

# SAHA IN THE CLASSROOM

## RESISTANCE IN THE 1980s: CIVIL SOCIETY

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*

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These notes on resistance in the 1980s 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: Article – The Church in Protest (1988)**

From a pamphlet of the South African Council of Churches (SACC), 2 May 1990.

(Archived at SAHA as Collection AL2457: 0.3.4 – SACC Publications)

### **Learning Outcomes (LO) and Assessment Standards (AS)**

**LO 1:** The learner is able to acquire and apply 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 for the task, including stereotypes, subjectivity and gaps in the 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.

## **A1.**

According to Source A, what were church leaders protesting against when they marched to Parliament on 29 February 1988? (2)

### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners are required to extract information from the source that will demonstrate understanding and meaning.

### **Suggested answer**

They were protesting against the heavy restrictions imposed by the government, whereby 17 organisations were banned.

## **A2.**

Why did church leaders choose to protest when they probably knew that they would be arrested for engaging in such a march? Provide two clear reasons. (2 x 2 = 4)

### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners are required to extract information from the source that will demonstrate understanding and meaning.

### **Suggested answer**

- They chose to protest because the organisations that had been banned had been effectively silenced by the government and therefore could not protest as this would be considered illegal.

- The church believed that it had a moral obligation to protest against the injustices of the apartheid government.

### A3.

What was the outcome of the protest? (4)

#### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners are able to extract this information from the text.

#### **Suggested answer**

The police arrested the first row of prominent religious leaders and tried to disperse the remaining 150 church leaders by spraying them with water canons. They eventually arrested the whole group, who were released a few hours later.

### A4.

Why do you think the apartheid government did not detain the church leaders as they had done with other activists? Provide two possible reasons. (2 x 2 = 4)

#### **Type of question and approach**

This is a level 6 question, focusing on the skill of synthesis. Here, learners are required to draw conclusions from the evidence given. In answering this question, they need to think about this issue and respond in their own way. There is no correct answer but the learners need to draw conclusions based on their understanding of the relationship of the apartheid government with the SACC.

#### **Suggested answer**

- It is possible that the government did not detain church leaders because the government recognised that many of the church leaders had strong international support from international organisations and international communities.
- Another reason may be that the government promoted itself as a strong Christian government and any attack on the church people may have alienated their Christian support base.

### A5.

What do you think the aim of the SACC was in producing this pamphlet?  
Provide evidence to justify your answer. (8)

#### **Type of question and approach**

This is a level 5 question, focusing on the skill of analysis. Learners need to identify patterns within the pamphlet which will help in identifying its aims. When considering the aim of

a source, learners should consider the intended audience of the source as well. As the question asks for evidence, it is important that learners provide appropriate quotations or references from the source in their own words.

### **Suggested answer**

This pamphlet was produced by the SACC in order to inform its constituency – concerned Christians in South Africa – of the events of the protest march by church leaders and members against the government restrictions. It is also trying to explain why the church chose to get involved in such political action. It aims to persuade concerned Christians of their moral obligation to oppose the apartheid government. For example, it states ‘concerned Christians can no longer keep quiet about the state’s whittling away of the last forms of freedom of expression’.

## **A6.**

**What impact would this photograph have on people reading this pamphlet? (6)**

### **Type of question and approach**

This question requires a number of steps, each focusing on a different skill. The first is level 3, focusing on comprehension of what the source contains. The learners must look at the photograph and describe what it shows. Then they must use this information and apply it, using the level 4 skill of application, in order to determine the impact that this photograph would have.

### **Suggested answer**

The photograph shows the major church leaders walking solemnly in protest. The church leaders all look serious, and some are carrying bibles, which suggests that their actions are morally sound. It is likely that a reader would be convinced of the seriousness of the matter, and feel proud that church leaders are taking such action. It is possible that readers might feel persuaded by their leaders to resist apartheid.

## **SOURCE B: Letter from President PW Botha to Archbishop Desmond Tutu (16 March 1988)**

(Archived at SAHA as Collection AL2457: O.3.5 – SACC Publications, Correspondence, 1988)

### **Learning Outcomes (LO) and Assessment Standards (AS)**

**LO 1:** The learner is able to acquire and apply 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 for the task, including stereotypes, subjectivity and gaps in the 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.

### **B1.**

Why does PW Botha believe that the reasons given by the church leaders marching and presenting a petition to Parliament were in 'serious doubt'? (4)

#### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. The learners need to demonstrate the ability to understand the document as well as be able to extract the information from the source. They need to use the skill of selection as well as extraction. They can take the answer directly out of the source. Learners should provide two clear reasons in the answer.

#### **Suggested answer**

P W Botha states that the church leaders had a number of avenues available to them to discuss issues with the government. He gives evidence of both public and private meetings between Archbishop Tutu and himself at Tuynhuis. He thus dismisses the statement that there was no other alternative but to march on Parliament.

### **B2.**

Why do you think that the State President PW Botha wrote this letter to Archbishop Tutu? (3)

#### **Type of question and approach**

This is a level 4 question, which focuses on the skill of application. Learners must demonstrate an understanding of the letter, and apply this knowledge to determine the



reasons for the letter being written by Botha. This is an open-ended question in which the learners must provide their own reasons.

### **Suggested answer**

There is no correct answer, but below are a number of possibilities:

- Botha writes the letter to show that he is not a petty man and that he has taken the time to write this letter to Archbishop Tutu.
- Botha writes the letter in order to show his disregard for the actions of the churches which he associates with revolutionary actions of the ANC.
- Botha writes the letter in response to Archbishop Tutu's memorandum, because Tutu is a well-respected public figure, both nationally and internationally, and does not want to seem to be ignoring such an important man.

## **B3.**

Provide two examples from the text that reveal PW Botha's belief that the churches were acting as a mouthpiece for the ANC. Write in your own words. (2x2=4)

### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners need to use the skill of selection, as well as extraction, to show that they understand the source.

### **Suggested answer**

- He quotes from a Radio Freedom broadcast that urges the church to be developed into a fierce battleground.
- He quotes another Radio Freedom broadcast which calls on the church to provide a platform for all forms of the democratic movement. The broadcast also urges for all church services to call for liberation and democracy.

## **B4.**

What is Botha's challenge to the church in their association with the ANC?  
Explain how he comes to this belief. (6)

### **Type of question and approach**

This is a level 5 question, which focuses on the skill of analysis. Learners need to determine the reasoning of Botha by analysing his line of thinking.

### **Suggested answer**

He suggests that the church, by associating with the ANC, is promoting the existence of an atheistic society, which contradicts the aims of the Christian church. He comes to this belief because he links the aims of the ANC with those of the SACP, suggesting that they are one and the same organisation. The SACP believes in Marxism, which does not promote religion, thus he believes that the church is fighting to establish an atheistic society.

## B5.

What is the tone of Botha's letter? Provide evidence from the source to justify your answer.  
(8)

### **Type of question and approach**

This is a level 7 question, focusing on the skill of evaluation. Learners need to make a judgement in terms of Botha's tone. To do this, they should analyse his use of words, whether there is a degree of bias in the source, and Botha's intended audience. They need to find evidence in the source to justify their point of view.

### **Suggested Answer**

Botha adopts a fairly reasonable but also condescending tone towards Archbishop Tutu. He argues each point that he makes quite clearly, citing evidence from a number of different sources. This does suggest that he is using reason to argue his point of view. The learner could then go a step further in arguing that despite this measured tone, his sentiment is revealed through the way he twists the meaning of words. This is seen through his use of words like 'democracy', 'struggle', and 'justice' in a negative light because of their linkage with the agenda of the ANC, which is the overthrow of the state. He treats Archbishop Tutu with a certain amount of disdain, accusing him and his fellow church leaders of devious and dishonest behaviour. He suggests that they had no real reason for marching, and have used the march as a publicity campaign against the government.

## **SOURCE C: Memorandum to the State President from Church leaders (11 October 1989)**

(Archived at SAHA as Collection AL2457: 0.3.4 – SACC Publications, Correspondence, 1989)

### **Learning Outcomes (LO) and Assessment Standards (AS)**

**LO 1:** The learner is able to acquire and apply 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 for the task, including stereotypes, subjectivity and gaps in the 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.

### **C1.**

Who is the State President to which this memorandum is addressed? (2)

#### **Type of question and approach**

This is a question that is assessing learners' ability to recall knowledge. This is a level 2 question, focusing on the skill of knowledge. It would be expected that the learner would know who the State President was at the beginning of 1989.

#### **Answer**

PW Botha

### **C2.**

According to Source C, why did the Church leaders enter into a discussion with the Apartheid Government? (2 x 2 = 4)

#### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners need to demonstrate the ability to understand the document as well as be able to extract the information from the source. They need to use the skill of selection as well as extraction.

#### **Suggested answer**

Church leaders wanted to facilitate a process to make negotiations between the apartheid government and the oppressed possible. They believed that once the path towards negotiation was possible, apartheid could be dismantled and negotiations for a non-racial and democratic South Africa could take place.

### C3.

What are the immediate demands made in this memorandum?  
Use your own words when answering the question. (6)

#### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners need to demonstrate the ability to understand the document as well as be able to extract the information from the source. They need to use the skill of selection as well as extraction.

#### **Suggested answer**

The church leaders firstly demand to be treated with respect during negotiations, for example, they ask the government to deal directly with them, rather than through foreign diplomats. They ask for restrictions and reprieve for people and organisations so that negotiations can take place. There is a list of six demands relating to these issues, including lifting the State of Emergency.

### C4.

What is the tone of this memorandum? (6)

#### **Type of question and approach**

This is a level 7 question, focusing on the skill of evaluation. Learners need to make a judgement in terms of the tone of the memorandum. To do this, they should analyse the use of words, the attitude of the letter writers, and the intended audience. They need to find evidence in the source to justify their point of view.

#### **Suggested Answer**

The tone is formal, but firm in its demands. The church leaders are quite upfront about the issues that are being brought to the table. For example, they state that they will not enter into negotiations if they are not treated with respect. It appears that the church leaders have the upper hand in terms of this memorandum, because they appear to be telling the government what to do, as well as setting the terms and the time frame.

## **SOURCE D: Pamphlet – Crisis in Education (1986)**

(Archived at SAHA as Collection AL2457: N 4.2 – NECC, Pamphlet, 1986)

### **Learning Outcomes (LO) and Assessment Standards (AS)**

**LO 1:** The learner is able to acquire and apply 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 for the task, including stereotypes, subjectivity and gaps in the available evidence

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

**AS 1:** Analyses concepts such as people's education and people's power

**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.

## **D1.**

This source has used a number of different ways to get its message across. Identify the different methods and state whether or not they have been successful. (10)

### **Type of question and approach**

The identification of the different methods is a level 3 question, which focuses on the skill of comprehension. Learners must demonstrate their ability to identify different kinds of methodologies used. The second part of the question is a level 7 question, focusing on the skill of evaluation. Here, learners must evaluate each methodology, determining its effectiveness.

### **Suggested answer**

- *A strong headline which asks a question.* This is effective as it forces the viewer to focus on a very particular issue – the education crisis, and invites them to question whether things have changed.
- *A song/poem.* This is fairly effective, because the song raises issues about existing problems in education, and makes the reader think about them. It is based on a folk song from the early 1960s, and it is unlikely that the readers of this song will recognise this, unless it is pointed out to them. This may reduce some of its effectiveness.
- *Photographs.* Visual representations can be a good way of getting a message across. The first photograph of young children in school conveys a sense of the poor conditions in schools. The children seem to have no textbooks and the class is overcrowded. The fact that the photograph is of young children tugs at one's heartstrings. The second photograph of a banner highlights some of the problems in education. The statements are short and to the point.
- *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.

What does the song imply about the lessons that one learns from police brutality? (6)

### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners need to demonstrate the ability to understand the document as well as be able to extract the information from the source. They need to use the skill of selection as well as extraction.

### **Suggested Answer**

The song suggests that the only lesson that one learns from police brutality is to fight back; to meet police brutality, and fight violence with violence.

## D3.

Using this source as a basis for discussion, discuss whether education today has changed from the period under discussion (1976-1986).

### **Type of question**

This is a level 6 question, focusing on the skill of synthesis as well as level 7, focusing on the skill of evaluation. There is no correct answer. The question allows learners to develop their verbal skills by analysing evidence from the past, and comparing it with evidence from the present.

## **SOURCE E: A cartoon created by Congress of South African Students (COSAS) (1983)**

(Archived at SAHA as Collection AL2457: N3.3 – COSAS)

### **Learning Outcomes (LO) and Assessment Standards (AS)**

**LO 1:** The learner is able to acquire and apply 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 for the task, including stereotypes, subjectivity and gaps in the 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.

### **E1.**

What does the cartoon suggest happens to white students who finish school?  
Explain how you know this. (4)

#### **Type of question and approach**

This question contains two levels. In the first part of the question, learners need to use the skill of comprehension. They need to describe the meaning of the cartoon. In the second part, they need to use the level 5 skill of analysis in order to show how they understand what is happening in the cartoon.

#### **Suggested answer**

White students finishing school are depicted as being given greater opportunities. This can be deduced because the cartoon shows white students in an education funnel that is wider and higher than that of black education. The funnel is dropping white students into buildings which represent big business. They are able to find employment and succeed.

### **E2.**

What does the cartoon suggest happens to black students who finish school?  
Explain how you know this. (6)

#### **Type of question and approach**

This question contains two levels. In the first part of the question, learners need to use the skill of comprehension. They need to describe the meaning of the cartoon. In the second part, they need to use the skill of analysis (level 5) in order to show how they understand what is happening in the cartoon.

**Suggested answer**

Black students are unsuccessful and can only be used as cheap labour. The cartoon shows far too many black students being placed in the funnel. Only one student seems to be funnelled into a building, which represents success. The rest are falling out of the funnel and landing in a place where they can only be used as cheap labour.

**E3.**

Using your own knowledge, explain why there was a crisis in education in the 1980s. Write a paragraph. (10)

**Type of question and approach**

This is a level 2 question, focusing on the skill of knowledge. This requires learners to recall information that they have already learnt about the education crisis in the 1980s.

As the question demands that learners write a paragraph, they should provide a fairly substantial answer to this question, demonstrating a clear knowledge of the main issues in the education crisis.

**Suggested answer**

Students continued to play an important role in the 1980s, especially after the formation of COSAS in 1979. There were boycotts in urban schools as students demanded 'Liberation before education!' Many schools were closed by the government, and thousands of students were without education for months. The NECC called for 'Education for Liberation'. The government continued to apply pressure on education organisations, and the NECC was banned and its leadership detained.

**E4.**

What do you think the aim of this cartoon was? (4)

**Type of question and approach**

This is a level 5 question in which the skill of analysis is required. Learners need to identify patterns within the pamphlet which will help in identifying its aims. When considering the aim of a source, learners should consider the intended audience of the source as well.

**Suggested answer**

The aim of the cartoon is to highlight the inequalities that exist in the education system, and to stress the need for an equal education system.



## E5.

Do you think this cartoon is effective or not? Explain your answer. (10)

### **Type of question and approach**

This is a level 7 question, focusing on the skill of evaluation. Learners need to make judgements based on certain criteria. In this instance they need to assess the cartoon's effectiveness, based on whether it gets its message across effectively and whether its intended audience, will feel motivated to take action. It is important to use evidence in the cartoon to justify one's answer.

### **Suggested answer**

The cartoon gets its message across quite effectively. The use of funnels as a metaphor for the different education systems which channel students into different life experiences is effective. It highlights the deep inequalities of a racially divided education system. The white funnel clearly shows endless opportunities for white students as it drops them into places of business, while the black funnel drops black students into areas where cheap labour is needed. The drawing at the bottom of the cartoon where people are protesting for an equal education system seems to be a call to action. As this cartoon was produced by COSAS, it would be aimed at students and would be drawing them into political protest. It is likely that the awareness of inequality in education gained from observing this cartoon would lead to readers joining in protest. In this sense, it is an effective cartoon.

## **SOURCE F: Pamphlet – John and Mary Boycott School (c. 1985)**

(Archived at SAHA as Collection AL2457: E 2.2 – Military – Operational Propaganda Pamphlet)  
(This pamphlet was used as government propaganda.)

### **Learning Outcomes (LO) and Assessment Standards (AS)**

**LO 1:** The learner is able to acquire and apply 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 for the task, including stereotypes, subjectivity and gaps in the 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.**

What does the pamphlet suggest that the 'strangers' told the children at school to do?  
(2 x 2 = 4)

#### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners need to demonstrate the ability to understand the document as well as be able to extract the information from the source. They need to use the skill of selection as well as extraction.

#### **Suggested answer**

The pamphlet suggests that the strangers told the children that they must boycott school for a better education. The students were being told to demand a holiday from school, indicating the length of this holiday by shouting 'n maand lang.'

### **F2.**

Who do you think the 'strangers' are? (2)

#### **Type of question and approach**

This is a level 5 question, which focuses on the skill of analysis. The learner needs to work out the answer by analysing the source, and determining who the 'strangers' are from the context.

#### **Suggested answer**

The propaganda pamphlet suggests that the 'strangers' are student activists, probably from

COSAS, who were organising the school boycotts.

### F3.

In what style is this pamphlet written?  
Explain why you think it has been produced in this form? (6)

#### **Type of question and approach**

This is a level 6 question, which focuses on the skill of synthesis. The learners first need to analyse the source in terms of its style, and then using understanding of style and context, they must determine the style, and explain why this style has been chosen. In other words, the learners must synthesise analysis with deduction and understanding in order to come to a conclusion.

#### **Suggested answer**

The pamphlet is written in the style of a children's story book, such as 'See Jane run'. The style is simple and repetitive. Both the simplicity and repetition will help young children to understand the message while the repetition will reinforce the message. The pamphlet is clearly aimed at young school children who have learnt English by studying such readers. The learners will be able to relate to this style because they will be familiar with it from their own studies. Since they have seen this style of writing before, it is likely that they will believe its message.

### F4.

Who does the puppeteer represent and how effective is its representation? (6)

#### **Type of question and approach**

This is a level 5 question, which focuses on the skill of analysis. Learners need to work out the answer by analysing the source, and determining who the puppeteer is and what his purpose is. They also need to analyse how the puppeteer has been drawn, and show how this affects its meaning.

The learner should explain who the puppeteer represents for two marks. He/she should describe how he is drawn for another two marks, and then explain the effectiveness of the image for another two marks.

#### **Suggested answer**

The puppeteer represents a sinister force that is manipulating COSAS and who is behind trying to persuade the schoolchildren to boycott school. He is drawn as a large figure with quite an evil look on his face. He is manipulating all the students to engage in a boycott and in violent behaviour. This representation would persuade the reader that there were 'bad' people involved in causing the boycott, not the children themselves, who have been influenced by the strangers. It also suggests that the children do not have free will because the puppet is making them dance, and that if they want to assert their free will, they should not listen to the puppeteer.

## F5.

This source is clearly biased. Provide two examples of this and show why they are biased.  
(8)

### **Type of question and approach**

This is a level 7 question, focusing on the skill of evaluation. Learners need to identify bias by evaluating the languages, images and impact of the cartoon. When asked to provide examples, they should quote from the source or provide an example from the source, and show how this indicates bias.

### **Suggested answer**

- *Use of emotive language* – this could be cited in numerous ways, such as use of phrases such as ‘threatened with violence’, or repetition of words such as boring, or bored, or words coming from the Defence Force itself, persuading the children that they are being manipulated. e.g. ‘Stop being bullied!’
- *Use of effective images* – the drawings are simple and show how the children’s attitudes change to sadness as they keep on missing school; another effective image is the representation of the puppeteer as evil. The children will be able to relate to the images easily, and even recognise aspects of themselves in the drawings. This persuades them of the correctness of the message.
- *Method of alienation* – The excerpt refers to the youth organisers as ‘strangers,’ thus highlighting their differences by stating that they are richer than the schoolchildren. This serves to make them seem alien and different, and so do not have the same values as the children.

## F6.

If you were a ten-year-old child living in the townships,  
would you be persuaded by this pamphlet? (6)

### **Type of question and approach**

This question asks the learner to demonstrate empathy. The learner needs to ‘walk in the shoes’ of a 10-year-old living in the townships. The learner should try to imagine the circumstances of a child in a school being confronted by COSAS activists.

### **Suggested answer**

There is no correct answer. Learners will either be persuaded by the pamphlet and should give reasons for this, or will not. Either way, the learner must provide clear reasons for why they feel the way they do. If they live in a township which is highly politicised, then it is likely that they would support the activists. If they did not, their attitude might be different.

## **SOURCE G: CAST (Civic Associations of Southern Transvaal) Pamphlet (1990)**

(Archived at SAHA as Collection AL2431: G2.1)

### **Learning Outcomes (LO) and Assessment Standards (AS)**

**LO 1:** The learner is able to acquire and apply 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 for the task, including stereotypes, subjectivity and gaps in the available evidence.

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

**AS 1:** Analyses concepts such as civics

**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.

## **G1.**

Using Source G, identify the issues that this particular civic organisation was protesting about.(6)

### **Type of question and approach**

This is a level 3 question, focusing on the skill of comprehension. Learners need to demonstrate the ability to understand the pamphlet as well as be able to extract the information from the source. They need to use the skill of selection as well as extraction.

### **Suggested answer**

- The civic organisation was demanding an end to the Black local councils and the Coloured and Indian management committees created by the Constitution of 1983.
- They wanted improved service delivery, including access to water and electricity, and an end to power cuts in all townships.
- The government should treat townships and so-called 'white' cities as one.

## **G2.**

What does the nature of these demands and these kinds of protests suggest about the role of civic organisations in the struggle? (6)

### **Type of question and approach**

This is a level 5 question, which focuses on the skill of analysis. Learners need to work out the answer by analysing the source, and determining from the issues identified in Question 1, what kind of role the civics played in the struggle.

**Suggested answer**

It suggests that the civics engaged in issues around local politics and issues that affected communities directly. This can be seen in the appeal for power cuts to cease. Thus, they appealed to people at a grassroots level, on issues that affected their lives and needs. However, they were also concerned with broader political issues such as the 1983 Constitution and the creation of apartheid structures. This can be seen by the appeal to disband the Black local councils and the Coloured and Indian management committees. They were also concerned with broader discrimination in the way that cities were dealt with, highlighting the unfairness of apartheid. This can be seen by the appeal for single cities and single tax-bases.

**G3.**

Using information in this source as well as your own knowledge, explain why you think civic organisations played an important role in the struggle in the 1980s. (8)

**Type of question and approach**

This is a level 6 question, which focuses on the skill of synthesis. Learners need to use their understanding of the source as well as their broader knowledge about civics to answer the question.

**Suggested answer**

Civics engaged people at a grassroots level, focusing on issues that were important to the people, such as housing, rents and consumer issues. In this particular instance, the communities of the Southern Transvaal were tired of power cuts and unequal treatment in terms of benefits for 'white cities' and lack of benefits for 'black townships'. The civic organisations were able to mobilise the community on issues that directly affected them and thus gain the support of large sections of the community. They were then able to link the local grievances to wider political issues, such as the Black local councils which were seen as collaborating with the apartheid government. In this way, the civics acted both as pressure groups to get the authorities to improve local facilities as well as mobilise large groups of people in a broader political struggle.