

SAHA IN THE CLASSROOM

INTRODUCTION

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



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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INTRODUCTION

This set of classroom materials is produced by the South African History Archive (SAHA). It consists of nine sections:

1. The 1983 Constitution
2. The United Democratic Front (UDF) and the National Forum
3. Formal repression in the 1980s
4. Covert repression in the 1980s
5. Resistance in the 1980s – civil society
6. Resistance in the 1980s – militancy
7. Resistance in the 1980s – international pressure
8. The move to democracy – negotiations
9. The move to democracy – the role of violence

Each section provides background notes, source material and questions relating to the sources for your Grade 12 learners, together with guidance for teaching and suggested answers, as enrichment material for the study of South Africa in the 1980s.

The aim of this set of source materials is to provide educators and learners with access to some of the rich repository of historical source material available in the SAHA archives. We hope this will provide you with an opportunity to use original source material that may not be readily available from current books, and give helpful guidance on working with and answering source-based questions.

Each section is comprised of two parts:

The first part – the *Source Booklet for Learners* – can be printed out or photocopied for each learner.

The second part – the *Guide Booklet for Educators* – is intended for you, the educator. It provides you with guidance on how to assess your learners' answers. It is important to note that the answers provided in this guide are not model answers. The study of history demands that learners think about sources and interpret them in their own way. This often means that there is no single correct answer. Rather, the answers presented here are suggested answers and approaches. Where appropriate, you will be provided with guidelines on how to approach a particular source-based question. You can then pass this skill on to your learners.

Most of the questions follow the national examinations format of questioning, based on Bloom's levels of questioning. These are the kinds of questions that learners might find in their final examination paper. However, there are some questions that are for class work only. These are usually more creative exercises, which take more time to work through or which may involve group work. These questions are marked with an asterisk *.

LEARNING OBJECTIVES

The material is intended to help you to:

- provide your learners with an opportunity to use a body of rich source material to deepen their understanding of a particular topic on South African history in the 1980s
- provide them with practice in answering source-based questions
- guide them on how to approach questions by using different levels of questioning
- develop their understanding of the history of South Africa in the 1980s by examining related source material

LEVELS OF QUESTIONING

In the national examinations, the questions that are set are based on different levels of questioning. Each level of questioning that might be asked of sources reflects a different level of difficulty and a different approach to the answer. It might be helpful for you in your teaching to identify what level of questioning you are dealing with in each case. This might help you identify the focus of the question, and how the learners should approach it. There are a few variations used to describe levels of questioning. One variation is based on Bloom's taxonomy of 7 major levels, described below.

BLOOM'S TAXONOMY

Level 1: Fractured Knowledge

These kinds of questions represent fractured (or incorrect) knowledge, and are not assessed.

Level 2: Knowledge

These kinds of questions:

- test or recall information that is not found in the sources
- rely on memory of information to complete the task

Level 3: Comprehension

These kinds of questions require learners to:

- extract relevant information and data from the sources
- explain the meaning of information from the sources
- organise information logically
- explain historical concepts

Level 4: Application

These kinds of questions require learners to:

- take knowledge and/or understanding that they already have and apply it to the understanding of another problem
- use historical concepts to structure information about a period or issue

Level 5: Analysis

These kinds of questions require learners to:

- analyse the information and data gathered from the sources by:
 - breaking down information into its component parts

- examining and trying to understand the organisational structure of this information to develop different conclusions
- identifying motives or causes
- making inferences
- finding evidence to support generalisations
- analyse the socio-economic and political power relations operating in societies
- handle and draw conclusions from quantitative data
- explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did

Level 6: Synthesis

These kinds of questions require learners to:

- categorise appropriate or relevant sources of information provided to answer the questions raised
- creatively apply knowledge and skills that you already have to produce a new or original whole

Level 7: Evaluation

These kinds of questions require learners to:

- evaluate the sources of information provided to assess the appropriateness of the sources for the task
- judge the value of material based on personal values/opinions
- create an end product, with a given purpose, without real right or wrong answers

THREE LEVELS OF QUESTIONING (as used by the Department of Education in 2009)

As well as using Bloom's taxonomy, it is possible to apply the three levels of questioning which follow the national examination format of questioning. (See TABLE below). In the examination, there are broadly three levels of questioning that might be asked of the sources, each type reflecting a different level of difficulty. It might be helpful to you to identify what level of question you are dealing with. This enables you to identify the focus of the question and what approach to adopt.

Level 1: Extract evidence

These questions ask learners to simply extract or find evidence or information directly from the sources. This links to Level 3 of Bloom's taxonomy.

Level 2: Show a wider understanding

These questions ask learners to extract evidence from the sources as well as use a wider knowledge of the period to show an understanding of the period, event or issue being discussed. This links to Level 4 of Bloom's taxonomy.

Level 3: Interpretation

These questions ask the learner to interpret the sources. A straightforward interpretation, such as one in which the learner is asked to look at what is being said by the creator of the source and identify the creator's views or opinions on the issue, would link to Level 5 of Bloom's taxonomy.

Questions asking the learner to provide more complex interpretation of sources would link to Level 6 and 7 of Bloom's Taxonomy. These more complex interpretative questions often involve more than one source and look at aspects such as bias, reliability, usefulness, comparisons and contrast.

LEVELS OF SOURCE-BASED QUESTIONS		%
LEVEL 1 (L 1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts. 	10%
LEVEL 2 (L 2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant sources of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task. 	40%
LEVEL 3 (L 3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources • Engage with sources of information, evaluating the usefulness of the sources for the task, taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 	50%

Source: http://www.education.gov.za/Curriculum/Examinations_Guidelines.aspx
(Accessed: 11.11.2009)

HOW MUCH SHOULD YOUR LEARNERS WRITE?

This is often a difficult question to answer because there is no precise answer. It often depends on whether the examiner is marking according to a specific memorandum, with a particular answer in mind, or whether the examiner is using a rubric, which allows for a more flexible approach. Nevertheless, here are some guidelines for you to give your learners when approaching source-based questions:

- always look at the mark allocation as a guide
- in this material, two marks are given for each point that can be explained and backed up with evidence from the source

- a two-mark question will usually award one mark for identifying evidence from the source, and one mark for explanation
- when answering a question for six marks, explain at least three points and provide evidence from the source to back up each point

HOW LONG SHOULD YOU SPEND ON EACH SECTION?

This will vary from section to section, as some are longer than others. It will also depend on the type of questions and the nature of the sources. However, a general guideline is about 20 minutes per source.

The material provided has been designed in such a way as to fit into the other curriculum materials you are using with your learners. This is possible as each section is self-contained.