illness; misdiagnosing conditions and illnesses; providing inadequate or inappropriate treatment; issuing misleading and inadequate medical and post-mortem reports; giving false testimony in court hearings; failing to intervene and stop or even to report abuse; not following up on complaints or speaking out against inhuman practices.

The legal system was also changed to support apartheid. Unethical and immoral laws were passed in parliament setting up state systems that enabled human rights abuses. The political struggle resulted in successive states of emergency being declared from 1960 and in particular, during the 1980s. This gave the security forces extensive powers of detention without trial; of search, seizure and entry; and the declaration of curfews. Criminal law became highly political. Magistrates were public servants and many did not separate law and justice. The majority of magistrates failed to report or speak out against torture in detention and continually found no one responsible for deaths in detention. As with the district surgeons, the majority showed no concept of moral understanding.

The sources that follow are all about the way in which various state systems support apartheid and through this support, enabled the apartheid state to continue with the violence against the people of South Africa. In 1973 the United Nations declared apartheid a crime against humanity.

Once you have worked with each of these sources, you will then read the extract from the United Nations Declaration, and compare that with the information in the sources. Read all the sources and use the table after the sources to organise the information.

Evidence of injuries before Timol death

Staff Reporter
JOR Police Officer assisted with the taking of Timol into the death house. Timol, a Police detainee who was held at John Vorster Square, agreed in his statement that the Regional Magistrate, Johannesburg, yesterday that the pathologist's histological report indicated that injuries received by Mr. Timol before death.

J. F. C. Pick, who had been the chief of the CID, yesterday that the pathologist's histological report indicated that injuries received by Mr. Timol before death.

VERBAL

When the hearing resumed yesterday Mr. Maiseis asked Major-General Buys if he had seen Captain Gloy before he had spoken to the reporter of the Sunday newspaper Rapport. Major-General Buys said he had.

He said he had also spoken to Captain Van Niekerk and both officers had made verbal reports to him. At this stage Maj-Gen. Buys said he had no objection to the police investigation diary being handed in immediately after this Maj-Gen. Buys collapsed.

Major Pick was called and the statement he made was



MAJOR FICK

being questioned by Mr. Maiseis when he suddenly leaned

When the hearing was resumed Major Pick was called. Mr. Timol, 30, died when he fell from a 10th floor room at John Vorster Square on October 27. He was being detained under Section 6 of the Terrorism Act and, according to evidence, had been interrogated. He fell moments after a "Mr. X" had entered the room and said the Whites "involved in the case" had been identified and the name of Quentin Jacobson was mentioned.

The two officers in the room, left and Sergeant Jean Rodriguez remained alone with Mr. Timol.

PHOTOGRAPHS

Major Pick said he had received a number of photographs but he had not questioned anyone about them. He did not ask Brigadier Pattie about the photographs showing Sergeant Rodriguez standing in office 1026 near the open window.

most of the entries in the diary. These entries were made on the date specified.

Mr. Maiseis said that according to the investigation diary, Brigadier Pattie had said there was no reason to believe there had been foul play. Major Pick said this was correct.

He asked Major Pick if he had approached the matter initially with the idea that foul play was not suspected. Major Pick said that at that stage he was concerned with the collecting of all the information he could for the purposes of the inquiry.

Mr. Maiseis: Was your initial approach to the matter along the lines that there was no foul play? — I had no reason to believe there was foul play.

Major Pick said he did not ask Brigadier Pattie what Sergeant Rodriguez had told him although he had seen the brigadier before. He saw Sergeant Rodriguez.

there had been a great deal in the English and Afrikaans newspapers? — Correct.

Mr. Maiseis: And there had been criticism not only in the English but in the Afrikaans about the police and the

believed I knew what the report was, and I did not ask him.

Mr. Maiseis: Has it happened in your experience that witnesses sometimes give inconsistent statements?

DISTRICT SURGEONS

Source 1

District surgeons were state employed doctors. Their responsibilities included health care and medico-legal responsibilities for detainees and prisoners. They have been accused of being willing agents of the apartheid system. **Jabu Ngwenya** was detained in 1977 and again in 1980 and tortured in detention. In his interview he talked of the visits of the district surgeons:

Even the district surgeons, I wish to see, to see the reports from the district surgeons that used to come. I remember the guy that used to say, "Headache", and all the problems that you have etc, and they would write that you have hypertension but they never reported that you were tortured and so on but on the script for medication and ointment they would give correct things.

Source 2

Zwelinzima Sizane was a young activist in the 1970s and was arrested and detained in 1976 after the Soweto Uprising.

One of the doctors, one of the SB's [Security Branch], in fact we used to call them doctors, would bring in aspirins and say, "Take this", you know antibiotics and that. I'll look at him and say, "Ok it's fine." But even two aspirins wouldn't help and I eventually stopped taking them.

World outcry over Biko death

Torture is not our policy

Q: Within those guidelines, do you accept that there will be cases where torture is used?

A: I do not accept that because I know of all the precautions that we do take

must say that, by and large, our force compares very well with most police forces in the world as far as this type of thing is concerned.

Q: Is it possible to say that the Police, your Department, your office, in fact, the system, does not cover up for itself?

senior officer knows something about him that indicates he knows something about terrorism or is busy with terrorist acts. Now that's fair enough. You arrest a man today and he tells you that such a person gave him weapons 500 miles away. You've got to go miles to find

tions. If South Africa something like lands, which Br with the indepe former colonies recognised imm ours- ar wrong. We don't like about detain

DISTRICT SURGEONS

Source 3

Barbara Hogan became involved in the liberation struggle as a student as Wits University in the late 1970s and joined the ANC. In 1981 she was detained by the security police and taken to John Vorster Square. She talks of a district surgeon who appeared to have more sympathy with her than most of the district surgeons.

There was one period where they had assaulted me very badly and I had started bleeding internally and they'd forgotten that I had to see the district surgeon the next day and I was all bruised and pretty badly beaten up. They had to take me to the district surgeon but before I left, as I was getting into the car, they said to me, "If you tell him that you were assaulted, we'll kill you." They came with me to the district surgeon and then insisted on sitting in on the consultation. When he saw me he said, "What the hell has happened to you?" and I was just too terrified, I just started crying and I just said, "Nothing." The security police wanted to stay and he chased them out and he said to me, "What happened?" and I said, "I was assaulted." He then took my pulse and everything and he was afraid I was going to have a heart attack and I was then put on sedatives. He then demanded to see me every day for ten days. I was one of the fortunate people. I think it was because he saw me immediately after the assault that he felt if he didn't take action he himself could be compromised. He sent a report to security police headquarters in Pretoria and then demanded to see me every day because he thought I was at risk. The security police then laid off me for those ten days but then on the last day, after I'd seen him, they then packed me up and took me off to Vereeniging so that I wouldn't be under his jurisdiction so that they could then start again with the assaults under a district surgeon who wouldn't protect me in any way.

Source 4

Laws were passed to support the apartheid system. Magistrates who worked in local courts of law were state employees. They were responsible for the political prisoners who were in detention. They turned a blind eye to the torture and deaths in detention, ruling over and over again that no Security Branch person was responsible for the deaths. **George Bizos** was a lawyer who defended many activists, doing his best to get justice for them and their families, and to expose the brutality of the apartheid security forces. Here he talks of the inquest after the death in detention of **Ahmed Timol**. The official version of his death was that Timol had committed suicide by jumping out of a tenth-floor window in John Vorster Square.

But later when the inquest was held Dr Jonathan Gluckman who was the foremost pathologist in private practice helped with the post mortem on Timol's body and you can actually date the injuries. There were fresh injuries because of the fall naturally, but there is a method by measuring the link of, with what we call macro-fractures, long cells because the curing process apparently takes place by the tail of healthy cells eating up the dead cells and in that way you can say whether the injury was 2 days old, or 4 days old, or 6 days old or 8, or 10, or 12 days old and the histology showed very clearly that Timol had been assaulted on various occasions, periodically, from the date of his detention and that those injuries were not as a result of the fall. The magistrate didn't take any notice of that evidence and he exonerated the police which led to my writing up these inquests in which justice was treated and titled it "No one to blame." Because you could write the verdict beforehand but it didn't matter how much proof there was, no one would be found to blame.

LEGAL SYSTEMS

Source 5

In this source **George Bizos** answers the question put to him: 'Looking back at all the cases that you were involved with that related to issues of detention, how would you describe the attitude of the courts?'

It was most unfortunate. Taking a person, detaining him for about 9 months, taking a statement from him or her, getting them to take the oath that it was the truth when it was obtained under torture or coercion or threats, and putting them in the witness box with a warning that, "If you depart from your statement or if you say that you have been ill treated, you are going to pay dearly, you won't be released, and if you change your statement you are going to get 5 years in prison," this made our tasks very, very difficult. Attempts were made by some of the lawyers particularly in Natal, doing political cases that that sort of evidence shouldn't be admissible, that the court shouldn't convict people on that evidence. Professor van Niekerk who was in the forefront of that research was convicted of contempt of court for his trouble. So there was nothing much that we could do. We did evolve the techniques however in terms of which we did get quite a bit of the truth out. The obvious technique was that we would consult with the family or we would be approached by the family of the witness, they would give us personal details and we would start not shouting at him for giving evidence against our client, there had been enough of that during his period of detention, we tried to get across to him from the questions that we put that we had consulted with members of his family, or her boyfriend or girlfriend and having giving him that message and taking him out of the restrictive mode that he had lived in for a number of months with fear and dependency on the security police. This would give them an indication that we were on their side. They might even had known of the person who was cross examining them that they were on his side and they would come out but it took a lot of courage and a lot of them did it and many their prosecution failed as a result of these programmed people telling the truth instead of repeating parrot-like what the security police had told them to say.

Source 6

Jabu Ngwenya was detained in 1977 and again in 1980 and tortured in detention. In this source he talks of a visit to him by a retired judge:

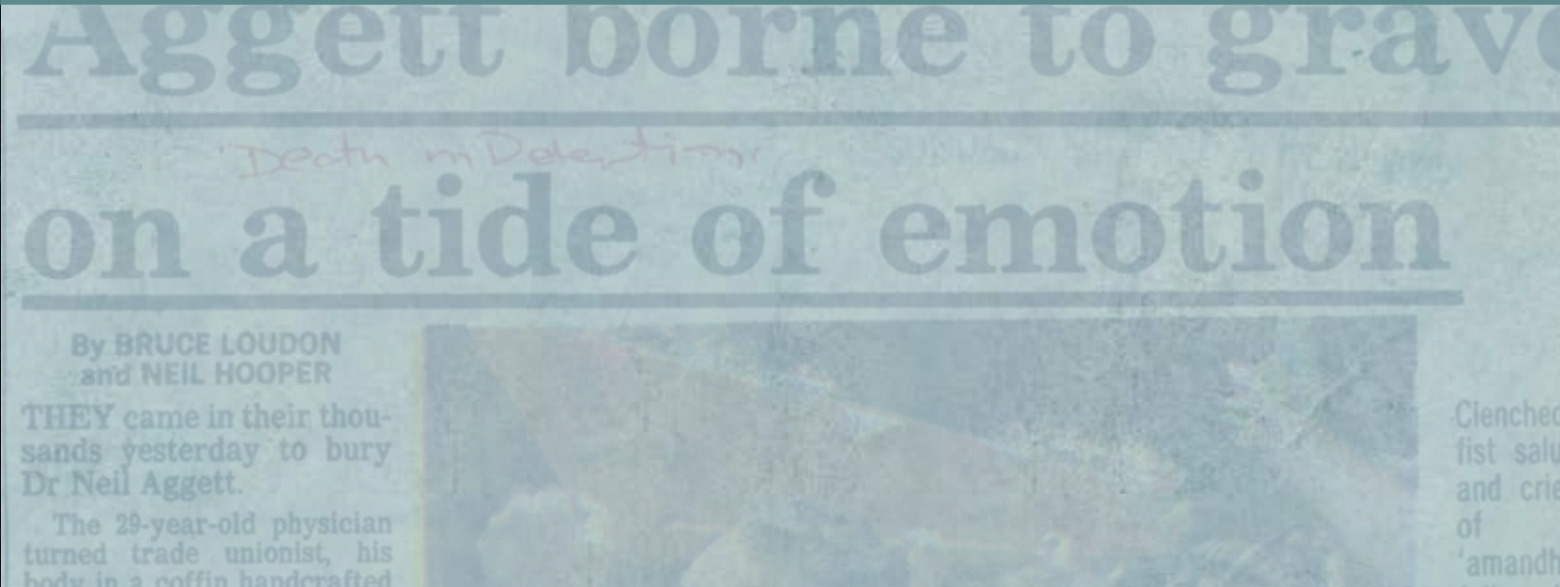
After Neil Aggett died, that's when things started happening. When Neil Aggett died we started to become privileged. We got radios; we started to get some few books. But the radios were not playing well. I don't know what they did with them at John Vorster because they were not playing well. And then we had a retired judge whom we were told would come and talk to us but it was not really helpful....He would ask "Were you tortured?" and then when you say "Yes" then he would write it down, "Were you badly treated?" and then you tell him "Yes this is what is happening." You know things like exercising, "Are you exercising? Do you have an hour? Do you have this and that?" all these kind of things. But let me tell you it was just a setting up because of the international world and the consciousness of people. And we were lucky as I was saying the light part of it is that there were also whites in the whole thing and that brought a different thing to all of us. So because of the death of Neil Aggett, the struggle does different things. Because of his death, life became much better for all of us in terms of treatment and all other things that happened to us but we were still not allowed to talk to each other. But then this judge will note things and one day as I was telling him, "These are my problems with my food, my clothes are not on time," this guy said to me "This is not a five star hotel! You must never think this is a five star hotel, you must never think this is a five star hotel. We are just here in prison because you are a terrorist." And I got shocked. And I was fed up with him.



JABU NGWENYA



BARBARA HOGAN



POLICE FORCE: SECURITY POLICE, ORDINARY POLICE, AND RAILWAY POLICE

Source 7

Chris Wilken, a former security police member, talks in this source of his time as a member of the Security Branch. He also discusses the transition to democracy in South Africa.

There was always a differential between senior ranks and junior ranks in the police during those days. I want to emphasise however that the members of the Security Branch were handpicked, both black and white. Black policemen were your colleagues and you needed to rely on them for information about the areas where suspects came from. Many of those policemen are still my colleagues today. They're still in the police and I liaise with them very regularly. So within the Security Branch there was camaraderie between Security Branch people. However, like in any organisation the race issue came to the fore. Certain functions were whites only; certain functions were only for blacks...to me personally I feel that commemoration is very important as it is for the government of the day and the people of the day to remember what happened in the past. Me and you, we cannot rectify that, we had no control over that but I think it's very important to commemorate members that were involved in those days taking into consideration that there were a lot of policemen who were very involved in what they were doing. I'm not for one moment saying that everything they did was above board but there many dedicated policemen as there are today. There are many of those dedicated policemen from the apartheid days who now serve the new government with as much dedication and those members should be recognised whether they came from those days or not, they're now in a new democracy serving a new government and they've given everything they have to serve this country so we need to bear that in mind.

Source 8

Barbara Hogan talks of the railway police who were sometimes called in to assist the security police when activists were being interrogated

In the initial interrogation I was taken by two railways policewomen. They would take me for a shower and then they would take me up for interrogation. They were present in the room during one of the assault periods and then they were taken out of the room. When I started bleeding, they were brought in to take me to the toilet and they were completely shocked. I think they believed that they [the security police] wouldn't assault a white woman so for them it was terrible and they had divided loyalties. The next day, the one woman came into my cell and said, "I want to tell you I've resigned. I'm pregnant and if my child is a daughter, I'm going to name her after you." I think this gives you an idea of how people related to a white person in detention. Suddenly it became real, it wasn't just a black person who there was a certain amount of distance from. They were also from the railway police not the security police and they were quite contemptuous of the security police as where most other divisions of the police. The other woman came to me and she said, "I want to ask you one favour. Please never mention me if you lay a charge because my husband's family are all in the police and if I have to give evidence, it would ruin my marriage." After that I was handed over to a bunch of far nastier women, pretty vicious, very cruel. That was for the rest of the time.



BARBARA HOGAN



Source 9

Hennie Heymans was a member of the security police during apartheid.

Coming to Johannesburg the pressure was tremendous: firstly, being close to head office and also people were expected to produce results and the police are driven by success. Success breeds success. You must remember that we were in a war; we were combating a threat and the scoreboard is there to show if we are doing our work. Life is not fair and policemen also break the Queensbury rules [rules of fair play in boxing] sometimes. Fighting a revolutionary war is much more difficult than fighting ordinary criminals. You must remember that you are fighting sometimes against the crème de la crème; the best brains available in this onslaught are your opponents. You have to be one step ahead of these people. In retrospect it's unfortunate that these things happened. If my opponents look back it's also unfortunate that certain policemen were killed in bomb explosions and in attacks on their houses. But both sides have to prove a point and you have to be result driven...We were there for the preservation of the internal security of the Republic. So sometimes it was very, very difficult.

We had legal machinery to combat this but we also needed intelligence and we focused a lot on getting intelligence, getting informers, sending them to university to infiltrate various organizations. One of our great successes was Craig Williamson who went from NUSAS, he and Derrick Broon, from NUSAS. We had many black policemen who we asked to abscond and go and join the freedom fighters because we needed information. We needed information timeously so that we could act... The Bureau for State Security was established to coordinate intelligence. .

ACT

To amend the Public Service Act, 1957, so as to make provision for the creation of a Bureau for State Security; to make provision in relation to the said Bureau for the delegation of certain powers, functions and duties of the Public Service Commission to a Minister; and to provide for incidental matters.

(Afrikaans text signed by the State President.)
(Assented to 19th June, 1969.)

BE IT ENACTED by the State President, the Senate and the House of Assembly of the Republic of South Africa, as follows:—

Amendment of section 1 of Act 54 of 1957, as amended by section 1 of Act 71 of 1963, section 1 of Act 47 of 1965, section 1 of Act 63 of 1967 and section 29 of Act 67 of 1968.

1. Section 1 of the Public Service Act, 1957 (hereinafter referred to as the principal Act), is hereby amended—
- (a) by the insertion after the definition of “Administrator” of the following definition:
“‘Bureau’ means the Bureau for State Security;”;
 - (b) by the substitution for the definition of “Commission” of the following definition:
“‘Commission’ means the Public Service Commission established by section 4 (1) and, in relation to any power conferred upon or function entrusted to or duty imposed upon the Commission by this Act or any other law, includes any member or members of the Commission or any officer or any Minister to whom the exercise of such power or the performance of such function or duty has been lawfully delegated by the Commission in terms of section 5 (2) or by the State President in terms of section 6A;”;
 - (c) by the substitution for the definition of “department” of the following definition:
“‘department’ means any bureau, office, department, provincial or other administration of the Government referred to in the first column of the First Schedule to this Act, as amended from time to time in terms of section 27;”.

ASSESSMENT TASK

1. Draw up a table with three columns using the headings like the example below. Read through all of the sources again. Using the information from the sources, fill in each column showing how each of the systems contributed to keeping apartheid in place. You can do this with a partner. Keep the information short – write in point form when you fill in the table.

District surgeons	Legal system	Police

Discuss the information with the rest of the class. We have a set of values written into the South African Constitution by which South Africans should live. These values are very different from the values demonstrated in these sources. Did you notice how the moral framework of the apartheid state accommodated the brutal actions of those who worked with detainees?

In her interview, **Barbara Hogan** talked about how the apartheid state corrupted state institutions and so many of the people who worked for the state. Read what she as to say:

Suddenly it became real, it wasn't just a black person who there was a certain amount of distance from. They were also from the railway police not the security police and they were quite contemptuous of the security police as where most other divisions of the police. The other woman came to me and she said, "I want to ask you one favour. Please never mention me if you lay a charge because my husband's family are all in the police and if I have to give evidence, it would ruin my marriage." After that I was handed over to a bunch of far nastier women, pretty vicious, very cruel. That was for the rest of the time.

In your notebook, write down some thoughts that came to you as you read through what Barbara Hogan said.

2. Read the extract below from the UN Apartheid Convention, which declared apartheid to be a crime against humanity. It was drawn up in 1973. As you read through, underline or highlight the reasons why apartheid was regarded as a crime.

The Apartheid Convention was the ultimate step in the condemnation of apartheid as it not only declared that apartheid was unlawful because it violated the Charter of the United Nations, but in addition it declared apartheid to be criminal. The Apartheid Convention was adopted by the General Assembly on 30 November 1973, by 91 votes in favour, four against (Portugal, South Africa, the United Kingdom and the United States) and 26 abstentions. It came into force on 18 July 1976. As of August 2008, it has been ratified by 107 States. The Apartheid Convention declares that apartheid is a crime against humanity and that "inhuman acts resulting from the policies and practices of apartheid and similar policies and practices of racial segregation and discrimination" are international crimes (art. 1). Article 2 defines the crime of apartheid – "which shall include similar policies and practices of racial segregation and discrimination as practised in Southern Africa" – as covering "inhuman acts committed for the purpose of establishing and maintaining domination by one racial group of persons over any other racial group of persons and systematically oppressing them". <http://untreaty.un.org/cod/avl/ha/cspca/cspca.html>

Writing an essay

Using the information in the UN Apartheid Declaration and the information from the sources, write an essay on why each of the three systems mentioned in the sources were regarded as perpetrating crimes against humanity.



administ on of justice, he may issue a warrant for the arrest and detention of such person. (2) Notwithstanding anything in sub-section (3) of section twenty-nine contained in the Constitution, any person who is arrested or detained in connection with the investigation of an offence, or in connection with the execution of a sentence, shall not be treated as a prisoner of war, and shall not be subject to any of the provisions of the Geneva Convention of 1949 relating to the treatment of prisoners of war, until he has been declared as such by a competent authority. This is the second "political" death to occur at John Vorster Square since 1960. Mr Dipale had been found dead yesterday morning. They came at night, three whites and a black. That was the last time the family saw Ernest alive. Yet another death in detention, if 53rd by our count, serves to expose the barbarism of the detention laws. The closed system of justice by the State

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GENERAL LAW AMENDMENT ACT

Act No. 37 of 1963.

Detention of certain persons for interrogation.

17. (1) Notwithstanding anything to the contrary in any law contained, any commissioned officer as defined in section one of the Police Act, 1958 (Act No. 7 of 1958), may from time to time without warrant arrest or cause to be arrested any person whom he suspects upon reasonable grounds of having committed or intending or having intended to commit any offence under the Suppression of Communism Act, 1950 (Act No. 44 of 1950), or under the last-mentioned Act as applied by the Unlawful Organizations Act, 1960 (Act No. 34 of 1960), or the offence of sabotage, or who in his opinion is in possession of any information relating to the commission of any such offence or the intention to commit any such offence, and detain such person or cause him to be detained in custody for interrogation in connection with the commission of or intention to commit such offence, at any place he may think fit, until such person has in the opinion of the Commissioner of the South African Police replied satisfactorily to all questions at the said interrogation, but no such person shall be so detained for more than ninety days on any particular occasion when he is so arrested.

(2) No person shall, except with the consent of the Minister of Justice or a commissioned officer as aforesaid, have access to any person detained under sub-section (1): Provided that not less than once during each week such person shall be visited in private by the magistrate or an additional or assistant magistrate of the district in which he is detained.

(3) No court shall have jurisdiction to order the release from custody of any person so detained, but the said Minister may at any time direct that any such person be released from custody.

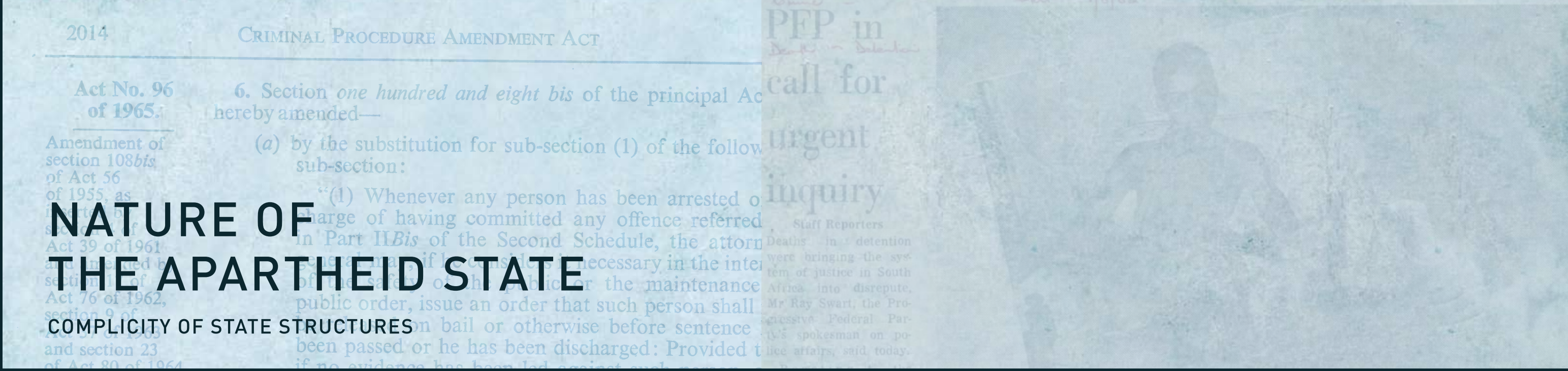
(4) (a) Subject to the provisions of paragraphs (b) and (c), sub-sections (1) to (3), inclusive, shall be in operation until the thirtieth day of June, 1964, and for such periods thereafter not exceeding twelve months at a time as the State President may from time to time by proclamation in the *Gazette* determine.

(b) Any proclamation under paragraph (a) may be issued at any time whether or not the said sub-sections have then ceased to be in operation.

(c) The State President may at any time by like proclamation suspend the operation of the said sub-sections or withdraw any proclamation issued under paragraph (a).

Protected places or areas.

18. (1) Whenever the Minister of Justice considers it to be in the public interest or in the interest of the safety of the State to prevent unauthorized persons from being within any place or



2014

Act No. 96
of 1965.

CRIMINAL PROCEDURE AMENDMENT ACT

Amendment of
section 108bis
of Act 56
of 1955, as
inserted by
section 1 of
Act 39 of 1961
and amended by
section 1 of
Act 76 of 1962,
section 9 of
Act 95 of 1963
and section 23
of Act 80 of 1964

6. Section *one hundred and eight bis* of the principal Act hereby amended—

(a) by the substitution for sub-section (1) of the following sub-section:

“(1) Whenever any person has been arrested on charge of having committed any offence referred in Part II of the Second Schedule, the attorney-general may, if he considers it necessary in the interest of the safety of the public or the maintenance of public order, issue an order that such person shall be kept in custody on bail or otherwise before sentence has been passed or he has been discharged: Provided that if no evidence has been led against such person

FP in
Deaths in detention
were bringing the sys-
tem of justice in South
Africa into disrepute.
Mr Ray Swart, the Pro-
gressive Federal Par-
ty's spokesman on po-
lice affairs, said, today.



THE ACTIVITIES	
<p>ACTIVITY 1</p> <p>INTRODUCTION: K-W-L Charts - Assessing What We Know/What We Still Want to Learn</p>	<p>■ STEP 4: COMPLETE COLUMN 3 AND REVIEW COLUMNS 1 AND 2</p>
<p>Why this activity?</p> <p>K-W-L charts are graphic organisers that help learners organise information before, during and after a unit or a lesson.</p> <p>They can be used to engage learners in a new topic, activate prior knowledge, share unit objectives, and monitor learning.</p> <p>For this resource, K-W-L is a great way to start the section to activate their prior knowledge of apartheid history from Grade 11.</p>	<p>Throughout the unit, learners can review their K-W-L charts by adding to column 3: What did you learn?</p> <p>Some teachers have learners add to their charts at the end of each lesson, while others have learners add to their charts at the end of the week or the end of the unit. As learners record what they have learned, they can review the questions in column 2, checking off any questions that the can now answer. They can also add new questions. Learners should also review column one so they can identify any misconceptions they may have held before beginning the unit.</p>
<p>How to do it:</p>	<p>VARIATIONS</p> <p>You could add other columns to this chart such as, “Why is this information Important?”, “Where did I Find this new information?” or “Something I hope to Remember.”</p>
<p>■ STEP 1: MAKE K-W-L CHARTS</p> <p>Ask learners to create three columns on a sheet of paper:</p> <p>Column 1: What do you Know about apartheid?</p> <p>Column 2: What do you Want to know about apartheid in the 1970s and 1980s?</p> <p>Column 3: What did you Learn?</p> <p>Or, you can distribute a blank K-W-L chart that you have designed.</p>	<p>EXAMPLE</p> <p>You could add other columns to this chart such as, “Why is this information Important?”, “Where did I Find this new information?” or “Something I hope to Remember.”</p> <p>Example One: Before beginning you could ask some of the following questions:</p> <p>What do you already Know about apartheid?</p> <ul style="list-style-type: none">• What images and words come to your mind?• Where does your knowledge come from? How have you seen this time period portrayed in books, the arts and the media? Do any names come to mind when you consider this time period?• Does any time period or geographical location come to mind? <p>What do you Want to know about apartheid in the 1970s and 1980s? (If learners aren’t sure, some of the following prompts might help)</p> <ul style="list-style-type: none">• What might the motivations have been behind apartheid? What were the precipitating events?• When did apartheid begin? What has been the legacy of apartheid?• How were the 1970s and 1980s different from the previous years?• How were individuals involved? How did ordinary people make an impact on key events during SA’s apartheid years?• How did the environment or geography make an impact on the events? <p>Alternatively, the method outlined in the first unit to revise what the learners remember about apartheid from Grade 11 could be used.</p>
<p>■ STEP 2: COMPLETE COLUMN 1</p> <p>Have learners respond to the first prompt in column 1: What do you know about apartheid?</p> <p>Learners can do this individually or in small groups. Often teachers create a master list of all learners’ responses. One question that often emerges for teachers is how to address misconceptions learners’ share. Sometimes it is appropriate to correct false information at this point in the process. Other times, you might want to leave the misconceptions so that learners can correct them on their own as they learn new material.</p>	
<p>■ STEP 3: COMPLETE COLUMN 2</p> <p>Have learners respond to the prompt in column 2: What do you want to know about apartheid in the 1970s and 1980s?</p> <p>Some learners may not know where to begin if they don’t have much background knowledge on the topic. Therefore, it can be helpful to put the six questions of journalism on the board as prompts (Who? What? Where? When? Why? How?). We suggest that learners’ questions are used to direct the course of study. As learners’ share what they want to learn, this step provides an opportunity for teachers to present what they hope learners will learn in the unit.</p>	

ACTIVITY 2

In making the transition to the 1970s and 1980s and in preparing to work with the sources, it would be useful to mention the following points:

- 1950s and 1960s – tight control of government of political, economic and social structures of the country;
- 1970s saw the re-emergence of resistance after the Rivonia trial and banning of liberation organisations
- Resistance broadens and includes clerics, intellectuals, enlightened Afrikaners, the youth; trade unions
- Attempts to implement ‘grand apartheid’ – the homeland system
- Repression brutal in the 1970s and 1980s: detention without trial; torture; deaths in detention; in the 1980s repression included the kidnapping and murder of opponents
- The security police also carried out cross border raids to take out opponents of apartheid.

Two-Column Note Taking

Why this activity?

Two-column note-taking encourages learners to identify important information in a lecture, film or reading and to respond to this material. These notes prepare learners to participate in a discussion or begin a writing activity. They can also be used to recognize learners’ misconceptions and questions, and to evaluate learners’ understanding of material.

How to do it:

■ STEP 1: PREPARATION

Make sure that learners have a journal, notebook or graphic organiser upon which to record their notes. The page they record notes on should be divided in half with a line or fold. The left side should be labelled “key ideas” and the right side should be abelled “response.”

- “Key ideas” often refers to the main points of the text, but can also include supporting details. Inform learners about the depth and breadth of note-taking you expect. Prompts you can use for the left column include: What ideas are most important to remember? What new terms or concepts have been introduced?
- “Response” refers to questions, interpretations, and connections. Prompts you can use for the right column include: What questions does this information raise for you? What other ideas, events or texts does this information remind you of? Why do you think this information is important and/or relevant to your unit of study? How does this information connect to your own lives? What do you think of these ideas?

If this is the first time learners have engaged in this kind of note-taking, you should discuss what is meant by “key ideas” and “response” and then model this technique with them.

■ STEP 2: TAKING NOTES

While listening to a lecture, watching a film or, in this case, reading a text and/or watching the video clips, have learners record information in both the left and right columns of their charts. It may be difficult for some learners to record information in both columns at the same time, especially during a lecture or film. You might recommend that learners first record information on the left column. Then, once they have finished hearing, reading or watching the text, they record their responses in the right column. When possible, encourage learners to review a text to check the accuracy of the information they recorded and to pick up ideas they may have missed.

■ STEP 3: SHARING

Sharing notes with a partner or small group can help learners retain information, give them feedback on their note-taking skills, and provide them with an opportunity to add to their notes with information they may have missed.

■ STEP 4: REFLECTION AND SELF-ASSESSMENT

Many teachers assume learners know how to take notes. But, often, learners are never explicitly taught how to take thorough notes in an efficient way. To help learners recognize their strengths and needs as note-takers, give them the opportunity to reflect on how this process is working and not working for them. What is easy about note taking? What is difficult? Then, you might have a class discussion where learners present their own note-taking strategies and questions. You can include tips such as:

- Abbreviate.
- Underline new vocabulary.
- Skip lines between new ideas.
- Draw lines between ideas or facts that connect to each other.
- Take notes using symbols and drawings, not just words.
- Don't worry about spelling as you take notes. You can check for proper spelling later.
- Use bullet points to list sub-points.
- Place a star by main ideas.
- Place a question mark next to anything you do not understand.

VARIATIONS

Anything can be used as headings for the two-columns. Other heading titles include:

- Important quotations / meaning of that quotation
- Pro argument / Con argument
- Facts / opinions
- Argument / supporting evidence

This is a useful activity to use for all of the sections in this guide and for the learners to use while watching or listening to extracts from the DVD. The assessment task that the learners will complete in this section asks them to create a three-column table but the principles of the activity stay the same.

