

SAHA IN THE CLASSROOM

THE 1983 CONSTITUTION

A set of classroom materials
produced by the South African History Archive
for Grade 12 learners

GUIDE BOOKLET FOR EDUCATORS



THE SAHA IN THE CLASSROOM SERIES

This series of booklets comprises an introductory booklet on how to use the SAHA in the Classroom series and 9 source booklets for learners, with corresponding guide booklets for educators, exploring the following aspects of South Africa's history from 1976 - 1994:

The 1983 Constitution

The United Democratic Front (UDF) and the National Forum

Formal repression in the 1980s

Covert repression in the 1980s

Resistance in the 1980s - civil society

Resistance in the 1980s - militancy

Resistance in the 1980s - international pressure

The move to democracy - negotiations

The move to democracy - the role of violence

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.

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These notes on the 1983 Constitution and its broader implications provide guidance on how to assess your learners' answers to the questions on each of the sources using Bloom's taxonomy. (See the Introduction on 'Levels of questioning'.) For curriculum purposes we have indicated the Learning Outcomes (LO) and their associated Assessment Standards (AS) for each source.

SOURCE A: Local Election Pamphlet for Solidarity (1987)

(Archived at SAHA as Collection AL2457: A9.20, House of Delegates)

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applies historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

AS 2: Examines and explains the dynamics of changing power relations

AS 3: Compares and contrasts interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events

A1.

Study the above pamphlet and identify four reasons why some voters would support Perry Chetty as the Solidarity candidate. (8)

Type of question and approach

This is largely a Level 3 question, focusing on the skill of comprehension. Learners should be able to extract the information from the source. Although the answer may be found in the source, learners should answer in their own words, as this will show their ability to understand the source.

Learners should provide four points, which outline the reasons why some Indian voters would support Perry Chetty as the Solidarity candidate.

Suggested answer

- As a 'business consultant' depicted in a suit, Chetty could attract the support of some middle class Indian voters who would see him as 'one of them'.
- Chetty's position in the President's Council could impress some Indian business people possibly looking for business advantages through political connections.
- Some voters may be impressed by Chetty's educational qualifications. He could be deemed as having the 'wisdom' to govern wisely.
- Solidarity's slogan 'Peaceful Change' could be attractive to conservative Indians.

A2.

Use your own knowledge and Source A to explain why many voters might boycott Perry Chetty and Solidarity. (6)

Type of question and approach

This is a level 4 question, focusing on the skill of application. Learners need to extract some of the information from the source, but will also have to apply this knowledge to a broader understanding of the historical context. Learners should produce three reasons why voters would not support Perry Chetty and Solidarity.

Suggested answer

- Indian voters who belonged to the UDF would boycott Chetty and Solidarity as apartheid puppets or 'stooges'.
- Working class Indians would find it difficult to relate to the middle class Chetty and could reject him.
- Some middle class Indians would prefer to vote for Rajbansi's National People's Party.

A3.

At whom is the pamphlet aimed? Substantiate your answer. (4)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to identify the target audience (Indian voters) and work out the intention of the creators of the source. The first sentence needs to identify the targeted audience while the second sentence should substantiate the answer by drawing evidence from the source.

Suggested answer

The election pamphlet is aimed at Indian voters because only Indians could vote for the House of Delegates. It is designed to convince Solidarity supporters to vote for their candidate, but also to win over supporters of the National People's party as well. It is a typical election pamphlet that introduces a candidate and says 'For peaceful change vote Perry (P.M.) Chetty Central Rand Solidarity'.

A4.

*Imagine that you are a UDF member. Adapt the election pamphlet to satirise or make fun of the candidate and the party and add a sentence to win support for an election boycott. (6)

Type of question and approach

This is a level 6 question, focusing on the skill of synthesis. Learners need to use their knowledge gained from other sources to satirise the pamphlet to make Chetty and the

Solidarity party appear unappealing. The pamphlet can be photocopied, and words can be altered on the photocopy. They also add a sentence to the pamphlet to persuade people to boycott the Tricameral Parliament election and support the UDF instead.

Suggested answer

A satire usually keeps as close to the original as possible, with just a few subtle changes that aim to make the target of the satire look ridiculous. The satirical pamphlet could make fun of the right hand page. This can be done in several ways: 'peaceful' can become 'pitiful', 'Chetty' can become 'Cheaty' and 'Central Rand' could become 'Seems so Bland'. The left hand page can also be altered for satirical effect in a second sentence: e.g. the phrase 'Do you know your candidate?' can become 'Say No to your candidate' or 'candidate' could become 'con-didate' to suggest that Solidarity is conning the Indian voters. The pamphlet misspells 'merit' as 'merrit' so this would be a good opportunity to write 'for excellent spelling'. To really make fun, change this 'for eggselent spelling'. Let learners satirise the pamphlet in any way, so long as their answers are meaningful and display satire, but do not suggest violence.

Learners' sentences could be more serious and remind voters why they should boycott the Tricameral elections. For example, 'Seriously friends, let's not waste time with fake elections. Boycott this 'sham' democracy that excludes black people from the vote. Support the UDF! Forward to real democracy!'

SOURCE B: Extract from pamphlet – Why Participation – by Ismail Omar, National Chairman of Solidarity (1989)

This is an extract from a pamphlet issued by Solidarity justifying their participation in the House of Delegates of the Tricameral Parliament.

(Archived at SAHA as Collection AL 2457: A9.20, House of Delegates)

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applied historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

AS 2: Examines and explains the dynamics of changing power relations

AS 3: Compares and contrasts interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events

LO 3: The learner is able to construct and communicate historical knowledge and understanding

AS 3: Sustains and defends a coherent and balanced argument with evidence provided and independently assessed

AS 4: Communicates knowledge and understanding in a variety of ways

B1.

What reasons were given by the Solidarity National Chairman Ismail Omar to explain why his party took part in the Tricameral Parliament? (10)

Type of question and approach

This is a Level 3 question, focusing on the skill of comprehension. Learners will be able to extract the information from the source. However, the source is long – probably longer than will be given in an examination. The learner needs to use the skill of selection as well as extraction. Although the answer may be found in the source, the learner should answer in his or her own words, as this shows their ability to understand the source.

Suggested answer

- to change the system peacefully from within
- to help to get rid of discriminatory legislation like the pass laws
- to stop the Group Areas Act from being reinforced
- to offer input on other laws (particularly those affecting Indians)
- to work for black participation in the political process

B2.

Using your own knowledge and Source B, explain why some people opposed participation in the Tricameral Parliament. (4)

Type of question and approach

This is a level 2 question as learners will have to demonstrate an understanding of the broader historical context. However, it is also a level 3 question, focusing on the skill of comprehension. Learners will be able to extract some of the information from the source.

Suggested answer

Some people opposed the Tricameral Parliament because, on the one hand, it consisted of racially-defined chambers and excluded the black majority. On the other hand, some Indians and coloured were opposed to these reforms because they were worried that their children would be conscripted into the army.

B3.

Was this pamphlet aimed at Solidarity supporters or its enemies? Substantiate your answer. (4)

Type of question and approach

This is a level 5 question, which focuses on the skill of analysis. Learners need to analyse the source in order to identify the targeted audience and the intention of the creators of the source.

Suggested answer

It is aimed largely at Solidarity supporters and is designed to re-assure them. The pamphlet sets out some of the reasons that have been used to oppose participation in the Tricameral Parliament but then rejects these reasons as misdirected, pointing out, for example, that when the pass laws and 'dozens of other discriminatory laws' were scrapped 'we were there'. These arguments could also be an attempt to win over enemies.

B4.

Is this source biased? Substantiate your answer. (4)

Type of question and approach

This is a level 7 question, focusing on the skill of evaluation. Learners need to make a judgement as to whether the source is one-sided, and explain their choice by using evidence from the source. Learners should determine whether or not Solidarity used emotive and one-sided language against their enemies.

Suggested answer

The source is biased since emotive and one-sided views were expressed e.g. the phrase 'now we know the truth' implies that Solidarity's critics lied to the people of South Africa while the phrase 'hostile criticism' implies that Solidarity's enemies were not looking for debate but wanted to discredit and weaken Solidarity. It appears balanced and objective because it admits that the Tricameral system was 'flawed', and includes statements that criticised Solidarity but, on the other hand, it ridiculed Solidarity's enemies saying history will prove Solidarity was 'correct' to participate.

SOURCE C: Pamphlet – To Vote or Not to Vote? (1987)

This pamphlet urges people to vote in the elections.

(Archived at SAHA as Collection SAHA AL2457: A9.21, House of Delegates)

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applies historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

AS 2: Examines and explains the dynamics of changing power relations

AS 3: Compares and contrasts interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events

LO 3: The learner is able to construct and communicate historical knowledge and understanding

AS 3: Sustains and defends a coherent and balanced argument with evidence provided and independently assessed

AS 4: Communicates knowledge and understanding in a variety of ways

C1.

Identify those sections of the pamphlet that urge voters to vote. (10)

Type of question and approach

This is a level 3 question, which focuses on the skill of comprehension. Learners need to extract the information from the source. Although the answer may be found in the source, the learner should answer in his or her own words, as this shows their ability to understand the source.

Suggested Answer

- 'To vote...'
- '...exercise your democratic right'
- 'Naidoo Matheven (Madi) X' (on diagram showing election ballot)
- 'cast your vote wisely'
- 'Be sure to vote' (on logo at the bottom)

C2.

Use Source C and your knowledge to explain how and why this pamphlet tries to convince voters to take part in the elections by voting. (4)

Type of question and approach

This is a level 4 question, focusing on the skill of application. Learners will be able to extract some of the information from the source, but will also have to apply that knowledge to a broader understanding of the broader historical context.

Suggested answer

The pamphlet in Source C tries hard to convince voters to take part in the Tricameral elections by making statements like ‘would you yield to intimidation’ and ‘be independent’ to suggest that those who vote are brave and can think for themselves. Very few voters were prepared to vote for Indian and coloured political parties in the 1984 elections due to the UDF’s boycott tactics and this poster was trying to prevent the same thing from happening in the 1987 elections.

C3.

What does this pamphlet imply about the people who were campaigning for a boycott of the elections? (4)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to ‘read between the lines’ and work out the intention of the creators of the source. Learners should offer a general statement that answers the question and then substantiate this answer by drawing evidence from the source.

Suggested answer

The pamphlet implies that the people who worked for a boycott of the Tricameral elections were bullies and thugs who intimidated voters to scare them away from the polls and also used deception to fool the voters into staying away. These tactics are suggested by the phrases ‘would you yield to intimidation?’ and ‘don’t be fooled.’

C4.

How does this pamphlet use emotive language to persuade potential voters that voting is a positive act while failing to vote is a negative act? (8)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to analyse the source to find emotive language and then show how this emotive language persuades people that voting is more a positive act and not voting is a negative act.

Suggested Answer

The pamphlet suggests that voting is a positive act by using emotive language like ‘do yourself a favour.’ In another example, the pamphlet urges voters to ‘be independent.’ Independence is a positive attribute, now associated with voting. The pamphlet, at the same time, urges the voter ‘not to be influenced’ implying that not voting was a negative act. In another example, the voter is warned ‘don’t be fooled’, which suggests that failing to vote means that the voter is gullible.

C5.

The pamphlet is headed 'To vote or not to vote?' Why does it have this heading? Does the content of the pamphlet match the heading? Explain why. (8)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to 'read between the lines' and work out the intention of the creators of the source.

Suggested answer

The pamphlet is headed 'to vote or not to vote?' because the creators want to give the impression of impartiality. They show a readiness to consider both sides of the question.

The content of the pamphlet does not match the heading because the content tries to persuade the reader to vote through portraying voting in a positive light and failing to vote in a negative way. The creators of the pamphlet use this technique of giving voters the impression that they are objective in the heading to persuade them to vote.

C6.

Who is the target audience of this pamphlet? Substantiate your answer. (6)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to identify what audience the creators were targeting as well as provide evidence to back up their point of view.

Suggested answer

The audience for this pamphlet is the group of indecisive Indian voters who have not yet made up their mind about whether or not to vote. The pamphlet intends on persuading them to vote. This is clear from the heading 'To vote or not to vote' and the arguments that follow.

SOURCE D: How town councils were elected in black townships (1987)

This is a diagram explaining how town councils are elected in black townships, published by the Provincial Administration of the Transvaal.

(Archived at SAHA as Collection AL2457: A6.4.4, Town Council)

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applies historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

AS 2: Examines and explains the dynamics of changing power relations

AS 3: Compares and contrasts interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events

LO 3: The learner is able to construct and communicate historical knowledge and understanding

AS 3: Sustains and defends a coherent and balanced argument with evidence provided and independently assessed

AS 4: Communicates knowledge and understanding in a variety of ways

D1.

Use this diagram to write a paragraph that describes the process of electing a town council and a mayor in a black township. (6)

Type of question and approach

This is a level 3 question, focusing on the skill of comprehension. Learners need to extract the information from a mostly visual source and transform it into text. However, because they are applying visual understanding into written text, it also relies on the skill of application, which is a level 4 question.

Suggested answer

- Voters from each ward elect a town councillor.
- The town councillors together form the town council.
- The town council elects a 'chairman' who becomes the Mayor.
- Mixed media. The pamphlet uses mixed media to get its message across. This can be useful, because it can appeal to a wide array of people – from people who enjoy songs and poetry, to people who are more visual and prefer photographs.

D2.

Use Source D and your own knowledge to identify what class of person was likely to vote and/or stand in black town council elections. Substantiate your answer. (4)

Type of question and approach

This is a level 2 question, focusing on the skill of knowledge, as well as a level 3 question, focusing on the skill of comprehension. Learners need to extract some of the information from the source, but will also have to demonstrate an understanding of the broader context.

Suggested Answer

Middle class people were more likely to vote in black town council elections than workers, and more likely to stand as town councillors. This is suggested in the poster - mostly professional people are shown, e.g. a man with the briefcase rather than a worker with tools. The 'reforms' that brought about the black town councils were aimed at winning middle class Africans as allies for PW Botha's National Party government.

D3.

Why do you think the Transvaal Provincial Council thought it was necessary to produce and disseminate this diagram to residents in the townships? (6)

Type of question

This is a level 5 question, focusing on the skill of analysis. Learners need to identify the targeted audience and the intention of the creators of the source.

Suggested answer

The Transvaal Provincial Council (TPC) wanted to establish town councils in the townships in order to persuade the African middle class to support PW Botha's reforms. The TPC was probably concerned about the campaign by the UDF and National Forum to boycott the town council elections, and wanted to counter it by explaining, using a diagram, how a voter would be represented on a council. Few Africans had voted before, so the TPC may have felt that it was necessary to produce informative diagrams like this so that potential voters would understand the structure.

D4.

How are the people in this diagram depicted? Are various groups of people, on grounds of race, gender, age, physical disability and class, represented? (10)

Types of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to analyse how people are shown in the diagram, and interpret the meaning.

Suggested answer

The diagram engages in gender discrimination because women do not seem to be shown, either as voters or as town councillors. The councils were for black people only; no elderly or disabled are shown, and as pointed out earlier, the figures in the poster all appear to be middle class professionals.

SOURCE E: Extract from pamphlet – This is Transkei (1978)

This is an extract from a government promotional booklet published in 1972 / 1973.

(Archived at SAHA as Collection AL2457: B9.6, Transkei)

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applies historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

AS 3: Compares and contrasts interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events

LO 3: The learner is able to construct and communicate historical knowledge and understanding

AS 3: Sustains and defends a coherent and balanced argument with evidence provided and independently assessed

AS 4: Communicates knowledge and understanding in a variety of ways

E1.

What does the text in this source say about Transkei's commitment to education?

What evidence to support these claims is missing? (8)

Type of question and approach

The first part of the question is a level 3 question, focusing on the skill of comprehension. Learners need to extract the information from the source. The second part is a level 4 question, focusing on the skill of application. Learners need to apply their broader understanding of the historical context to work out what evidence is missing.

Suggested answer

The text claims that 'education has always been one of the largest budget votes of the Transkei government' as proof that the Transkei was committed to education. The text also claims that 'since 1972/73 the amount allocated to education has more than doubled,' again emphasising the Transkei government's commitment to education.

The text does not, however, inform the reader about the size of the Education Budget before 1972, or what the other budget allocations were, so there is insufficient evidence to support this claim. Neither does the source give the actual amount that was allocated to education in 1972/3; this information is needed as evidence of the Transkei's commitment to education.

E2.

Using Source E and your own knowledge, explain why the booklet focused on education (consider the date) in promoting Transkei. (4)

Type of question and approach

This is a level 4 question, focusing on the skill of application. Learners need to extract some of the information from the source, but will also have to apply their knowledge and understanding of the broader historical context to answer the question.

Suggested answer

The booklet may have focused on education because the Transkei, having just gained its independence in 1976, wanted to attract investors by claiming that it was a stable country with a good future by depicting smiling schoolchildren and impressive education statistics. Perhaps more importantly, the Soweto Uprising had occurred in 1976; so, just two years later, the booklet wanted to make the argument that, unlike Soweto, the Transkei was a peaceful, stable place, where schooling was taking place without incident.

E3.

*Form groups and discuss all the possible target audiences that this promotional booklet could be aimed at, giving reasons for your selection. (10)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to identify the targeted audience and the intention of the creators of the source. They should identify five target audiences and provide reasons for their selection.

Suggested answer

- Foreign investors – portrays the Transkei as a stable environment with good education
- South African and local investors - as above
- African middle class, particularly Xhosa-speaking professionals – to attract them to settle in the Transkei
- Potential voters in future Transkei elections
- Rural chiefs and other powerful figures in the Transkei

Other:

- Foreign governments – in order to secure recognition agreements
- International organisations like the United Nations – to win political recognition
- Tourists

E4.

In what ways does the picture in this source depict Transkei's schooling in a positive light?
(8)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to analyse the picture and discuss the elements that contribute to a positive image.

Suggested answer

- The school is a solid, brick building with no broken windows.
- The learners are happy, healthy and smiling.
- The flowers in front of the learners convey a sense of a fresh, new beginning as well as peace and happiness.
- The learners are dressed in matching school uniforms and look neat and tidy, implying a well-ordered and disciplined schooling system.

SOURCE F: Cover page of the booklet – Transkei Independence: Report of the Transkei Study Project (1976)

This report is very critical of the homeland system. It was written by the National Union of South African Students (NUSAS), an affiliate of the UDF.

(Archived at SAHA as Collection AL2457: B9.7, Transkei)

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applies historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

AS 3: Compares and contrasts interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events

LO 3: The learner is able to construct and communicate historical knowledge and understanding

AS 3: Sustains and defends a coherent and balanced argument with evidence provided and independently assessed

F1.

Use the text and images that appear on the cover of this report to write a paragraph written as if you were someone who had never heard of the Transkei before and had only this page as a source of information. (8)

Type of question and approach

This is a level 3 question, focusing on the skill of comprehension. Learners need to extract information from the source, using the text and the images. The paragraph should consist of a topic sentence that makes a general statement about the Transkei followed by at least three supporting sentences.

Suggested answer

The Transkei is a poverty-stricken (the cover shows a starving child) 'independent state' in the south-east of southern Africa led by Chief Minister Kaiser Matanzima. The Transkei as shown on the map is a small, fragmented 'state', probably too small to be economically viable. The people are poor and the children are starving. Matanzima is apparently a dictator who can do as he pleases; farms bought up by South Africa and ceded to the Transkei have become the personal property of Matanzima and his powerful supporters.

F2.

Using Source F and your knowledge explain why NUSAS depicted the Transkei and its leader Mantanzima in this way on the cover of the report. (6)

Type of question and approach

This is a level 4 question, focusing on the skill of application. Learners need to extract some of the information from the source, but will also have to apply this knowledge to a broader understanding of the historical context.

Suggested answer

NUSAS as a UDF affiliate was opposed to apartheid and the homeland system. It wanted to highlight corruption in the Transkei by citing a newspaper report about Matanzima's unethical land dealings. NUSAS also wanted to demonstrate that the Transkei was small and not economically viable as a so-called independent state, and that it was a poverty-stricken place where children were starving.

F3.

What audience was this booklet supposed to reach and for what purpose? (6)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to identify the targeted audience and the intention of the creators of the source.

Suggested answer

The booklet targeted foreign investors to discourage them from investing in a so-called 'state' that treated its own people cruelly by allowing children to starve while its leader and his cronies grew rich by taking state-owned farms for themselves. The booklet aimed to inform South Africans of all races about the Transkei so that they could organise and oppose the National government's policies as part of the anti-apartheid struggle. The booklet may also have specifically targeted white South Africans to discourage investment in and tourism to Transkei so that the homeland system would fail.

F4.

Compare the image of the child in Source F to the images of children in Source E and assess whether both these images are accurate depictions of reality in the Transkei. Using your own knowledge and the sources determine which is likely to be more accurate. Are both images biased? (6)

Type of question and approach

This is a level 6 question, focusing on the skill of synthesis. However, it also requires learners to make judgements about the sources, which require level 7 thinking, focusing on evaluation. Learners need to compare sources, and make judgements as to whether

they are accurate. This requires them to apply a broader knowledge of the historical context as well as work with two sources together.

Suggested answer

Both the images are accurate up to a point. The school children and school in the photo in Source E existed; the drawing of a starving child in Source F is based on economic findings that the Transkei was an impoverished region where hunger was common. The second image (Source F) is likely to have applied to many more children than the photo in Source E, because the Transkei was a poor country, too small to afford many schools like this. Both images are biased because Source F ignores Transkei's efforts to build good schools, while Source E ignores the reality of starving children in the Transkei.

SOURCE G: Sun City promotional brochure (1977)

This is part of a promotional brochure publicising Sun City in Bophuthatswana.

(Archived at SAHA as Collection AL2457: B2.2, Bophuthatswana)

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applies historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

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AS 4: Communicates knowledge and understanding in a variety of ways

G1.

Write a short blurb that promotes Sun City's features based on Source G. (6)

Type of question and approach

This is a level 3 question, focusing on the skill of comprehension. Learners need to extract the information directly from the source, including the text and the images. The blurb should make three key statements about Sun City that will attract visitors.

Suggested answer

- Come to Sun City, the water sports paradise!
- Play indoors/outdoors, day and night!
- Only two hours' drive from Johannesburg and Pretoria!

G2.

Using your own knowledge and Source G, explain why Sol Kerzner built Sun City hotel and casino in Bophuthatswana in the 1970s close to Johannesburg and Pretoria. (6)

Type of question and approach

This is a level 4 question, focusing on the skill of application. Learners should be able to extract some of the information from the source, but will also have to apply this knowledge to demonstrate an understanding of the broader context.

Suggested answer

Sol Kerzner built his Sun City hotel in the 1970s because Bophuthatswana was going to become a so-called 'independent' country and since gambling was illegal in South Africa,

Kerzner planned to build a casino at his hotel. Gambling and risqué shows with scantily-clad women was likely to attract white South Africans to his hotel looking to escape growing pressures of anti-apartheid organisations both inside and outside South Africa during the 1970s. The hotel and casino was situated close to the major cities of Pretoria and Johannesburg in order to make it easy for relatively wealthy white customers to visit Sun City.

G3.

Who do you think created this promotional brochure and what was its target audience? Substantiate your answer. (8)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to identify the targeted audience and the intention of the creators of the source.

Suggested answer

The creator of this promotional brochure was Southern Sun Hotels owned by Sol Kerzner. This is clearly indicated on the top right hand side of the brochure and makes sense as it was designed to promote Sun City, which was owned by Southern Sun. The target audience was largely white South Africans. Although it could also target foreign tourists, the map makes it clear that it was aimed at wealthy people living in the major cities of Pretoria and Johannesburg who were likely to be white in the 1970s.

G4.

Which aspects of Bophuthatswana does this brochure ignore? Why? (4)

Type of question and approach

This is a level 6 question, focusing on the skill of synthesis. Learners need to analyse the source and determine from their broader knowledge what is being ignored. The first sentence should identify those aspects of Bophuthatswana that this brochure ignores while the second sentence must explain why these aspects are ignored.

Suggested answer

The brochure ignores the poverty of many of the people of Bophuthatswana because its focus is to attract white visitors to Sun City as a playground of the rich.

SOURCE H: Pamphlet – Boycott Bop. Elections and Celebrations Now (1987)

This is a UDF pamphlet calling for a boycott of Bophuthatswana's '10th year of independence celebrations' in 1987.

(Archived at SAHA as Collection AL2457: 9, Bophuthatswana. Pamphlet produced by the Anti-Bop Campaign Committee (ABCC), a UDF affiliate, 'Boycott Bop. Elections and celebrations now')

Learning Outcomes (LO) and Assessment Standards (AS)

LO 1: The learner acquires and applies historical enquiry skills

AS 3: Interprets and evaluates information and data from the sources

AS 4: Engages with sources of information, evaluating the usefulness of the sources, including stereotypes, subjectivity and gaps in available evidence

LO 2: The learner is able to use historical concepts in order to analyse the past

AS 3: Compares and contrasts interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.

LO 3: The learner is able to construct and communicate historical knowledge and understanding

AS 3: Sustains and defends a coherent and balanced argument with evidence provided and independently assessed

AS 4: Communicates knowledge and understanding in a variety of ways

H1.

Why, according to the pamphlet, should the residents of Ga-rankua (GaRankua) and Winterveld specifically boycott the Bophuthatswana 'independence' celebrations? (6)

Type of question and approach

This is a level 3 question, focusing on the skill of comprehension. Learners need to extract the information directly from the source.

Suggested answer

- GaRankua's residents should boycott the Bophuthatswana 'independence' celebrations because water bills have increased against the wishes of the residents.
- GaRankua's industrial workers were also exploited as they were paid very low wages.
- The Winterveld residents should boycott the Bophuthatswana 'independence' elections because of attacks by Bophuthatswana's security forces.

H2.

Use your own knowledge and Source H to explain why this boycott pamphlet was produced in 1987. (6)

Type of question and approach

This is a level 4 question, focusing on the skill of application. Learners need to extract some

of the information from the source, but will also have to demonstrate an understanding of the broader context.

Suggested answer

This pamphlet was produced in 1987 at the height of anti-apartheid struggles in South Africa, and the UDF wanted to target Bophuthatswana as an apartheid creation. In Bophuthatswana in places like Winterveld, people were being harassed, assaulted and detained by the police, and the UDF wanted to stop this by publicising and protesting about this behaviour by the police. The UDF also wanted to use Bophuthatswana's celebrations to highlight this 'fake independence' and use this to demand a truly democratic and united South Africa.

H3.

Who were the intended readers of this pamphlet? Substantiate your answer. (4)

Type of question and approach

This is a level 5 question, focusing on the skill of analysis. Learners need to identify the targeted audience and support this argument.

Suggested answer

The target audience was the people of Bophuthatswana. This is clear from the last line of the pamphlet that calls on 'all the communities in the so-called Bop to boycott elections and their reactionary celebrations'.

H4.

Compare Source H with Source G. Which gives a more accurate picture of Bophuthatswana in 1987? Substantiate your answer. (4)

Type of question and approach

This is a level 6 question, focusing on the skill of synthesis. Learners need to compare two sources and bring together an understanding of the historical context in order to assess which source provides a more accurate picture.

Suggested answer

Source H is a more accurate picture of Bophuthatswana than Source G. Source H describes the conditions on the ground for many ordinary people living in the so-called 'independent' state, whereas Source G is merely a promotional brochure for Sun City, representing a small part of Bophuthatswana where wealth and resources were concentrated.