

A cultural-historical analysis of Grade 9 History curriculum and its pedagogical resources for learners' conceptual development

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COMPULSORY DECLARATION

This work has not been previously submitted in whole, or part, for the award of any degree. It is my work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people, has been attributed and has been cited and referenced.

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Abstract

This study examines the extent to which the South African Grade 9 History Curriculum Assessment Policy Statement (CAPS) document and its supplementary teaching resources (learners' textbooks and teachers' guides) outline knowledge focused on concept development in learners. The development of concepts requires learners' mediation in the Zone of Proximal Development (ZPD) where consideration and subsequent linkage of three knowledge forms namely: scientific concepts, everyday concepts and procedural knowledge is necessary. In light of this, a topic titled 'National Party and apartheid' is analysed across the CAPS document and its teaching resources to examine the extent to which they outline these knowledge forms for concept development.

Vygotsky's cultural-historical theory and the work of Neo-Vygotskians are used as the theoretical framework for the analysis of data in this study. The findings show that the CAPS document offer guidance to teaching resources on the necessary knowledge forms required to afford learners with full development of historical concepts outlined under the 'National Party and apartheid' topic of the CAPS document. This is because a curriculum document is only designed to offer guidance and not to elaborate on content. As a result, teaching resources should elaborate on the contents of the curriculum and add sufficient knowledge forms. According to Vygotsky and Neo-Vygotskians, full concept development can only be possible if scientific concepts are made visible, sufficiently, and explicitly defined, linked to everyday concepts and procedural knowledge. This study shows that teaching resources failed to implement this fully.

This study concludes that for teaching resources to afford learners with conceptual development, all three knowledge forms should be sufficiently and explicitly outlined and the necessary linkage between them made. This will, in turn, provide the teachers with sufficient and explicit pedagogy in the ZPD thereby affording learners with conceptual development. The development of concepts is necessary for South Africa because it helps to reduce social inequalities created in the past as well as granting learners the opportunity to live and work in a globalised environment. It is recommended that teaching resources prioritise the aims of the CAPS document by outlining knowledge forms for concept development.

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Chapter One: Introduction

1.1. Introduction

Since the inception of a democratic government in South Africa, the education system has been faced with an ever-growing challenge to eradicate the inequalities of the past. Resolving these challenges includes the implementation of a curriculum that will afford learners with good quality education (Hoadley, 2018). Education is recognised among the best vehicles that can be used to fight social challenges such as poverty (Tarabini, 2010). To that effect, since 1994 South Africa has rigorously changed its national curricular for all approved subjects to redress these historic challenges. History is among the approved subjects taught in South African schools because the Department of Basic Education (2011) believes that it plays a pivotal role in fighting social challenges. The current curriculum is known as the Curriculum Assessment Policy Statement (CAPS), which generally aims to afford learners with knowledge relevant for the development of school concepts. For example,

“The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives” (Department of Basic Education, 2011, p. 4).

The History CAPS document supports this aim by stating that it aims to create an understanding of historical concepts which includes historical sources and evidence (Department of Basic Education, 2011). However, the knowledge provided in the curriculum is not sufficient to afford learners with the development of concepts. This is because a curriculum only serves as a guide of the type of knowledge to be used for teaching and learning where teaching resources such as learners’ textbooks should recontextualise this knowledge to afford learners with conceptual development (Singh, 2002). The Department of Basic Education (2011) clearly states that teaching resources should cover the knowledge prescribed by the CAPS document in more detail to afford learners with concept development. However, Mikhaila (2015) shows that some learners’ textbooks do not outline knowledge for developmental purposes. This is problematic because South African schools are expected to use both the CAPS document and teaching resources to guide teaching in classrooms (Department of Basic Education, 2011).

This is because they are both needed in affording learners with concept development (Koljonen, 2014).

The purpose of this study is to critically examine whether the Grade 9 History CAPS document and its teaching resources namely: learners' textbooks and teachers' guides allow learners to develop concepts. This examination will be framed by Vygotskian cultural-historical theory and the work of Neo-Vygotskians. To allow a closer examination, a topic titled 'National Party and apartheid' is analysed. The reason for choosing Grade 9 is because Shuping, (2013) explains that this is an exit level. Therefore, it is important to ensure that these learners receive the necessary skills before exiting their schooling years.

This chapter introduces the research questions and explains the rationale of the study showing the motivation of the study and how it will contribute to the education system and society as a whole. Furthermore, the chapter also contextualises the term conceptual development and concepts related to it such as 'scientific concepts' in history. Lastly, it gives an outline for the rest of the study.

1.2. Rationale and Context

The motivation for undertaking this study stems from my Honours degree project that examined the guidelines of a Grade 9 Oral History Project which focuses on the impact of apartheid on ordinary people's lives, as represented in the CAPS Social Sciences textbook called *Oxford Successful*. The guidelines were examined based on how they allow learners to develop history concepts. The textbook is labelled Social Sciences because in General Education Training (GET) phase which are grades 7-9, Social Sciences is made up of two subjects namely, Geography and History (Department of Basic Education, 2011). My experiences as a novice teacher who had the drive to assist learners to understand the content being taught to them led to the start of this Honours project. The findings in that project were that the guidelines do not utilize knowledge forms in a manner which afford conceptual development to learners. Given that grade 9 is an exit level, I was disturbed by these findings and wanted to investigate this further. I was curious to know the extent to which history texts provide learners with access to knowledge which can help them develop concepts.

Conceptual development is necessary for learners to create social change by contributing to reducing social inequalities in their communities (Bottery, 2006). This is necessary for a country such as South Africa which is still experiencing inequality created during colonial and

apartheid periods (Heugh, 2002). Therefore, the South African education system should ensure that every learner receives a good quality education, education which affords them this development (Young, 2007). Furthermore, the curriculum must ensure that the topics prescribed for approved subjects such as History includes content or knowledge that will afford conceptual development. To this end, the History CAPS document aims to create an understanding of historical concepts which includes historical sources and evidence (Department of Basic Education, 2011).

As a result, I developed the interest to find out whether the rest of the content prescribed in the History *Oxford Successful* textbook as well as other CAPS approved History textbooks outline content which affords conceptual development to learners, hence this study. This study aims to inform our understanding of the type of content needed in South African classrooms thereby giving us an idea of what a ‘good quality education’ looks like. In History, conceptual development is the same as a historical gaze (Bertram, 2012) or historical thinking (Bertram & Bharath, 2011). They can all be defined as having the ability to decontextualise thinking. It also involves the development of a variety of skills that differ depending on the type of concept developed. For instance, the development of a skill such as chronological writing accompanied with a logical argument requires learners to develop concepts such as ‘introduction’, ‘conclusion’, ‘coherence’, ‘chronological order’ and ‘logic’.

Furthermore, History as a specialised discipline afford learners the ability to establish skills that include: historical significance, use primary sources as evidence, identify continuity and change, analyse cause and consequence, take a historical perspective and to understand the moral dimension of historical interpretations. These skills afford learners with the development of historical thinking or concepts and crucial to take into consideration as they are interrelated (Seixas, 2006). This understanding supports the argument by Smagorinsky, Cook and Johnson (2003) that the development of concepts needs new experiences or knowledge forms to serve as a setting for their application.

Conceptual development requires the use of different knowledge forms that will be discussed later in this study. One of these knowledge forms is scientific concepts (Chaiklin & Hedegaard, 2013). Scientific concepts cannot be thought of as concepts related to the field of sciences alone. They include all concepts in any field which learners should acquire in schools (Hardman, 2012). In other words, scientific concepts are any concepts that are abstract and

require a systematic approach to understand them (Vygotsky, 1978). This suggests that History as a school subject also has scientific concepts. Bertram and Bharath (2011) refer to scientific concepts in History as substantive historical knowledge.

1.3. Research questions

The primary question of this study is how does the Grade 9 History curriculum and its pedagogical resources afford learners with conceptual development?

This further leads to a subsidiary question:

- To what extent do the curriculum (CAPS) and its pedagogical resources (learners' textbooks and teachers' guides) afford learners with conceptual development?

1.4. Study outline

This study is divided into five chapters. Chapter 1 introduced the study and is followed by Chapter 2 where existing literature in education, particularly on concept development is reviewed to position the study within this existing literature. This is followed by a discussion of Vygotsky's cultural-historical theory offering a foundation to a theoretical framework consist of the work of Neo-Vygotskians. Chapter 3 outlines the analytical framework which is a result of the theoretical framework discussed in Chapter 2. The analytical framework is used to analyse the CAPS document its three learners' textbooks and three teachers' guides. Chapter 4 critically analyse and discuss these resources and findings are recorded on a rating scale. Chapter 5 concludes the study by discussing the implications which these findings have in education and society as a whole and gives recommendations with regards to conceptual development for Grade 9 History learners.

Chapter Two: Literature Review

2.1. Introduction

For more than a century, researchers have highlighted the importance of social and historical practices on human consciousness that is, on how human beings become aware of their existence in the world and other living things around them. Human beings are constituted by their practical activity, specifically their participation in social and historical practices. The more researchers engage with this theory, the more it became useful in different institutions or departments in assisting human beings with developing consciousness (Tolman, 2003).

Education researchers appreciated the social and historical theory, therefore, they developed it even further to assist learners with conscious development. Particularly the development of concepts which are introduced in schools (Chaiklin & Hedegaard, 2013; Wells, 2004). This is because concept development is equated with the development of consciousness (Smagorinsky, Cook & Johnson, 2003). Given this, any attempt in ensuring that children develop concepts must take into consideration social and historical practices. These practices include social interaction with a more capable other as well as the use of tools (Vygotsky, 1986).

This chapter outlines three important sections on existing literature within the education field. The first two sections discuss literature showing in detail the importance of concept development in children and the tools needed for this development to take place. Thereby positioning this study within similar existing literature in education. The last section critically engages with literature to develop a theoretical framework grounded by Vygotsky's (1978) cultural-historical theory. This framework serves as an analytical tool for this study to analyse curriculum and pedagogical resources on the extent they afford learners with conceptual development.

2.2. Conceptual development

2.2.1. General view

Unlike animals, human beings are not born with a fixed pattern of behaviour which affords them the ability to interact with other human beings and the world in which they live in for the rest of their lives. Instead, they are born with basic functions which are not sufficient in affording them consciousness. In other words, these functions do not afford them the ability to be aware of themselves in the world in which they live, interact with other human beings as well as the environment. For this to happen, human beings have to develop the necessary functions through interaction with the social and physical world. This development continues as human beings come across different demands posed to them by the environment. In other words, the more complex the demands of the world become, the more complex the development has to be (Müller & Carpendale, 2000).

Bottery (2006) explains that a globalised world is currently the reality of human beings that is, humanity currently lives and works in this world. He explains further that this world is dominated by abstract and more complex demands. This requires the education system to implement relevant practices to equip children with the correct tools necessary to live and work in such a world. To illustrate, globalisation has led to foreign languages to be implemented in certain countries as official languages. This suggests that the citizens of these countries are exposed to a complex demand of having to learn these new and foreign languages. Therefore, they should use more complex and different tools than what they used learning their native languages if they are to successfully develop these languages (Makoe & McKinney, 2014).

Furthermore, globalisation has resulted in an increased demand on the level of consciousness learners should have. To give an example, Auzina (2018) shows that learners are expected to develop native and foreign skills such as language and communication skills as well as the development of critical thinking skills. She explained further that these are some of the essential skills necessary for learners to develop for them to be able to successfully live and work in a globalised world. Once learners have developed the necessary skills required in a globalised world, then they will be in a position where they will meaningfully and reflectively contribute to developing themselves as individuals, their community as well as the broader society in which they live in, that is, within a globalised space (Auzina, 2018).

For children to develop skills such as the comprehension of foreign language and critical thinking, they have to develop concepts taught in schools. This is because the development of these concepts is a gateway to the ability to work with any abstraction or complexities the world brings (Vygotsky, 1986). It is for this reason that education is used as a ‘vehicle’ for individual development (Hedegaard, 2003), community development (Hedegaard, 2002) as well as the development of a country as a whole (Tarabini, 2010). For example, concepts taught in schools have the potential to develop children’s personality where they will gain confidence in themselves and at the same time positively interact with those around them (Hedegaard, 2003). When school concepts are taught correctly, they also allow children to contribute reflectively within their communities (Hedegaard, 2002). Also, Tarabini (2010) explains that it is important to invest in human capital such as education because this helps with gaining economic advantage in the global economy.

2.2.2. South Africa’s Schooling Context

South Africa’s history of apartheid prevented the majority of its population from contributing freely to most of the activities in the country. To illustrate, the black¹ population was not allowed to participate in certain social, political and economic activities taking place in the country. This suggests that even the type of education that was provided to them was inferior and not sufficient in equipping them with the development necessary to participate in these activities. It is for this reason that the democratic government aims to use education, through contents such as school concepts in its curriculum as a driving force to ensure that all its citizens can participate fully in any social, political and economic activities in the country. In so doing fostering the necessary development needed to compete effectively in global space (Fiske & Ladd, 2004).

Schools provide learners with school knowledge or concepts where they aim to ensure that learners develop knowledge and skills which they can apply in their own lives (Department of Basic Education, 2011). This shows concept development consequently affording children with the ability to identify problems, solving these problems as well as the use of critical and creative thinking while making decisions. These skills are needed to live and work in a global space and at the same time afford children with social, political, and economic freedom (Department of Basic Education, 2011). For instance, the study of Consumer Studies as a school subject can

¹ I am using the term black to represent a racial category because racial categories are still pervasive in South Africa.

contribute to the development of the country's economy especially on issues such as the unemployment rate. This is because the contents of this subject offer entrepreneurial skills (Du Toit & Kempen, 2018). While the study of History offers learners with concepts necessary to participate in social and political activities. This is because the study of History encourages civic responsibility such as raising awareness on social and environmental concerns. It also encourages individuals to promote human rights where they promote peace and can challenge any prejudices against humanity (Department of Basic Education, 2011).

Furthermore, since the start of democracy in 1994, the South African education department has been using education, especially History, as one of the vehicles to promote democratic values in its citizens. Particularly to reduce the inequalities created by the previous apartheid government (Hoadley, 2018). History concepts have been used to develop constitutional values (Bertram, 2009; Bertram, 2006; Department of Basic Education, 2011). This is because the purpose of history is understood to build people's capacity to make informed choices. Consequently, allowing them to contribute constructively to society and advance democracy (Bertram, 2009). It is for these reasons why this study aims to focus the analysis on History as a school subject.

Young (2007) differentiates between school knowledge or concepts taught in school and non-school knowledge. He referred to school knowledge as powerful knowledge because it affords children the ability to develop more complex functions such as the ability to think beyond a given context and to think critically. He argues that the main purpose of schools is to ensure that children are inducted with powerful knowledge where this knowledge is prioritised and taught correctly. Explaining that this knowledge is beneficial especially for a country such as South Africa because it will assist with bridging the social inequalities created in the past. As proof, children from disadvantaged homes do not have the opportunity to access powerful knowledge anywhere else but at school. Therefore, failure for schools to prioritise and teach powerful knowledge correctly prevents these children from developing the necessary skills which will assist them with personal development and thereby allowing them to intellectually grow beyond their home situation (Young, 2007). This argument is similar to Vygotsky's work (Vygotsky, 1978) which is discussed later in this chapter.

2.3. Curriculum and pedagogical resources

Bernstein (1975) argues that the education sector can successfully achieve its mandate of inducting learners with school concepts through three message systems. Where curriculum is the first message system that constitutes the knowledge which society believes should be taught in schools. This is followed by pedagogy entailing the transmission of knowledge from the curriculum documents and its pedagogical resources by teachers to learners. The last message system is an evaluation which shows the development of curriculum knowledge or school concepts by the learner (Seitz, 2017).

Singh (2002) notes that curriculum, pedagogy, and evaluation are hierarchically related where pedagogy is derived from the curriculum while evaluation is derived from pedagogy. To illustrate, the curriculum document is an official document from the national department of education that outlines the content to be presented in more detail in pedagogical resources such as textbooks and teachers' guidelines. These resources influence the way learners develop school concepts (Department of Basic Education, 2011; Ramatlapana & Makonye, 2012). Furthermore, learners' textbooks and teachers' guides, as pedagogical or teaching resources are chosen by schools from a list of books approved by the national and provincial education departments (Reed, 2006; Bertram & Bharath, 2011).

The contents of a curriculum document such as aims and topics, learners' textbooks and teachers' guides are essential in ensuring that the education sector achieves its aims. For instance, South African schools are expected to make use of both the CAPS document and the above stated resources to guide teaching in classrooms (Department of Basic Education, 2011). In other words, curriculum and pedagogical resources play an important role in the development of classroom practice that is, conceptual development (Koljonen, 2014). South African researchers (Du Toit & Kempen, 2018; Ramatlapana & Makonye 2012), as well as the national education sector (Department of Basic Education, 2011), understand that social development is only possible if teachers and learners are given the necessary teaching resources for conceptual development on the side of the learner.

Due to racial discrimination experienced in the past, most of children in South Africa attend schools in underprivileged geographical areas where schools do not have sufficient teaching resources such as libraries and computers (Department of Basic Education, 2017) and where some teachers are not properly trained (Department of Education, 2007). Teachers in these

schools often depend solely on curriculum documents and their teaching resources to guide their classrooms instruction (Bertram, 2006; Reed, 2006). It has also been noted that most schools in South African rural areas are still experiencing high dropout, absenteeism rates and poor performance (Department of Basic Education, 2017). Teaching resources provide a sense of direction and stability in classrooms that experience issues indicated above (Mikhaila, 2015).

2.3.1 Curriculum documents

The post-apartheid education sector in South Africa is dedicated to ensuring that all children from Grade R-12 receive formal education to induct them with school concepts (Hoadley, 2018). This effort is seen through constant revision of the national curriculum. This is because a curriculum indicates official or intended knowledge that the rest of the message system should follow (Seitz, 2017). The first democratic national education curriculum was Curriculum 2005 (C2005), it was implemented in schools in 1998. C2005 did not specify any concepts to be taught in schools. Teachers were given the freedom to decide what content they wish to teach. In other words, there was no differentiation between school concepts and concrete concepts or non-school concepts to serve as a guide for teachers (Hoadley, 2018).

The failure of C2005 to specify which content teachers should teach led to its revision in 2002, where it was replaced with the National Curriculum Statement (NCS). However, only parts of NCS emphasized the teaching of school concepts. The third democratic curriculum became the first post-apartheid curriculum that specified the teaching of school concepts in all its curriculum documents, where there was little to no concrete knowledge. This was the Curriculum and Assessment Policy Statement (CAPS) that was implemented in schools in 2012 (Hoadley, 2018).

The three South African post-apartheid curricula, that is C2005, NCS and CAPS show that the education sector has been struggling with the prescription of knowledge forms which serve as tools for the development of school concepts. For example, concrete knowledge serves as a supportive setting for the development of school concepts (Smagorinsky, Cook & Johnson, 2003) but it has not been properly outlined in the CAPS document (Harrop-Allin & Kros, 2014). On the other hand, C2005 and NCS struggled with the prescription of scientific concepts. Scientific concepts are important in that they pave way for the development of everyday concepts and many mental functions (Vygotsky, 1986). Smagorinsky, Cook and

Johnson (2003) refer to this as conflicting perspectives in curricula which in turn prevents learners from developing school concepts.

Given that CAPS is the third and current curriculum in South African schools, researchers (Harrop-Allin & Kros, 2014; Ramatlapana & Makonye, 2012) have analysed it for the extent to which it provides learners with concept development. Thereby allowing them to fruitfully contribute to their development and the communities in which they live. CAPS document explicitly state that it aims to provide learners with active and critical learning by discouraging rote and uncritical learning in schools (Department of Basic Education, 2011). This also includes equipping learners, without taking into consideration their ascribed characteristics with the knowledge and skills that will help them to participate meaningfully in their communities and the world at large (Department of Basic Education, 2011). However, the rest of the curriculum document especially parts which prescribes knowledge forms, and its teaching resources should outline knowledge in a way that will allow these aims to be reached. This study aims to critically analyse one topic titled, the ‘National Party and apartheid’ in Grade 9 History CAPS document and its teaching resources.

Harrop-Allin and Kros (2014) analysed Intermediate Phase (Grades 4-6) History CAPS document focusing on the extent to which its contents afford conceptual development to learners. They found that in as much as the curriculum aims to ensure that learners acquire and apply school knowledge that is meaningful to their lives, the contents of the curriculum on knowledge form prescription do not align with this aim. They also found that most History topics in this curriculum are outlined in a foreign manner that does not make any relation to the world of the learners. To illustrate, some parts of the curriculum contents use difficult words which can easily be understood by university experts and do not make use of concrete knowledge which will develop learners’ interest in the topic. While other parts do not include all the relevant knowledge forms necessary for a full understanding of the topic to be taught (Harrop-Allin & Kros 2014). As indicated earlier in this chapter, for conceptual development to take place, school concepts should be taught with the provision of concrete concepts.

Ramatlapana and Makonye (2012) analysed Further Education Training (FET) that is, Grades 10-12 CAPS document and found that the curriculum prescribed many school concepts which all public schools in South Africa have to strictly adhere to. This prescription aimed to ensure that all learners are exposed to school concepts because they are essential in assisting with social development in the country. They explain further that this does not allow teachers to be

innovative and use their skills or knowledge forms to make learners understand school concepts. As proof, these teachers will not be able to build empirical knowledge to assist learners to understand school concepts better (Chaiklin & Hedegaard, 2013). In other words, the CAPS document does not give ‘room’ for teachers to add any other forms of knowledge which they think may be useful in ensuring that learners develop scientific concepts (Ramatlapana and Makonye, 2012). As a result, there is a need to analyse CAPS documents in other phases in this regard, hence this study aims to analyse the General Education Training (GET) phase. As indicated earlier, the GET phase includes Grades 7-9.

2.3.2 Pedagogical resources: learners’ textbooks

Department of Basic Education (2011) recommend that each learner should have quality textbooks. These textbooks occupy most of the learners’ time in the classrooms (Mikhaila, 2015). This is because textbooks are effective in ensuring that learners develop school concepts. They should provide accurate content that will contribute to the development of appropriate skills, concepts and values (Department of Basic Education, 2011). However, it is not all textbooks which successfully assist learners with conceptual development. Case in point, Bertram and Bharath (2011) show that two NCS History textbooks designed for Grade 6 learners contained reduced two important knowledge forms which are necessary for affording learners with conceptual development or the development of historical concepts. These knowledge forms are substantive or school knowledge and procedural knowledge or methods for ‘doing history’. They explain that these knowledge forms make History a specialised discipline.

Bertram and Bharath (2011) found that the textbooks they analysed prioritised concrete or everyday concepts over substantive and procedural knowledge that allows learners to be exposed to History as a specialised discipline. For example, the NCS textbooks they analysed included many activities where learners should use their everyday concepts such as things which they do at home or in their communities. There were very few activities which afforded learners to work with primary sources or any procedural knowledge which would allow them to ‘do history’. Furthermore, there was a reduction of history concepts which are necessary to afford learners with skill development.

Bertram and Bharath (2011) concluded that learners taught using these textbooks were not allowed to develop historical thinking or develop concepts. For textbooks to assist learners

with conceptual development in any discipline, they should contain a balance of knowledge types where one does not overpower the other. To illustrate, a textbook should have sufficient school concepts, allow the use of everyday examples and include skills which affords ‘doing history’ in its activities. This is how learners can develop historical thinking or develop history concepts (Betram & Bharath, 2011).

The NCS textbooks are not the only textbooks that struggled with the provision of different knowledge forms necessary for the development of school concepts. Mikhaila (2015) analysed four History Grade Seven textbooks under the CAPS document and found that they are loaded with history concepts but little or no reference to everyday concepts. The presence of school concepts in textbooks has the potential of affording learners to develop concepts fully. However, all four textbooks analysed here failed to assist learners with full historical development. This is because these textbooks only expose learners to the development of only two skills namely, historical perspectives and cause and consequence (Mikhaila, 2015).

Therefore, the analysis of different textbooks remains valid and essential to ensure that the message system of schooling affords learners with conceptual development. This study aims to analyse three different History CAPS textbooks.

2.3.3 Pedagogical resources: Teachers’ guides

Jaffer (2001) indicated that learners’ textbooks on their own are not sufficient to use for conceptual development. As a result, pedagogy is essential where teachers transmit knowledge from the textbook to learners. This suggests that the role of a teacher is important in learners’ conceptual development. She argued that teacher training is important as it ensures that teachers are in a position to work with the content from textbooks and transmit it to the learners for conceptual development. However, since it has been established that not all teachers have been properly trained, it is important to ensure that teachers’ guides contain the necessary content to guide teachers with their practice. Sari (2018) argues that teachers’ guides can serve as a very important resource for novice and underqualified teachers.

Additionally, a teacher’s guide should provide all the planning, teaching and assessment tools to guide teachers on how to teach important concepts (Bottaro *et al.*, 2013). In other words, they are used by teachers to guide and enhance their instruction in the classroom (Koljonen, 2014) as well as planning for assessments (Department of Basic Education, 2011). This guidance is necessary because teaching is a demanding task (Department of Basic Education,

2011; Department of Education, 2007). There is a vast lack of research on the contents of teachers' guides (Hatlestad, 2017; Koljonen, 2014). Therefore, this study seeks to analyse three different CAPS teachers' guides on the extent to which they guide teachers to conduct instruction that leads to learners' conceptual development. However, as mentioned earlier in this chapter, only one topic titled National Party and Apartheid is analysed. The next section situates the concepts mentioned in this section in a theoretical context using the work of Vygotsky and Neo-Vygotskians which speaks to the social and cultural lived experiences of children.

2.4.Theoretical Framework

This section explains concepts in the cultural-historical theory developed by Vygotsky (1978) and the associated research findings on concept development. In doing so, it also explains conceptual development in children studying History as a school subject in South African schools. Additionally, the section also explains the reasons for focusing the study on conceptual development in Grade 9 History learners.

2.4.1 Cultural-Historical Theory

Human beings are born with natural or Lower Cognitive Functions (LCFs) that allows them to conduct basic activities such as perceiving movement and the capacity for eidetic memory (Diaz, Neal & Amaya-Williams, 1993). These functions are referred to as natural because they are innate and do not allow human beings to be conscious of themselves, other living things around them and the environment in which they live in (Kozulin, 1986). In other words, LCFs do not afford human beings with intellectual functions (Vygotsky, 1986).

A cultural-historical theory argues that for human beings to develop consciousness or Higher Cognitive Functions (HCFs) they need three hierarchically interrelated elements. That is the use of tools, interaction with other human beings and internalisation of new knowledge (Vygotsky, 1978). Once human beings have developed HCFs, it means that they would have developed consciousness. Thereby, gaining the ability to conduct activities which they are unable to conduct with LCFs. For instance, human beings will be able to conduct intellectual functions such as decision making, language comprehension (Kozulin, 1986), decontextualise thinking (Wells, 2004), problem-solving (Vygotsky, 1986) and remembering information which is difficult to remember like abstract content (Kozulin, 1986).

2.4.1.1. *The use of cultural tools*

The tools needed to assist human beings with the development of higher mental functions or HCFs are called cultural tools. This is because they have a socio-cultural context, meaning that they are social and made by human beings and carry meanings within them. These tools are also available to them in societies where there are historical and cultural beliefs. For instance, for individuals to convert a basic cognitive function such as the capacity to eidetic memory to remembering abstract information, a psychological tool such as a mnemonic device, which is manmade is needed (Kozulin, 1986).

There are two types of cultural tools, namely, material tools and psychological tools. The former are externally oriented tools and conduct the way human beings influence objects of activity such as hammers and bulldozers. While the latter is internally oriented and transform the natural abilities of human beings into higher cognitive functions (Kozulin, 1986). For instance, a language is a psychological tool which is made up of words and symbols that assist human beings to successfully communicate with each other. Another example of psychological tools are concepts, these are also made up of words but assist human beings to develop various intellectual functions such as decontextualised thinking and problem solving (Vygotsky, 1986). Hardman (2015) shows that a material tool can also serve as a psychological tool. As proof, a computer is externally oriented but carries psychological tools hence having the ability to alter an individual's cognitive processes. In short, a cultural tool that transforms an individual's LCFs to HCFs is called a psychological or cognitive tool (Hardman, 2015).

Therefore, concepts are one of the psychological tools which assist human beings with the development of HCFs, they are defined as word meanings that require certain development for them to be acquired by an individual. A cultural-historical theory equates the development of concepts with the development of consciousness (Smagorinsky, Cook & Johnson, 2003). This is because the development of concepts presupposes the development of many mental functions (Vygotsky, 1986). Vygotsky (1986) differentiates between two types of concepts namely, scientific and spontaneous concepts or everyday concepts and explains their development in children. He explains that these concepts are different but interrelated groups of concepts (Vygotsky, 1986). This suggests that the two are dialectically entailed and cannot have one without the other (Vygotsky, 1986). The development of scientific concepts requires systematic instruction and cooperation between the child and the person introducing him/her to the concept. Furthermore, scientific concepts are characterized by causality, a trait that is not found

in activities conducted by human beings during their day-to-day practices (Wells, 2004). On the other hand, the development of spontaneous concepts does not require systematicity. This is because they are acquired as the child participates in activities where they are used (Wells, 2004). HCFs are a result of systematic instruction and cooperation that happens between the child and the person introducing him/her to the concept.

The nature of scientific concepts which is their abstraction and causality make their development to take place before the development of spontaneous concepts. In light of this, scientific concepts pave a way for the development of spontaneous concepts (Vygotsky, 1986). Additionally, the nature of scientific concepts and their requirements which are to be put in place for their development, demands that they are instructed in specialised contexts such as schools for them to be successfully developed by the child (Wells, 2004). Vygotsky (1978) argues that school instruction is concerned with inducting learners with scientific concepts. As indicated earlier, this is similar to Young's (2007) notion of school concepts. Consequently, making it mandatory for curriculum and teaching resources to provide tools necessary for the development of scientific concepts (Vygotsky, 1986).

Given that scientific concepts can serve as a psychological tool to transform LCFs to HCFs, their acquisition on the side of the child cannot happen through drilling or rote learning of these concepts but when the child's mental state reaches the required level. This state can only be reached if the instruction of scientific concepts is linked to the child's everyday concepts. This is because scientific concepts and everyday concepts are dialectically linked (Vygotsky, 1986).

2.4.1.2. Interaction with other human beings

According to the cultural-historical theory, for a child's mental state to reach a required level for the acquisition of scientific concepts, they have to socially interact with other human beings. This interaction is called mediation, where a more knowledgeable person called a mediator introduces a child to an object of the activity or new knowledge through tool use (Hardman, 2008). This is because for people to develop higher cognitive functions, mediation should take place (Hardman, 2011). In a case where a child has to remember abstract information, a mediator will use a mnemonic device to assist him/her with the development of HCFs required for this activity.

Vygotsky (1978) argues that for children to develop concepts, mediation (using psychological tools) should take place in the Zone of Proximal Development (ZPD). The ZPD is the distance

between what the child can do on his/her own and what he/she can do with assistance from the mediator (Hardman, 2008). The former is known as actual development while the latter is known as potential development. It is important to note that what is regarded as the child's potential development today can be regarded as the child's actual development tomorrow. In particular, basic number operations are introduced to children in the initial grade of schooling at the level of potential development. This is the period where children require the assistance of a teacher to conduct these number operations. Once the children move to higher grades of schooling, they can carry the above-mentioned number operations on their own without the assistance of a teacher thereby showing actual development (Vygotsky, 1978).

A child's actual development shows that children do not come to school with an 'empty mind'. Vygotsky (1978) argues that the learning that children encounter at school always has a previous history. He explains further that this previous history marks children's actual development and that it can either be from previous concepts learnt spontaneously in pre-schools or their home or from previous concepts learnt systematically as scientific concepts in schools. The ZPD encourages formal school instruction to not only consider the child's actual development associated with the assimilation of scientific or school knowledge but knowledge which the child might have developed spontaneously in other contexts outside schools such as their homes or communities.

Furthermore, Muthivhi and Broom (2009) show that development is hierarchical, this suggests that a child's actual development today may be at a higher-level tomorrow after mastering what was his/her potential development yesterday. This shows that the development of concepts follows a gradual process (Smagorinsky, Cook & Johnson, 2003). In other words,

“When a new word has been learnt by the child, its development is barely starting; the word at first is a generalisation of the most primitive type; as the child's intellect develops, it is replaced by generalisations of a higher and higher type – a process that leads in the end to the formation of true concepts” (Vygotsky, 1986, p. 149).

Smagorinsky, Cook and Johnson (2003) explain that the child's intellect develops as the child moves across different contexts. They explain further that formal institutions such as schools that are designed to afford children with the development of scientific concepts are not sufficient in ensuring that children develop conceptually. Different contexts such as places where individuals have access to spontaneous knowledge, for example, in homes or communities are also important in assisting gradual and continuous development of concepts.

Gallimore and Tharp (1991) explain that when a mediator considers a learner's actual development and use that as a guide to assist the child with what he/she cannot do on his/her own to yield potential development is known as the first stage of the ZPD. They explain further that the second stage of the ZPD is when the child no longer requires a mediator to carry an activity or a task such as learning scientific concepts. However, this does not mean that the child has fully mastered the task, it means that the child is motivated and trying their best to acquire the new knowledge hence the attempt to perform the task without assistance. It is only in stage three of the ZPD where the child has fully developed or mastered the new concepts. This is the stage where the child's potential development is now their actual development. This suggests that they have internalised the new concepts introduced to them during the first stage of the ZPD (Gallimore & Tharp, 1991). The next section discusses the process of internalisation. In short, the ZPD ensures that social interaction between the child and the mediator is meaningful and thereby generating human consciousness or HCFs (Kozulin, 1986). Gallimore and Tharp (1991) argue that for mediation to allow internalisation, it has to take place in the ZPD.

2.4.1.3. *Internalisation*

Internalisation is when the child takes the knowledge which was exposed to him/her during mediation and makes it his/her own, over time. This is where he/she internally or psychological process the new knowledge by himself/herself (Wertsch & Tukviste, 1992). This shows that the consciousness of a child is not only dependent on the mediator but also on the child. The general genetic law states that:

“Every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (inter-psychological), and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and the formulation of concepts. All the higher functions originate as actual relations between human individuals” (Hardman, 2011, p. 29).

The general genetic law explains that for the child's mind to develop inwardly, it first develops during social interaction between a child and a more knowledgeable person (Hardman, 2012). Given that the child also plays a crucial role in his/her cognitive development, it is for this reason Muthivhi (2015) argues that for development to take place, children need to be keen to acquire this new knowledge. This is where mediators should conduct instruction in a way that does not demotivate children so that they can be eager to acquire the new knowledge introduced

to them. Furthermore, internalisation is a stage where the concepts which the child has internalised are now fossilised. This suggests that the child will be able to apply these concepts in any other contexts, thereby successfully showing that he/she has developed HCFs (Gallimore & Tharp, 1991).

2.4.2 Extension of Cultural-Historical Theory

Lev Vygotsky passed on before he could elaborate on how formal educational institutions, through their curriculum and teaching resources, should elaborate and outline the psychological tools necessary for the development of concepts. It is for this reason that researchers such as (Chaiklin & Hedegaard, 2013; Davydov, 1990; Hedegaard, 2002; Karpov, 2003; Morris, Hardman & Jacklin, 2016) show research findings on concept development associated to cultural-historical theory.

2.4.2.1 *Scientific concepts*

Davydov (1990) explains that the development of concepts and generalisation is one of the main purposes of school instruction. Concept development indicates the development of scientific concepts. This is because all other knowledge forms such as everyday concepts that should be used during school instruction are dependent on scientific concepts for them to develop. In particular, Vygotsky (1986) explain that scientific concepts pave a way for the development of everyday concepts. While generalisation is the ability of a learner to think or apply knowledge in any context or beyond a given context. This is also known as having decontextualised thinking (Wells, 2004) or context-independent thinking (Young, 2007).

Earlier in this section, it was indicated that the development of scientific concepts presupposes the development of many intellectual functions such as the ability to generalise or decontextualise thinking. This shows the importance of scientific concept development in children. Given that the main purpose of schooling is to induct learners with conceptual development, pedagogical resources such as learners' textbooks should include sufficient and explicit content necessary for learners' development of generalisation. While teachers' guides should contain explicit and sufficient instructions to teachers on how to conduct instruction to afford learners with development (Chaiklin & Hedegaard, 2013; Davydov, 1990).

According to Davydov (1990), a scientific concept is characterised by abstract and essential attributes which are formed by certain words which mostly make up a definition of that concept.

Essential attributes are the main characteristics of the concept as they differentiate it from other concepts (Morris, Hardman & Jacklin, 2016). For learners to develop generalisation, they need to work with essential and not non-essential attributes of a concept. The difference between these two is that the former is constant and stable while the latter is always changing (Davydov, 1990). Case in point, essential attributes of a triangle are three straight sides and three angles while its non-essential attributes are its colour and size. If the essential attributes of a triangle that is, the three straight sides and three angles are changed to four straight sides and four angles then this will no longer be a triangle. However, the colour and size of the triangle can change but the triangle will remain a triangle. Therefore, essential attributes govern scientific concepts because they define and distinguish the scientific concept from other scientific concepts (Morris, Hardman & Jacklin, 2016).

As argued by the cultural-historical theory, scientific concepts develop better when instructed in specialised settings such as schools. Morris, Hardman and Jacklin (2016) explain that this is because school knowledge is carefully selected to educate children where mediators ensure that children's actual development eventually becomes their potential development so that it can be their higher actual development in the future. For instance, the knowledge which learners bring to the classroom from their homes or communities which developed spontaneously will be restructured and merged with scientific concepts for developmental purposes (Hedegaard, 2002). The careful selection of school knowledge involves prioritizing scientific concepts where they employ specialised terms which have universal properties (Morris, Hardman & Jacklin, 2016).

As mentioned in Chapter 1, Bertram and Bharath (2011) refer to scientific concepts in History as substantive historical knowledge. This knowledge is important for the development of historical or decontextualise thinking because it explains the events from the past, how and why these events unfolded (Bertram & Bharath, 2011). In short, substantive historical knowledge is the content of the past (Bertram, 2012). An example which shows that learners have developed historical thinking is when they can use source evidence to reach conclusions about events of the past (Bharath & Bertram, 2018). This skill should assist young people to develop local, regional, national, continental and global responsibility (Department of Basic Education, 2011).

Bertram (2012) explains that for learners to develop historical thinking they should be exposed to specialised substantive knowledge. This consists of clear historical content with specialised

language which has knowledge of the past such as abstract concepts like a revolution. A part of what makes this knowledge specialised is because it is governed by essential attributes.

2.4.2.2 *Procedural knowledge*

In as much as the development of scientific concepts is assisted by considering a child's pre-existing knowledge such as their scientific concepts and spontaneous concepts. Karpov (2003) argues that the acquisition of scientific concepts is also dependent on new knowledge such as methods mediated to the learner for analyses or a better understanding of school concepts. He referred to these methods as procedural knowledge. He explains further that when the acquisition of scientific concepts is mediated at the expense of procedural knowledge, rote learning or memorization of concepts takes place. This often leads to learners struggling to generalise or decontextualise during problem-solving. As a result, they develop their own spontaneous and procedural knowledge to serve as tools for abstract problem solving (Karpov, 2003).

In addition to specialised substantive knowledge, Bertram and Bharath (2011) show that for learners to develop historical thinking, procedural knowledge is also needed. This is the knowledge that allows learners to 'do' history. In particular, learners will be able to study sources in a historical way hence it is also known as specialised procedural knowledge (Bertram, 2012). In other words, procedural knowledge involves activities which allow learners to work with substantive knowledge or scientific concepts (Morris, Hardman & Jacklin, 2016). In short, for the development of scientific concepts, procedural knowledge should be included during their instruction. This way, scientific concepts will develop and thereby presupposing the development of other intellectual functions such as decontextualise thinking or the ability to generalise.

The separation of scientific concepts from procedural knowledge often happens in traditional classrooms where teachers drill scientific concepts into learners and encourage chanting. As proof, Karpov (2003) shows that learners failed to think beyond the context which they were exposed to by their mediator. Here, their mediator used a traditional method of instruction where children successfully memorized the essential attributes of a right-angled triangle. As a result, when the children were presented with a right-angled triangle that has a right-angle at the top, they failed to recognise it as a right-angled triangle. Consequently, calling it an acute-

angled triangle. This shows how these children came up with their concepts to solve the problem given to them (Karpov, 2003).

The rote learning or drilling of scientific concepts which requires learners to memorize definitions of scientific concepts can successfully afford learners the ability to define these concepts. This shows that learners have reached potential development. However, this stage is not enough to develop scientific concepts, learners will have to internalise the work first, thereby affording them the ability to convert this work into actual development. For internalisation to take place, they should be exposed to the necessary psychological tools, in this case, learners will require sufficient scientific concepts, procedural knowledge and everyday concepts. In other words, these learners will not be able to apply these definitions as useful knowledge in a different context. To illustrate, Muthivhi (2010) show that learners were able to define a circle as a round shape and identify it. However, they did not have the skills to apply what they have been taught in a different context. A learner was given a red uncovered half circle and a covered half-circle (which can either be green or red). Thereafter, he was asked if it will be possible to make an all-green circle if the covered half is uncovered, he answered that this is possible. This is the case because the learner thought that a green uncovered circle will join with the green covered circle (if it is green) to make a full green circle.

2.4.2.3 *Everyday concepts*

As argued by the cultural-historical theory earlier in this section, the ZPD ensures that instruction starts by considering a child's actual development that is, pre-existing knowledge such as spontaneous knowledge. This knowledge is also known as everyday concepts (Hedegaard, 2003). Bertram and Bharath (2011) show that everyday concepts are the beginning point of the acquisition of scientific concepts. This is because learners come to school with this knowledge as they have spontaneously acquired it from their homes or communities. Consequently, preventing them from finding the new abstract concepts taught in schools as foreign. Therefore, teachers should take into consideration learners' everyday concepts and use them as a psychological tool to introduce scientific concepts to learners (Hedegaard, 2003). In other words, for the development of scientific concepts to take place, a teacher should link scientific concepts to everyday concepts during instruction (Chaiklin & Hedegaard, 2013).

Smagorinsky, Cook and Johnson (2003) explain that the development of scientific concepts does not only take place in a formal setting such as a classroom but also outside the school

setting like homes and communities. Scientific concept development is a gradual process which requires different settings or contexts such as the empirical world. This explains the importance of everyday concepts on the development of scientific concepts. Therefore, the development of a scientific concept as a psychological tool requires other concepts or knowledge forms such as everyday concepts. In other words,

“ In working its slow way upward an everyday concept clears a path for the scientific concept in its downward development. It creates a series of structures necessary for the evolution of a concept’s more primitive, elementary aspects, which give it body and vitality...” (Kozulin, 1986, p. 268).

The development of scientific concepts requires a systematic process or instruction in the ZPD which involves carefully sanctioning and selecting knowledge necessary to ensure that these concepts are fully understood on the side of the child (Morris, Hardman & Jacklin, 2016). For instance, ensuring that children’s empirical or everyday concepts are acknowledged as their level of actual development and used during the introduction of scientific concepts for potential development. This is to allow them to understand the new concepts to an extent where they can apply them on their own and in their contexts such as in their homes or communities (Hedegaard, 2003). This setting affords further development of concepts hence, concept development is hierarchical. Therefore, scientific concepts assist with the upward development of the child’s spontaneous concepts which aids the development of consciousness (Kozulin, 1986). As proof, the development of historical thinking, which is a result of history concept development in South African school History will allow learners to participate reflectively in their democratic communities. This will, in turn, contribute to community development (Department of Basic Education, 2011).

Chaiklin and Hedegaard (2013) argue that for mediators to conduct pedagogy for development or for children to develop HCFs, the dialectical tradition, pioneered by Vygotsky should be applied. In other words, for teaching to take place in the ZPD, it should follow the dialectical tradition. For instance, taking into consideration learners’ everyday concepts during the process of mediating scientific concepts for conceptual development. This can be done by verbally accessing learners’ everyday concepts or the knowledge which they bring into the classroom or by building everyday concepts or empirical knowledge with them in the classroom. Like using empirical materials such as videos and films related to the learners’ everyday living (Chaiklin & Hedegaard, 2013).

Furthermore, mediation of scientific concepts should involve using the child's everyday concepts so that the child's potential development becomes their actual development (Hedegaard, 2002). In other words, the child's everyday concepts before mediation are his/her actual development. Once this is merged with scientific concepts during mediation, there is a formation of potential development and after internalisation, this becomes the child's actual development. This is where children could complete activities which they could not complete before internalisation (Hedegaard, 2003). Besides serving as a foundation for the development of scientific knowledge, everyday concepts also assist with motivating the child to be part of the school and thereby encouraging them to attend school regularly (Hedegaard, 2003). This supports the general genetic law which states that concept development on the side of the child is not only a responsibility of a mediator but a child too. In light of this, the purpose of this framework is to assist this study to critically analyse how scientific concepts are elaborated in curriculum and pedagogical tools and to what extent procedural and everyday concepts are linked to scientific concepts.

2.4.3 Grade 9 History learners

Galloway and Edwards (1992) explain that secondary school learners are categorised under the Formal Operation Period. According to Piaget (1964) children who are in this period can think logically or reason in an abstract manner. Consequently, developing curiosity which in turn leads to them individually constructing or sourcing their knowledge as a way of trying to understand the world in which they live. This suggests that these learners use the knowledge which they already have to construct new knowledge. In other words, they use their already existing forms of thinking, that is, a result of their interpretations and analysis of things to try and make sense of the world. It is for this reason that most secondary school learners are often demotivated if their teachers do not take into consideration the knowledge which they bring in the classroom (Muthivhi, 2015). That is why classroom instruction needs to build on everyday concepts.

As mentioned in Chapter 1, the South African education system regard Grade 9 as the last grade of the GET level. This suggests that once learners complete this grade, they are entitled to an exit-level GET Certificate (Shuping, 2013). This certificate offers them a level 1 qualification on the National Qualification Framework (NQF) (Department of Basic Education, 2017). In light of this, learners at this grade must develop psychological tools such as scientific concepts because this will serve as their tool for decontextualised thinking as they exit their formal

schooling point. This type of thinking is one of the aims which the South African basic education sector wishes all learners to acquire through exposure to scientific concepts (Department of Basic Education, 2011). To emphasize this point further, Vygotsky (1986) explain that as adolescents enter the cultural, professional, and civic world, they are confronted by duties which are a driving force to conceptual thinking.

2.5. Conclusion

This chapter explained the need for the development of Higher Cognitive Functions (HCFs) in human beings including the development of History concepts by learners. Without this development, human beings will not be able to interact with each other and the complex world they live in. The chapter also outlined that conceptual development is gradual and requires a systematic approach and is only possible if psychological tools are used during mediation. Schools are regarded as institutions which can successfully assist children with concept development. This is because schools should be equipped with the necessary tools such as curriculum and pedagogical resources containing relevant knowledge forms for this development. The next chapter discusses a detailed methodology which is used to analyse the Grade 9 History CAPS document and its pedagogical resources for the extent they afford learners with conceptual development.

Chapter Three: Research Methodology

3.1. Introduction

This chapter outlines a detailed methodology used to analyse a topic titled the ‘National Party and apartheid’ in Grade 9 History CAPS document and its pedagogical resources. Firstly, it outlines the samples analysed and explains the reasons for selecting those samples. Secondly, it gives an analytical framework developed from the theoretical analysis outlined in the previous chapter. This framework is also presented as a rating scale used to analyse and code the sample, that is, the knowledge forms presented in both the curriculum document and pedagogical resources. Lastly, the chapter discusses validity, reliability, limitations, and ethical considerations of the study.

3.2. Sample

This study is conducted as qualitative research where the sample that is, the curriculum document, learners’ textbooks and teachers’ guides were selected using a purposeful strategy. This sample was selected because it represents an excellent example of the knowledge forms prescribed by the curriculum for the teachers to instruct learners in South African public schools for developmental purposes. Furthermore, the topic selected, namely, the ‘National Party and apartheid’ was also purposefully selected. This selection was motivated by a previous study (Honours project) which analysed learners’ projects on apartheid, this was discussed in Chapter 1 as a rationale of this study. Thereby, allowing me to explicitly answer the question of the study. This is because of the following:

- As mentioned in the previous chapter, a curriculum document shows the intended knowledge to be taught to the learners where it also clearly states that every learner should have a textbook for each subject.
- The contents of the textbooks should show a detailed version of the knowledge forms presented in curriculum documents. Therefore, a curriculum document is an official document showing the knowledge forms which learners should be exposed to in schools. That is why there is a CAPS document for each grade and subject.
- Schools are given a choice to select the textbooks and teachers’ guides to buy. However, they have to select the books from a list of CAPS approved textbooks and teachers’ guides.

The textbooks and guides were also chosen based on their popularity in South African schools. This will show the types of knowledge forms which Grade 9 History learners are exposed to for conceptual development.

Suri (2011) notes that the selection of excellent examples of the phenomenon of interest is called intensity sampling where the excellent example is known as an intense example. The identification of intense examples requires the researcher to have done some form of exploratory work that will allow them to identify intense examples (Patton, 1978). This study uses my Honours project which is mentioned in Chapter 1 as prior information or exploratory work which assisted me with the identification of intense examples for this study.

The following Grade 9 Social Sciences CAPS resources were selected as intense examples of this study: One Curriculum and Assessment Policy Statement (CAPS), three CAPS approved learners' textbooks namely, Learner's Textbook 1 (LT 1) titled *Oxford Successful*, Learner's Textbook 2 (LT 2) titled *Platinum* and Learner's Textbook 3 (LT 3) titled *Via Afrika*. As well as the textbooks' three CAPS approved Teacher's Guides (TG) namely, Teacher's Guide 1 (TG 1) titled *Oxford Successful*, Teacher's Guide 2 (TG 2) titled *Platinum* and Teacher's Guide 3 (TG 3) titled *Via Afrika*. A topic on South African apartheid period titled the 'National Party and apartheid' was analysed across all seven documents. This topic is taught to Grade 9 learners during the third term of the school calendar (Department of Basic Education, 2011). Due to interest and giving a closer look to content, thereby giving in-depth analysis. I chose to analyse knowledge forms involving the main apartheid laws that were introduced by the apartheid government in South Africa. Patton (1978) explains that intensity sampling is useful with getting closer and more detailed information where there are limited resources and time. Due to the nature of this dissertation, I do not have sufficient time to analyse a substantial amount of curriculum documents, textbooks, and teachers' guides. Furthermore, the choice of school grade and the subject was motivated by my interest and experience as outlined in the first chapter of this study. Table 3.1 shows the title, year of publication and page numbers of sample or resources analysed in this study.

Name in this study	Title	Topic of book analysed	Name and year of publication	No. of pages analysed
CAPS	Curriculum and Assessment Policy Statement	Senior Phase History: Outline of what is to be taught in Term 3 – Grade 9	Department of Basic Education, 2011	One page (pp. 43)
LT 1	Oxford Successful Social Sciences Grade 9 Learner's Book	Unit 3: 1948 The National Party and apartheid	Oxford University Press, 2013	Seven pages (pp. 126-132)
LT 2	Platinum Social Sciences Grade 9 Learner's Book	Sub-topic 3: 1948 The National Party and apartheid	Platinum, 2013	Thirteen pages (pp. 177-189)
LT 3	Via Afrika Social Sciences Grade 9 Learner's Book	Unit 3: 1948 The National Party and apartheid	Via Afrika, 2014	Twelve pages (pp. 196-207)
TG 1	Oxford Successful Social Sciences Grade 9 Teacher's Guide	Unit 3: 1948 The National Party and apartheid	Oxford University Press, 2013	Six pages (pp. 123-128)
TG 2	Platinum Social Sciences Grade 9 Teacher's Guide	Sub-topic 3: 1948 The National Party and apartheid	Platinum, 2013	Six pages (pp. 123-128)
TG 3	Via Afrika Social Sciences Grade 9 Teacher's Guide	Unit 3: 1948 The National Party and apartheid	Via Afrika, 2014	Eight pages (pp. 184-191)

Table 3.1: Title, year of publication and page numbers of resources which will be analysed in this study.

3.3. Analytical Framework

This section outlines the analytical framework which was used to analyse the sample. Each sample or resource was analysed alone, and its results are discussed in the next chapter. As discussed in the previous chapter, conceptual development requires the use of psychological tools. This study identifies three knowledge forms namely, scientific concepts, everyday concepts and procedural knowledge as the necessary psychological tools needed for learners' concept development. These three knowledge forms are analysed based on how they are outlined through paragraphs, bullet point systems, keywords, case studies, sources or illustrations in the CAPS document and the teaching resources selected. This category of the resource is called narratives. In addition to narratives, a second category referred to as activities were also analysed. This involves questions and answers to in-class activities. Figure 3.1 shows a breakdown of the two categories and the knowledge forms found within each category. In short, this analytical framework was used to analyse the extent to which the three knowledge forms allow learners to develop conceptually. That is, the extent to which the categories discussed above, also shown in Figure 3.1 outline knowledge forms for conceptual development. Furthermore, Figure 3.2 positions the categories of analysis within the broader study.

After a sample was analysed, a rating scale shown in Table 3.2 was used to rate the extent to which its contents afford conceptual development. A sample which scored a 100% rating for the entire criteria indicated that it affords learners with conceptual development. This rating scale was adopted from Morris, Hardman and Jacklin (2016).

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
The use of abstract concepts that is, scientific concepts.	Defining scientific concepts using their essential attributes.	The use of everyday concepts to serve as a foundation for the development of concepts or scientific concepts.	The use of methods or activities that is, procedural knowledge to allow learners to work with both scientific concepts and everyday concepts.	Linking the three knowledge forms that are, scientific concepts, everyday concepts, and procedural knowledge for conceptual development.
Rating 0-3	Rating 0-3	Rating 0-3	Rating 0-3	Rating 0-3

Table 3.2: Rating scale developed to enable the analysis of the extent to which knowledge forms are presented in the samples are presented and linked.

Criterion 1: Using Scientific Concepts

- A rating of **3/3** means that the sample that is, the selected section of the book has sufficient scientific concepts included to fully understand the topic that is, the ‘National Party and apartheid’.
- A rating score of **2/3** means that the sample has some important scientific concepts missing which are necessary for the full understanding of the topic on the side of the learner.

- A rating score of **1/3** means that the sample is missing most scientific concepts.
- A score of **0/3** means that the sample does not mention or use scientific concepts. Therefore, learners are not allowed to engage with scientific concepts at all.

Criterion 2: Defining Scientific Concepts

- A rating of **3/3** means that each scientific concept has been explicitly and sufficiently defined using its essential attributes for a full understanding of the concept on the side of the learner.
- A rating score of **2/3** means that most scientific concepts have been defined while some are left undefined or are defined but using non-essential attributes.
- A rating score of **1/3** means that most scientific concepts are left undefined or are defined using non-essential attributes.
- A score of **0/3** means that all the scientific concepts mentioned in the sample are not defined at all.

Criterion 3: Using Everyday concepts

- A rating of **3/3** means that the sample contains sufficient and explicit everyday concepts which will serve as the foundation for the development of scientific concepts on the side of the learner.
- A rating score of **2/3** means that the sample mentions most everyday concepts but is missing some of the everyday concepts which are essential for the development of scientific concepts in that topic.
- A rating score of **1/3** shows that most everyday concepts which are meant to be included in the selected section of the book for developmental purposes are missing.
- A score of **0/3** indicates that the section of the book chosen for analyses does not mention everyday concepts at all.

Criterion 4: Using Procedural Knowledge

- A rating of **3/3** shows that sufficient methods or skills that is, procedural knowledge necessary to allow learners to work with scientific concepts are outlined explicitly in the sample.

- A rating score of **2/3** means that the sample omits some of the important methods or procedural knowledge.
- A rating score of **1/3** indicates that most methods on how to work with scientific concepts for developmental purposes are omitted in the sample.
- A score of **0/3** shows that the sample does not include procedural knowledge.

Criterion 5: Linking Scientific Concepts, Everyday concepts and Procedural Knowledge

- A rating of **3/3** means that all three knowledge forms, that is, scientific concepts, everyday concepts and procedural knowledge are sufficiently linked in the book in a manner that affords learners the opportunity to conceptual development that is, they are dialectically linked so that they work together to allow conceptual development on the side of the learner. Where the linkage is done explicitly.
- A rating score of **2/3** indicates that the sample links the three knowledge forms, but some link is not sufficiently and explicitly outlined.
- A rating score of **1/3** means that the sample attempts to link the three knowledge forms but most of the linking is not sufficiently and explicitly outlined. This will also apply if only two knowledge forms are linked. For instance, only scientific concepts and everyday concepts without the procedures or only scientific concepts and procedural knowledge without everyday concepts.
- A score of **0/3** means that the sample treats each knowledge form that is, a scientific concept, everyday concepts, and procedural knowledge as an independent entity where there is no linkage made between them to allow conceptual development.

3.4. Validity

To allow my methodology and theoretical framing to create coherence in my study and meet the conditions of validity, I have employed the following:

- I grounded my theoretical framing in pivotal work and used the extension of this work to create my final theoretical framing.
- I also used primary sources as my data for analyses. By primary sources, I mean a sample which is free from interpretations because it is at its natural state. Thereby helping me to answer my question as explicit as possible.

- My research design is detailed and explicit.
- The texts selected draws from more than one source.

3.5. Reliability

In terms of reliability, I aimed to produce a study that can be replicated by someone else. This is because the research findings of this study are likely to remain stable if replicated because of the following reasons:

- The theoretical framework used in this study is grounded in pivotal work that is, Vygotsky's (1978) cultural-historical theory.
- The rating scale used to rate the phenomenon has been explicitly defined and outlined.
- The sample chosen includes public official curriculum document (the CAPS document) from the Department of Basic Education as well as its supporting resources (learners' textbooks and teachers' guides). This means that the sample is stable and accessible.

3.6. Limitations of the Study

This study is conducted as a dissertation for a Master's degree where only two years is given to complete the study. In light of this, it is impossible to generalise using the results in this study. This is because the sample chosen in the study does not represent a larger sample which comes in different titles. However, given that all approved samples are a replication of a common document that is, the CAPS document, which is analysed in this study, there are possibilities that the findings of this study can represent other samples not analysed here are high.

3.7. Ethics

This study does not involve human subjects therefore, it does not need ethical clearance. However, it abides with the University of Cape Town's code of ethics for students. Furthermore, there is a memorandum of understanding between myself as a student and my supervisor which this study adheres to.

3.8. Conclusion

In this chapter, I gave a detailed description of the sample which is analysed and discussed in the next chapter for the extent to which they afford learners with conceptual development. This was done validly and reliably using the analytical framework created in this chapter. This

framework also includes a rating scale used to rate the extent to which each sample affords learners conceptual development. This scale is informed by the theoretical framework outlined in Chapter 2. Lastly, the chapter explained the validity, reliability, limitations as well as ethical considerations of the study.

Chapter Four: Results and Discussion

4.1. Introduction

This chapter analyses the Curriculum and Assessment Policy Statement (CAPS) curriculum document alongside its six teaching resources that is, three learners' textbooks and their three teachers' guides. As mentioned in Chapter 3, a topic titled the 'National Party and apartheid' was analysed across all seven documents. This topic aims to outline the way the National Party enforced apartheid in South Africa (Ntwape *et al.*, 2014a). The CAPS document outlines the main knowledge forms or concepts as psychological tools to be included in the learners' textbook and teachers' guides to achieve this aim. The main knowledge forms include scientific concepts, everyday concepts, and procedural knowledge (Department of Basic Education, 2011).

Therefore, all texts analysed in this chapter were expected to ensure that the main knowledge forms are included and elaborated in their narratives that is, texts, sources and new words or keywords. Also, additional relevant concepts should be sufficiently outlined in the teaching resources to explain these main concepts. Consequently, allowing the three learners' textbooks to allow learners to transform their actual development to potential development. This will, in turn, become their higher level of actual development. The transition of learners' potential development to a higher level of actual development is possible if the three teachers' guides give guidelines to teachers during lesson planning and how they should conduct a mediation in the Zone of Proximal Development (ZPD). To illustrate, teachers' guides "provides all the planning, teaching and assessment tools where teachers receive guidance on how to teach important concepts" (Bottaro *et al.*, 2013b, p. 6). Important concepts in school are scientific concepts, everyday concepts (Vygotsky, 1986) and procedural knowledge (Karpov, 2003). These are the concepts which learners' textbooks should outline in detail.

A rating scale was used to examine the extent to which the CAPS document, learners' textbooks and teachers' guides include and elaborate on the main concepts outlined in the CAPS document. As indicated in the previous chapter, the Curriculum and Assessment Policy Statement will be referred to as CAPS in this study. Table 4.1 shows how the learners' textbooks and their teachers' guides will be referred to.

Name in this thesis	Learners' textbooks and teachers' guides
LT 1	Oxford Successful Social Sciences Grade 9 Learner's Book
LT 2	Platinum Social Sciences Grade 9 Learner's Book
LT 3	Via Afrika Social Sciences Grade 9 Learner's Book
TG 1	Oxford Successful Social Sciences Grade 9 Teacher's Guide
TG 2	Platinum Social Sciences Grade 9 Teacher's Guide
TG 3	Via Afrika Social Sciences Grade 9 Teacher's Guide

Table 4.1: Teaching resources names used to refer to data for analysis in this study.

4.2. Results, Analysis and Discussion

Figure 4.1 shows how the CAPS document outlined the 'National Party and apartheid' topic and its subtopics, that is, racial segregation before Apartheid and the main apartheid laws in broad outline which area case studies on Group Areas Act and Bantustans showing forced removals. This representation affords conceptual development for this topic because it includes scientific concepts such as racial segregation, groups areas act and Bantustans which are necessary for learners to fully understand the topic. Vygotsky (1978) explains that for

conceptual development to take place, scientific concepts should be used. This is a representation of the knowledge forms which textbooks and teachers' guides should follow when outlining their content.

Concepts outlined in a curriculum are not sufficient as they only serve as guidelines (Singh, 2002). Therefore, the CAPS document recommends that "other reliable sources of information that may enrich the curriculum can be used with careful selection and discretion" (Department of Basic Education, 2011, p. 46). It is the responsibility of learners' textbooks and teachers' guides to add more explicit concepts to have sufficient concepts which will allow the full development of scientific concepts (Department of Basic Education, 2011; Singh, 2002). As proof, Department of Basic Education (2011) indicate that "textbooks should cover the events listed... so that learners who do not select History in Grades 10-12 can read in more detail about South Africa's recent history" (Department of Basic Education, 2011, p. 44) and that they "should provide accurate content that is aimed at the development of the appropriate skills, concepts and values" (Department of Basic Education, 2011, p. 8).

Since the aim of the 'National Party and apartheid' topic is to afford learners with an understanding of how the National Party enforced apartheid in South Africa (Ntwape *et al.*, 2014a). Morris (2012) shows that apartheid laws such as Population Registration Act, Bantu Education Act, Prohibition of Mixed Marriages Act, and Immorality Act were the main apartheid laws which the National Party implemented to enforce apartheid. Given this, in addition to the scientific concepts prescribed by the CAPS document, teaching resources should include additional scientific concepts such as the main apartheid laws which the party implemented during apartheid. These concepts will enable teaching resources to provide additional scientific concepts to the main scientific concepts which the CAPS document prescribed. Consequently, allowing them to have sufficient scientific concepts for developmental purposes (Department of Basic Education, 2011). Therefore, to outline sufficient scientific concepts, this chapter analysed teaching resources based on the main scientific concepts they contain as prescribed by the CAPS document as well as based on the additional scientific concepts as shown in Morris (2012).

Figure 4.1 shows the main knowledge forms outlined in the CAPS document under the 'National Party and apartheid' topic to be followed by teaching resources for learners to fully understand the topic or to develop its concepts. As mentioned in Chapter 2, this is because a curriculum constitutes the knowledge which society believes should be taught in schools. As a

result, this chapter analyses how each knowledge form is presented in each teaching resource and how it is linked to other knowledge forms for learners' conceptual development.

Linking scientific concepts to everyday concepts is important because they are dialectically related. In other words, one cannot work without the other if conceptual development should take place. For instance, everyday concepts serve as a foundation for the development of scientific concepts (Hedegaard, 2003). The CAPS document under the 'National Party and apartheid' topic as shown in Figure 4.1 creates a link between scientific concepts and everyday concepts by prescribing everyday concepts in the form of case studies to serve as a foundation for the development of the scientific concepts outlined. To illustrate, a case study on Sophiatown forced removals is prescribed to assist the development of a scientific concept Group Areas Act. Conversely, a case study on Mogoba forced removal is prescribed to assist the development of a scientific concept Bantustans. Textbooks and teachers' guides should ensure that all three knowledge forms, namely, scientific concepts, everyday concepts and procedural knowledge are sufficiently linked. This linkage should afford learners the opportunity for conceptual development. This is only possible if scientific concepts are dialectically and explicitly linked to everyday concepts. Procedural knowledge is necessary to facilitate this linkage. Table 4.2 shows how scientific concepts and everyday concepts are outlined in the CAPS document for the 'National Party and apartheid' topic and how the two knowledge forms are linked.

- **1948 National Party and Apartheid**
 - Racial segregation before Apartheid
 - Main apartheid laws in broad outline
 - o Case study: Group Areas Act: Sophiatown forced removal
 - o Case study: Bantustans: Forced removal: People of Mogoba to Bophuthatswana

Figure 4.1: knowledge forms outlined in the CAPS document for the 'National Party and apartheid' topic (Department of Basic Education, 2011, p. 44).

Knowledge form: scientific concepts	Knowledge form: everyday concepts	Linking knowledge forms
<ul style="list-style-type: none"> • Racial segregation • Group Areas Act • Bantustans 	<ul style="list-style-type: none"> • Sophiatown case study • Mogopa case study 	<ul style="list-style-type: none"> • Sophiatown case study on Group Areas Act forced removal • People of Mogopa case study on forced removal to Bophuthatswana Bantustans

Table 4.2: knowledge forms: scientific concepts and everyday concepts outlined in the CAPS document for the ‘National Party and apartheid’ topic and their linkage (Department of Basic Education, 2011, p. 44).

A link between scientific concepts and everyday concepts can only afford development if procedural knowledge is used. This is because procedural knowledge affords learners the ability to work with both scientific concepts and everyday concepts (Karpov, 2003). In light of this, for development, all three knowledge forms should be linked. The CAPS document has also outlined a list of aims and skills which it wishes learners to receive after being taught the knowledge forms shown in Figure 4.1 prescribed for the ‘National Party and apartheid’ topic. This is evident when the CAPS, under History section, clearly states that “following these aims and skills is critical to every content topic. For learners to achieve these aims and demonstrate these skills, they will need to have a full grasp and understanding of the content” (Department of Basic Education, 2011, p. 11).

Table 4.3 shows the aims and skills which the CAPS document wishes learners to acquire after being exposed to the knowledge forms of the topic. These skills and aims give a guideline to learners’ textbooks and teachers’ guides on how they should outline content such as activities or procedures to serve as procedural knowledge. The outlining of procedural knowledge such as activities are important for the development of concepts (Morris, Hardman & Jacklin, 2016). This is because procedures allow learners to work with both scientific concepts and everyday

concepts (Karpov, 2003). Ultimately, affording them to meet the aims of the CAPS document and develop skills shown in Table 4.3.

Specific aims and skills of History CAPS for the Intermediate and Senior Phases

The specific aims of History	Examples of the skills involved
1. Finding a variety of kinds of information about the past.	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).
2. Selecting relevant information.	Being able to decide about what is important information to use. This might be choosing information for a particular history topic, or, more specifically, to answer a question that is asked. Some information that is found will not be relevant to the question, and some information, although relevant, will not be as important or as useful as other information.
3. Deciding about whether information can be trusted.	Being able to investigate where the information came from: who wrote or created the information and why did they do it? It also involves checking to see if the information is accurate – comparing where the information came from with other information. Much information represents one point of view only.
4. Seeing something that happened in the past from more than one point of view.	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.
5. Explaining why events in the past are often interpreted differently.	Being able to see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.
6. Debating about what happened in the past on the basis of the available evidence.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.
7. Writing history in an organised way, with a logical line of argument.	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
8. Understanding the importance of heritage and conservation.	Being able to explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.

Table 4.3: shows specific aims and skills of Grade 9 History CAPS (Department of Basic Education, 2011, p. 10).

The Department of Basic Education (2011, p. 46) explains that “Learners should read and write regularly, starting with sentences and paragraphs and building up to extended pieces of work. Much of this may be structured by working through activities provided in the textbook.” Furthermore, Karpov (2003) indicates that for learners to develop skills such as decontextualised thinking, the necessary procedural knowledge should be provided when working with scientific concepts. It is also important to note that the development of skills such as decontextualised thinking or the skills outlined in Table 4.3 can only take place if there is

concept development. This is because concept development presupposes the development of many intellectual functions such as these skills (Vygotsky, 1986). This suggests that failure to develop these skills can be associated with the inability to develop concepts. Therefore, this chapter also analyses how the textbooks and teachers' guides outlined knowledge forms in a manner which allow learners to meet the aims of the CAPS and to develop the skills which CAPS has outlined for the 'National Party and apartheid' topic.

As mentioned in Chapter 2, a learner's textbook is not sufficient on its own to provide concept development to learners. A teacher's guide is also an essential resource especially for novice and underqualified teachers which can help them assist their learners with concept development (Sari, 2018). Teachers' guides should contain explicit and sufficient instructions on how teachers should conduct instructions for conceptual or skill development. This chapter analyses TG 1, 2 and 3 on how they outline scientific concepts, everyday concepts, and procedural knowledge which teachers can use when planning for lessons and to guide them when conducting instruction for the development of the main and additional scientific concepts under the 'National Party and apartheid' topic. It also analyses how these teachers guides link the main and additional scientific concepts contained in learners' textbooks to everyday concepts and procedural knowledge for teachers to use when they are planning and conducting instruction, to assist learners with the development of main and additional scientific concepts outlined in their respective learners' textbooks that is, LT 1, 2 and 3 for the 'National Party and apartheid' topic.

A rating scale shown in Table 3.2 on page 31 was developed using the literature reviewed and the theoretical framing discussed in Chapter 2. It shows how knowledge forms should be presented and linked for conceptual development. It was therefore used to rate the findings of the CAPS document analysed in this study. To rate the textbooks and teachers' guides in this study, the rating scale shown in Table 3.2 was adjusted. This was done to indicate how textbooks and teachers' guides in this study followed the guidelines in the CAPS document and to what extent they outlined content for the development of concepts. Table 4.4 shows the adopted rating scale which was used in this chapter to analyse the learners' textbooks and teachers' guides.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
The use or inclusion of sufficient scientific concepts Should add more concepts in addition to those prescribed by CAPS as shown in Table 4.2 on page 40.	Defining scientific concepts which are prescribed by the CAPS document as well as the additional scientific concepts which the textbook includes. These should be explicitly and sufficiently defined using their essential attributes.	The use of sufficient and explicit everyday concepts to serve as a foundation for the development of scientific concepts. Should add more everyday concepts in addition to those prescribed by the CAPS document to afford a full understanding of the scientific concepts (full conceptual development) prescribed by the curriculum and those included in the textbook	The use of sufficient and explicit methods or activities or procedural knowledge to allow learners to work with scientific concepts and everyday concepts. Should outline activities for full conceptual development	Explicitly linking the three knowledge forms: scientific concepts, everyday concepts, and procedural knowledge sufficiently for full conceptual development.
Rating 3/3	Rating 3/3	Rating 3/3	Rating 3/3	Rating 3/3
TOTAL SCORE: 15/15				

Table 4.4: a rating scale showing how knowledge forms should be presented and linked to afford learners with the development of the scientific concepts prescribed by the CAPS document for the ‘National Party and apartheid’ topic (Department of Basic Education, 2011, p. 44).

4.2.1. Analysis of Grade 9 History Curriculum and Assessment Policy Statement (CAPS) curriculum document

4.2.1.1 How does CAPS document use scientific concepts to offer guidelines to learners' textbooks and teachers' guides

As discussed earlier in this chapter, Figure 4.1 on page 39 shows the three main scientific concepts analysed in this study namely, racial segregation, Group Areas Act and Bantustans. These concepts are included in the CAPS document which is a guideline to textbooks and teachers' guide on the type of scientific concepts to be included for the 'National Party and apartheid' topic. Morris (2012) shows that to understand this topic, additional scientific concepts such as the Population Registration Act, Bantu Education Act, Prohibition of Mixed Marriages Act, and Immorality Act are required. In other words, for learners to fully develop the scientific concepts prescribed by the CAPS document, additional scientific concepts such as Population Registration Act, Bantu Education Act, Prohibition of Mixed Marriages Act, and Immorality Act are required.

These scientific concepts should be included in teaching resources such as textbooks because it is not within the nature of the curriculum to include additional knowledge forms (Department of Basic Education, 2011; Singh, 2002). As a result, I will score the CAPS document under this topic a **3/3** for successfully fulfilling its obligation to outline knowledge forms to serve as guidelines to learners' textbooks and teachers' guides. In particular, Figure 4.1 indicates that the CAPS prescribe racial segregation, Group Areas Act and Bantustans as the main scientific concepts which teaching resources should use as a guideline to outline knowledge forms for the development of the 'National Party and apartheid' topic concepts.

4.2.1.2 How does CAPS document define scientific concepts to offer guidelines to learners' textbooks and teachers' guides

As indicated earlier in this chapter, curriculum documents only offer guidelines on what to teach and learn. They do not sufficiently and explicitly outline the content. Therefore, it is impossible to analyse and give a rating on the extent to which the CAPS document has defined scientific concepts. This is because textbooks and teachers' guides should define scientific concepts. Analysis of textbooks and teachers' guides in this regard is included in this Chapter.

4.2.1.3 How does CAPS document use everyday concepts to offer guidelines to learners' textbooks and teachers' guides

Figure 4.1 shown on page 39 shows two case studies which the CAPS document prescribes for textbooks and teachers' guides. The CAPS only mention the case studies and does not show their contents or the everyday narrations in the case studies. As proof, a case study on Sophiatown forced removal is prescribed as a tool to offer learners with everyday concepts but no further information about the case study is given. The same can be said for a case study on Mogoba forced removal which the CAPS prescribes. This is because the CAPS document does not outline knowledge forms in detail. In particular, the CAPS document indicates that teaching resources should cover the knowledge prescribed by the CAPS document in more detail to afford learners with concept development (Department of Basic Education, 2011). However, the two case studies which the CAPS prescribe are sufficient to give teaching resources a guideline of the type of everyday knowledge needed to afford learners with the development of the historical concepts under the 'National Party and apartheid topic'. Therefore, I will give the CAPS document a **3/3** for successfully fulfilling its role in this regard.

4.2.1.4 How does CAPS document use procedural knowledge to offer guidelines to learners' textbooks and teachers' guides

Table 4.3 on page 41 shows the aims and skills which the CAPS document seeks to afford learners after exposure to scientific concepts and everyday concepts which it prescribed as shown in Figure 4.1 on page 39. These skills and aims give a guideline to learners' textbooks and teachers' guides on how they should outline procedural knowledge such as activities and answers to these activities. This is because the CAPS document does not include questions or activities for the 'National Party and apartheid' topic. Instead, it expects textbooks to include these activities. This is seen when it clearly states that "textbooks must include appropriate and adequate assessment activities" (Department of Basic Education, 2011, p. 8). In light of this, I will score the CAPS document a **3/3** for outlining aims and skills to guide the format of activities which textbooks and teachers' guides should follow. The development of all the skills outlined in Table 4.3 by learners means that they have successfully developed the scientific concepts which the CAPS document prescribes. In other words, "... For learners to demonstrate these skills, they will need to have a full grasp and understanding of the content" (Department of Basic Education, 2011, p. 11).

4.2.1.5 *How does CAPS document link the three knowledge forms to offer guidelines to learners' textbooks and teachers' guides*

Table 3.2 on page 31 shows that all three knowledge forms namely, scientific concepts, everyday concepts and procedural knowledge should be linked to afford the development of concepts. Figure 4.1 on page 39 shows that the CAPS document provides a guide to teaching resources on how to link scientific concepts and everyday concepts under the 'National Party and apartheid' topic. For example, a case study on Sophiatown forced removal is prescribed to assist the development of a scientific concept Group Areas Act. Conversely, a case study on Mogoba forced removal is prescribed to assist the development of a scientific concept Bantustans. This linkage is necessary because the development of scientific concepts requires other knowledge forms such as everyday concepts (Smagorinsky, Cook & Johnson, 2003).

To link scientific and everyday concepts to procedural knowledge, the CAPS document outlines a list of aims and skills shown in Table 4.3 on page 41 which textbooks and teachers' guide should follow to guide them on how they should use procedural knowledge to allow learners to work with both scientific and everyday concepts (Department of Basic Education, 2011). The outlining of procedural knowledge such as activities are important for the development of concepts (Morris, Hardman & Jacklin, 2016). I will score the CAPS document a **3/3** for successfully guiding the teaching resources on how to provide linkage between the three knowledge forms.

Criterion 1	Criterion 3	Criterion 4	Criterion 5
The use of scientific concepts.	The use of everyday knowledge.	The use of procedural knowledge.	Linking scientific concepts, everyday knowledge, and procedural knowledge.
Rating 3/3	Rating 3/3	Rating 3/3	Rating 3/3
TOTAL SCORE: 12/12			

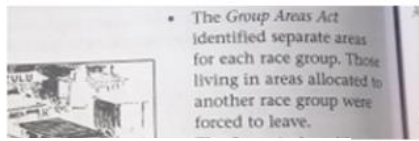
Table 4.5: Rating of CAPS representation of knowledge forms

Table 4.5 shows a rating of how the CAPS document includes scientific concepts, everyday concepts, and procedural knowledge to serve as guidelines for learners' textbooks and teachers' textbooks. The CAPS guidelines aim to afford learners with the development of the main scientific concepts outlined in the curriculum. This also shows how the CAPS guides these teaching resources to create a linkage between the three knowledge forms for the 'National Party and apartheid' topic. A score of **12/12** shows that the CAPS document successfully offers guidance to textbooks and teachers' guides on how to include and outlined knowledge forms for the development of historical concepts.

4.2.2. Analysis of Oxford Successful Social Sciences Grade 9
Learner's Book, LT 1

4.2.2.1. *How does LT 1 use or include scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

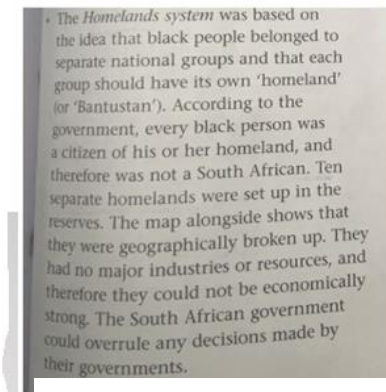
As shown in Figure 4.2, LT 1 includes all the scientific concepts, as outlined in Table 4.2 on page 40 showing the main scientific concepts from CAPS document which should be included in teaching resources. The main scientific concepts include Racial Segregation, Group Areas Act and Bantustans. In other words, these are the scientific concepts which the CAPS document prescribed for History textbooks under the 'National Party and apartheid' topic. Additionally, LT 1 also includes more scientific concepts such as apartheid laws namely, the Bantu Education Act, Population Registration Act, Mixed Marriages Act and Immorality Act in its narratives and activities as shown in Figure 4.3. According to Morris (2012), these are the apartheid laws which should be mentioned when explaining how the National Party enforced apartheid in South Africa. In other words, these additional scientific concepts afford teaching resources to offer sufficient scientific concepts for the development of the main scientific concepts prescribed by the CAPS document. Therefore, LT 1 includes sufficient concepts to give learners a better understanding of how the National Party enforced apartheid in South Africa. In light of this, I will score LT 1 a **3/3**.



(Bottaro *et al.*, 2013a, p. 128).

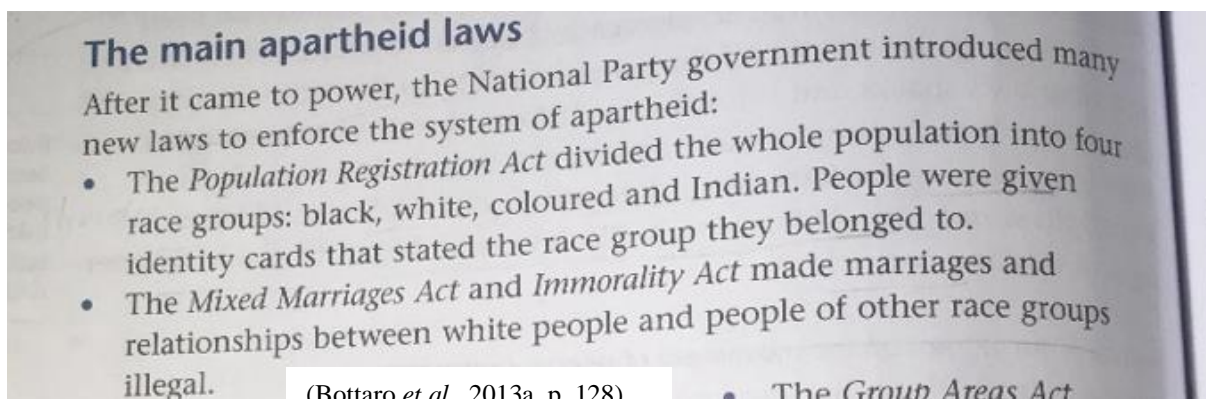


(Bottaro *et al.*, 2013a, p. 126).

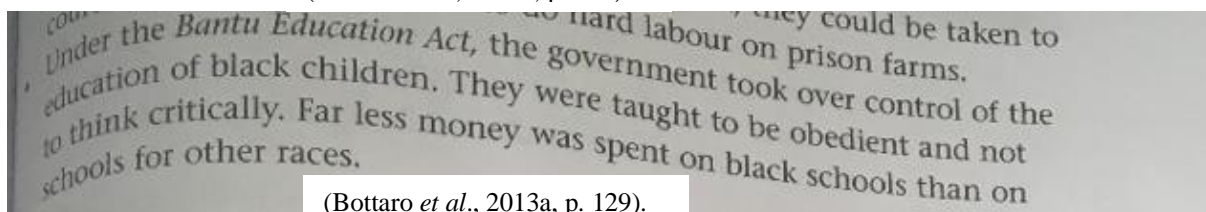


(Bottaro *et al.*, 2013a, p. 129).

Figure 4.2: LT 1 scientific concepts: Group Areas Act, Bantustans and segregation as represented in Table 4.2



(Bottaro *et al.*, 2013a, p. 128).



(Bottaro *et al.*, 2013a, p. 129).

Figure 4.3: additional scientific concepts: Population Registration Act, Mixed Marriages Act, Immorality Act and Bantu Education Act included in LT 1

4.2.2.2. How does LT 1 define scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

Figure 4.2 also show that LT 1 used essential attributes to explicitly and sufficiently define the main scientific concepts, namely, Group Areas Act, Segregation and Bantustans outlined in Table 4.2 on page 40. For example, Group Areas Act is defined as an apartheid law which

“identified separate areas for each race group and that people living in areas allocated to another race group were forced to leave” (Bottaro *et al.*, 2013a, p.128). Segregation is defined as a process which separated people based on race while Bantustans is defined as a ‘homeland’ which black people belonged to where each national group had its own ‘homeland’ or Bantustans (Bottaro *et al.*, 2013a). This belonging was a result of the idea that black people belonged to separate national groups

Furthermore, the additional concepts namely, Population Registration Act, Mixed Marriages Act, Immorality Act and Bantu Education Act which the textbook include are also explicitly and sufficiently defined using essential attributes, this is evident in Figure 4.3. By way of illustration, the Population Registration Act is defined as an apartheid law which “divided the South African population into four race groups: black, white, coloured and Indian. People were given identity cards that stated the racial group they belonged to” (Bottaro *et al.*, 2013a, p. 128). The Mixed Marriages Act and Immorality Act are defined as laws which “made marriages and relationships between white people and people of other race groups illegal” (Bottaro *et al.*, 2013a, p. 128). Bantu Education Act is defined as an apartheid law which “allowed the apartheid government to take control of the education of black children where these children were taught to be obedient and not to think critically” (Bottaro *et al.*, 2013a, p.129). This definition also shows that less money was spent on black schools than on schools of other races (Bottaro *et al.*, 2013a). As a result, I will give LT 1 a **3/3** rating for sufficiently defining all the required scientific concepts using essential attributes for the ‘National Party and apartheid’ topic.

4.2.2.3. *How does LT 1 use everyday concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

Figure 4.4 and 4.5 show two case studies as outlined in Table 4.2 on page 40 which LT 1 uses to provide everyday concepts which will assist with the development of the scientific concepts prescribed by CAPS that is, racial segregation, Group Areas Act and Bantustans. The case studies provide an everyday narration on how racial segregation affected ordinary people through the use of the Group Areas Act and Bantustans in their communities. These narrations assist learners to understand scientific concepts. For instance, case studies shown in Figures 4.4 and 4.5 explain in everyday concepts that both the people of Sophiatown and Mogoba refused to move from these communities and protested. This explanation is an attempt to help learners understand how racial segregation was enforced using the Group Areas Act and the

Bantustan policy. Furthermore, LT 1 also explains the impact of the forced removals as a result of the Group Areas Act using everyday concepts. Figure 4.6 shows a source giving an everyday narration: “When you move people, it means total poverty for them” (Bottaro *et al.*, 2013a, p. 131) from a member of the community. Another everyday narration: “I can clearly remember the bulldozers coming to destroy our home” (Bottaro *et al.*, 2013a, p. 131) from a person who was directly affected by the forced removals is also shown in Figure 4.7 which LT 1 includes as part of outlining everyday concepts.


However, these two case studies do not sufficiently outline everyday concepts to give learners with a broader understanding of the Group Areas Act and Bantustans. In other words, only one viewpoint is given which shows that all black people who were forced to move from their communities to the homelands were not happy and tried to resist to move. Case in point, Figure 4.4 shows a case study on the forced removal of people from Sophiatown to Meadowlands which gives a perception that the people of Sophiatown protested and refused to move. Figure 4.8 show that some black people were happy to be moved from Sophiatown to Meadowlands, “Most of them said that they were glad to move” (Morris, 2012, p.48). This is an important viewpoint which is essential in ensuring that learners develop the skill on number 4 of Table 4.2 on page 40.

CASE STUDY Group Areas Act – the forced removal of people from Sophiatown

Many people were forced to move because of the Group Areas Act. Whole communities were torn apart and lives destroyed. One example is Sophiatown. Sophiatown was a suburb of Johannesburg which had a mixed population – black, coloured, Indian, Chinese and white people lived there. It was close to the city centre where many people worked. It was one of the few places outside the reserves where blacks owned land.

By the 1950s it was an important centre of urban black culture. It was especially well-known for the quality of its jazz music and the writers who lived there. It was a lively but very poor community.

In 1955 the government declared that Sophiatown was to be a white group area. The people of Sophiatown united in protest and refused to move. They were supported by church leaders and young political leaders, such as Nelson Mandela. The government ignored their protests and sent in 2 000 policemen armed with rifles and machine guns. They forced people out of their homes, put their belongings onto trucks, and dumped them in an area outside Johannesburg called Meadowlands (now part of Soweto). The government destroyed the houses and built a white suburb called 'Triomf' (Afrikaans for 'triumph', meaning victory or success).



Sophiatown was a vibrant centre of music and writing. Musicians like Miriam Makeba (shown here) developed a distinctive jazz style that became famous worldwide. One of her most famous songs was called *Sophiatown is Gone*.


Figure 4.4: shows a case study in LT 1 giving an everyday narration: “The people of Sophiatown united in protest and refused to move” showing how the Group Areas Act affected ordinary people (Bottaro et al., 2013a, p. 130).

CASE STUDY Forced removals of the people of Mogopa to Bophuthatswana

Mogopa was about 250 kilometres west of Johannesburg, near the town of Ventersdorp. About 420 families lived there. There was a primary school and a high school, built by the community themselves, and a clinic, four churches and a few shops. There was also a dam and a few boreholes, which were important as it was a very dry area. The farms owned by the Bakwena were surrounded by white-owned farms.

In 1984 the government ordered the people of Mogopa to move from the farms they owned. When the people protested, the government ignored their protests and forced them to move to nearby Bophuthatswana, one of the homelands.

The 300 homes and the community buildings were destroyed. The people of Mogopa were given no **compensation**. But they fought the case in the courts. In 1987 the Supreme Court ruled that the removal of the Mogopa people was illegal. But by then the people had moved and the farms had been taken over by the government. But they didn't give up hope of moving back to their land.



This family and their livestock wait to be removed from Mogopa in 1983.

Figure 4.5: shows a case study in LT 1 giving an everyday narration: “When the people protested, the government ignored their protest and forced them to move to nearby Bophuthatswana...” showing how the forced removals affected ordinary people (Bottaro et al., 2013a, p. 131).

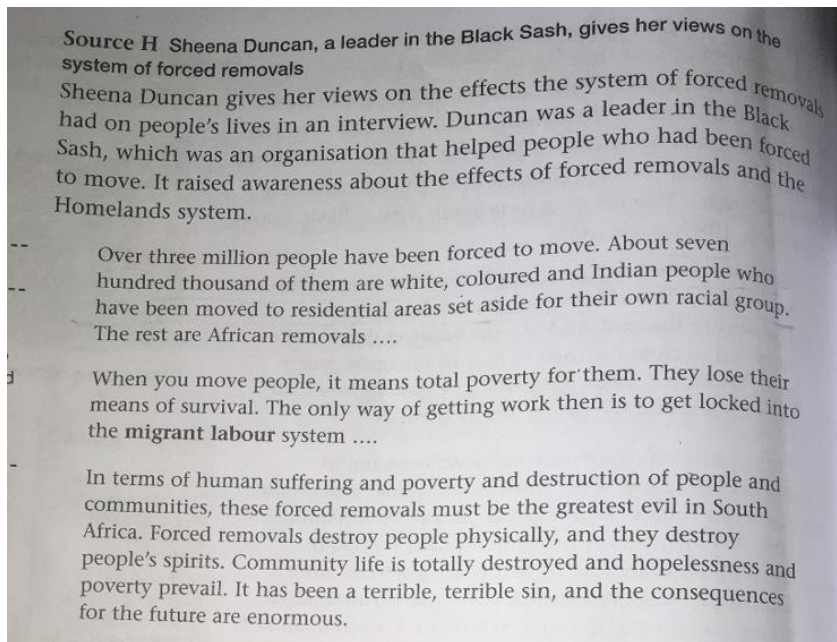


Figure 4.6: shows an everyday narration: *“When you move people, it means total poverty for them”* included in LT 1 explaining the impact of forced removals on ordinary people (Bottaro et al., 2013a, p. 132).

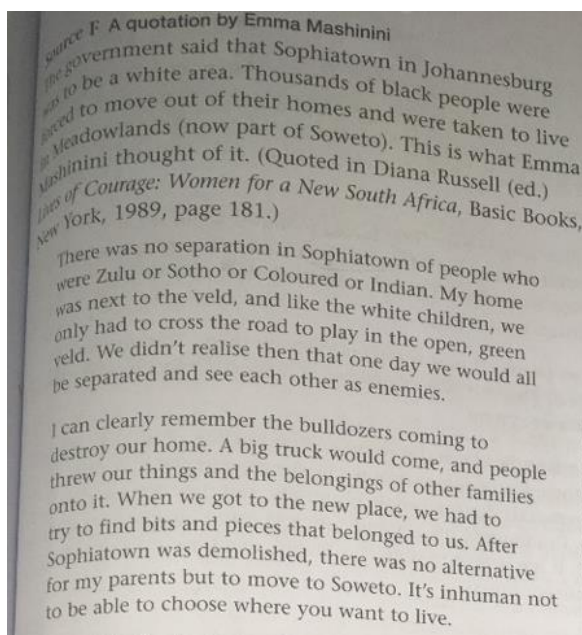


Figure 4.7: shows an everyday narration: *“I can clearly remember the bulldozers coming to destroy our home”* in LT 1. This is from a person who was a Sophiatown member explaining how the forced removals under the Group Areas Act affected him/her (Bottaro et al., 2013a, p. 131).

As the Natives moved out of their homes and rooms in the pouring rain, anti-rodent squads from the city health department moved in with cyanide gas pumps and when they had finished, gangs of Native wreckers took over and demolished the shanties.

There was no violence and no resistance by any of the families, who were removed with their goods on three-ton army lorries. Most of them said that they were glad to move, but several said their only worry concerned the new rents and the cost of travelling to their work from Meadowlands. White bread was handed out to each family at 9.30 a.m. when the first truck reached Meadowlands, one loaf for every three people. Cool drinks were given to each Native and before the truck moved on to the allotted houses, a dustbin was handed to each family. Then they were shown round their new homes and every piece of furniture was unloaded and put in place.

Figure 4.8: a newspaper report from Morris, (2012, p. 48) explaining that some of the black people were happy to move from Sophiatown to Meadowlands.

LT 1 provides one everyday narration which assists learners with the development of only one additional scientific concept which the textbook outlines. Figure 4.9 shows an everyday narration which gives an everyday perspective of how the Bantu Education Act affected ordinary people. The narration reads as follows: “Black people were only to be given enough education to be useful to whites, which meant being manual labourers and being able to carry messages intelligently for the white population” (Bottaro *et al.*, 2013a, p. 129). Other additional scientific concepts: Population Registration Act, Prohibition of Mixed Marriages Act and Immorality Act were not supported by everyday narration.

Furthermore, learners could receive everyday concepts to allow an understanding of these main apartheid laws if they were allowed to showcase what they may know from their relations with people in their homes and communities on how the main apartheid laws affected people. This is something which can be included as procedural knowledge where learners can be asked to share how the main apartheid laws affected people in their lives such as older members in their communities and/or homes. This is important in exposing learners to a variety of everyday concepts to make them understand different scientific concepts such as different main apartheid laws outlined in the book because different members of the communities were affected by different apartheid laws differently. As a result, I will give LT 1 a score of **1/3**.

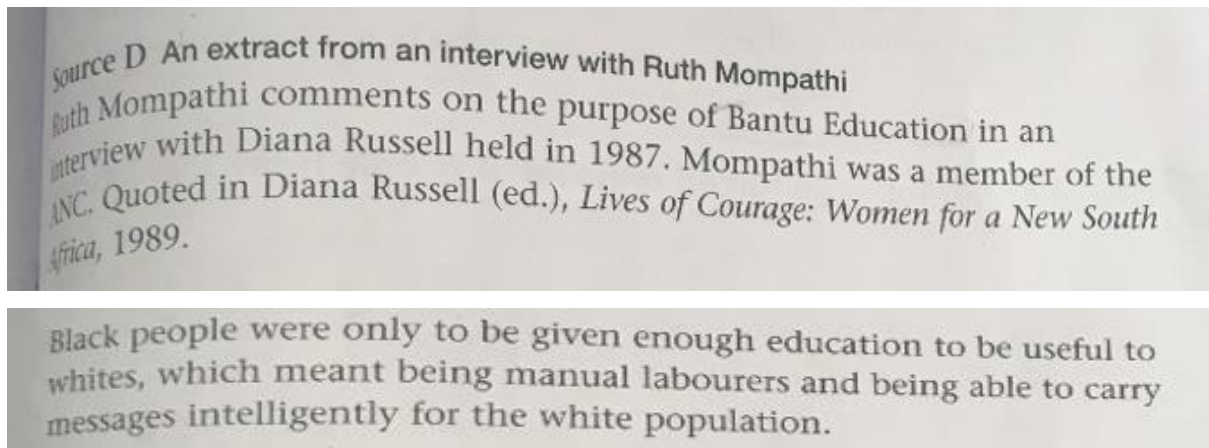


Figure 4.9: shows statement from a resistor of apartheid on how Bantu Education Act affected people: “Black people were only to be given enough education to be useful to whites,...” This is included in LT 1 (Bottaro *et al.*, 2013a, p. 129).

4.2.2.4. *How does LT 1 use procedural knowledge as required by CAPS for conceptual development as shown in Table 4.4*

LT 1 has four activities which learners should complete where they answer the questions given. These questions should allow learners to work with the scientific concepts and everyday concepts outlined in the textbook, thereby allowing them to achieve the eight skills outlined in Table 4.3 of the CAPS document which is shown on page 41. Consequently, showing the development of all the scientific concepts prescribed by the CAPS document for the ‘National Party and apartheid’ topic. As discussed earlier, LT 1 does not outline sufficient everyday concepts for conceptual development. Therefore, the procedures or activities which it prescribes do not afford learners with the ability to work with sufficient everyday concepts to assist with the development of scientific concepts. As a result, all four activities outlined in LT 1 do not afford learners to develop all eight skills outlined by the CAPS document.

The questions asked affords learners the ability to develop only five skills namely, skill number two that is, the ability to select relevant information, skill number three which allows learners to decide on whether the information they are given can be trusted or not, skill number four which is seeing something that happened in the past from more than one point of view. As well as skill number five which allows learners to understand why events in the past are often interpreted differently and skill number six which is debating about what happened in the past based on available evidence.

The selected topic, the ‘National Party and apartheid’ in LT 1, allows for the development of skill number two because three of its activities require learners to choose relevant information from a variety of information and use this information to answer the questions asked in these activities. It also allows learners to develop skill number three where they can decide on whether the information given to them can be trusted or not. An example is seen in Activity 6, Figure 4.10 on question number 5.2 where learners had to work with two sources from two different people, where the first person is an agent of apartheid while the second person is a resistor to apartheid. A person on the second source verifies that the information given by the person in the first source is correct and can be trusted.

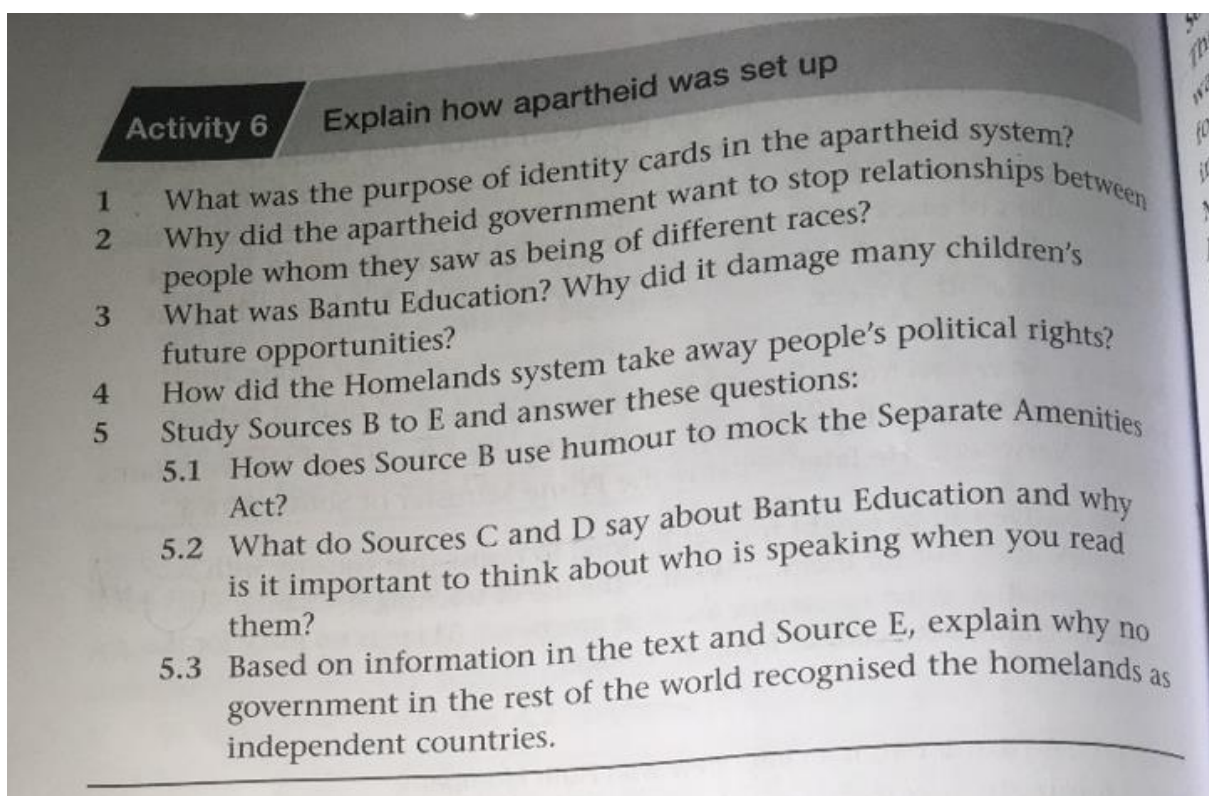


Figure 4.10: shows procedural knowledge in LT 1 where learners work with scientific concepts to develop skill number 3 of Table 4.3 in the CAPS document (Bottaro et al., 2013a, p. 130).

Furthermore, the topic also affords the development of skill number four which involves seeing something that happened in the past from more than one point of view when it allows learners to use different sources which explain the way main apartheid laws affected people. As proof, Activity 7 number 4, shown in Figure 4.11 allows learners to understand how forced removals affected people from the people who experienced the removals. Consequently, giving them a different perspective that is, an everyday perspective which is different from the scientific concepts' narration given in the texts of the book.

Activity 7**Analyse the impact of forced removals on people's lives**

Work on your own to answer these questions.

- 1 What did the people in Sophiatown and Mogopa have in common before their removal?
- 2 Explain the term *forced removals*.
- 3 Use Sources F and G (and their captions) and the text to explain why the government wanted to remove people from Sophiatown.
- 4 Discuss why is an eye-witness account, like Source F, valuable for us when studying forced removals.
- 5 Read Source H and answer these questions:
 - 5.1 What is Duncan's view of forced removals and how does she substantiate (back up) her opinion?
 - 5.2 How does the information about the Mogopa people illustrate what Duncan says in Source H?

Figure 4.11: shows procedural knowledge in LT 1 where learners work with scientific concepts to develop skill number 4 of Table 4.3 in the CAPS document (Bottaro *et al.*, 2013a, p. 132).

Additionally, LT 1 also affords learners' development of skill number five of the curriculum. This skill involves learners having the ability to understand that the past can be interpreted differently. To illustrate, context can influence the way a person gives information about the past. Activity 6 number 5.2 in Figure 4.10 allows learners to work with a source shown in Figure 4.12 and a source shown in Figure 4.9 on page 54. Figure 4.12 shows a statement from an apartheid government agent on how the Bantu Education Act was implemented. In particular, the statement reads as follows: "The Native will be taught from childhood to realise that equality with Europeans is not for them...What is the use of teaching the Bantu mathematics when he cannot use it in practice...There is no place for the Bantu child above certain forms of labour" (Bottaro *et al.*, 2013a, p. 129). While a source in Figure 4.9 shows a statement from a resistor of apartheid on how Bantu Education Act affected people. The statement reads as follows: "Black people were only to be given enough education to be useful to whites, which meant being manual labourers and being able to carry messages intelligently for the white population." (Bottaro *et al.*, 2013a, p. 129). This shows that learners were allowed

to understand how this law affected people from both the creator of the law and those whom the law was created for.

Given that out of covering eight skills, LT 1 only covers five skills as discussed in this section, I will give it a **2/3**. LT 1 fails to outline procedural knowledge which will assist learners to develop skill number one which involves finding a variety of kinds of information about the past, skill number seven which is about writing history in an organized way, with a logical line of argument and skill number eight which is about understanding the importance of heritage and conservation. Failure to develop all the skills as outlined in the CAPS document shown in Table 4.3 on page 41 means that learners were not allowed to develop or to fully understand the main scientific concepts prescribed by the curriculum.

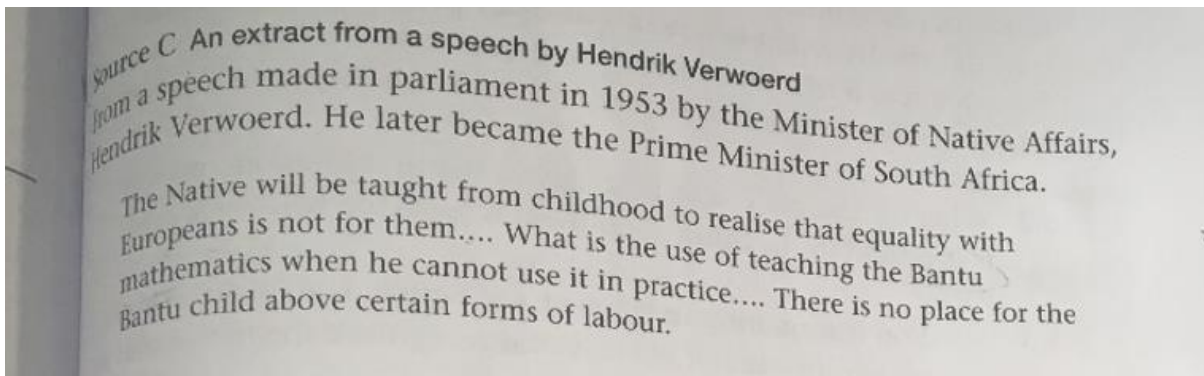


Figure 4.12: shows statement from an apartheid government agent on how the Bantu Education Act was implemented: “The Native will be taught from childhood to realise that equality with Europeans is not for them...”. This is included in LT 1 (Bottaro et al., 2013a, p. 129).

4.2.2.5. How does LT 1 link the three knowledge forms recommended by CAPS for conceptual development as shown in Table 4.4

Through its procedural knowledge or activity questions, LT 1 managed to link everyday concepts and scientific concepts outlined by the CAPS document as shown in Figure 4.2 on page 48. The questions outlined under the activities of the textbook explicitly allow learners to link the scientific concepts with the everyday concepts provided in the sources and cases studies of the book. For example, Figure 4.11 shows Activity 7 question number 3 which asks learners to use sources such as a source shown in Figure 4.7 and the text in the textbook to explain why the government wanted to remove people from Sophiatown. Thereby, allowing learners to develop scientific concepts hence they can develop skills such as skill number two, three, four, five and six of Table 4.3 on page 41. However, as discussed earlier, the textbook

does not include all the necessary procedural knowledge due to the insufficient everyday concepts which it outlines.

It is important to have sufficient everyday concepts because these concepts offer a starting point for the development of the scientific concepts prescribed by the curriculum (Bertram & Bharath, 2011). As proof, the development of the ‘National Party and apartheid’ scientific concepts prescribed by the CAPS document by learners shows that they will be able to apply all the skills outlined in Table 4.3 (Department of Basic Education, 2011). Therefore, sufficient everyday concepts are necessary to develop all the eight skills outlined in Table 4.3 on page 41. As a result, LT 1 could not make the necessary linkage of the knowledge forms which will result in the development of all the concepts outlined in the textbooks as recommended by the CAPS document. In light of this, I will score LT 1 a **2/3**.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
The use of scientific concepts.	Defining scientific concepts.	The use of everyday concepts.	The use of procedural knowledge.	Linking scientific concepts, everyday concepts and procedural knowledge.
Rating 3/3	Rating 3/3	Rating 1/3	Rating 2/3	Rating 2/3
TOTAL SCORE: 11/15				

Table 4.6: Rating of LT 1 representation of knowledge forms

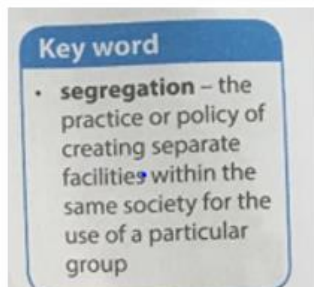
Table 4.6 shows LT 1’s rating on how the three knowledge forms are outlined and the extent to which the textbook links these knowledge forms for learners’ conceptual development. Table 4.4 on page 43 shows a rating scale on how knowledge forms should be presented and linked in teaching resources. According to this rating scale, the teaching resources should score 3/3 on each criterion of the rating scale which will give a 100% total after adding the criteria. A 100% means that a teaching resource affords learners to develop all the main concepts which the CAPS document has prescribed to teaching resources. As shown in Table 4.6, LT 1 did not score a 100% or 15/15 for the criteria it was analysed for. It scored **11/15** which means that the textbook does not fully afford learners to develop all the concepts. To illustrate, for criterion 3 which is the extent to which LT 1 uses everyday knowledge, the textbook is missing most of

the everyday concepts which are meant to be included in the ‘National Party and apartheid’ topic for the development of the main and additional scientific concepts which it includes. Insufficient everyday knowledge prevents the development of concepts because everyday concepts serve as a supportive setting for the development of scientific concepts (Smagorinsky, Cook & Johnson, 2003).

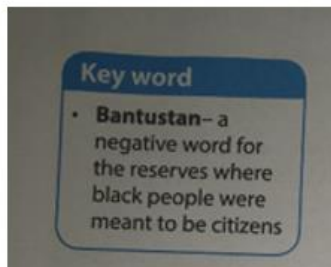
4.2.3. Analysis of Platinum Social Sciences Grade 9 Learner’s Book, LT 2

4.2.3.1. *How does LT 2 use or include scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

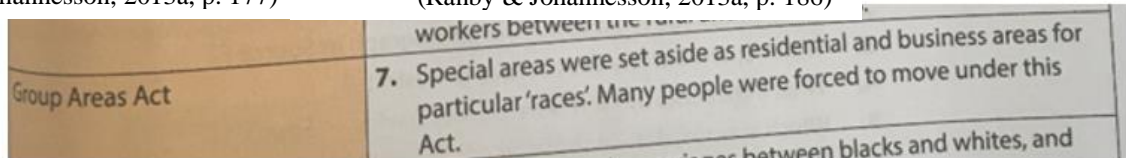
As shown in Figure 4.13, LT 2 includes all three main scientific concepts as shown in Table 4.2, that is, Racial Segregation, Groups Areas Act and Bantustans. It also outlines additional scientific concepts which are necessary for learners to have a full understanding of the ‘National Party and apartheid’ topic. The additional scientific concepts are the Bantu Education Act, Population Registration Act, Mixed Marriages Act, and Immorality Act. These are included in its narratives and activities as shown in Figure 14. These concepts are sufficient to give learners an understanding of how the National Party enforced apartheid in South Africa. The outlining of additional scientific concepts by LT 2 is important because as Singh (2002) indicated, curriculum documents do not outline sufficient content, teaching resources such as textbooks should use the content prescribed by curriculum document and recontextualise it so that it can afford learners with concept development. Morris (2012) shows that the understanding of concepts such as racial segregation, Group Areas Act and Bantustans also requires the use of additional concepts such as Bantu Education Act, Population Registration Act, Mixed Marriages Act, and Immorality Act. Given this, I will give LT 2 a score of **3/3**.



(Ranby & Johannesson, 2013a, p. 177)



(Ranby & Johannesson, 2013a, p. 186)



(Ranby & Johannesson, 2013a, p. 179)

Figure 4.13: LT 2 scientific concepts: segregation, Bantustans and Group Areas Act as represented in Table 4.2

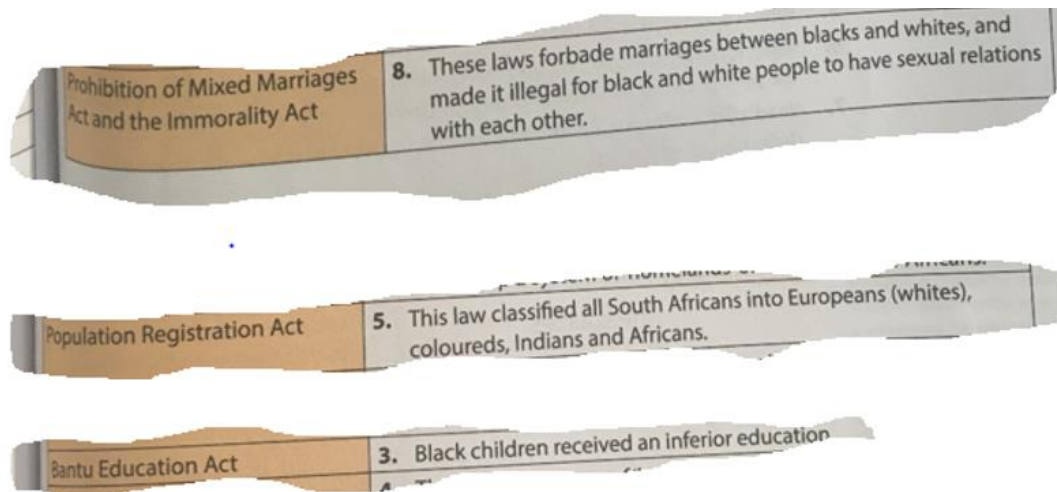


Figure 4.14: additional scientific concepts: Prohibition of Mixed Marriages Act and the Immorality Act, Population Registration Act and Bantu Education Act included in LT 2 (Ranby & Johannesson, 2013a, p. 179).

4.2.3.2. How does LT 2 define scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

Both main and additional scientific concepts included in LT 2 for the ‘National Party and apartheid’ topic have also been sufficiently and explicitly defined using essential attributes as shown in Figures 4.13 and 4.14. In particular, segregation is defined as a “policy which created separate facilities within the same society for the use of a particular group” (Ranby & Johannesson, 2013a, p. 177), while Bantustan is defined as a “negative word for the reserves

where black people were meant to be citizens” (Ranby & Johannesson, 2013a, p.186). Group Areas Act was defined as a law which “set aside special areas as residential areas for particular races” (Ranby & Johannesson, 2013a, p.179). Therefore, I will give LT 2 a score of **3/3** for explicitly and sufficiently defining these scientific concepts using their essential attributes.

4.2.3.3. How does LT 2 use everyday concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

LT 2 uses two case studies in Figure 4.15 and 4.16 as prescribed by CAPS in Table 4.2 to give learners everyday concepts to understand the main scientific concepts that are, Racial Segregation, Group Areas Act and Bantustans. The first case study in Figure 4.15 shows the way people were forcefully moved, as a way of implementing racial segregation, from the community of Sophiatown to their new homes in Meadowlands. It also shows that members of the community protested against the removal. For example, people chanted the slogan “Ons dak nie, ons phola hier” (Ranby & Johannesson, 2013a, p.184) which means we will not move, we live here. As shown in Figure 4.8 on page 53 some members of the community were happy to be moved. Therefore, the textbook should have given learners this perspective.

The second case study as shown in Figure 4.16 explains how members of the community of Mogopa were moved to their Bantustan, Bophuthatswana by including everyday concepts: “...a removal squad arrived with tractors, trucks and buses, and camped on their land” (Ranby & Johannesson, 2013a, p.188) and that “the people of Mogopa received an order to leave” (Ranby & Johannesson, 2013a, p.188). The textbook also gave learners sources, shown in Figure 4.17, on how people were moved from their different communities to their new Bantustan Ciskei. This is important because the book gave learners an idea of how people in another Bantustan besides Bophuthatswana were affected by the forced removals and how racial segregation was implemented to different people.



Figure 4.15: shows a case study in LT 2 giving an everyday narration: “we won’t move, we live here” of how the Group Areas Act affected ordinary people (Ranby & Johannesson, 2013a, p.184).

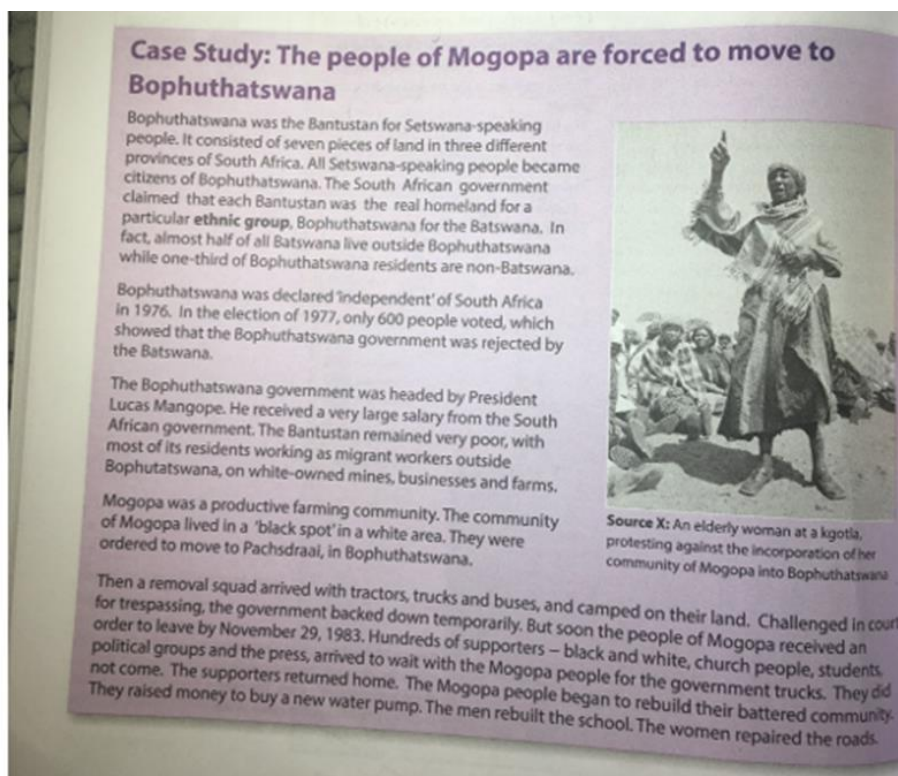


Figure 4.16: shows a case study in LT 2 giving an everyday narration: “...a removal squad arrived with tractors, trucks and buses, and camped on their land” of how the forced removals affected ordinary people (Ranby & Johannesson, 2013a, p.188).

Kammaskraal is a resettlement camp in a remote area of the Ciskei. It has a population of 1 000. The present inhabitants were moved there in May and June 1980. They were given tents, and rations for three days. There is no employment in the area so most people depend on migrant wages. Kammaskraal is a place of hunger and despair. All around there are people sitting alone or in small groups, listless and apathetic. 'We are starving here... We live on samp because mielie meal is too expensive and we save that for the children. When the food runs out, we try and borrow

from neighbours.'

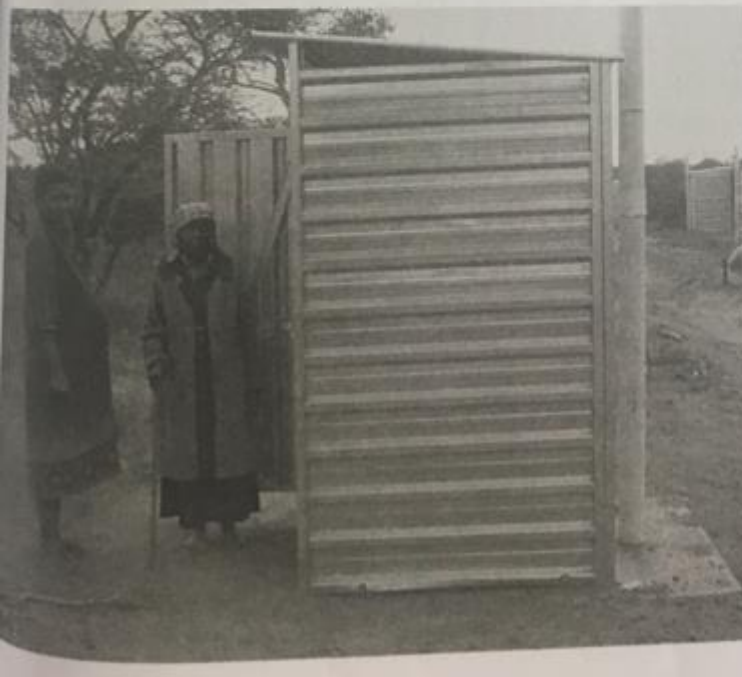
Bad health was also due to a lack of proper sanitation and a polluted water supply. Toilets are holes in the ground under a zinc shelter.

The lack of food creates other problems. For example, malnutrition makes it difficult for children to learn ... Malnutrition also makes it hard to find employment.

'People are dying like flies, no money, no food, no blankets. The people live in a tent – it's wet, damp and cold. They are dying here.'

Vukani Makhosikazi, CIIR, 1985, pp.179-180

Source V: Life in a 'resettlement' camp



Source W: Photograph of a 'resettlement' camp. People were forced to move to these 'resettlement' camps. The only facilities provided at this camp in the Ciskei were toilets.

Figure 4.17: shows how people were moved from their different communities to their new Bantustan Ciskei (Ranby & Johannesson, 2013a, p. 187).

However, LT 2 does not outline everyday concepts to assist learners with the development of the additional scientific concepts which it prescribes. In other words, there is no case study or source about the Bantu Education Act, Population Registration Act, Prohibition of Mixed Marriages Act, and Immorality Act. It does not expose learners to everyday concepts which explain these different main apartheid laws outlined in the textbook. For instance, a textbook should outline additional everyday concepts such as showing that "Black people were only to

be given enough education to be useful to whites, which meant being manual labourers and being able to carry messages intelligently for the white population” (Bottaro *et al.*, 2013a, p. 129), to assist learners with the development of the additional scientific concepts such as Bantu Education Act prescribed in the textbook. I will therefore give LT 2a rating of **1/3** for failing to outline these everyday concepts

4.2.3.4. *How does LT 2 use procedural knowledge as required by CAPS for conceptual development as shown in Table 4.4*

LT 2 outlines four activities under the ‘National Party and apartheid’ topic which serves as procedural knowledge. As discussed at the beginning of this chapter, procedural knowledge allows learners to engage with scientific concepts outlined in the textbook thereby affording them skill development which shows conceptual development. This section analyses the activities which allow learners to work with the three main scientific concepts prescribed by the CAPS namely, Racial Segregation, Group Areas Act and Bantustans as well as the four additional apartheid laws which Morris (2012) discusses, namely, Bantu Education Act, Population Registration Act, Mixed Marriages Act, and Immorality Act. The development of these scientific concepts affords learners to develop the skills outlined in Table 4.3 on page 41.

LT 2 affords learners with the ability to develop five skills out of the eight skills outlined in the CAPS document as shown in Table 4.3 on page 41. One of these skills is skill number two which is the selection of relevant information. For instance, Activity 2 question number 3, in Figure 4.18 requires learners to choose which apartheid law is illustrated in Figure 4.19. The answer to this question is the Group Areas Act. Therefore, the textbook allows learners to work with Group Areas Act as a scientific concept through the use of everyday concepts: “...when they chucked us out of Cape Town. My whole life changed. What they took away from us they can never give back to us” (Ranby & Johannesson, 2013a, p. 180). Consequently, affording the development of Group Areas Act on the side of the learner through skill number two.

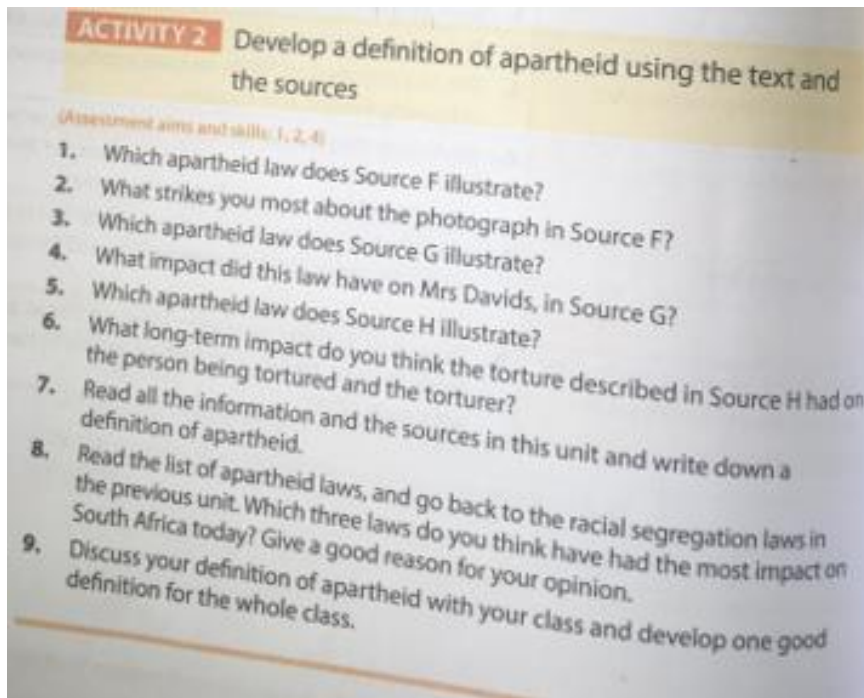


Figure 4.18: shows procedural knowledge in LT 2 where learners work with scientific concepts to develop skill number 2 of Table 4.3 in the CAPS document (Ranby & Johannesson, 2013a, p. 180).

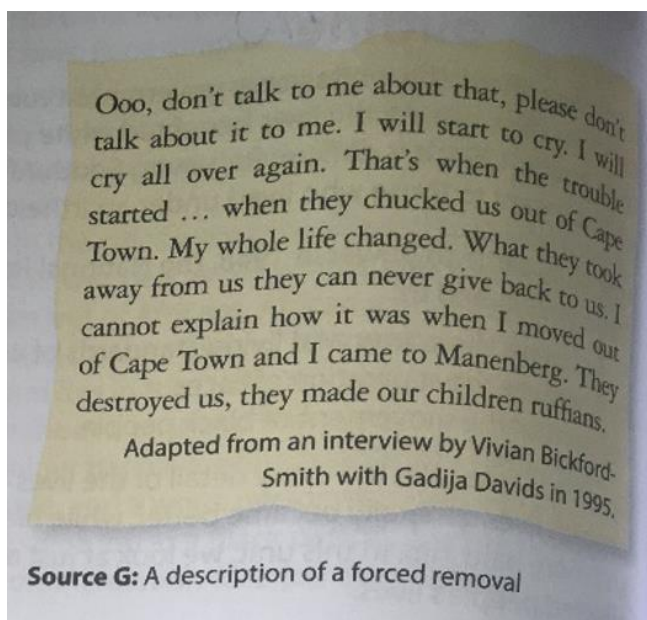


Figure 4.19: shows an everyday narration: "...when they chucked us out of Cape Town. My whole life changed" in LT 2 on forced removals which learners should engage with during an activity for the development of skill number 2 of Table 4.3 in the CAPS document (Ranby & Johannesson, 2013a, p. 180).

Furthermore, LT 2 affords learners to develop skill number three which allows them to decide on whether the information they are given can be trusted or not. Activity 5 has questions number 4 and 5 as shown in Figure 4.20. This indicates that learners could decide on whether information can be trusted based on where the information came from. For example, question number 4 allows learners to see that the apartheid government referred to the Bantustans as 'homelands' to make it sound like these were homes. Question number 5 allows learners to realize that the Bantustans were not fit to be called home. This activity also allows learners to develop skill number four which is to understand the past using a different point of views as well as skill number five which allows learners to understand that the past can be interpreted differently.

LT 2 also allowed learners to develop skill number six as they were given questions which allowed them to engage with sources to discuss or debate about the past. However, it failed to outline procedural knowledge which will assist learners to develop skill number one which involves finding a variety of kinds of information about the past, skill number seven which is about writing history in an organized way, with a logical line of argument and skill number eight which is about understanding the importance of heritage and conservation. Failure to develop all the skills as outlined in the CAPS document shown in Table 4.3 on page 41 means that learners were not allowed to develop or to fully understand the main scientific concepts prescribed by the curriculum. In light of this, I will give LT 2 a score of **2/3**.

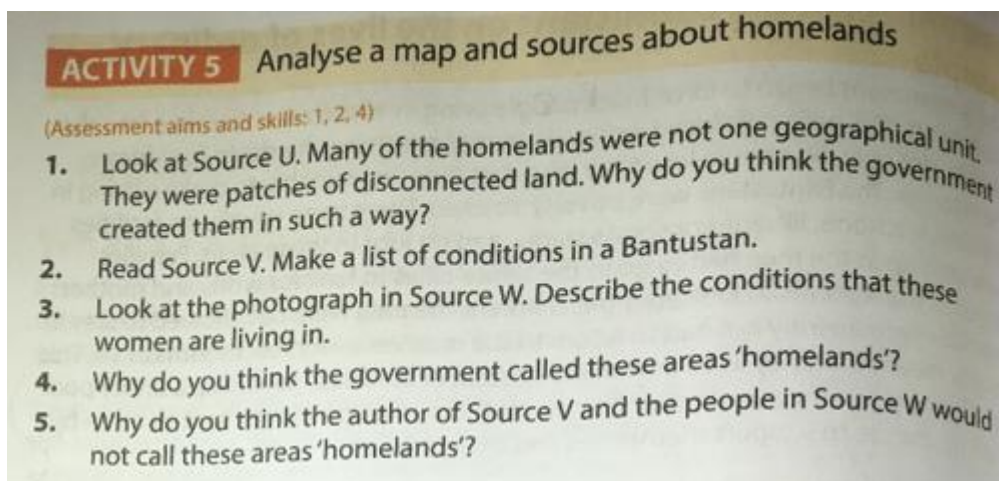


Figure 4.20: shows procedural knowledge in LT 2 where learners work with scientific concepts to develop skill number 3 of Table 4.3 in the CAPS document (Ranby & Johannesson, 2013a, p. 188).

4.2.3.5. *How does LT 2 link the three knowledge forms recommended by CAPS for conceptual development as shown in Table 4.4*

LT 2 used the questions in its activities as procedural knowledge to allow learners to work with the scientific concepts found in its texts as well as the everyday concepts found in its case studies and sources. However, as discussed earlier, the textbook has insufficient everyday concepts which in turn negatively affect the procedural knowledge which the textbook can outline. In light of this, the questions which it outlines only allows learners to develop four of the eight skills outlined in Table 4.3 on page 41. As a result, it was limited on how it can link the three knowledge forms because it did not include sufficient procedural and everyday concepts. Therefore, I will score this book a **2/3**.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
The use of scientific concepts.	Defining scientific concepts.	The use of everyday concepts.	The use of procedural knowledge.	Linking scientific concepts, everyday concepts and procedural knowledge.
Rating 3/3	Rating 3/3	Rating 1/3	Rating 2/3	Rating 2/3
TOTAL SCORE: 11/15				

Table 4.7: Rating of LT 2 representation of knowledge forms

Table 4.7 shows how the three knowledge forms are outlined in LT 2 and the extent to which the textbook links these knowledge forms for learners' concept development. LT 2 scored **11/15**. For learners to gain full concept development or all the main and additional scientific concepts included in LT 2 as discussed in this section, the textbook should score 15/15. 11/15 shows that LT 2 partially affords learners to the development of the scientific concepts outlined in the textbooks as represented in criterion 1 of Table 4.7. For example, criterion 3 of Table 4.7 shows that LT 2 is missing most of the everyday concepts needed to assist learners with the development of concepts mentioned in criterion 1. This suggests that learners will only gain actual development of some of the scientific concepts.

4.2.4. Analysis of Via Afrika Social Sciences Grade 9 Learner’s Book, LT 3

4.2.4.1. How does LT 3 use or include scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

Figure 4.21 shows that LT 3 include Racial Segregation, Group Areas Act and Bantustans as the main concepts to understand the way the National Party enforced apartheid in South Africa. Additionally, the topic also uses its keywords or new words section, sources, and additional apartheid laws through its texts to incorporate more scientific concepts thereby ensuring that it contains sufficient scientific concepts. Among these, the four main apartheid laws, that is Bantu Education Act, Population Registration Act, Mixed Marriages Act, and Immorality Act which are important in understanding the topic are also included as shown in Figure 4.22.



(Ntwape *et al.*, 2014a, p. 204).

(Ntwape *et al.*, 2014a, p. 196).

- Group Areas Act: Act No. 41 of 1950: This Act forced physical separation between races by creating different residential areas for them. It led to the forced removals of people living in the 'wrong' areas.

(Ntwape *et al.*, 2014a, p. 197).

Figure 4.21: LT 3 scientific concepts: Bantustans, Racial segregation and Group Areas Act as represented in Table 4.2

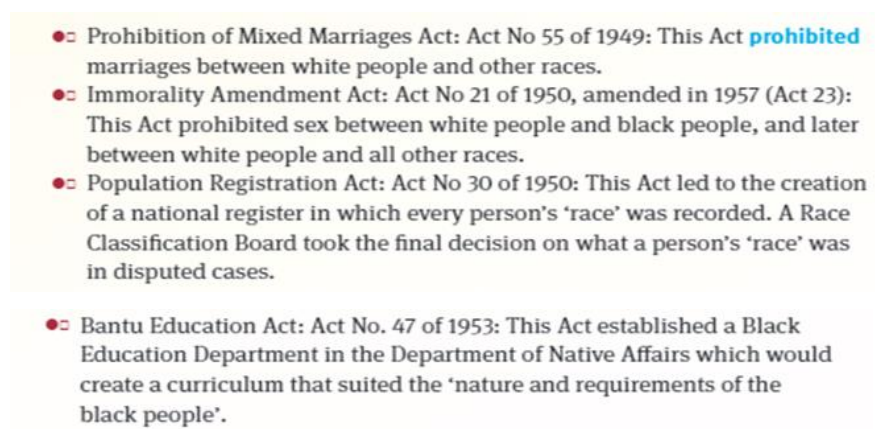


Figure 4.22: additional scientific concepts: Prohibition of Mixed Marriages Act, Immorality Amendment Act, Population Registration Act and Bantu Education Act included in LT 3 (Ntwape *et al.*, 2014a, p. 197).

I will score LT 3 a rating of **3/3** for this criterion, this means that it has sufficient scientific concepts which the CAPS expect to be included in teaching resources offering the ‘National Party and apartheid’ topic. For example, LT 3 includes all main scientific concepts as outlined by the CAPS document shown in Figure 4.1 on page 39 as well as the additional scientific concepts: Prohibition of Mixed Marriages Act, Immorality Amendment Act, Population Registration Act and Bantu Education Act which Morris (2012) discusses. This way, learners will fully understand the topic.

4.2.4.2. How does LT 3 define scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

As indicated in Table 4.2, the main scientific concepts which all teaching resources should explicitly and sufficiently define are Racial Segregation, Group Areas Act and Bantustans. Figure 4.21 shows that LT 3 explicitly and sufficiently define the Group Areas Act and Bantustans. For example, the Group Areas Act is defined as the law which “forced physical separation between races by creating different residential areas for them” (Ntwape *et al.*, 2014a, p. 197). While Bantustans are defined by stating that these were “also known as homelands where each ‘tribe’ such as Xhosa, Zulu and Tswana had its homeland where they could be citizens” (Ntwape *et al.*, 2014a, p. 204). However, LT 3 does not define Racial Segregation.

Other additional scientific concepts which the book used were also defined as shown in Figure 4.22. For example, Prohibition of Mixed Marriages is defined as the law which “prevented marriages between white people and other races” (Ntwape *et al.*, 2014a, p. 197). Immorality Amendment Act is defined as an apartheid law which “prohibited sex between white people and black people” (Ntwape *et al.*, 2014a, p. 197). Population Registration Act is defined as a law which “led to the creation of a national register in which every person’s ‘race’ was recorded” (Ntwape *et al.*, 2014a, p. 197). Bantu Education Act is defined as a law which “established a Black Education which would create a curriculum that suited the ‘nature and requirements of the black people’” (Ntwape *et al.*, 2014a, p. 197). As a result, for criterion 2, that is, defining scientific concepts, I will score LT 3 a rating of **2/3**. This means that most scientific concepts have been sufficiently and explicitly defined using their essential attributes but some scientific concepts, for example, racial segregation is not defined.

4.2.4.3. *How does LT 3 use everyday concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

LT 3 uses two sources as shown in Figure 4.23 and two case studies to outline everyday concepts. For example, Figure 2.3 shows a narration of everyday concepts: “Lining the street were thousands of police...a few sten guns were in position at various points...” (Ntwape *et al.*, 2014a, p. 203). These will assist learners to understand racial segregation, Group Areas Act and Bantustans as the main scientific concepts. Case study one as shown in Figure 4.24 gives explicit everyday concepts narration of the Group Areas Act. For example, the case study uses everyday concepts such as “We got notice that we were going to be moved on 12 February 1955, but we were taken by surprise by thousands of policemen and soldiers, who were heavily armed...We were still preparing ourselves to protest the removals, and we had no choice, because no one was ready for them, besides they were armed.” (Ntwape *et al.*, 2014a, p. 200-201).

It explains how the law was implemented by using a practical or everyday example such as the forceful removal from Sophiatown to Meadowlands with eyewitness accounts from those who resided in the community. However, these examples give a one-sided perception, because they indicate that the black people who were forced to move did not want to move. Morris (2012) show that other people were happy to move, Figure 4.8 on page 53 shows this. As indicated in Chapter 2, everyday concepts should assist with the development of scientific concepts so that learners could have context-independent thinking or to develop skills.

Therefore, the everyday examples given in teaching resources must afford learners with the ability to have a broader perspective by including narrations which hold different perspectives. Having said this, LT 3 does not include sufficient everyday concepts to explain how different people responded to the impacts of the Group Areas Act. For example, as discussed earlier in this chapter, the CAPS document does not prescribe sufficient everyday concepts for the development of the scientific concepts which it outlines. As a result, textbooks should outline additional everyday concepts such as showing that other people were happy to move from Sophiatown to Meadowlands (Morris, 2012), to assist learners with the development of scientific concepts such as Group Areas Act which the CAPS document prescribes.

Source 6 The first day of the removals

Father Trevor Huddleston, a white Anglican monk, lived in Sophiatown. In his book, Naught For Your Comfort, he describes the day the government moved the people out of Sophiatown.

9th February, 1953. Lining the street were thousands of police ... a few sten guns were in position at various points ... Already the lorries were parked high with the pathetic possessions which had come from the row of rooms in the background ... In a few years Sophiatown will cease to exist. It will be, first of all, a rubbish heap, laying low the houses, good and bad alike, that I have known, emptying them of the life, the laughter and the tears of children, until the place is a grey ruin lying in the sun ... And in a few years men will have forgotten that this was a living community and a very unusual one.

Source: *Naught For Your Comfort*, London: Collins. Huddleston, T. 1956.

Source 7 The renaming of Sophiatown

Johannesburg Mayor Amos Masondo spoke at a ceremony to rename Triomf back to Sophiatown, west of Johannesburg.

'The reclaiming and renaming of Sophiatown, which has had two names for far too long, is a past we dare not forget,' said Johannesburg Mayor Amos Masondo on Saturday.

'Sophiatown is a place with an amazing history and depth. Sophiatown was, in its heyday, the epicentre of politics, jazz and blues in South Africa. Its renaming is an attempt and effort to tell [its] story,' he said.

Masondo spoke of the suburb being 'bulldozed to dust' during the forced removals in 1955, leaving 65 000 residents without homes. They were forcefully removed over the following eight years and dumped in matchbox houses in far away places like Meadowlands, Lenasia, Western Coloured Township (now Westbury) and Noordgesig.

'Sophiatown evokes memories of a vibrant, creative, multicultural community. A place where artists, writers and musicians flourished, against the odds, in an atmosphere of racial tolerance,' he said.

Source: Telling the story of Sophiatown, *Mall & Guardian Online*. [11/02/2006] Chibba, R. 2006.

Figure 4.23: shows Sources 6 and 7 outline everyday concepts in LT 3 which will assist learners to understand racial segregation, Group Areas Act and Bantustans as the main scientific concepts (Ntwape et al., 2014a, p. 203).

Case study 1 Group Areas Act – Sophiatown forced removal

Sophiatown – established in 1904 – was originally planned as a suburb for whites. But before 1913 blacks had freehold rights and they bought properties here. After 1913, blacks lost their smallholdings and farms in the country, and flooded cities like Johannesburg. By the 1920s, most whites had moved out, leaving behind a vibrant community of blacks, coloureds, Indians and Chinese. Sophiatown mainly thrived as a creative, multicultural community, known for its musicians, writers and artists.



Sophiatown in 1950 (Source: *The Star*, 1950)

Pressure on Sophiatown

However, the suburb's facilities simply couldn't cope with the influx of people. By the 1940s Sophiatown was a ghetto with overcrowding and desperate poverty. And, as in any ghetto, gangsters emerged, taking on titles like the Americans, the Russians, and the Vultures, which they'd seen in the American movies. The streets of Sophiatown were the scene of fierce fighting, with many young men dying by knife or gun.



Members of the Americans, a gang in Sophiatown, cruising the streets (Source: © Drum Social Histories/Baileys African History Archive/Africa Media Online)

White demands

The neighbouring white suburbs of Westdene and Auckland Park were expanding, and demands were made on the government to extend white residential use into Sophiatown. They wanted to take over this 'black spot'. In 1950, the NP government passed the Group Areas Act, which designated specific areas for particular race groups. All black people living in so-called white areas had to be resettled in areas set aside for black occupation. In 1953 the NP government created the Native Resettlement Board (NRB), which was responsible

Case study 1 continues ►

Case study 1 (continued)

for the removal and resettlement of Sophiatown residents. The NP also passed the Native Resettlement Act of 1954, which ‘allowed’ them to ‘legally’ remove 58 000 African people from the western areas of Johannesburg (Sophiatown) to the Meadowlands.

Forced removals start

Two days before the removals were scheduled to take place, 2 000 police armed with automatic rifles invaded Sophiatown and started moving out the first families. That first night, in the pouring rain, 110 families were moved out of Sophiatown to the new township of Meadowlands in Soweto.



People in Sophiatown received notices that said: ‘You are hereby required in terms of the Native Resettlement Act 1954 to vacate the premises in which you are residing ...’ (Source: Photograph by Bob Gosani © BAHA)

When the removals began in 1953, the community pulled together with slogans like ‘Ons dak nie, ons phola hierso’, which means ‘We are not moving, we are staying here’.

Meadowlands

Otla utlwa makgowa arel Are yengko Meadowlands Meadowland Meadowlands Meadowlands sithando sam	You’ll hear the whites say Let’s move to Meadowlands Meadowlands Meadowlands Meadowlands, my love
Otlwa utlwa botsotsi bare Ons dak nie ons pola hier Pola hier pola hier Pola hier sithando sam	You’ll hear the tsotsis say We’re not moving, we’re staying here Stay here, stay here Stay here, my love

The entire Sophiatown community had been removed by the end of 1963 and the suburb was renamed Triomf (meaning triumph), a triumph for the apartheid government’s Group Areas Act. Working-class whites were moved into squat, newly built houses.

Eyewitness accounts from former residents of Sophiatown

Victor Mokhine: ‘We got notice that we were going to be moved on 12 February 1955, but we were taken by surprise by thousands of policemen and soldiers, who were heavily armed ... We were still preparing ourselves to protest the removals, and we had no choice, because no one was ready for them, besides they were armed.’

Paul Mashinini: ‘Because of the government’s racial classifications and strict separation of group areas, many families were split up ... Some members would be classified as coloured, others as blacks. Therefore they would be forced to live in separate townships.’

Source: Sindane, L. 10/02/2055. Sophiatown: recalling the loss. Accessed at www.southafrica.info/about/history/sophiatown50.htm.

Figure 4.24: shows a case study in LT 3 giving an everyday narration of how the Group Areas Act affected ordinary people (Ntwape *et al.*, 2014a, p. 200-201).

Figure 4.25 shows a second case study on how Bantustans were implemented where everyday examples such as “The police, working with dogs, forcibly loaded people and belongings onto buses and trucks and took them to Pachsdraai, 200 km away, in Bophuthatswana” (Ntwape *et al.*, 2014a, p. 204-206) using the forced removal of people from Mogopa to Bophuthatswana are given. Like the first case study, this case study gives explicit everyday concepts on how

people who were living in Mogopa were ordered to move to Bophuthatswana Bantustan, how they resisted to move and how the National Party finally managed to force them to move. However, LT 3 gives an everyday narration for only one additional scientific concept, that is the Bantu Education Act, shown in Figure 4.26. Other additional scientific concepts: Population Registration Act, Bantu Education Act, Mixed Marriages Act, and Immorality Act which the textbook outlines are not supported by everyday concepts such as through case studies or sources to assist learners with the development of these scientific concepts. For example, LT 3 could have included an everyday narration such as “Black people were only to be given enough education to be useful to whites, which meant being manual labourers and being able to carry messages intelligently for the white population.” (Bottaro *et al.*, 2013a, p. 129), to assist learners with the development of Bantu Education Act. Therefore, learners will not be able to demonstrate the skill outlined in number 4 of Table 4.2 on page 40. In light of this, I will give this book a rating of **1/3**.

Case study 2 Bantustans: The forced removal of the people of Mogopa to Bophuthatswana

For over 70 years, the Bakwena BaMogopa lived on good land at Mogopa near Ventersdorp (in what was the Western Transvaal) that their forefathers had bought before the 1913 Land Act, which gave over 87% of the land to whites, made this impossible. The area was rich in minerals, including diamonds that were mined on concession from the tribe. They developed the area without any assistance from the apartheid government. They collected money and built two schools, a primary and a high school. Both were beautiful cut-stone buildings. They sank boreholes and put in windmills. They bought tractors and ploughed their land, selling the surplus produced to the Farmers' Co-op in Ventersdorp. They erected fences and cattle camps and established roads.

Bantustans were also known as homelands. Each 'tribe' – Xhosa, Zulu, Tswana and so on – had its own homeland where they could be 'citizens' because the apartheid government did not regard them as South Africans.

Mogopa becomes a 'black spot'
Then a new headman started making trouble in the community. This drew the attention of the white magistrate at Ventersdorp and then the attention of the white minister of Co-operation and Development (an apartheid government department that was involved in setting up Bantustans), Dr Piet Koornhof. The result was that their land was designated a 'black spot' in a white area and they were ordered to move to Pachsdraai in Bophuthatswana.

The people of Mogopa resist
When they refused to move, the government dealt with this resistance by putting a new corrupt chief in charge of the community and destroying schools, houses and the church with bulldozers. It withdrew services, refused to pay pensions or issue labour contracts and suspended the bus service. But still the people of Mogopa refused to move.

The government then sent a removal squad with tractors, trucks and buses, and camped on the Mogopa's land. Challenged in court for trespassing, the government backed down temporarily. But soon the people of Mogopa received an order to leave by 29 November 1983. Hundreds of supporters, students, political groups and the press arrived to wait with the Mogopa people for the government trucks. They did not come. The supporters returned home and the Mogopa people began to rebuild their battered community. They raised money to buy a new water pump and the men rebuilt the school. The women repaired the roads.

Mogopa resistance crushed
But in the early hours of the morning of 14 February 1984, heavily armed police arrived in Mogopa and declared it an 'operational zone', a term usually used for war zones. The police, working with dogs, forcibly loaded people and belongings onto buses and trucks and took them to Pachsdraai.

Case study 2 continues ▶

Case study (continued)

200 km away, in Bophuthatswana. Much of their furniture broke along the way, many of their belongings were lost and their cattle sold for very little to white farmers, who were the only civilians allowed into the area.

Welcome to the Bantustan: Bophuthatswana

The settlement at Pachsdraai was far from towns (the nearest town, Groot Marico, was 50 km away) and job opportunities. The people were given tin shacks to live in, with toilets dumped in the dry scrubland. The depleted soil was unsuitable for farming or grazing, there was a severe shortage of water, and the corrupt chief was given complete control of the allocation of all resources. Most of the Mogopa people refused to stay in Pachsdraai, and moved to another area of Bophuthatswana, Bethanie. Bethanie was not a paradise. Their life here was still painfully difficult: there was very little water or grounds for animals to graze, and they were not allowed to hold meetings.



Forced removal of Mogopa community in 1984. They were ordered to move to Pachsdraai, 200 km away, in Bophuthatswana (Source: Paul Weinberg/South Photos/Africa Media Online)



The apartheid government ordered the Mogopa community to move to (a) Pachsdraai where conditions were so bad that some decided to move to (b) Bethanie, where the situation was not much better (Source: Paul Weinberg/South Photos/Africa Media Online)

Case study 2 continues ▶

Case study 2 (continued)

About Bophuthatswana

In December 1976, South Africa granted Bophuthatswana independence and declared it a Bantustan. At that time, every Tswana, whether living in the rest of South Africa or in Bophuthatswana, was stripped of South African citizenship. The Bantustans were the poorest parts of South Africa. Only about one-third of those who entered the labour market each year could find work in the Bantustan and so many people had no choice but to become migrant workers. Chief Lucas Mangope headed this country from 1976. The country boasted a bill of rights that guaranteed equality before the law, the right to freedom from torture and inhuman and degrading punishment and the right to freedom and liberty. But in reality, citizens were not free. The government had the right to detain people without trial and the right to declare any organisation illegal. Local chiefs were allowed to arrest people and pass sentence for certain offences. Poverty was widespread and living conditions were very bad. People suffered from diseases such as TB and malnutrition. There were not enough doctors and hospitals were overcrowded. Education in Bophuthatswana was also inferior.

Figure 4.25: shows a second case study in LT 3 giving an everyday narration of how the forced removals affected ordinary people (Ntwape et al., 2014a, p. 204-206).

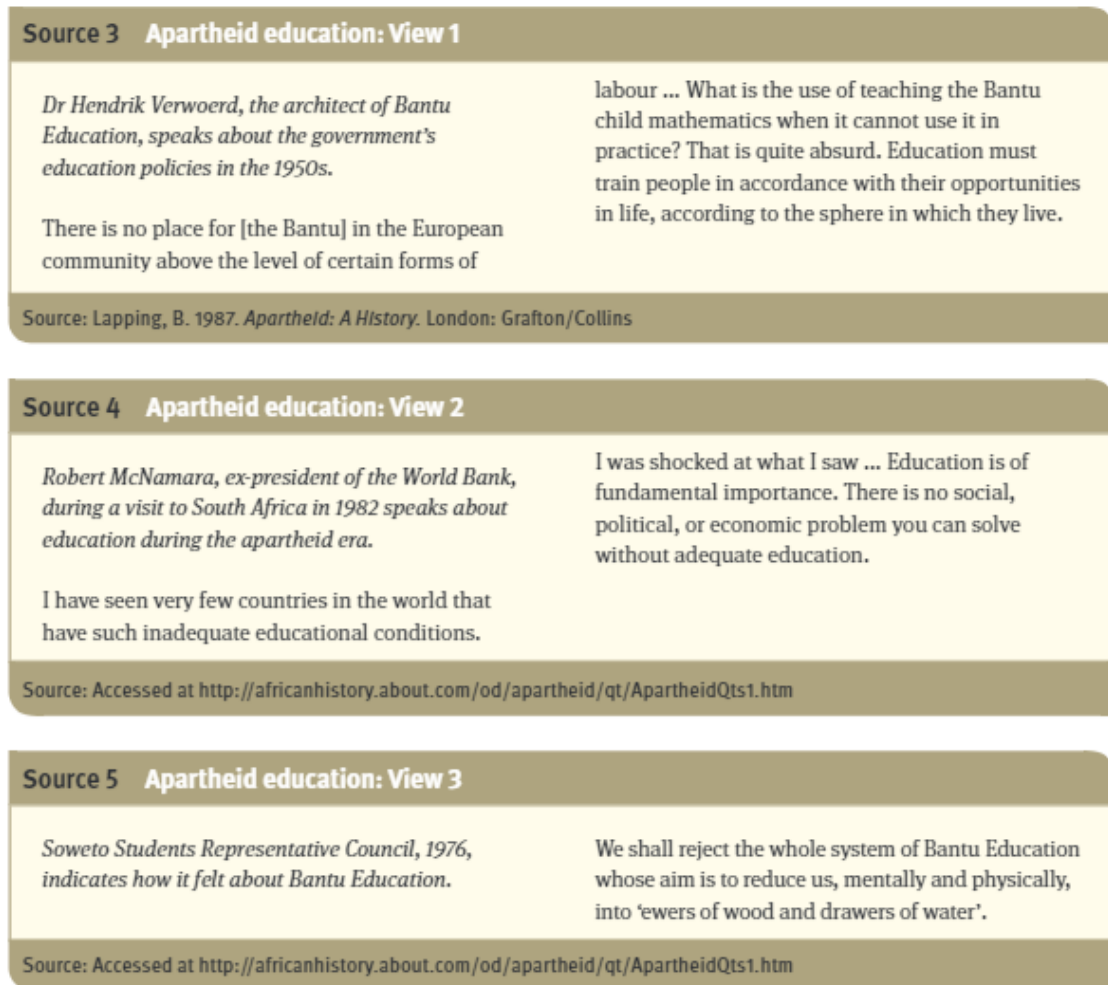


Figure 4.26: shows an everyday narration in LT 3 for Bantu Education Act (Ntwape et al., 2014a, p. 199).

4.2.4.4. How does LT 3 use procedural knowledge as requested by CAPS for conceptual development as shown in Table 4.4

The 'National Party and Apartheid' topic for LT 3 include four activities which all show the skills of CAPS which learners will receive after completing each activity. However, for this study, this section only analysed the activities which afford learners the ability to work with the three main scientific concepts for this topic as prescribed by the CAPS document. As well as the four additional scientific concepts which should be included in content should learners be able to meet the aim of the topic. Thereby, allowing them to develop these scientific concepts through skill development.

Three activities, that is Activity 6, 7 and 8 affords the development of the main and additional scientific concepts. Thereby affording learners with the development of five out of eight skills

outlined in Table 4.3 on page 41. These skills are skill number two which is the ability to select relevant information, skill number three that is the ability to decide whether information can be trusted, skill number four which allows learners to see something that happened in the past from more than one point of view, skill number five which involves explaining why events in the past are often interpreted differently and skill number six which involves debating about what happened in the past based on available evidence.

Activity 6 in Figure 4.27 will allow learners to develop skills number two, three, five and six. For example, question number 1 affords the development of skill number 2 by requiring learners to select relevant information from Source 3 which is shown in Figure 4.26 to answer the questions in 1.1 and 1.2 on Bantu Education Act. While question number 4 affords the development of skill number three as learners are allowed to compare different sources that is, Sources 3, 4 and 5 as shown in Figure 4.26. Learners are also required to investigate where the information in these sources came from as well as deciding whether this information can be trusted or not and at the same time debating about past events which afford the development of skill number six. Also, question number 4.2 of this activity affords the development of skill number five because learners will be able to explain why events in the past are often interpreted differently.

Activity 6 The role of education in apartheid

History skills: Compare points of view of the same event; Bring together information from sources; Investigate where information came from.

Work on your own. Refer to **SOURCES 3, 4** and **5**.

1 Refer to **SOURCE 3** on page 199.
1.1 Give two reasons why the apartheid government provided black and white children with different types of education.

Activity 6 continues ▶

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Activity 6 (continued)

1.2 What do you think the effect was of providing black and white children with different types of education?

2 Refer to **SOURCE 4**.
2.1 Why did Robert McNamara regard education as 'of fundamental importance'?

3 Refer to **SOURCE 5**.
3.1 Discuss the students' response to Bantu Education.

4 Compare **SOURCES 3, 4** and **5**.
4.1 Who wrote each source? How do you think their background affected their opinion about the importance of education?
4.2 How do the sources differ on the issue of education? Provide evidence.

5 Write a paragraph to explain how the apartheid education system entrenched apartheid.

Figure 4.27: shows procedural knowledge in LT 3 where learners work with scientific concepts to develop skills number 2,3,5 and 6 of Table 4.3 in the CAPS document (Ntwape et al., 2014a, p. 198-199).

Activity 7 in Figure 4.28 affords learners to develop skill two where learners should select information from sources shown in Figure 4.23 and from a case study shown in Figure 4.24. This activity also affords the development of skill three where question number 3.2 requires learners to decide whether information can be trusted, this also allows learners the opportunity to debate about what happened in the past using available evidence which is skill number six. Question number 4.2 affords the development of skill number five because it allows learners to understand that different people may interpret the same event differently hence it is important to check the reliability of the source or evidence. Additionally, Activity 8 in Figure 4.29 affords learners to work with the Bantustans scientific concept thereby developing skill number six. This is evident when all the questions asked in the activity allows learners to debate about what happened in the past based on a case study shown in Figure 4.25 and sources shown in Figure 4.30.

LT 3 covers five skills of the curriculum out of eight. It failed to outline procedural knowledge which will assist learners to develop skill number one which involves finding a variety of kinds of information about the past, skill number seven which is about writing history in an organized way, with a logical line of argument and skill number eight which is about understanding the importance of heritage and conservation. Failure to develop all the skills as outlined in the CAPS document shown in Table 4.3 on page 41 means that learners were not allowed to develop or to fully understand the main scientific concepts prescribed by the curriculum. Therefore, I will give it a rating of **2/3**.

Activity 7 Analyse a case study

History skills: Decide about what is important information to use; Investigate where information comes from; Contrast different experiences and different interpretations of events.

Work with a partner. Refer to the case study (pages 200 and 201) and **SOURCES 6** and **7** (page 203) to answer Questions 1 to 4.

- 1 Explain the term 'forced removal'.
 - 1.1 How was it made legal?
 - 1.2 Why do you think it was necessary for the police and soldiers to be heavily armed?
- 2 List two reasons the apartheid government used to uproot these people.
 - 2.1 What is a 'black' spot?
 - 2.2 How did the new name given to Sophiatown relate to the term 'black spot'?
- 3 What is an eyewitness account?
 - 3.1 How useful are such accounts to us in understanding past events?
 - 3.2 How trustworthy are they? Give a reason for your opinion.
- 4 How useful is this case study to help us understand the impact of forced removals on family life?
 - 4.1 Mention at least two ways that **SOURCE 6** supports the case study.
 - 4.2 Is Source 6 reliable? Why or why not?
- 5 Refer to the **SKILLS FILE** below.
 - 5.1 What is the difference between a primary and a secondary source?
 - 5.2 Are **SOURCES 6** and **7** primary or secondary sources?
Explain your answers.
- 6 Use the case study, **SOURCES 6** and **7**, and your own knowledge to write a paragraph that explains how the Group Areas Act changed the lives of people.

Figure 4.28: shows procedural knowledge in LT 3 where learners work with scientific concepts to develop skills number 2,3,5 and 6 of Table 4.3 in the CAPS document (Ntwape et al., 2014a, p. 202).

Activity 8 Use a case study to discuss the Bantustan policy

History skills: Decide what is important information to use; Develop points of view about aspects of history; Come to conclusions to answer questions in a coherent way.

Work with a partner. Refer to case study 2 on pages 204 to 206 and to **SOURCES 8** and **9** on page 207 to answer the questions.

- 1 Refer to the case study.
 - 1.1 What does the word 'Bantustan' mean?
- 2 Refer to the case study and to **SOURCE 8**.
 - 2.1 How did the 1913 Land Act lay the foundations for the Bantustans?
 - 2.2 What does **SOURCE 8** tell you about the land set aside for the Bantustans?
- 3 Why does the writer of **SOURCE 9** say the Bantustans were 'semi-autonomous'?
 - 3.1 What was the aim of the Bantustan or Homelands policy?
 - 3.2 Why do you think the Homelands policy provided an easy solution to 'the "problem" of racial diversity'?
- 4 Refer to the case study.
 - 4.1 What factors led to the apartheid government ordering the Bakwena BaMogopa to leave Mogopa?
 - 4.2 Why did they not want to leave?
 - 4.3 Compare their lives at Mogopa with their lives after they were forced to leave.
 - 4.4 What does this comparison tell you about conditions in the Bantustans, specifically Bophuthatswana?
 - 4.5 Why do you think these conditions existed in Bophuthatswana?
- 5 Do you think democracy changed things for the better in South Africa? Give reasons for your answer.

Figure 4.29: shows procedural knowledge in LT 3 where learners work with scientific concepts to develop skill number 6 of Table 4.3 in the CAPS document (Ntwape et al., 2014a, p. 206).

Source 8 Map of the Bantu homelands

The apartheid government offered black people the opportunity to govern themselves. The land set aside for them would be in the reserves, where they were separated from whites. This was a way of granting black people so-called independence. They would no longer be South African citizens but their economies would always be dependent on the South African's apartheid government.

semi-autonomous
– only partially independent – the South African government was still in control

Source: Accessed at <http://overcomingapartheid.msu.edu/image.php?id=257>

Source 9 Bantustans and apartheid

One of the most intriguing aspects of South African apartheid was the 'Bantustan' policy, an ambitious plan to segregate the black population into **semi-autonomous** 'homelands'. Although Verwoerd insisted that these homelands were an enlightened solution to a difficult problem, in reality they were a cynical attempt by the white minority to use the 1913 Land Act to secure control over 87% of the land by shunting the black majority into the remaining 13%. Any black people who moved into the Bantustans automatically lost their South African citizenship, providing an easy solution to the 'problem' of racial diversity.

Despite this naked attempt to transfer the black population onto segregated reserves, the notion of black self-rule was not entirely a fiction.

Source: South Africa: Political, Governmental and National Defense Affairs, Subject Numeric Files 1963–1966, compiled by Todd Michael Porter

Figure 4.30: shows sources in LT 3 about Bantustans giving evidence which allows learners to debate about what happened in the past (Ntwape et al., 2014a, p. 207).

4.2.4.5. *How does LT 3 link the three knowledge forms outlined in CAPS for conceptual development as shown in Table 4.4*

LT 3 relies only on the questions in its activities as procedural knowledge to allow learners to work with the scientific concepts found in its texts as well as the everyday concepts found in its case studies and sources. As discussed earlier, the questions in these activities do not afford learners to develop all the skills outlined in the CAPS document. Given this, I will give LT 3 a 2/3.

Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
The use of scientific concepts.	Defining scientific concepts.	The use of everyday concepts.	The use of procedural knowledge.	Linking scientific concepts, everyday concepts and procedural knowledge.
Rating 3/3	Rating 2/3	Rating 1/3	Rating 2/3	Rating 2/3
TOTAL SCORE: 10/15				

Table 4.8: Rating of LT 3 representation of knowledge forms

Table 4.8 shows a rating scale on how the three knowledge forms are outlined in LT 3 and the extent to which the textbook links these knowledge forms for conceptual development on the side of the learner. LT 3 scored a total of **10/15** for the criteria it was analysed for. This means that it does not fully afford learners with the development of all the scientific concepts outlined by the CAPS document as presented in Table 4.2 on page 40. This is because the full development of these scientific concepts requires knowledge forms to be outlined and linked as presented in Table 4.4 on page 43. LT 3 does not outline sufficient everyday concepts and procedural knowledge. Furthermore, not all scientific concepts outlined in the textbook have been defined using their essential attributes and linked to everyday concepts.

4.2.5. Analysis of Oxford Successful Social Sciences Grade 9
Teacher’s Guide, TG 1

4.2.5.1. *How does TG 1 use or include scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

Under the ‘National Party and Apartheid’ topic, TG 1 supports the teacher with planning for the lessons and the teaching process in three ways. Firstly, Figure 4.31 show that TG 1 includes a section titled ‘background information’ at the beginning of the topic. For example, this section has a narration of what the topic is about where the main scientific concepts of the topic, that is, Group Areas Act, Racial Segregation and Bantustans or Homelands are included. The inclusion of these main scientific concepts is important because these concepts give a guideline of the type of related additional concepts needed for a full understanding of the topic (Department of Basic Education, 2011). Secondly, the section also instructs teachers to

emphasize the scientific concepts marked as ‘new words’ in the learner’s textbook during instruction. The new words section also contain the main scientific concepts as shown in Figure 4.2. Lastly, TG 1 outlines suggested answers shown in Figure 4.32 which also includes additional scientific concepts such as the Population Registration Act, Bantu Education, Prohibition of Mixed Marriages, and Immorality Act. Morris (2012) indicate that these additional scientific concepts should be considered if one is to have a full understanding of the topic. As a result, I will give this guide a **3/3**.

Unit 3 1948: The National Party and apartheid

Learner’s Book page 126

Unit focus

This unit explains the system of segregation that existed before the introduction of apartheid, and then focuses on the main apartheid laws and how they affected people. It also includes two case studies on the forced removals of people under these laws.

Background information

In 1948, the National Party was voted into power in South Africa and stayed in power until 1994.

It believed in the separation of each ‘race group’ and that whites should be in control.

Its policies were called apartheid. But a study of South African policies before 1948 reveals that discrimination and segregation based on the ideas of race had been a part of South Africa’s history for much longer than that.

A terrible result of these laws was the forced removal of millions of people from their homes. Under the Group Areas Act, whole communities were uprooted from places where they had lived for generations. Well-known examples of this are the destruction of District Six in Cape Town and Sophiatown in Johannesburg. As part of the Homeland system, about 3,5 million people were forced to live in the overcrowded homelands.

Figure 4.31: shows background information in TG 1 (Bottaro et al., 2013b, p. 123).

- 3 Many white people started to support the National Party's apartheid policy because, as Source A stated, there was a breakdown of **segregation** and the long held status quo of white supremacy seemed to be in jeopardy. The growth of informal settlements and the increasing demands for political rights for all had them worried. They thought that black trade unions were getting too powerful. Because of these fears, many whites were willing to support the National Party. It promised to solve all these problems with a policy called apartheid.
 - 3 The government wanted to remove people from Sophiatown because of the **Group Areas Act**. According to this act separate living areas were identified for each race group. As Mashinini in Source F points out, Sophiatown was a suburb which had a mixed population – 'Zulu or Sotho or coloured or Indian' lived there. Those living in areas allocated to another race group were forced to leave. This is referred to by Mashinini in Source F, and Source G shows people's possessions being removed from the mixed race township.
 - 4 The homelands system infringed upon and took away people's political rights in a number of ways. The system was based on the idea that black people belonged to separate national groups and that each black group should have its own 'homeland' (or '**Bantustan**'). According to the government, every black person was a citizen of his or her homeland, and therefore was not a South African. This implied that they had no political rights in South Africa and could not vote. But even in their own homelands black people's political rights were limited, as the South African government could overrule any decisions made by their governments.
- 2.1.2 Prime Minister Vorster would have been angry or upset that 'different races were mixing together and being affectionate. OR He would have believed that Mrs\ Laing had broken the Immorality Act. ✓✓
- 1.4 Population Registration Act ✓
- 4.2 It would seem that Buthelezi joined the march because she was affected ✓ by the **Bantu Education** system directive of being taught in Afrikaans, ✓ she explains that she couldn't express herself in Afrikaans ✓ and was performing poorly at school ('I'd get 20 out of 100 for my tests') ✓ because she was having to answer the test in her third language. ✓ Buthelezi may also have joined the protest march in support of the news that a boy had just been shot. ✓ (Accept any three) (3)

Figure 4.32: shows suggested answers in TG 1 (Bottaro et al., 2013b, p. 125, 126,128, 137,138, 184).

4.2.5.2. *How does TG 1 define scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

The main scientific concepts, as well as additional scientific concepts needed to allow learners to develop the concepts under the ‘National Party and apartheid’ topic, have already been defined in the learner’s textbook. Therefore, teachers’ guides are not expected to define these concepts again. Therefore, TG 1 will not be rated for this criterion.

4.2.5.3. *How does TG 1 use everyday concepts as represented in Table 4.2 or conceptual development as shown in Table 4.4*

The use of everyday concepts is evident under TG1’s suggested answers shown in Figure 4.32 which teachers can use to explain the scientific concepts prescribed in LT 1. This section offers answers to the questions given to learners in their textbooks where they are required to work with case studies and sources including everyday concepts. For example, an answer such as “...she explains that she couldn’t express herself in Afrikaans...” (Bottaro *et al.*, 2013b, p. 184) in Figure 4.32 showing how the Bantu Education Act affected black school children. Furthermore, there is a section titled ‘resources’ shown in Figure 4.33 under teaching guidelines which suggest a movie a teacher can play for the learners. This movie will assist learners to build their empirical or everyday concepts (Chaiklin & Hedegaard, 2013).

As a result, helping them to understand some of the main and additional scientific concepts which LT 1 outlines. For example, as shown in Figure 4.33, the movie “gives a story of Sandra Laing, a girl who was born with a dark skin colour even though both her parents were white” (Bottaro *et al.*, 2013b, p. 123). This movie will assist learners to understand how the Population Registration Act which is defined as a law which “divided the South African population into four race groups: black, white, coloured and Indian. People were given identity cards that stated the racial group they belonged to” (Bottaro *et al.*, 2013a, p. 128), affected people. However, this is not sufficient and most everyday concepts which the book could have used to build learners’ empirical knowledge to assist them with the development of the scientific concepts prescribed in LT 1 are missing. I will give this teacher’s guide a score of **1/3**.

- The movie *Skin* gives the story of Sandra Laing, a girl who was born with a dark skin colour even though both her parents were white.

Figure 4.33: shows a resource section outlined in TG 1 (Bottaro *et al.*, 2013b, p. 123).

4.2.5.4. *How does TG 1 use procedural knowledge as required by CAPS for conceptual development as shown in Table 4.4*

The suggested answers outlined in TG 1 as shown in Figure 4.32 assist teachers to help learners as they work with the procedural knowledge such as activity questions outlined in LT 1. These answers include main and additional scientific concepts which contribute to the development of the five skills which LT 1 affords learners to develop. This is because these answers are based on the questions which LT 1 outlines. Furthermore, TG1 offers procedural knowledge to teachers through its ‘guidelines to implement this activity’ an example is shown in Figure 4.34 this is where teachers are given instructions on how to implement each of the activities included in the learner’s textbook. Therefore, I will give this guide a score of **2/3**.

Activity 6	Explain how apartheid was set up	Learner’s Book page 130
Guidelines to implement this activity		
<ul style="list-style-type: none">• Learners must work in pairs.• Monitor the learners and ensure that each person speaks and listens to his/her partner.• Learners should write their answers in their workbooks.• Go through the answers in class.• Learners should mark their own work.		

Figure 4.34: shows guidelines to implement an activity in TG 1 (Bottaro et al., 2013b, p. 126).

4.2.5.5. *How does TG 1 link the three knowledge forms outlined in CAPS for conceptual development as shown in Table 4.4*

TG 1 only guides teachers to make a linkage between the three knowledge forms, that is, scientific concepts, everyday concepts, and procedural knowledge through the answers to LT 1 questions (procedural knowledge) which it outlines as shown in Figure 4.32. For example, these answers allow learners to understand the scientific and everyday concepts outlined in LT 1. For instance, TG 1 answers as shown in Figure 4.32 use Bantu Education Act as a scientific concept and explains it using everyday concepts to show how the law affected people. This is where a person who was affected by the law explains that “she couldn’t express herself in Afrikaans and be performing poorly at school” (Bottaro et al., 2013b, p. 184). As discussed earlier in this chapter, LT 1 is missing some linkage of the knowledge forms to ensure that

learners develop conceptually. By way of illustrating, LT 1 does not include all the necessary procedural knowledge due to the insufficient everyday concepts which it outlines. In other words, if a textbook has insufficient everyday concepts, the procedural knowledge will also be limited because, for procedural knowledge to create sufficient linkage between scientific concepts and everyday concepts, there is a need for sufficient scientific and everyday concepts. This, in turn, affects the number of answers outlined in TG 1. I will give TG 1 a rating of **2/3**.

Criterion 1	Criterion 3	Criterion 4	Criterion 5
The use of scientific concepts.	The use of everyday concepts.	The use of procedural knowledge.	Linking scientific concepts, everyday concepts and procedural knowledge.
Rating 3/3	Rating 1/3	Rating 2/3	Rating 2/3
TOTAL SCORE: 08/12			

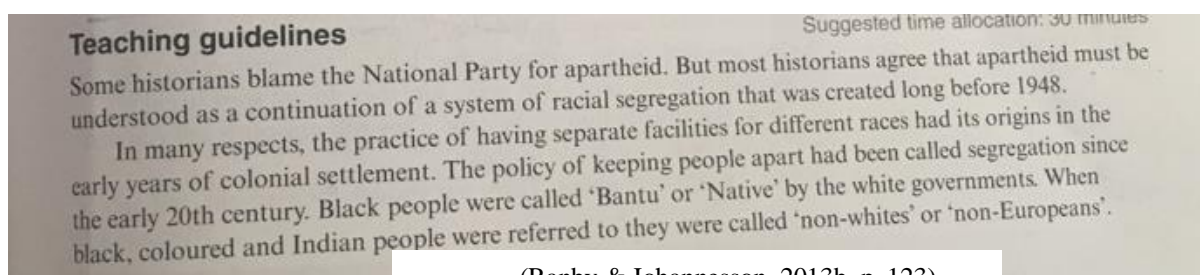
Table 4.9: Rating of TG 1 representation of knowledge forms

Table 4.9 shows how TG 1 outlined knowledge forms for teachers to use as guidelines during lesson planning and instruction of scientific concepts outlined in LT 1 for learners' conceptual development. TG 1 scored **08/12** which shows that it does not provide teachers with sufficient and explicit planning guidelines which they can use to guide their instruction of scientific concepts prescribed by the curriculum. In particular, it is missing most everyday concepts which are meant to be included in its guidelines as a way of guiding teachers on how to include everyday concepts during the instruction of scientific concepts. Table 4.4 on page 43 shows a rating scale of how knowledge forms in teachers' guides should be presented and linked to allow them to provide sufficient and explicit guidelines on how to plan and teach for developmental purposes. For teachers' guides to assist teachers to plan and teach lessons which will afford learners to develop scientific concepts, they should score 100% on the rating scale shown in Table 4.4.

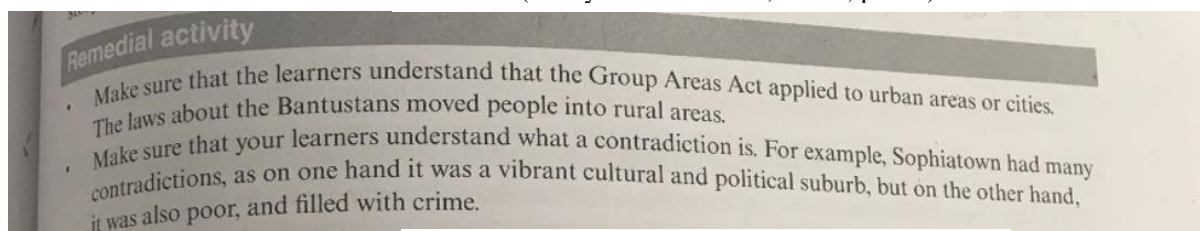
4.2.6. Analysis of Platinum Social Sciences Grade 9 Teacher's Guide, TG 2

4.2.6.1. How does TG 2 use or include scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

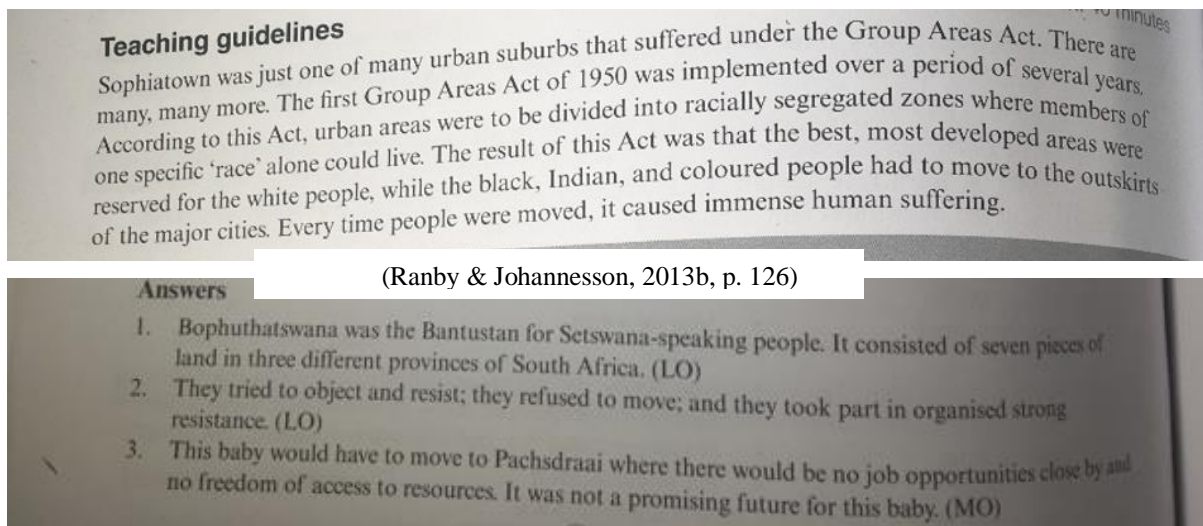
TG 2 includes the main scientific concepts which teachers should use during lesson planning and instruction. These concepts are included in the TG 2's teaching guidelines, remedial activities and answers. Figure 4.35 shows examples of texts which guides the teacher to use the main scientific concepts which are, Group Areas Act, racial segregation and Bantustans which are outlined in LT 1 and prescribed by the CAPS document as shown in Figure 4.1 on page 39. However, TG 2 does not outline the use of additional scientific concepts such as Bantu Education, Population Registration Act, Prohibition of Mixed Marriages, and Immorality Act. These are the main apartheid laws which the National Party implemented. Morris (2012) shows that to understand how the National Party enforced apartheid, there is a need to understand the main apartheid laws which the party implemented. Given this, I will score TG 1 a rating of **2/3** for not providing sufficient scientific concepts where some important scientific concepts to allow learners to fully understand the 'National Party and apartheid' topic are missing.



(Ranby & Johannesson, 2013b, p. 123)



(Ranby & Johannesson, 2013b, p. 125)



(Ranby & Johannesson, 2013b, p. 128)

Figure 4.35: shows guidelines in TG 2 to assist the teacher with the usage of scientific concepts

4.2.6.2. *How does TG 2 define scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

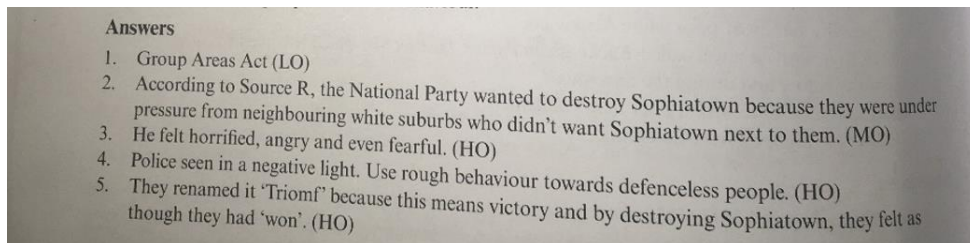
LT 2 has already defined the scientific concepts for the topic. Therefore, teachers' guides are not expected to define these once again. However, some definitions may still be found in the guides under the answers section. Given this, I will not give this teacher's guide a rating for this criterion.

4.2.6.3. *How does TG 2 use everyday concepts as represented in Table 4.2 or conceptual development as shown in Table 4.4*

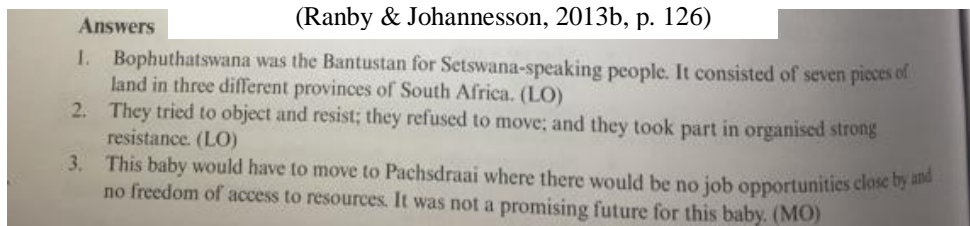
TG 2 encourages the use of everyday concepts in three ways. Firstly, through its answers as shown in Figure 4.36 where the teacher is guided to use the everyday concepts from the sources given in the textbook (LT 2) as part of the answers to the questions outlined in the activities of the textbook. As proof, an answer such as "He felt horrified, angry and even fearful" (Ranby & Johannesson, 2013b, p. 126) in Figure 4.36 shows the type of everyday concepts TG 2 includes as part of its answers. This is where someone was narrating how he felt about the destruction of Sophiatown which is a result of the Group Areas Act and Bantustans system.

Secondly, the guide encourages teachers to use resources such as video clips and additional books related to the topic during instruction, this is shown in Figure 4.37.

Lastly, the guide instructs the teacher to allow time in the classroom for learners to share their everyday concepts. One example is Figure 4.38 shows that teachers are encouraged to ask learners if they know anyone who experienced forceful removals during apartheid. This will assist with the building of learners' everyday knowledge. Another example where the guide encourages teachers to make use of everyday concepts during their teaching is also shown in Figure 4.38. As a result, I will give this teacher's guide a score of **2/3** for including most everyday concepts which are necessary for the development of the scientific concepts outlined in LT 2.

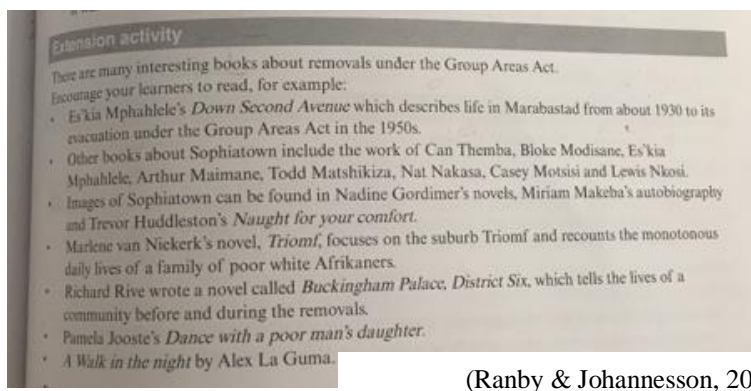


(Ranby & Johannesson, 2013b, p. 126)

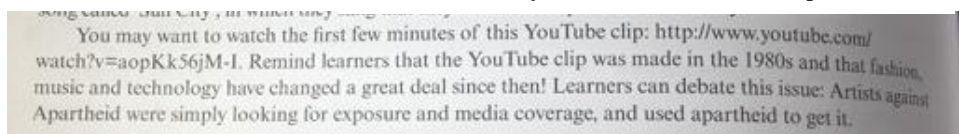


(Ranby & Johannesson, 2013b, p. 128)

Figure 4.36: shows suggested answers in TG 2

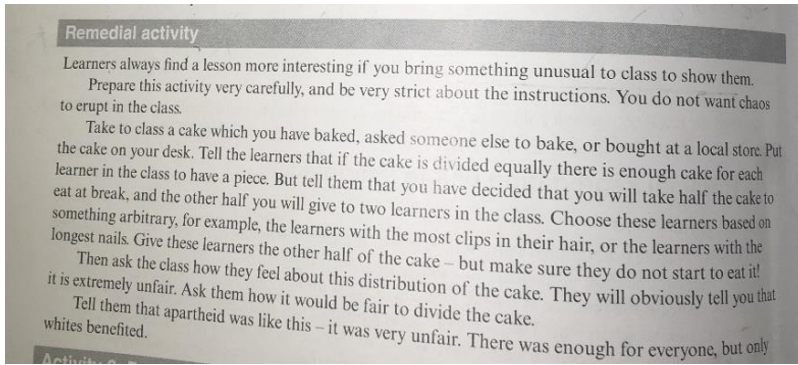


(Ranby & Johannesson, 2013b, p. 125)

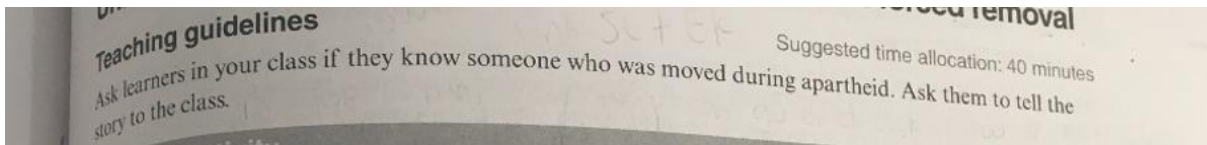


(Ranby & Johannesson, 2013b, p. 128)

Figure 4.37: shows resources outlined in TG 2



(Ranby & Johannesson, 2013b, p. 124)



(Ranby & Johannesson, 2013b, p. 125)

Figure 4.38: shows the use of everyday concepts in TG 2

4.2.6.4. *How does TG 2 use procedural knowledge as required by CAPS for conceptual development as shown in Table 4.4*

As shown in Figure 4.36, TG 2 contains answers to the activities outlined in LT 1. These answers will guide the teacher on how to assist learners when they answer the questions in the textbook. This adds to the development of concepts which the questions outlined in LT 2 activities wish to develop. The answers include content which contributes to the development of the five skills which the learner's textbooks affords learners to develop through its procedural knowledge. TG 2 also contains remedial activities and extension activities. Figure 4.38 shows that under remedial activities, teachers are given instructions on how to teach the activities given in the learner's textbook. Under extension activities, teachers are given procedures on how to teach to build learners' everyday concepts to make them understand the scientific concepts taught. For example, Figure 4.37 shows that teachers are encouraged to use resources such as additional books and YouTube video clips to build learners' empirical knowledge. However, this is not sufficient to ensure that learners develop all the eight skills outlined in the CAPS aims and skills table. As a result, I will give this guide a **2/3**.

4.2.6.5. *How does TG 2 link the three knowledge forms outlined in CAPS for conceptual development as shown in Table 4.4*

TG 2 only encourages teachers to link the three knowledge forms through the use of answers outlined in the teacher’s guide. These are the answers to the questions outlined in the textbook’s (LT 2) activities as procedural knowledge. These answers, shown in Figure 4.36 include both scientific concepts and everyday concepts. As a case in point, through the procedural knowledge outlined in LT 2, TG 2’s answers as shown in Figure 4.36 use Group Areas Act as a scientific concept and explains it using everyday concepts such as how horrified, angry, and fearful one of the community members felt about the destruction of Sophiatown (Ranby & Johannesson, 2013b). I will give TG 2 a score of **2/3**.

Criterion 1	Criterion 3	Criterion 4	Criterion 5
The use of scientific concepts.	The use of everyday concepts.	The use of procedural knowledge.	Linking scientific concepts, everyday concepts and procedural knowledge.
Rating 2/3	Rating 1/3	Rating 2/3	Rating 2/3
TOTAL SCORE: 07/12			

Table 4.10: Rating of TG 2 representation of knowledge forms

Table 4.10 shows how TG 2 outlined knowledge forms for teachers to use as guidelines during lesson planning and instruction of scientific concepts outlined in LT 2 for learners’ conceptual development. TG 2 scored **07/12** which shows that it does not provide teachers with sufficient and explicit planning guidelines which they can use to guide their instruction of scientific concepts prescribed by the curriculum. In particular, it is missing most everyday concepts which are meant to be included in its guidelines as a way of guiding teachers on how to include everyday concepts during the instruction of scientific concepts. Table 4.4 on page 43 shows a rating scale of how knowledge forms in teachers’ guides should be presented and linked to allow them to provide sufficient and explicit guidelines on how to plan and teach for developmental purposes. For teachers’ guides to assist teachers to plan and teach lessons which

will afford learners to develop scientific concepts, they should score 100% on the rating scale shown in Table 4.4.

4.2.7. Analysis of Via Afrika Social Sciences Grade 9 Teacher's Guide, TG 3

4.2.7.1. *How does TG 3 use or include scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4*

TG 3 use three sections where main and additional scientific concepts of the 'National Party and apartheid' are outlined. The first section is shown outlining this is the background information section shown in Figure 4.39 where teachers are given more information on how apartheid was under the National Party. The second section is titled 'teaching this section', an example is shown in Figure 4.40 where teachers are given a narration of scientific concepts for the topic but focusing on the sub-topics specified in the guide. These concepts have related the concepts specified in the learner's textbook (LT 3). The last section is the 'suggested answers' section shown in Figure 4.41 which contains answers to the questions outlined in LT 3. These answers contain main scientific concepts such as the Group Areas Act and Bantustans or Homelands. This guides teacher on how to assist learners using scientific concepts in the classrooms when working with the activities provided in the textbook.

However, TG 3 does not mention the use of additional scientific concepts that are, the Population Registration Act, Prohibition of Mixed Marriages, and Immorality Act. As Morris (2012) indicated, these concepts are important in helping learners to have a full understanding of the 'National Party and apartheid' topic and its main scientific concepts outlined in the CAPS document shown in Figure 4.1 on page 39. Therefore, I will give it a score of **2/3** for not providing sufficient scientific concepts which are necessary to allow learners to develop the main scientific concepts of the topic.

Useful background information

The National Party began to implement a programme of apartheid – the legal system of political and social separation of the races. Apartheid was a policy intended to maintain and extend political and economic control of South Africa by the white minority.

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Term 3 • Topic 6
Turning points in modern
South African history
since 1948

The ultimate goal of the National Party was to move all black South Africans into homelands (although they could continue to work in South Africa as 'guest workers'), leaving what was left of South Africa (about 87% of the land area) with what would then be a white majority, at least on paper. As the homelands were seen by the apartheid government as independent nations, all black South Africans were registered as citizens of the homelands, not of the nation as a whole, and were expected to exercise their political rights only in the homelands.

Numerous segregation laws had been passed before the National Party took power in 1948. Among the most significant were the Natives Land Act, No. 27 of 1913, and the Natives (Urban Areas) Act of 1923. The former made it illegal for black people to purchase or lease land from white people except in reserves, which restricted black occupancy to less than 8% of South Africa's land. The latter laid the foundations for residential segregation in urban areas.

Figure 4.39: shows background information in TG 3 (Ntwape et al., 2014b, p. 184-185).

Teaching this section

Discuss the centrality of education in the implementation of apartheid. Point out that the Bantu Education Act, 1953 (Act No. 47 of 1953; later renamed the Black Education Act, 1953) was a segregation law that legalised several aspects of the apartheid system. Its major provision was enforcing racially separated educational facilities. In 1959, this type of education was extended to 'non-white' universities and colleges with the Extension of University Education Act, and the internationally prestigious University College of Fort Hare was taken over by the government and degraded to being part of the Bantu education system. The main intention of the apartheid government in implementing differentiated education for different 'race' groups was to ensure that black youth remained unskilled in order to provide farms and mines with manual labour and to keep them subjugated to whites.

Figure 4.40: Shows how to teach each section in TG 3 (Ntwape et al., 2014b, p. 186).

Suggested assessment and answers

You can informally assess learners, using the suggested answers below.

- 1 People had no choice. They were removed by force from their homes.
 - 1.1 It was made legal through the Group Areas Act, which stipulated that black people had to be resettled.
 - 1.2 It was necessary for the police and soldiers to be heavily armed in case the people protested and became violent.

Activity 7 continues

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Term 3 • Topic 6
Turning points in modern
South African history
since 1948

- 2 They wanted to expand white residential areas. This was done at the expense of black people.
 - 2.1 A 'black' spot was an area where black people lived.
 - 2.2 It was a victory for the apartheid government.
- 3 An eyewitness account is the view of a person who was present at the event.
 - 3.1 These accounts are very useful as they give us great insight into the period.
 - 3.2 They are trustworthy because they provide first-hand information. However, they can be biased, and so need to be evaluated carefully, keeping in mind the perspective of the witness.
- 4 It is useful as it tells us about all the role players – the government, the people and the police.
 - 4.1 They both mention the presence of the police and army, and the fact that they were heavily armed.
 - 4.2 Source 6 could be seen as reliable because Trevor Huddleston was a resident and he knew what life was like in Sophiatown. The police presence was not an everyday occurrence. It could be seen as unreliable because he was a resident and so he would have been biased towards the police and their actions.
- 5 Primary and secondary sources
 - 5.1 A primary source is a first-hand account, provided by someone who witnessed an event. A secondary source is second-hand account.
 - 5.2 Both are primary sources as they were there and witnessed the events mentioned.
- 6 The paragraph should include the following:
 - The Group Areas Act made this possible.
 - Areas were demarcated for different races
 - Residents of certain areas were forcibly removed.
 - People had no choice.
 - People were uprooted from what they had called home all their lives.
 - In many cases families were separated.
 - People were sent to areas completely unknown to them.
 - Crime, gangsterism and violence became the order of the day.

Suggested assessment and answers

You can informally assess learners, using the suggested answers below.

- 1 Case study: The word 'Bantustan' refers to areas assigned to black people, also known as homelands.
- 2 Case study and Source 8:
 - 2.1 The 1913 Land Act allocated land to black people, where they could govern themselves.
 - 2.2 The land was in the reserves, set apart from white people. The majority of the people were given the least land.
- 3 They were 'semi-autonomous' because black people lost their South African citizenship.
 - 3.1 The aim of the Bantustan or Homelands policy: The whites people, who were the minority, owned 87% of the land. Black people, who were the majority, owned 13% of the land. It provided an easy solution to the problem of racial diversity.
 - 3.2 It separated black and white people.
- 4 Case study:
 - 4.1 The community was prosperous and self-sufficient. A new headsman made trouble in the community. The white magistrate got involved. The land was designated as a black spot in a white area. They were ordered to leave and move to Pachsdraai.
 - 4.2 They built and established the community without the help of the government.
 - 4.3 In Mogopa they lead comfortable lives. They were an independent, self-sufficient community. They lived on good land, with boreholes and windmills. In Pachsdraai they were faced with depleted soil, a shortage of water, tin shacks to live in, and toilets dumped in dry scrubland.
 - 4.4 The conditions were not suitable for any human being to live in. This act can be compared to throwing people on a rubbish dump.
 - 4.5 It was not part of South Africa (it was granted independence in 1976).
- 5 No – there are still people living in absolute poverty. The rich are still getting richer and corruption is still rife in the country. Service delivery is still a problem, as are the high unemployment rate, crime, violence and abuse.
Yes – some areas have been upgraded and some people have received houses. Any other relevant response will do.

Figure 4.41: shows examples of suggested answers in TG 3 (Ntwape et al., 2014b, p. 188-190).

4.2.7.2. How does TG 3 define scientific concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

Like LT 1 and 2, LT 3 has also defined scientific concepts, given this, TG 3 is not expected to define these concepts again. However, some definitions may still be found in the guides under the answers section. Considering this, I will not give this teacher's guide a rating for this criterion.

4.2.7.3. How does TG 3 use everyday concepts as represented in Table 4.2 for conceptual development as shown in Table 4.4

As shown in Figure 4.41, TG 3 outlines suggested answers containing everyday concepts which teachers can use to assist learners as they are working with the activities outlined in LT 3. As a way of illustrating, Figure 4.41 shows an answer stating that people who were forced to move

from Mogopa to Bophuthatswana “were faced with depleted soil, a shortage of water, tin shacks to live in, and toilets dumped in dry scrubland” (Ntwape *et al.*, 2014b, p.190). It shows how ordinary people were affected by the Group Areas Act and Bantustan system which the National Party implemented. However, this is the only part of TG 3 which specifies everyday concepts, therefore, most everyday concepts which could have been used to assist learners with the development of scientific concepts are missing in TG 3, therefore, I will score this guide **1/3**.

4.2.7.4. *How does TG 3 use procedural knowledge as required by CAPS for conceptual development as shown in Table 4.4*

The suggested answers contained in TG 3 assist teachers with how they should help learners answer the procedural knowledge provided as questions in LT 3. Furthermore, TG 3 includes two sections which offer instructions or procedures on how teachers should conduct instructions. The first section is titled ‘teaching this section’ and an example is given in Figure 4.40 and the second section is titled ‘activity guidance’, an example of this is given in Figure 4.42 These sections give guidelines on how teachers should teach the scientific concepts outlined in LT 3 and how to introduce the activities included in the textbook. I will give this guide a **2/3**.

Activity guidance

Learners work on their own. They refer to Sources 3, 4 and 5 and answer questions.

(Ntwape *et al.*, 2014b, p. 187)

Activity guidance

Learners work with a partner and refer to the case study and Sources 8 and 9 to answer the questions. They must read the sources carefully to make sure they understand what the sources are about. They should read through the questions and discuss them with their partners for clarity. They should discuss the answers before writing them down.

(Ntwape *et al.*, 2014b, p. 190)

Figure 4.42: shows examples of activity guidance in TG 3

4.2.7.5. *How does TG 3 link the three knowledge forms outlined in CAPS for conceptual development as shown in Table 4.4*

TG 3 only encourages teachers to link the three knowledge forms when they are assisting learners to answer the questions outlined in the textbook’s activities. These answers, shown in Figure 4.41, include both scientific concepts and everyday concepts and they are a result of procedural knowledge or the questions outlined in the textbook as procedural knowledge. In other words, the procedural knowledge which is the questions outlined in LT 1 are given answers, which allow learners to understand the scientific and everyday concepts outlined in LT 1. For example, through the procedural knowledge outlined in LT 3, TG 3’s answers as shown in Figure 4.41 use Group Areas Act and Bantustans as scientific concepts and explains them using everyday concepts. In particular, a narration showing how ordinary people, who were forced to move from Mogopa through the Group Areas Act to a Bantustan called Bophuthatswana, were affected is given. This narration reads as follows: people “...were faced with depleted soil, a shortage of water, tin shacks to live in, and toilets dumped in dry scrubland” (Ntwape *et al.*, 2014b, p.190). In light of this, I will give TG 3 a score of **2/3**.

Criterion 1	Criterion 3	Criterion 4	Criterion 5
The use of scientific concepts.	The use of everyday concepts.	The use of procedural knowledge.	Linking scientific concepts, everyday concepts and procedural knowledge.
Rating 2/3	Rating 1/3	Rating 2/3	Rating 2/3
TOTAL SCORE: 07/12			

Table 4.11: Rating of TG 3 representation of knowledge forms

Table 4.11 shows how TG 3 outlined knowledge forms for teachers to use as guidelines during lesson planning and instruction of scientific concepts outlined in LT 3 for learners’ conceptual development. TG 3 scored **07/12** which shows that it does not provide teachers with sufficient and explicit planning guidelines which they can use to guide their instruction of scientific concepts prescribed by the curriculum. In particular, it is missing most everyday concepts which are meant to be included in its guidelines as a way of guiding teachers on how to include everyday concepts during the instruction of scientific concepts. Table 4.4 on page 43 shows a rating scale of how knowledge forms in teachers’ guides should be presented and linked to

allow them to provide sufficient and explicit guidelines on how to plan and teach for developmental purposes. For teachers' guides to assist teachers to plan and teach lessons which will afford learners to develop scientific concepts, they should score 100% on the rating scale shown in Table 4.4.

An overview of the findings analysed in this chapter is shown in Table 4.12. That is, the findings are for the 'National Party and apartheid' topic under the Grade 9 History CAPS document, the three learners' textbooks and teachers' guides analysed in this study.

Learner's Textbook/Teacher's Guide name	Total Rating	The extent of development to all the concepts outlined in the 'National Party and apartheid' topic
Curriculum and Assessment Policy (CAPS) document	12/12 – means all knowledge forms are outlined and linked sufficiently and explicitly.	Aims to afford learners with potential development which will ultimately be actual development where all scientific concepts are developed.
Oxford Successful Social Sciences Grade 9 Learner's Book (LT 1)	11/15 – means some knowledge forms are not outlined sufficiently leading to the insufficient linkage of knowledge forms.	Potential development and partial actual development. Meaning, not all scientific concepts were developed.
Platinum Social Sciences Grade 9 Learner's Book (LT 2)	11/15 – means some knowledge forms are not outlined sufficiently leading to the insufficient linkage of knowledge forms.	Potential development and partial actual development. Meaning, not all scientific concepts were developed.
Via Afrika Social Sciences Grade 9 Learner's Book (LT 3)	10/15 – means some knowledge forms are not outlined sufficiently leading to the insufficient linkage of knowledge forms.	Potential development and partial actual development. Meaning, not all scientific concepts were developed.
Oxford Successful Social Sciences Grade 9 Teacher's Guide (TG 1)	08/12 – means some knowledge forms are not outlined sufficiently leading	Potential development and partial actual development. Meaning, not all scientific concepts were developed.

	to the insufficient linkage of knowledge forms.	
Platinum Social Sciences Grade 9 Teacher's Guide (TG 2)	07/12 – means some knowledge forms are not outlined sufficiently leading to the insufficient linkage of knowledge forms.	Potential development and partial actual development. Meaning, not all scientific concepts were developed.
Via Afrika Social Sciences Grade 9 Teacher's Guide (TG 3)	07/12 – means some knowledge forms are not outlined sufficiently leading to the insufficient linkage of knowledge forms.	Potential development and partial actual development. Meaning, not all scientific concepts were developed.

Table 4.12: shows an overview of findings using the rating scale outlined in the methodology chapter. The findings are for the 'National Party and apartheid' topic under the Grade 9 History CAPS document, the three learners' textbooks and teachers' guides analysed in this study. This will be discussed below.

Table 4.4 on page 43 shows the criteria of knowledge forms for conceptual development, that for conceptual development to take place, the three knowledge forms: scientific concepts, everyday concepts and procedural knowledge should be sufficiently and explicitly outlined in teaching resources: learners' textbooks and teachers; guides. For example, scientific concepts outlined in the CAPS document for the 'National Party and apartheid' topic should have additional scientific concepts in learners' textbooks. This is because the scientific concepts outlined in the CAPS document are only a guide to textbooks and teachers' guides hence they are not sufficient. Even the everyday concepts given to accompany these scientific concepts are also limited (Department of Basic Education, 2011). This suggests that both the scientific concepts outlined in the CAPS document as well as the additional concepts outlined in textbooks should be provided with the necessary everyday concepts to fully explain all these scientific concepts (Chaiklin & Hedegaard, 2013) and procedural knowledge to allow learners to work with all the scientific concepts (Karpov, 2003). This is when learners will fully understand all the scientific concepts prescribed by the curriculum (main scientific concepts) thereby gaining concept development or scientific concept development.

Furthermore, teachers' guides should 'communicate' with learners' textbooks where all the main and additional scientific concepts, their respective everyday concepts and procedural knowledge which the textbooks contain are outlined in a manner which guides teachers on how to plan and teach all knowledge forms for concept development. In other words, teachers' guides should use all the important knowledge forms, according to the Department of Basic Education (2011) and Morris (2012) as discussed in this chapter. These knowledge forms should be included in textbooks under the 'National Party and apartheid' topic and give guidelines on how teachers should mediate this for them to conduct a mediation in the Zone of Proximal Development. For instance, teachers' guides should guide teachers on how to use additional everyday knowledge in the classroom to allow learners to fully understand the scientific concepts which the textbook has outlined. This is important because teaching resources serve as a tool to afford teaching and learning which leads to conceptual development. In other words, for learners to fully understand or develop the scientific concepts taught to them which the curriculum prescribes and for teachers to conduct mediation or instruction in the Zone of Proximal Development where there is a possibility to actual development on the side of the learner, the three knowledge forms should be sufficiently and explicitly outlined in teaching resources where sufficient and explicit linkage between them is made. A rating scale in Table 4.4 on page 43 shows that teaching resources should score 100% for each criterion on knowledge forms to afford conceptual development.

It is evident in Table 4.12 that the teaching resources analysed in this study do not fully afford learners with the opportunity to move from potential development to actual development. In other words, to move from the ability to answer questions on main and additional scientific concepts without the assistance of a mediator to the ability to answer questions on their own and in different contexts. Having actual development is only possible if learners are afforded the ability to develop all the main scientific concepts prescribed by the curriculum. This will, in turn, lead to the development of skills which the topic has to offer and as a result, allowing actual development. However, these teaching resources do not outline all the main which are necessary for development. As proof, failure to do so led to the resources failing to outline sufficient everyday concepts and procedural knowledge. This is because scientific concepts are school concepts or the concepts which can change potential development to actual development. Therefore, the outlining of everyday concepts and procedural knowledge by teaching resources is dependent on the extent to which scientific concepts are outlined in these resources.

4.3 Conclusion

This chapter analysed the CAPS document as well as six of its teaching resources. A table showing a rating scale of each sample analysed was provided after analysing each sample. Table 4.12 shows that the CAPS document outlines knowledge forms to afford learners with full concept development. In other words, the CAPS document aims to afford learners with potential development which will ultimately be actual development where all scientific concepts are developed. This is seen when the CAPS document scored a 100% or 12/12 in the criteria it was analysed for. However, none of the three learners' textbooks, as well as the three teachers' guides, affords learners the opportunity towards full conceptual development. That is, towards the full development of all the necessary scientific concepts under the selected topic which is the 'National Party and apartheid'. This is because none of these samples scored 100% after analysing them for all the criteria outlined in the methodology chapter. Table 4.12 shows this where the scores are as follows: LT 1: 11/15, LT 2: 11/15, LT 3: 10/15, TG 1: 8/12, TG 2: 7/12 and TG 3: 7/12.

The rating scales as shown in Table 4.6 page 58, Table 4.7 page 67, Table 4.8 page 82, Table 4.9 page 87, Table 4.10 page 92 and Table 4.11 page 98 show that across all the learners' textbooks and teachers' guides, criterion 3 rated the least score of 1/3. This score contributed greatly to making all the teaching resources fail to fully afford learners with the development of concepts. Criterion 3 on the teaching resources' rating scale is on the extent to which teaching resources outline everyday concepts. A score of 1/3 for this criterion shows that most everyday concepts which are meant to be included in the 'National Party and apartheid' topic for concept development are missing. As indicated earlier in this study, everyday concepts should be linked to scientific concepts because they offer a foundation for the development of scientific concepts. This is because the outlining of sufficient everyday concepts by teaching resources allows them to include sufficient procedural knowledge which is necessary to create a linkage between everyday concepts and scientific concepts. In other words, the scores shown in Table 4.12 are a result of the outlining of insufficient everyday concepts by teaching resources resulted in the teaching resources to outline limited procedural knowledge. This also leads to the insufficient linkage of everyday and scientific concepts because procedural knowledge is needed to create a linkage between scientific and everyday concepts. As a result, all teaching resources afford learners with potential development and partial actual development which means that not all scientific concepts were developed. The next chapter will conclude these findings.

Chapter Five: Conclusions

5.1 Introduction

This chapter discusses how the findings of the CAPS document and its teaching resources (learners' textbooks and teachers' guides) presented in Chapter 4 answers the questions of this study. The analyses were conducted concerning the literature review presented in Chapter 2 using a theoretical framework inspired by Vygotsky's and Neo-Vygotskian's work. Both the literature review and theoretical framework discusses the types of knowledge forms curriculum documents and teaching resources should include in their contents and how these knowledge forms should be included. This is because these knowledge forms are necessary to afford learners with the development of concepts or the development of scientific concepts. The findings in Chapter 4 represents the knowledge forms included in the 'National Party and apartheid' topic under the CAPS document and its teaching resources and how these knowledge forms are presented in the texts for conceptual development. A rating scale guided by the theoretical framework was used to give a rating in this regard. The chapter concludes by giving recommendations on how learners can be afforded full concept development.

5.2 Discussion

South Africa can only see a reduction in social inequalities if we do not only believe that education is a vehicle to reduce these inequalities but also put the necessary tools in place to assist us with this process. Social inequalities are among the many social challenges the world poses to us. To respond to these challenges, different skills are needed, and these skills can only be acquired with the development of concepts taught in school. This is because the development of these concepts is a gateway to the ability to work with any abstraction or complexities the world brings (Vygotsky, 1986). This study discussed three important aspects of conceptual development namely: the importance of conceptual development, how learners can be afforded with concept development and treating the three knowledge forms as one. For example, conceptual development is necessary because the world is complex, and poses demands which require human beings to have the necessary skills to live and work in it (Bottery, 2006). For example, the complex globalised world requires human beings to develop critical thinking or decontextualise thinking (Auzina, 2018).

Given that human beings are not born with these skills (Diaz, Neal and Amaya-Williams, 1993), they can acquire these skills through the development of Higher Cognitive Functions (HCFs) (Vygotsky, 1986). This development involves mediation, the use of psychological tools such as different knowledge forms namely, scientific concepts and everyday concepts and internalisation of the new knowledge (Vygotsky, 1978). Mediation of knowledge should be conducted in the Zone of Proximal Development (ZPD). This is where scientific concepts which are the concepts capable of affording children or people with the development of HCFs (Vygotsky, 1986) are mediated in the presence of other knowledge forms such as everyday concepts.

In this case, everyday concepts will serve as the child's actual development or the knowledge which the child already knows (Chaiklin & Hedegaard, 2013). This process is conducted through the use of procedural knowledge where activities which can be in the form of questions are asked to learners to allow them to work with everyday concepts to understand the scientific concepts exposed to them (Karpov, 2003). This will help the child to develop the new scientific concepts taught to him/her consequently becoming a new and higher actual development. In other words, the child will now internalise the scientific concepts and make it his/her overtime where he/she can apply these concepts in any other contexts on their own (Gallimore & Tharp, 1991).

The primary question of this study is how does the Grade 9 History curriculum and its pedagogical resources afford learners with conceptual development?

This further leads to the subsidiary question:

- To what extent do the curriculum (CAPS) and its pedagogical resources (learners' textbooks and teachers' guides) afford learners with conceptual development?

To answer the primary question of this study, for the 'National Party and apartheid' topic analysed, the CAPS document clearly states that it aims to afford learners with conceptual development hence it also outlines the knowledge forms necessary for this process. Table 4.2 on page 40 shows the main scientific concepts and their respective everyday concepts, a guide on how these two concepts should be linked. Table 4.3 on page 41 also outlines the aims and skills (Department of Basic Education, 2011) which the CAPS document aims learners to develop after they have been taught the concepts it prescribes. These aims and skills serve as a guideline for teaching resources on how they should outline procedural knowledge or activity questions. These questions afford learners to work with scientific concepts and everyday

concepts so that they can develop these aims and skills. In other words, procedural knowledge in textbooks should be outlined to afford learners with full concept development or full skill development. Therefore, “following these aims and skills is critical to every content topic. For learners to achieve these aims and demonstrate these skills, they will need to have a full grasp and understanding of the content” (Department of Basic Education, 2011, p. 11).

However, both Chapter 2 and 4 indicated that the CAPS document only serves as a guideline and does not contain sufficient knowledge forms which can be used on their own for full concept development or full development of scientific concepts. It is this development that leads learners to reach actual development. This is when learners have developed all the skills associated with the development of scientific concepts and can apply them on their own and in different contexts without the assistance of their teachers. Given this, teaching resources should outline additional scientific concepts and everyday concepts as well as the necessary procedures to ensure full actual development of the scientific concepts which the CAPS document outlines.

As discussed in Chapter 4, the learners’ textbooks and teachers’ guides analysed in this study do not fully afford learners with concept development. This is because in addition to the main scientific concepts and everyday concepts which the CAPS document outlines, the textbooks and teachers’ guides do not contain all the necessary additional scientific concepts and everyday concepts to afford learners with the full actual development of the scientific concepts prescribed by the CAPS document. Consequently, affecting the activity questions outlined in the learners’ textbooks and their answers which are in the teachers’ guides. This was addressed in this study by the following subsidiary question:

- To what extent do the curriculum (CAPS) and its pedagogical resources (learners’ textbooks and teachers’ guides) afford learners with conceptual development?

The CAPS aim to afford learners with full concept development or actual development of the ‘National Party and apartheid’ topic (Department of Basic Education, 2011) by allowing learners to fully understand how the National Party enforced apartheid in South Africa. It does this by outlining the necessary knowledge forms to guide teaching resources. However, the teaching resources analysed in this study do not fully extend this aim. This is seen when the resources partially afford learners with concept development. They only afford learners with potential development and partial actual development. Potential development means that once learners have learned about the scientific concepts under the ‘National Party and apartheid’

topic, they will not be able to apply all the skills which are a result of the development of these scientific concepts in different contexts on their own. They will always need a more knowledgeable person or their teacher to assist them with the application of these skills. In other words, these teaching resources afford partial but not full actual development of all the important scientific concepts which the textbooks are expected to outline. The important scientific concepts include racial segregation, Group Areas Act, Bantustans, Population Registration Act, Bantu Education Act, Prohibition of Mixed Marriages Act and Immorality Act (Morris, 2012).

Insufficient scientific concepts, everyday concepts and procedural knowledge are outlined in the teaching resources, and the required linkage of scientific concepts and everyday concepts is not done through procedural knowledge. In light of this, it is evident that the CAPS document seeks teachers to conduct the mediation in the ZPD where all the knowledge which learners can conduct with the assistance of a teacher (potential development) will ultimately be converted to actual development. It is also evident that the teaching resources affords potential development but not all of this knowledge is converted to actual development hence this study refers to this as partial actual development or not full actual development. For example, Table 4.4 on page 43 shows a rating scale which was used in Chapter 4 to analyse the teaching resources. This scale shows how knowledge forms should be presented and linked to afford learners with the development of the scientific concepts prescribed by the CAPS document for the 'National Party and apartheid' topic. According to the scale, learners' textbooks should score 15/15 for them to afford learners with the full development of concepts or scientific concepts. However, as shown in Chapter 4 on the three rating scales for the textbooks analysed, none of the three learners' textbooks scored 15/15. This is shown in Table 4.6 page 58 for LT 1 rating scale, Table 4.7 page 67 for LT 2 rating scale and Table 4.8 page 82 for LT 3 rating scale. This means that they do not outline the three knowledge forms for full conceptual development on the side of the learner.

All three textbooks do not outline additional scientific concepts and everyday concepts to support the development of the main scientific concepts prescribed by the CAPS document for the 'National Party and apartheid' topic. Failure to do this led to the procedures or activity questions outlined in the textbooks to be limited in terms of linking the necessary scientific concepts with the necessary everyday concepts. Furthermore, all teachers' guides namely, TG 1, 2 and 3 as shown in their rating scales, see Table 4.9 page 87 for TG 1 rating scale, Table 4.10 page 92 for TG 2 rating scale and Table 4.11 page 98 for TG 3 rating scale did not score

a 100% for the criteria which they were analysed for. This means that the guidelines included in all the three teachers' guides do not fully allow teachers to teach in the ZPD where learners are afforded the opportunity to potential development with the possibility to full actual development.

5.3 Recommendations

Given that teaching resources contain psychological tools such as important knowledge forms, it means they play an important role in the development of concept development on the side of the learner. As shown in this study, the CAPS document understands this importance hence it aims to afford learners with conceptual development by outlining the necessary knowledge forms required for this development. However, fulfilling this development lies within the learners' textbooks and teachers' guides as they are responsible for extending these knowledge forms to the learners through teachers. Therefore, it is recommended that learners' textbooks and teachers' guidelines prioritise the aims of the curriculum by outlining knowledge forms in a manner which will afford development. This means

- outlining sufficient scientific concepts, explicitly defining these concepts using their essential attributes
- outlining sufficient and explicit everyday concepts which will be sufficiently and explicitly linked to scientific concepts
- outlining sufficient and explicit procedural knowledge which will allow learners to work with scientific and everyday concepts

The development of scientific concepts offers decontextualised thinking to learners while everyday concepts serve as a foundation for the development of an understanding of scientific concepts. Procedural knowledge is methods or activities which assist learners to work with scientific and everyday concepts to fully understand scientific concepts. Teachers should also be trained on how to teach for concept development using the three knowledge forms. This is necessary because they will be able to use the knowledge provided in learners' textbooks and teachers' guides properly during mediation and to also add their explanations to suit their classroom context.

5.4 Conclusion

This dissertation investigated the extent to which scientific, every day and procedural forms of knowledge are made available to learners in Grade 9 History teaching resources. Findings indicate that the Grade 9 History CAPS document seeks to offer learners with potential development which will eventually develop into actual development. This is where learners will be able to apply the skills which they have developed as a result of the development of scientific concepts taught to them on their own and in different contexts. However, the learners' textbooks and teachers' guides analysed only afford learners with potential development and partial actual development. Partial actual development means that learners were not allowed to fully understand or develop all the scientific concepts which the CAPS document has prescribed for the 'National Party and apartheid' topic analysed in this study. This means that learners will not be able to apply the skills which are a result of the development of these concepts on their own and in different contexts.

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Appendices

Appendix 1

Definition of Terms

Dialectical tradition is when two opposing entities such as scientific concepts and everyday concepts are used alongside each other to achieve a common goal (Chaiklin & Hedegaard, 2013).

Fossilisation is when the child knows the concepts to an extent where these concepts are part of the child and cannot be influenced by other factors (Gallimore & Tharp, 1991).

Globalisation is a phenomenon which brings interconnectedness and interdependence in the world and as a result urging people across the world to adopt a more complex way of doing things (Auzina, 2018).

Internalisation is when the child takes the knowledge which was exposed to him/her during mediation and makes it his/her own, over time (Wertsch & Tukviste, 1992).

Mediation is when a more knowledgeable person called a mediator introduces a child to an object of the activity or new knowledge through tool use (Hardman, 2008).

Procedural knowledge is methods mediated to the learner for analyses or a better understanding of school or scientific concepts (Karpov, 200).

Reliability refers to the stability of research findings when the data of the research is coded multiple times (Creswell, 2007).

Scientific concepts are word meanings that are excessively abstract and appear to be foreign (Wells, 2004).

Spontaneous concepts are concrete concepts and result in everyday-life situation. They are also called everyday concepts (Vygotsky, 1986).

Validity is the extent to which the study represents its phenomenon through its methods and theoretical framing (Dowling & Brown, 2010).

Zone of Proximal Development is the distance between what the child can do on his/her own and what he/she can do with assistance from the mediator (Hardman, 2008).

Appendix 2

LT 1: Oxford Successful Social Sciences Grade 9 Learner's Book, Unit 3: 1948 The National Party and apartheid

Activity 5 Assess the impact of World War II

Work in pairs to complete this activity.

- 1 List the four reasons given in Source A to explain why black families moved to and stayed in Johannesburg.
- 2 Explain the values that the Allies were fighting for in the war? How did this influence many people's thinking in South Africa? (Hint: think about who they were fighting against and the system they wanted to stop from spreading through the whole world.)
- 3 Use Source A and the text to explain why many whites started to support the National Party's apartheid policy.

The main apartheid laws

After it came to power, the National Party government introduced many new laws to enforce the system of apartheid:

- The *Population Registration Act* divided the whole population into four race groups: black, white, coloured and Indian. People were given identity cards that stated the race group they belonged to.
- The *Mixed Marriages Act* and *Immorality Act* made marriages and relationships between white people and people of other race groups illegal.

Source B Cartoon about separate amenities



In this cartoon, the mother and child are trying to find the racially correct toilet to use. Under apartheid all facilities were segregated. This cartoon points out how this made everyday life more difficult.

- The *Group Areas Act* identified separate areas for each race group. Those living in areas allocated to another race group were forced to leave.
- The *Separate Amenities Act* forced people to use separate buses, trains, parks, benches, hotels, cinemas, hospitals, ambulances, libraries, restaurants, beaches, toilets, and so on. Sport was strictly segregated: no inter-racial competitions were allowed and no mixed-race sporting teams could represent South Africa. No mixed-race teams from other countries could tour South Africa.

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Activity 4 Examine how segregation policies worked

- 1 Work on your own to complete this activity.
- 2 Explain the effect the Land Act had on black people's rights to own land.
- 3 Name a human right that was violated by the pass system.
- 4 Why is the fact that blacks did not have the vote so significant?
- 5 Explain how the system called 'job reservation' worked.
- 6 Describe how people were segregated in urban areas.

The situation changed during World War II because many black workers moved to the cities to fill the jobs of white soldiers, who had gone off to fight in the war. They did the skilled work that only whites had been allowed to do before the war. So segregation started to break down. There were not enough houses for all the people moving to the cities. So they built their own shacks and formed large **informal settlements** on open land. People became more aware of political issues during the war. The allies were fighting for freedom and democracy. Black South Africans wanted these in South Africa as well. Black workers began to demand better pay and working conditions.

Source A An extract on the movement of people to the cities
An extract from Philip Bonner and Lauren Segal, *Soweto: A History*, 1998, explaining the reasons for more people moving to Johannesburg in the 1940's.

There were a number of reasons for the more permanent family settlement of Africans in Johannesburg by the mid-1940s. Firstly, the Second World War led to a huge growth in the number of factories in and around Johannesburg and there were many more jobs available. Secondly, these new manufacturing jobs offered unskilled and semi-skilled African workers much higher wages than they were getting in the mines and on farms. Thirdly, over 150 000 white men fought in the war, leaving vacancies for better paid semi-skilled jobs for black workers. And fourthly, pass laws were relaxed in the middle of the war, partly to help the flow of black workers to the towns.

After the war, many whites were worried about the breakdown of segregation and the growth of informal settlements. They were also worried by the increasing demands for political rights for all. They thought that black trade unions were getting too powerful. Because of these fears, many whites were willing to support the National Party. It promised to solve all these problems with a policy called 'apartheid'. The National Party won the 1948 election.

New word
informal settlement: settlement in which people build their own houses; they lack proper roads and services

In 1948 the National Party was voted into power in South Africa and stayed in power for the next 46 years, until 1994. It believed in the separation of each 'race group' and that whites should be in control. Its policies were called apartheid.

Racial segregation before apartheid

The National Party was not the first government in South Africa to discriminate against people who were not white. Before 1948 there were many **segregation** laws:

- The 1913 Land Act set aside areas called **reserves** where black people could own land. They could not own land in the rest of South Africa. Only 7% of the land was used for reserves, so they were very overcrowded.
- The government used the **pass** system to stop people moving from the reserves to the cities. All black men had to have a pass, which stated where they lived and worked.
- Only whites had the right to vote (except in the Cape where some coloured men could vote).
- Black people were not allowed to do skilled work in the mines and factories. These jobs were reserved for white workers. Black workers did not have the right to strike or form trade unions.
- Only white soldiers were allowed to serve in the army. Black soldiers had to serve as unarmed workers.
- Blacks had to live in the reserves or in special areas called 'locations' or townships on the outskirts of towns.

New words

segregation: separation based on race

reserves: rural areas where only black people could own land

pass: official government document that controlled the movement of black people

non-combatant: not involving any fighting

Did you know?

It is difficult to study the history of apartheid in South Africa without referring to race. In this unit, we use the terms 'black', 'white', 'coloured' and 'Indian', which were the main racial divisions referred to under the system of apartheid.



Black soldiers were not given guns and served in the army doing **non-combatant** jobs.

Source H Sheena Duncan, a leader in the Black Sash, gives her views on the system of forced removals

Sheena Duncan gives her views on the effects the system of forced removals had on people's lives in an interview. Duncan was a leader in the Black Sash, which was an organisation that helped people who had been forced to move. It raised awareness about the effects of forced removals and the Homelands system.

New word

migrant labour:

people who had to move away from the area where they lived and work in another area in order to get jobs

Over three million people have been forced to move. About seven hundred thousand of them are white, coloured and Indian people who have been moved to residential areas set aside for their own racial group. The rest are African removals

When you move people, it means total poverty for them. They lose their means of survival. The only way of getting work then is to get locked into the **migrant labour** system

In terms of human suffering and poverty and destruction of people and communities, these forced removals must be the greatest evil in South Africa. Forced removals destroy people physically, and they destroy people's spirits. Community life is totally destroyed and hopelessness and poverty prevail. It has been a terrible, terrible sin, and the consequences for the future are enormous.

Activity 7 Analyse the impact of forced removals on people's lives

Work on your own to answer these questions.

- 1 What did the people in Sophiatown and Mogopa have in common before their removal?
- 2 Explain the term *forced removals*.
- 3 Use Sources F and G (and their captions) and the text to explain why the government wanted to remove people from Sophiatown.
- 4 Discuss why is an eye-witness account, like Source F, valuable for us when studying forced removals.
- 5 Read Source H and answer these questions:
 - 5.1 What is Duncan's view of forced removals and how does she substantiate (back up) her opinion?
 - 5.2 How does the information about the Mogopa people illustrate what Duncan says in Source H?

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Source F A quotation by Emma Mashinini
 The government said that Sophiatown in Johannesburg
 was to be a white area. Thousands of black people were
 forced to move out of their homes and were taken to live
 in the Meadowlands (now part of Soweto). This is what Emma
 Mashinini thought of it. (Quoted in Diana Russell (ed.)
Wives of Courage: Women for a New South Africa, Basic Books,
 New York, 1989, page 181.)

There was no separation in Sophiatown of people who
 were Zulu or Sotho or Coloured or Indian. My home
 was next to the veld, and like the white children, we
 only had to cross the road to play in the open, green
 veld. We didn't realise then that one day we would all
 be separated and see each other as enemies.

I can clearly remember the bulldozers coming to
 destroy our home. A big truck would come, and people
 threw our things and the belongings of other families
 onto it. When we got to the new place, we had to
 try to find bits and pieces that belonged to us. After
 Sophiatown was demolished, there was no alternative
 for my parents but to move to Soweto. It's inhuman not
 to be able to choose where you want to live.

As part of the Bantustan policy, the government forced three and a half
 million people to move into the overcrowded and very poor homelands.
 This policy of moving people was known as 'forced removals'. One well-
 known case of forced removals was of the Bakwena ba Mogopa, who were
 forcibly removed from two farms they had owned since 1913.

CASE STUDY Forced removals of the people of Mogopa to Bophuthatswana

Mogopa was about 250 kilometres west of
 Johannesburg, near the town of Ventersdorp. About
 420 families lived there. There was a primary school and
 a high school, built by the community themselves, and a
 clinic, four churches and a few shops. There was also a
 dam and a few boreholes, which were important as it was
 a very dry area. The farms owned by the Bakwena were
 surrounded by white-owned farms.

In 1984 the government ordered the people of Mogopa
 to move from the farms they owned. When the people
 protested, the government ignored their protests and
 forced them to move to nearby Bophuthatswana, one of
 the homelands.

The 300 homes and the community buildings were destroyed.
 The people of Mogopa were given no **compensation**. But they fought the case in the
 courts. In 1987 the Supreme Court ruled that the removal of the Mogopa people was
 illegal. But by then the people had moved and the farms had been taken over by the
 government. But they didn't give up hope of moving back to their land.

Source G Photograph of
 trucks brought to take people's
 possessions to Meadowlands



People being removed from Sophiatown.

Did you know?

The Bakwena ba
 Mogopa were
 one of the first
 communities
 to have their
 land restored to
 them after South
 Africa became a
 democracy in 1994.

New words

forced removals:
 communities being
 forced by the
 government to move
compensation: a
 reward for damages
 suffered



This family and their livestock wait to
 be removed from Mogopa in 1983.

TERM 3

Activity 6 Explain how apartheid was set up

- 1 What was the purpose of identity cards in the apartheid system?
- 2 Why did the apartheid government want to stop relationships between people whom they saw as being of different races?
- 3 What was Bantu Education? Why did it damage many children's future opportunities?
- 4 How did the Homelands system take away people's political rights?
- 5 Study Sources B to E and answer these questions:
 - 5.1 How does Source B use humour to mock the Separate Amenities Act?
 - 5.2 What do Sources C and D say about Bantu Education and why is it important to think about who is speaking when you read them?
 - 5.3 Based on information in the text and Source E, explain why no government in the rest of the world recognised the homelands as independent countries.

CASE STUDY Group Areas Act – the forced removal of people from Sophiatown

Many people were forced to move because of the Group Areas Act. Whole communities were torn apart and lives destroyed. One example is Sophiatown. Sophiatown was a suburb of Johannesburg which had a mixed population – black, coloured, Indian, Chinese and white people lived there. It was close to the city centre where many people worked. It was one of the few places outside the reserves where blacks owned land.

By the 1950s it was an important centre of urban black culture. It was especially well-known for the quality of its jazz music and the writers who lived there. It was a lively but very poor community.

In 1955 the government declared that Sophiatown was to be a white group area. The people of Sophiatown united in protest and refused to move. They were supported by church leaders and young political leaders, such as Nelson Mandela. The government ignored their protests and sent in 2 000 policemen armed with rifles and machine guns. They forced people out of their homes, put their belongings onto trucks, and dumped them in an area outside Johannesburg called Meadowlands (now part of Soweto). The government destroyed the houses and built a white suburb called 'Triomf' (Afrikaans for 'triumph', meaning victory or success).



Sophiatown was a vibrant centre of music and writing. Musicians like Miriam Makeba (shown here) developed a distinctive jazz style that became famous worldwide. One of her most famous songs was called *Sophiatown is Gone*.

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The pass laws were strengthened and applied strictly. The police could demand to see the passes of black men at any time. If their pass was incorrect, or they did not have a pass with them, they could be taken to court and jail. Often they had to do hard labour on prison farms.

Under the *Bantu Education Act*, the government took over control of the education of black children. They were taught to be obedient and not to think critically. Far less money was spent on black schools than on schools for other races.

Source C An extract from a speech by **Hendrik Verwoerd** from a speech made in parliament in 1953 by the Minister of Native Affairs, Hendrik Verwoerd. He later became the Prime Minister of South Africa.

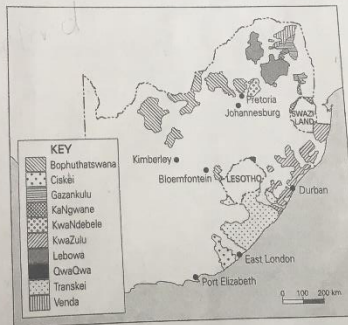
The Native will be taught from childhood to realise that equality with Europeans is not for them.... What is the use of teaching the Bantu mathematics when he cannot use it in practice.... There is no place for the Bantu child above certain forms of labour.

Source D An extract from an interview with **Ruth Mompoti** Ruth Mompoti comments on the purpose of Bantu Education in an interview with Diana Russell held in 1987. Mompoti was a member of the ANC. Quoted in Diana Russell (ed.), *Lives of Courage: Women for a New South Africa*, 1989.

Black people were only to be given enough education to be useful to whites, which meant being manual labourers and being able to carry messages intelligently for the white population.

- The *Separate Representation of Voters Act* took the vote away from coloured voters in the Cape. After this, only whites had political rights.
- The *Homelands system* was based on the idea that black people belonged to separate national groups and that each group should have its own 'homeland' (or 'Bantustan'). According to the government, every black person was a citizen of his or her homeland, and therefore was not a South African. Ten separate homelands were set up in the reserves. The map alongside shows that they were geographically broken up. They had no major industries or resources, and therefore they could not be economically strong. The South African government could overrule any decisions made by their governments.

Source E Map of homelands



This map shows the ten homelands in South Africa. They were divided according to ethnic groups (Tswana, Venda, Xhosa, Zulu and so on).

TERM 3

Appendix 3

LT 2: Platinum Social Sciences Grade 9 Learner's Book, Sub-topic 3: 1948 The National Party and apartheid



Source C: A policeman checking a man's pass to see if he was legally allowed in the city

Other racial segregation laws

Apart from the Land Act, there were many other racial segregation laws. For example:

- Black South Africans were not allowed to vote.
- People living in the towns and cities had to live in separate suburbs and townships, according to skin colour.
- Africans in the cities were only allowed to stay as long as their labour was needed by whites. Pass laws controlled the movement of Africans. African men outside the reserves had to carry 'passes' which allowed them to work and live in the cities. The police would arrest anyone without a pass and they were fined or sent to jail.
- The job colour bar gave white people jobs rather than black people, and a white person was paid more for doing the same job as a black person. A white skin was a better recommendation for a job than ability.

The government passed laws that ensured that white workers would have first option on even unskilled jobs in government service, particularly the railways, at higher rates of pay than blacks would receive in the same position.

Adapted from "South Africa: Culture and Conflict" from South African History Online website <http://www.sahistory.org.za>

Source D: A written source about job reservation for white people

For a [Indian] community like South End, which valued family ties and social interaction, the prohibitions placed upon them in terms of labour limited their ability to provide for their families. More than being a financial issue, such laws deprived them of their dignity and freedom.

South End Museum website <http://www.southendmuseum.co.za>

Source E: A written source about the effects of job reservation for Indian people

ACTIVITY 1 Match information about racial segregation to sources

(Assessment aims and skills: 1, 2, 4, 6, 7)

Copy this table into your notebook. Match the description of racial segregation to the correct source. There may be more than one source for a description of a law.

Description of racial segregation	letter of source
Black South Africans were not allowed to vote	
Job colour bar	
Pass laws controlled the movement of Africans	
African people were allowed to own land on about 13% of the land	

1948 The National Party and apartheid

Unit 1: Racial segregation before apartheid

Apartheid was a continuation of a system of racial **segregation** that was created long before 1948. In South Africa's cities and on farms, racism and racial segregation had been practised by whites for decades.

In Grade 8 you learnt about the migrant labour system that affected the lives of all African people living in South Africa. You also learnt about the formation of the Union of South Africa in 1910. The constitution of the Union gave special privileges to whites.

The Land Act 1913

The Natives' Land Act was passed in 1913. African people were allowed to own about 13% of the land. The rest of the land was to be kept for white ownership and occupation, although whites were only about 20% of the population. The black 'reserves', as they were called, were widely scattered pieces of land mainly in the east of the country. The unequal access to land was one of the main ways that African people were kept separate. The land issue later became one of the pillars of apartheid.

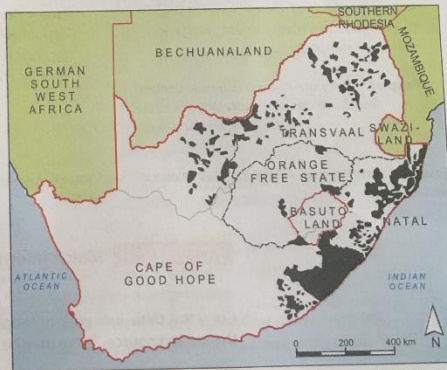
Apart from black Africans, Indians and 'coloureds' were also considered by the government to be 'non-white'. Indians and 'coloureds' were also discriminated against, but were not as disadvantaged as black Africans.

Key word

- **segregation** – the practice or policy of creating separate facilities within the same society for the use of a particular group



Source B: The whites-only Union of South Africa Members of Parliament who passed the 1913 Natives' Land Act



Source A: This map of the 'Native Reserves' shows clearly how little land was set aside for the vast majority of the population by the Natives' Land Act

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They refused to move. The government, confronted by organized and strong resistance, mounted a counterattack. It imposed a new corrupt chief whom the community refused to recognize. Bulldozers razed the school, the church, and some houses. It withdrew services—no pensions were paid out, no annual labour contracts were issued and the bus service was suspended. Still the people of Mogopa stood fast.

Southern Africa Perspectives: Black dispossession in South Africa: The myth of Bantustan Independence. Volume 2, 1984.

Source Y: A description of the government's response to the refusal of the people of Mogopa to move



Source Z: A mother with her baby, born shortly after being forcibly removed from Mogopa.

But in the early hours of the morning of February 14, 1984, heavily armed police arrived in Mogopa. No outsiders were allowed in. Lawyers, priests, diplomats and the press were all turned away at the entrance. The police, working with dogs, forcibly loaded people and belongings onto buses and trucks and took them to Pachsdraai. They arrived to a barren

welcome, with their furniture broken, many belongings lost. Pachsdraai offered little. It was far from towns and job opportunities. The depleted soil was unsuitable for the non-irrigated farming that was the basis of their subsistence agriculture, and the hated imposed chief headman was given complete control of all resources.

Southern Africa Perspectives: Black dispossession in South Africa: The myth of Bantustan Independence. Volume 2, 1984

Source AA: A description of the forced removal

ACTIVITY 6 Draw conclusions about the Bophuthatswana Bantustan from evidence

Assessment aims and skills: 1, 2)

1. Use the text in this topic to describe what the Bophuthatswana Bantustan was.
2. Read Source X and Source Y. What evidence is there that the people of Mogopa did not want to move?
3. Read Source AA and look at Source Z. Use Source AA to explain what kind of future lay ahead for the baby in Source Z.

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Key word

- **ethnic group** – people who share a particular language and culture

ACTIVITY 5 Analyse a map and sources about homelands

(Assessment aims and skills: 1, 2, 4)

1. Look at Source U. Many of the homelands were not one geographical unit. They were patches of disconnected land. Why do you think the government created them in such a way?
2. Read Source V. Make a list of conditions in a Bantustan.
3. Look at the photograph in Source W. Describe the conditions that these women are living in.
4. Why do you think the government called these areas 'homelands'?
5. Why do you think the author of Source V and the people in Source W would not call these areas 'homelands'?

Case Study: The people of Mogopa are forced to move to Bophuthatswana

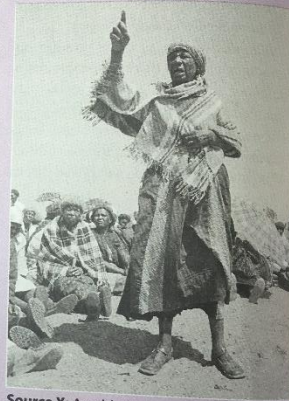
Bophuthatswana was the Bantustan for Setswana-speaking people. It consisted of seven pieces of land in three different provinces of South Africa. All Setswana-speaking people became citizens of Bophuthatswana. The South African government claimed that each Bantustan was the real homeland for a particular **ethnic group**, Bophuthatswana for the Batswana. In fact, almost half of all Batswana live outside Bophuthatswana while one-third of Bophuthatswana residents are non-Batswana.

Bophuthatswana was declared 'independent' of South Africa in 1976. In the election of 1977, only 600 people voted, which showed that the Bophuthatswana government was rejected by the Batswana.

The Bophuthatswana government was headed by President Lucas Mangope. He received a very large salary from the South African government. The Bantustan remained very poor, with most of its residents working as migrant workers outside Bophuthatswana, on white-owned mines, businesses and farms.

Mogopa was a productive farming community. The community of Mogopa lived in a 'black spot' in a white area. They were ordered to move to Pachsdraai, in Bophuthatswana.

Then a removal squad arrived with tractors, trucks and buses, and camped on their land. Challenged in court for trespassing, the government backed down temporarily. But soon the people of Mogopa received an order to leave by November 29, 1983. Hundreds of supporters – black and white, church people, students, political groups and the press, arrived to wait with the Mogopa people for the government trucks. They did not come. The supporters returned home. The Mogopa people began to rebuild their battered community. They raised money to buy a new water pump. The men rebuilt the school. The women repaired the roads.



Source X: An elderly woman at a kgotla, protesting against the incorporation of her community of Mogopa into Bophuthatswana.

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The impact of the Bantustans on the lives of ordinary people

The government began to force black people living in 'white' areas to move into the Bantustans. This policy of forced removals caused enormous hardship for African people. Not only did people lose their land, but they were unable to make a living in the reserves. The Bantustans were poverty stricken. There were usually no facilities like clinics, schools, libraries or sports stadia, and no jobs in these areas. Families were split up as the men had to go to the 'white' cities to look for work, and mothers stayed in the reserves to look after the children. The men were not allowed to stay in the cities permanently but had to return to the reserves every few months or so. This usually meant that they lived in workers' hostels, or in African townships, under poor conditions, while they worked in the city. Mothers relied on money sent to them by their husbands, to support themselves and their children.

Kammaskraal is a resettlement camp in a remote area of the Ciskei. It has a population of 1 000. The present inhabitants were moved there in May and June 1980. They were given tents, and rations for three days. There is no employment in the area so most people depend on migrant wages. Kammaskraal is a place of hunger and despair. All around there are people sitting alone or in small groups, listless and apathetic. 'We are starving here... We live on samp because mielie meal is too expensive and we save that for the children. When the food runs out, we try and borrow

from neighbours.'

Bad health was also due to a lack of proper sanitation and a polluted water supply. Toilets are holes in the ground under a zinc shelter.

The lack of food creates other problems. For example, malnutrition makes it difficult for children to learn... Malnutrition also makes it hard to find employment.

'People are dying like flies, no money, no food, no blankets. The people live in a tent - it's wet, damp and cold. They are dying here.'

Vukani Makhosikazi, CIIR, 1985, pp.179-180

Source V: Life in a 'resettlement' camp



Source W: Photograph of a 'resettlement' camp. People were forced to move to these 'resettlement' camps. The only facilities provided at this camp in the Ciskei were toilets.

Unit 4: Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana

Key word

- **Bantustan**—a negative word for the reserves where black people were meant to be citizens

About our world

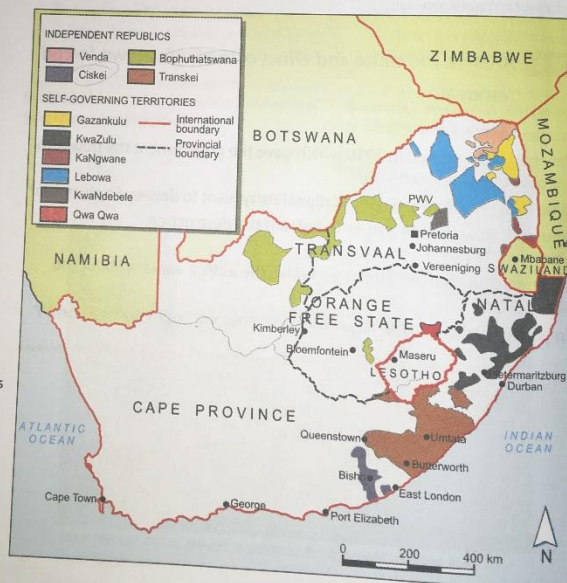
The apartheid government did not divide white, 'coloured' or Indian people into ethnic groups. They only divided up black Africans into different ethnic groups.

What a Bantustan was

In the 1960s, the Prime Minister, Dr H F Verwoerd developed the principles of separation of the 'races' even further. The government turned the reserves (created by the 1913 Land Act) into ten separate 'homelands', or **Bantustans**. Ten 'homelands' were created.

Every African in South Africa would belong to one of these 'homelands', based on the language they spoke. Verwoerd claimed that these homelands were, in effect, separate and independent 'countries'. Africans would have full political rights in these 'homelands'. They would be able to vote for their own rulers. They would develop separately and independently from whites. About three and a half million black people were moved, because they were living on land that the government declared was for white people only.

The government wanted to show the rest of the world that it was a democratic country in which all its citizens had the right to vote. They argued that blacks were not denied their political rights. They were allowed to vote in their homelands. They did not have political rights in South Africa, because they were not citizens of South Africa. No international community recognised that the homelands were separate and independent countries.



Source U: A map of the Bantustans
Ten different Bantustans were created by emphasising differences, such as language and culture. The government hoped to use the principle of 'divide and rule' to prevent the growth of African nationalism, which might threaten the state.



Sophiatown, after it was bulldozed, evacuated and destroyed under the Group Areas Act. Sophiatown was rebuilt into a white working class suburb called 'Triomf', meaning 'victory' in Afrikaans.

[For those who tried to remain in Sophiatown] life was made miserable for them... by incessant police raids in the early hours of the morning. As always, people were defenceless against the roughness of police behaviour.

Page 73 How can a man die better,
B. Pogrud, Jonathan Ball,
Johannesburg, 2006

Source T: A comment on forced removals

ACTIVITY 4 Analyse the cause and effect of the Sophiatown forced removal

Assessment aims and skills: 1, 2, 4, 6)

1. What law had been passed in 1950 which gave the government the power to move people out of Sophiatown?
2. According to Source R, why did the National Party want to destroy Sophiatown?
3. Read Source S. How did the author feel about the destruction of Sophiatown?
4. Read the extract in Source T. What view does the author express about the apartheid police?
5. Why do you think the apartheid government renamed Sophiatown 'Triomf'?

Case study: The Sophiatown forced removal

By the early 1950s, the apartheid government was making plans for the destruction of Sophiatown and for the removal of its residents. Residents, and political activists who protested against the removal, resisted the government's plans.

The African National Congress (ANC) led an anti-removal campaign. It held public rallies which attracted thousands of people. They chanted the slogan "Ons dak nie, ons phola hier" (We won't move, we live here).

But, in 1955, 2 000 policemen armed with guns, knobkerries and rifles began to move the community of Sophiatown out of their homes.

Africans were moved to the newly constructed township of Meadowlands in Soweto, many miles to the southwest of Johannesburg. The 'coloured' people were moved to Eldorado Park, in the south of Johannesburg; the Indian community to Lenasia and the Chinese people to central Johannesburg.



The residents of Sophiatown resisted removal

...the Government's scheme was not slum-clearance but robbery: robbery carried out in the interests of and under pressure from the neighbouring white suburbs.

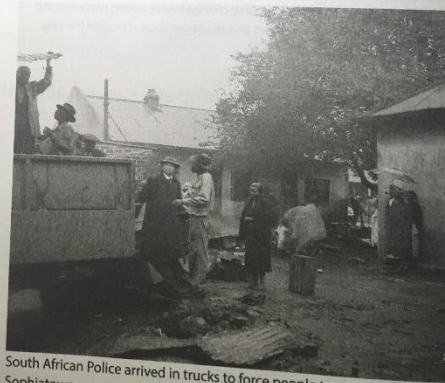
Father Trevor Huddleston, in *Naught for my Comfort*, Doubleday, 1956

Source R: A description of why the community of Sophiatown was destroyed

My mind recoiled with anger and a little with fear, I had not realised the scope of the destruction; it was a wasteland ...

Bloke Modisane, in *Blame Me on History*. (1963) London: Thames and Hudson

Source S: A description of the feelings of a Sophiatown resident



South African Police arrived in trucks to force people to move from Sophiatown



Source Q: *Drum* Magazine reflected the dynamic changes were taking place among urban black South Africans. Magazine writers and photographers changed the way black people were represented in society.

ACTIVITY 3 Evaluate sources and develop an argument about the Sophiatown forced removal

Assessment aims and skills: 1, 2, 4, 6)

1. Look at Source I. What does it tell you about the population of Sophiatown?
2. Look at Source J, and write down two negative things and two positive things that the author says about Sophiatown.
3. Look at the photograph in Source K, and read Source L. Write down two things you notice about Father Trevor Huddleston.
4. Read Source M, and look at the photographs in Sources N – Q. Explain why Sophiatown was a suburb of contradictions.

You will be walking across the playground and suddenly feel a tug at your sleeve or a pressure on your knee: and then there will be a sticky hand in yours. ... You are home. Your children are around you – ten of them, a hundred, a thousand: you belong to them and they will never let you forget it.

Father Trevor Huddleston, in *Naught for my Comfort*, Doubleday, 1956.

Source L: A description of Sophiatown's children



Source N: A photograph of part of Sophiatown in the early 1950s

Sophiatown was crime-ridden, yet heaved with music and wishes and dreams.

Adapted from Coplan, D. 1985. *In Township Tonight!* University of Chicago Press, p. 13

Source M: A comment about Sophiatown



Source O: Sophiatown set new trends in fashion: Miriam Makeba (middle), a popular singer, dressed stylishly and influenced fashion amongst her friends and audiences in Sophiatown



Source P: Sophiatown's shebeens showcased world class jazz music

Unit 3: Case study: Group Areas Act: Sophiatown forced removal

The Group Areas Act 1950

The Group Areas Act of 1950 determined where people could live on the basis of their 'race'. Lines were drawn on town and city maps, which set aside certain areas where only whites, coloureds, Indians and Africans were allowed to live. Any black person living in a so-called white area had to be removed to a new area set aside for black occupation. White people were allowed to live in the most attractive and valuable parts of South Africa. Suburbs for white people were nearer to the business parts of the cities.

In this unit, we will learn about just one example of how the Group Areas Act destroyed a community – the forced removal of the people of Sophiatown in 1955.

Sophiatown before 1955

Sophiatown was situated near the centre of the city of Johannesburg. It was a racially mixed suburb that was home to about 70 000 people, most of them Africans.

Parts of Sophiatown were a **slum**, and its residents were aware of that. It was a suburb of **contradictions** – on the one hand, it was filthy and overcrowded. On the other hand, it was home to a developing urban black culture. It was vibrant, full of activity and excitement.

54 000 Africans
3 000 'coloureds'
1 500 Indians
686 Chinese

Most of the white people had moved to smarter neighbouring suburbs.

Brink, E. *Report of the Division of Institutional Advancement*, University of Johannesburg, 2010, p. 91.

Sophiatown was the most perfect experiment in non-racial community living ... On the whole, people lived a raceless existence. Whatever else Sophiatown was, it was home We took the ugliness of life in a slum and wove a kind of beauty.

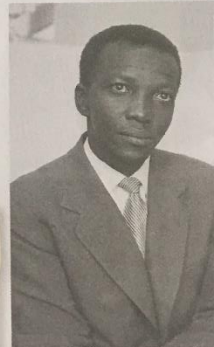
Quoted in *Blame me on History*, (1963) London: Thames and Hudson.

Source I: Sophiatown's population in the 1940s

Source J: A description of Sophiatown by Bloke Modisane, a journalist, actor and writer of plays and fiction. He was born and raised in Sophiatown.

Key words

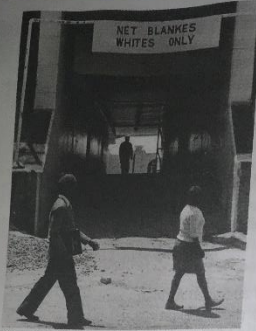
- **slum** – a district of a city marked by poverty and inferior living conditions
- **contradiction** – two opposites that are both true at the same time



Bloke Modisane grew up in Sophiatown. He worked as a journalist for *Drum Magazine* in the early 1950s.



Source K: Father Trevor Huddleston was a priest at Sophiatown's Anglican Church of Christ the King from 1943 to 1955



Source F: Photograph of segregated facilities. All public places, like beaches, toilets, sports stadiums and parks were segregated.

Ooo, don't talk to me about that, please don't talk about it to me. I will start to cry. I will cry all over again. That's when the trouble started ... when they chucked us out of Cape Town. My whole life changed. What they took away from us they can never give back to us. I cannot explain how it was when I moved out of Cape Town and I came to Manenberg. They destroyed us, they made our children ruffians.

Adapted from an interview by Vivian Bickford-Smith with Gadija Davids in 1995.

Source G: A description of a forced removal

Before the morning I was taken from the cell to the place where I was tortured the day before. I was suspended into a jack where I was handcuffed below the knees and my arms, and an iron bar was forced between my arms and legs, and I was left

hanging between the two tables. I was being pushed and I was told to tell the truth ... I was bleeding from my nose and somebody was stabbing me with a sharp instrument ... for about four or five hours.

Quoted in *Making History*, J.Pape et al, 1998. Heinemann, Sandton, p.52.

Source H: A detainee's experience in a South African jail

ACTIVITY 2 Develop a definition of apartheid using the text and the sources

(Assessment aims and skills: 1, 2, 4)

1. Which apartheid law does Source F illustrate?
2. What strikes you most about the photograph in Source F?
3. Which apartheid law does Source G illustrate?
4. What impact did this law have on Mrs Davids, in Source G?
5. Which apartheid law does Source H illustrate?
6. What long-term impact do you think the torture described in Source H had on the person being tortured and the torturer?
7. Read all the information and the sources in this unit and write down a definition of apartheid.
8. Read the list of apartheid laws, and go back to the racial segregation laws in the previous unit. Which three laws do you think have had the most impact on South Africa today? Give a good reason for your opinion.
9. Discuss your definition of apartheid with your class and develop one good definition for the whole class.

Unit 2: Main apartheid laws in broad outline

Under apartheid, the whites-only government ruled South Africa and held all the positions of power. All the laws benefited white people. Apartheid officially came to an end in 1994. It is difficult for young South African 'born frees' to appreciate what it meant to those who lived under apartheid.

After they came to power in 1948, the National Party passed 148 apartheid laws. These laws aimed to:

- increase the power and living standards of whites
- increase the separation of 'races'
- control the movement of black people.

Apartheid laws affected every detail of the lives of all South Africans. White people's lives generally became better, while black people experienced more and more hardship. In this unit, we look at just a few of these laws and how they affected people's lives.

There were laws that were used to control who had power, who could vote, where people lived, worked and were educated. And there were laws to reserve the best of all the resources and facilities or amenities for whites.

Key word

- 'born frees' – South Africans born after the end of apartheid, after 1994

The main apartheid laws

Separate Amenities Act	1. Beaches, parks, toilets and nearly all public amenities were segregated. Whites were allowed to use the best amenities.
The Suppression of Communism Act and the Terrorism Act	2. This law banned any political organisation that the National Party did not like, by calling them 'communists' or 'terrorists'. People were arrested, detained and tortured without trial under these Acts.
Bantu Education Act	3. Black children received an inferior education.
Bantu Self Government Act	4. This set up a system of 'homelands' or 'bantustans' for Africans.
Population Registration Act	5. This law classified all South Africans into Europeans (whites), coloureds, Indians and Africans.
'Passes' Act	6. All African men had to carry 'reference' books or 'pass' books. Passes were used to control the movement of African male workers between the rural and urban areas.
Group Areas Act	7. Special areas were set aside as residential and business areas for particular 'races'. Many people were forced to move under this Act.
Prohibition of Mixed Marriages Act and the Immorality Act	8. These laws forbade marriages between blacks and whites, and made it illegal for black and white people to have sexual relations with each other.

Appendix 4

LT 3: Via Afrika Social Sciences Grade 9 Learner's Book, Unit 3: 1948 The National Party and apartheid

Unit 3 1948 National Party and apartheid

Key terms

Bantustan
forced removals
grand apartheid
Natives' Land Act
racial segregation

In this unit you will answer the following key question: How did the National Party enforce apartheid in South Africa? To answer the key question, in this unit you will learn about racial segregation before apartheid and the main apartheid laws. You will also investigate two case studies to analyse the impact of some apartheid laws.

1 Racial segregation before apartheid

Racial segregation in South Africa began during colonial times, when powerful nations like Britain took control of South Africa and tried to impose British culture and language. After the British defeated the Boers in the South African War (1899–1902), negotiations led to the Union of South Africa and the South Africa Act (1910), which gave white people complete political control over all other race groups and excluded black South Africans politically from South

Africa. There were other laws as well, such as the **Natives' Land Act** (1913) that allocated about 87% of the land to white people, the **Urban Areas Act** (1923) that introduced residential segregation and provided cheap black labour for industries owned by white people, and the **Colour Bar Act** (1926) that reserved skilled jobs for white people. Most racial segregation and many laws were designed to protect white people economically, and segregation was not structural, the way apartheid would be, because it did not legally force the different 'races' in South Africa to be completely separate.

Oral history and research project: How apartheid affected people's lives and how people responded

Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.

Turn to page 225 for details and discuss the requirements with your teacher. Make sure you get a rubric to guide your research project.

2 Main apartheid laws in broad outline

After World War II the Herstigte ('Reformed' or 'Pure') National Party (HNP) came into power in 1948. (It formed the National Party that ruled South Africa until 1994, when the first democratic elections were held.) The National Party (NP) immediately set about 'legalising' apartheid by passing many repressive and discriminatory laws. What made South Africa's apartheid era different to the racial segregation people experienced before 1948 was the systematic way in which the NP formalised and 'legalised' it through the law. Although the NP government passed more than 40 apartheid laws, some of these laws paved the way for '**grand apartheid**'. This was the NP government's plan to enforce complete separation – socially, politically, economically,

educationally and culturally – among all 'races' in South Africa. These are some of the main 'grand apartheid' laws:

- **Prohibition of Mixed Marriages Act:** Act No 55 of 1949: This Act **prohibited** marriages between white people and other races.
- **Immorality Amendment Act:** Act No 21 of 1950, amended in 1957 (Act 23): This Act prohibited sex between white people and black people, and later between white people and all other races.
- **Population Registration Act:** Act No 30 of 1950: This Act led to the creation of a national register in which every person's 'race' was recorded. A Race Classification Board took the final decision on what a person's 'race' was in disputed cases.
- **Group Areas Act:** Act No. 41 of 1950: This Act forced physical separation between races by creating different residential areas for them. It led to the forced removals of people living in the 'wrong' areas.
- **Separate Representation of Voters Act:** Act No. 46 of 1951: This Act enforced racial segregation, and was part of a deliberate process to remove all non-white people from the voters' roll and revoke the Cape Qualified Franchise system.
- **Bantu Authorities Act:** Act No. 68 of 1951: This Act provided for the establishment of black homelands and regional authorities.
- **Natives (Abolition of Passes and Co-ordination of Documents) Act:** Act No. 67 of 1952: Commonly known as the Pass Laws, this Act forced black people to carry identification with them at all times. It was a criminal offence to be unable to produce a pass when required to do so by the police.
- **Bantu Education Act:** Act No. 47 of 1953: This Act established a Black Education Department in the Department of Native Affairs which would create a curriculum that suited the 'nature and requirements of the black people'.
- **Reservation of Separate Amenities Act:** Act No 49 of 1953: This Act enforced segregation in all public places and public transport with the aim of eliminating contact between whites and other races. 'Europeans Only' and 'Non-Europeans Only' signs were put up.
- **The Extension of University Education Act:** Act 45 of 1959: This Act prevented Africans from attending white universities. 'Tribal' university colleges were established for Africans at Fort Hare, Turfloop and Ngoye.
- **The Promotion of Bantu Self-Government Act:** Act No. 46 of 1959: This Act allowed for the transformation of reserves into 'fully fledged independent Bantustans' which would also divide black people into 'ethnically' separate groups.

prohibited – forbidden and made illegal

In these Acts, other races refers to black, coloured and Indian people.

Activity 5 Analyse a cartoon on race

History skills: Select relevant information; See how artists come to different conclusions.

Work with a partner. Revise the **SKILLS FILE** on interpreting cartoons in Topic 4.

- 1 Identify the apartheid law in the cartoon in **SOURCE 2**.
 - 1.1 What information in the source tells us about this law?
 - 1.2 What message is the cartoonist trying to convey?
 - 1.3 How effective is the cartoonist in conveying this message?

- Explain your answer.
- 2 Although this law was part of the National Party government's 'grand apartheid' plan, it could also be considered as a 'petty apartheid' law.
 - 2.1 In what way does it form part of the 'grand apartheid' plan?
 - 2.2 What do you understand by a 'petty apartheid' law?
 - 2.3 Do you think this law can be considered a 'petty apartheid' law? Why or why not?

Source 2 Apartheid cartoon

Through their cartoons, cartoonists are able to comment on a range of issues, including politics. This is a copy of a cartoon drawn by Abe Berry. He was the cartoonist for *The Star* – a Johannesburg newspaper, for 40 years.



Source: www.apartheidmuseum.org. [06/08/2012]

Activity 6 The role of education in apartheid

History skills: Compare points of view of the same event; Bring together information from sources; Investigate where information came from.

Work on your own. Refer to **SOURCES 3, 4 and 5**.

- 1 Refer to **SOURCE 3** on page 199.
 - 1.1 Give two reasons why the apartheid government provided black and white children with different types of education.

Activity 6 continues ▶

Activity 6 (continued)

- 1.2 What do you think the effect was of providing black and white children with different types of education?
- 2 Refer to **SOURCE 4**.
 - 2.1 Why did Robert McNamara regard education as 'of fundamental importance'?
- 3 Refer to **SOURCE 5**.
 - 3.1 Discuss the students' response to Bantu Education.
- 4 Compare **SOURCES 3, 4 and 5**.
 - 4.1 Who wrote each source? How do you think their background affected their opinion about the importance of education?
 - 4.2 How do the sources differ on the issue of education? Provide evidence.
- 5 Write a paragraph to explain how the apartheid education system entrenched apartheid.

Source 3 Apartheid education: View 1

Dr Hendrik Verwoerd, the architect of Bantu Education, speaks about the government's education policies in the 1950s.

There is no place for [the Bantu] in the European community above the level of certain forms of

Source: Lapping, B. 1987. *Apartheid: A History*. London: Grafton/Collins

labour ... What is the use of teaching the Bantu child mathematics when it cannot use it in practice? That is quite absurd. Education must train people in accordance with their opportunities in life, according to the sphere in which they live.

Source 4 Apartheid education: View 2

Robert McNamara, ex-president of the World Bank, during a visit to South Africa in 1982 speaks about education during the apartheid era.

I have seen very few countries in the world that have such inadequate educational conditions.

Source: Accessed at <http://africanhistory.about.com/od/apartheid/qt/ApartheidQts1.htm>

I was shocked at what I saw ... Education is of fundamental importance. There is no social, political, or economic problem you can solve without adequate education.

Source 5 Apartheid education: View 3

Soweto Students Representative Council, 1976, indicates how it felt about Bantu Education.

Source: Accessed at <http://africanhistory.about.com/od/apartheid/qt/ApartheidQts1.htm>

We shall reject the whole system of Bantu Education whose aim is to reduce us, mentally and physically, into 'towers of wood and drawers of water'.

Case studies

You are now going to investigate two case studies to find out about the impact of the Group Areas Act, the Bantu Authorities Act and forced removals:

- Group Areas Act: Sophiatown – forced removal
- Bantustans: Forced removal – people of Mogopa moved to Bophuthatswana.

Case study 1 Group Areas Act – Sophiatown forced removal

Sophiatown – established in 1904 – was originally planned as a suburb for whites. But before 1913 blacks had freehold rights and they bought properties here. After 1913, blacks lost their smallholdings and farms in the country, and flooded cities like Johannesburg. By the 1920s, most whites had moved out, leaving behind a vibrant community of blacks, coloureds, Indians and Chinese. Sophiatown mainly thrived as a creative, multicultural community, known for its musicians, writers and artists.



Sophiatown in 1950 (Source: The Star, 1950)

Pressure on Sophiatown

However, the suburb's facilities simply couldn't cope with the influx of people. By the 1940s Sophiatown was a ghetto with overcrowding and desperate poverty. And, as in any ghetto, gangsters emerged, taking on titles like the Americans, the Russians, and the Vultures, which they'd seen in the American movies. The streets of Sophiatown were the scene of fierce fighting, with many young men dying by knife or gun.



Members of the Americans, a gang in Sophiatown, crossing the streets (Source: © Drum Social Histories/Baileys African History Archive/Africa Media Online)

White demands

The neighbouring white suburbs of Westdene and Auckland Park were expanding, and demands were made on the government to extend white residential use into Sophiatown. They wanted to take over this 'black spot'. In 1950, the NP government passed the Group Areas Act, which designated specific areas for particular race groups. All black people living in so-called white areas had to be resettled in areas set aside for black occupation. In 1953 the NP government created the Native Resettlement Board (NRB), which was responsible

Case study 1 continues ▶

Case study 1 (continued)

for the removal and resettlement of Sophiatown residents. The NP also passed the Native Resettlement Act of 1954, which 'allowed' them to 'legally' remove 58 000 African people from the western areas of Johannesburg (Sophiatown) to the Meadowlands.

Forced removals start

Two days before the removals were scheduled to take place, 2 000 police armed with automatic rifles invaded Sophiatown and started moving out the first families. That first night, in the pouring rain, 110 families were moved out of Sophiatown to the new township of Meadowlands in Soweto.



People in Sophiatown received notices that said: 'You are hereby required in terms of the Native Resettlement Act 1954 to vacate the premises in which you are residing ...' (Source: Photograph by Bob Gosani © BANA)

When the removals began in 1953, the community pulled together with slogans like 'Ons dak nie, ons phola hiero', which means 'We are not moving, we are staying here'.

Meadowlands

Otla utlwa makgowa arei	You'll hear the whites say
Are yengko Meadowlands	Let's move to Meadowlands
Meadowland Meadowlands	Meadowlands Meadowlands
Meadowlands sithando sam	Meadowlands, my love
Otla utlwa botsotsi bare	You'll hear the tsotsis say
Ons dak nie ons pola hier	We're not moving, we're staying here
Pola hier pola hier	Stay here, stay here
Pola hier sithando sam	Stay here, my love

The entire Sophiatown community had been removed by the end of 1963 and the suburb was renamed Triomf (meaning triumph), a triumph for the apartheid government's Group Areas Act. Working-class whites were moved into squat, newly built houses.

Eyewitness accounts from former residents of Sophiatown

Victor Mokhine: 'We got notice that we were going to be moved on 12 February 1955, but we were taken by surprise by thousands of policemen and soldiers, who were heavily armed ... We were still preparing ourselves to protest the removals, and we had no choice, because no one was ready for them, besides they were armed.'

Paul Mashinini: 'Because of the government's racial classifications and strict separation of group areas, many families were split up ... Some members would be classified as coloured, others as blacks. Therefore they would be forced to live in separate townships.'

Source: Sindane, L. 10/02/2015. Sophiatown: recalling the loss. Accessed at www.southafrica.info/about/history/sophiatown90.htm.

Activity 7 Analyse a case study

History skills: Decide about what is important information to use; Investigate where information comes from; Contrast different experiences and different interpretations of events.

Work with a partner. Refer to the case study (pages 200 and 201) and **SOURCES 6 and 7** (page 203) to answer Questions 1 to 4.

- 1 Explain the term 'forced removal'.
 - 1.1 How was it made legal?
 - 1.2 Why do you think it was necessary for the police and soldiers to be heavily armed?
- 2 List two reasons the apartheid government used to uproot these people.
 - 2.1 What is a 'black' spot?
 - 2.2 How did the new name given to Sophiatown relate to the term 'black spot'?
- 3 What is an eyewitness account?
 - 3.1 How useful are such accounts to us in understanding past events?
 - 3.2 How trustworthy are they? Give a reason for your opinion.
- 4 How useful is this case study to help us understand the impact of forced removals on family life?
 - 4.1 Mention at least two ways that **SOURCE 6** supports the case study.
 - 4.2 Is Source 6 reliable? Why or why not?
- 5 Refer to the **SKILLS FILE** below.
 - 5.1 What is the difference between a primary and a secondary source?
 - 5.2 Are **SOURCES 6 and 7** primary or secondary sources? Explain your answers.
- 6 Use the case study, **SOURCES 6 and 7**, and your own knowledge to write a paragraph that explains how the Group Areas Act changed the lives of people.

Skills file Primary and secondary sources

Primary sources are original, first-hand accounts created of an event taken at the time of the event. Primary sources include diary entries, letters, photographs, eyewitness accounts, newspaper articles and cartoons.

Secondary sources are created after an event (sometimes a long time after) and often use or

talk about primary sources. Secondary sources may give additional opinions (sometimes called bias) on a past event or on a primary source. Secondary sources include history textbooks, biographies and movies about historical events or people.

Source 6 The first day of the removals

Father Trevor Huddleston, a white Anglican monk, lived in Sophiatown. In his book, *Naught For Your Comfort*, he describes the day the government moved the people out of Sophiatown.

9th February, 1953. Lining the street were thousands of police ... a few sten guns were in position at various points ... Already the lorries were parked high with the pathetic possessions which had come from the row of rooms in the background ... In a few years Sophiatown will cease to exist. It will be, first of all, a rubbish heap, laying low the houses, good and bad alike, that I have known, emptying them of the life, the laughter and the tears of children, until the place is a grey ruin lying in the sun ... And in a few years men will have forgotten that this was a living community and a very unusual one.

Source: *Naught For Your Comfort*, London: Collins. Huddleston, T. 1956.

Source 7 The renaming of Sophiatown

Johannesburg Mayor Amos Masondo spoke at a ceremony to rename *Triomf* back to Sophiatown, west of Johannesburg.

'The reclaiming and renaming of Sophiatown, which has had two names for far too long, is a past we dare not forget,' said Johannesburg Mayor Amos Masondo on Saturday.

'Sophiatown is a place with an amazing history and depth. Sophiatown was, in its heyday, the epicentre of politics, jazz and blues in South Africa. Its renaming is an attempt and effort to tell [its] story,' he said.

Masondo spoke of the suburb being 'bulldozed to dust' during the forced removals in 1955, leaving 65 000 residents without homes. They were forcefully removed over the following eight years and dumped in matchbox houses in far away places like Meadowlands, Lenasia, Western Coloured Township (now Westbury) and Noordgesig.

'Sophiatown evokes memories of a vibrant, creative, multicultural community. A place where artists, writers and musicians flourished, against the odds, in an atmosphere of racial tolerance,' he said.

Source: Telling the story of Sophiatown, *Mail & Guardian Online*. [11/02/2004] Chibba, R. 2006.

Case study 2 Bantustans: The forced removal of the people of Mogopa to Bophuthatswana

For over 70 years, the Bakwena BaMogopa lived on good land at Mogopa near Ventersdorp (in what was the Western Transvaal) that their forefathers had bought before the 1913 Land Act, which gave over 87% of the law to whites, made this impossible. The area was rich in minerals, including diamonds that were mined on concession from the tribe. They developed the area without any assistance from the apartheid government. They collected money and built two schools, a primary and a high school. Both were beautiful cut-stone buildings. They sank boreholes and put in windmills. They bought tractors and ploughed their land, selling the surplus produced to the Farmers' Co-op in Ventersdorp. They erected fences and cattle camps and established roads.

Bantustans were also known as homelands. Each 'tribe' – Xhosa, Zulu, Tswana and so on – had its own homeland where they could be 'citizens' because the apartheid government did not regard them as South Africans.

Mogopa becomes a 'black spot'

Then a new headman started making trouble in the community. This drew the attention of the white magistrate at Ventersdorp and then the attention of the white minister of Co-operation and Development (an apartheid government department that was involved in setting up Bantustans), Dr Piet Kooimhof. The result was that their land was designated a 'black spot' in a white area and they were ordered to move to Pachsdraai in Bophuthatswana.

The people of Mogopa resist

When they refused to move, the government dealt with this resistance by putting a new corrupt chief in charge of the community and destroying schools, houses and the church with bulldozers. It withdrew services, refused to pay pensions or issue labour contracts and suspended the bus service. But still the people of Mogopa refused to move.

The government then sent a removal squad with tractors, trucks and buses, and camped on the Mogopa's land. Challenged in court for trespassing, the government backed down temporarily. But soon the people of Mogopa received an order to leave by 29 November 1983. Hundreds of supporters, students, political groups and the press arrived to wait with the Mogopa people for the government trucks. They did not come. The supporters returned home and the Mogopa people began to rebuild their battered community. They raised money to buy a new water pump and the men rebuilt the school. The women repaired the roads.

Mogopa resistance crushed

But in the early hours of the morning of 14 February 1984, heavily armed police arrived in Mogopa and declared it an 'operational zone', a term usually used for war zones. The police, working with dogs, forcibly loaded people and belongings onto buses and trucks and took them to Pachsdraai,

Case study 2 continues ▶



Case study (continued)

200 km away, in Bophuthatswana. Much of their furniture broke along the way, many of their belongings were lost and their cattle sold for very little to white farmers, who were the only civilians allowed into the area.



Forced removal of Mogopa community in 1984. They were ordered to move to Pachsdraai, 200 km away, in Bophuthatswana (Source: Paul Weinberg/South Photos/Africa Media Online)

Welcome to the Bantustan: Bophuthatswana

The settlement at Pachsdraai was far from towns (the nearest town, Groot Marico, was 50 km away) and job opportunities. The people were given tin shacks to live in, with toilets dumped in the dry scrubland. The depleted soil was unsuitable for farming or grazing, there was a severe shortage of water, and the corrupt chief was given complete control of the allocation of all resources. Most of the Mogopa people refused to stay in Pachsdraai, and moved to another area of Bophuthatswana, Bethanie. Bethanie was not a paradise. Their life here was still painfully difficult: there was very little water or grounds for animals to graze, and they were not allowed to hold meetings.



The apartheid government ordered the Mogopa community to move to (a) Pachsdraai where conditions were so bad that some decided to move to (b) Bethanie, where the situation was not much better (Source: Paul Weinberg/South Photos/Africa Media Online)

Case study 2 continues ▶

Case study 2 (continued)

About Bophuthatswana

In December 1976, South Africa granted Bophuthatswana independence and declared it a Bantustan. At that time, every Tswana, whether living in the rest of South Africa or in Bophuthatswana, was stripped of South African citizenship. The Bantustans were the poorest parts of South Africa. Only about one-third of those who entered the labour market each year could find work in the Bantustan and so many people had no choice but to become migrant workers. Chief Lucas Mangope headed this country from 1976. The country boasted a bill of rights that guaranteed equality before the law, the right to freedom from torture and inhuman and degrading punishment and the right to freedom and liberty. But in reality, citizens were not free. The government had the right to detain people without trial and the right to declare any organisation illegal. Local chiefs were allowed to arrest people and pass sentence for certain offences. Poverty was widespread and living conditions were very bad. People suffered from diseases such as TB and malnutrition. There were not enough doctors and hospitals were overcrowded. Education in Bophuthatswana was also inferior.

Activity 8 Use a case study to discuss the Bantustan policy

History skills: Decide what is important information to use; Develop points of view about aspects of history; Come to conclusions to answer questions in a coherent way.

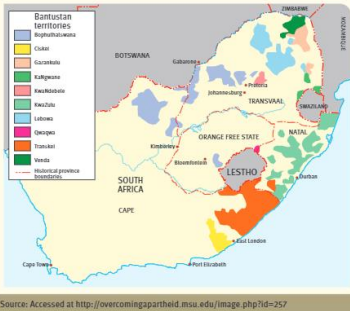
Work with a partner. Refer to case study 2 on pages 204 to 206 and to **SOURCES 8** and **9** on page 207 to answer the questions.

- 1 Refer to the case study.
 - 1.1 What does the word 'Bantustan' mean?
- 2 Refer to the case study and to **SOURCE 8**.
 - 2.1 How did the 1913 Land Act lay the foundations for the Bantustans?
 - 2.2 What does **SOURCE 8** tell you about the land set aside for the Bantustans?
- 3 Why does the writer of **SOURCE 9** say the Bantustans were 'semi-autonomous'?
 - 3.1 What was the aim of the Bantustan or Homelands policy?
 - 3.2 Why do you think the Homelands policy provided an easy solution to 'the problem' of racial diversity?
- 4 Refer to the case study.
 - 4.1 What factors led to the apartheid government ordering the Bakwena BaMogopa to leave Mogopa?
 - 4.2 Why did they not want to leave?
 - 4.3 Compare their lives at Mogopa with their lives after they were forced to leave.
 - 4.4 What does this comparison tell you about conditions in the Bantustans, specifically Bophuthatswana?
 - 4.5 Why do you think these conditions existed in Bophuthatswana?
- 5 Do you think democracy changed things for the better in South Africa? Give reasons for your answer.



Source 8 Map of the Bantu homelands

The apartheid government offered black people the opportunity to govern themselves. The land set aside for them would be in the reserves, where they were separated from whites. This was a way of granting black people so-called independence. They would no longer be South African citizens but their economies would always be dependent on the South African's apartheid government.



Source: Accessed at <http://overcomingapartheid.msu.edu/image.php?id=257>

semi-autonomous
– only partially independent – the South African government was still in control

Source 9 Bantustans and apartheid

One of the most intriguing aspects of South African apartheid was the 'Bantustan' policy, an ambitious plan to segregate the black population into **semi-autonomous** 'homelands'. Although Verwoerd insisted that these homelands were an enlightened solution to a difficult problem, in reality they were a cynical attempt by the white minority to use the 1913 Land Act to secure control over 87% of the

land by shunting the black majority into the remaining 13%. Any black people who moved into the Bantustans automatically lost their South African citizenship, providing an easy solution to the 'problem' of racial diversity.

Despite this naked attempt to transfer the black population onto segregated reserves, the notion of black self-rule was not entirely a fiction.

Source: South Africa: Political, Governmental and National Defense Affairs, Subject Numeric Files 1963–1964, compiled by Todd Michael Porter

Appendix 5

TG 1: Oxford Successful Social Sciences Grade 9 Teacher's Guide, Unit 3: 1948 The National Party and apartheid

Unit 3 1948: The National Party and apartheid

Learner's Book page 126

Unit focus

This unit explains the system of segregation that existed before the introduction of apartheid, and then focuses on the main apartheid laws and how they affected people. It also includes two case studies on the forced removals of people under these laws.

Background information

In 1948, the National Party was voted into power in South Africa and stayed in power until 1994.

It believed in the separation of each 'race group' and that whites should be in control.

Its policies were called apartheid. But a study of South African policies before 1948 reveals that discrimination and segregation based on the ideas of race had been a part of South Africa's history for much longer than that.

A terrible result of these laws was the forced removal of millions of people from their homes. Under the Group Areas Act, whole communities were uprooted from places where they had lived for generations. Well-known examples of this are the destruction of District Six in Cape Town and Sophiatown in Johannesburg. As part of the Homeland system, about 3,5 million people were forced to live in the overcrowded homelands.

Teaching guidelines

- Remind learners that they study apartheid history as part of a 'born free' generation of South Africans looking into the past. We must study this unit objectivity and not hold grudges on behalf of others. We study the past in order to create better communities in the present and a great nation in the future.

Resources

- The movie *Skin* gives the story of Sandra Laing, a girl who was born with a dark skin colour even though both her parents were white.
- www.sahistory.org.za/places/sophiatown

Vocabulary

Words that the learners might be unfamiliar with, are in the 'New word' boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit should take about four hours to complete. There are four activities in this unit.

Activity 4 Examine how segregation policies worked

Learner's Book page 127

Guidelines to implement this activity

- Learners should work alone and write their answers in their workbooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 The 1913 Land Act set aside areas called reserves where black people could own land. Only 7% of the land was used for reserves, so they were very overcrowded and there was not enough good arable land for black people to own.
- 2 The government used the pass system to stop people moving from the reserves to the cities, therefore their right to freedom of movement was violated.
- 3 Black people make up the majority of the South African population. The ruling government was voted into power by a minority of the people and it did not adequately represent the political desires of all South Africans.
- 4 Black people were not allowed to do skilled work in the mines and factories because these jobs were reserved for white workers.
- 5 People in urban areas were not free to live where they wanted to. Blacks had to live in special areas called 'locations' or townships on the outskirts of towns, when they came to urban areas.

Activity 5 Assess the impact of World War II

Learner's Book page 128

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their workbooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 The Second World War led to a huge growth in the number of factories in and around Johannesburg and there were many more jobs available.
New manufacturing jobs offered unskilled and semi-skilled African workers much higher wages than they were getting in the mines and on farms.
More than 150 000 white men fought in the war so there were vacancies for better paid semi-skilled jobs for black workers.
Pass laws were relaxed in during the war.
- 2 The Allies were fighting for freedom and democracy. They were fighting against dictatorships where people had no power to vote and human rights were abused. Black South Africans wanted freedom, democracy and rights in South Africa as well. Black workers began to demand better pay and working conditions as well.
- 3 Many white people started to support the National Party's apartheid policy because, as Source A stated, there was a breakdown of segregation and the long held status quo of white supremacy seemed to be in jeopardy. The growth of informal settlements and the increasing demands for political rights for all had them worried. They thought that black trade unions were getting too powerful. Because of these fears, many whites were willing to support the National Party. It promised to solve all these problems with a policy called apartheid.

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their workbooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 People were given identity cards that stated the race group they belonged to. The government implied that race was central to a person's identity. The identity card that stated a person's race was also a way of controlling people and their access to amenities, quality of education and so forth.
- 2 The apartheid government wanted to stop mixed-race couples, especially in instances where one partner was white. Apartheid was based on the premise of white superiority and they wanted to keep the race 'pure'.
- 3 Under the Bantu Education Act, the government took over control of the education of black children. They were taught to be obedient and not to think critically. Far less money was spent on black schools than on others. It damaged children's future opportunities because the quality of education was inferior, subjects or learning fields were limited and it was aimed at preparing black people to be a supply of cheap labour for mines and factories.
- 4 The homelands system infringed upon and took away people's political rights in a number of ways. The system was based on the idea that black people belonged to separate national groups and that each black group should have its own 'homeland' (or 'Bantustan'). According to the government, every black person was a citizen of his or her homeland, and therefore was not a South African. This implied that they had no political rights in South Africa and could not vote. But even in their own homelands black people's political rights were limited, as the South African government could overrule any decisions made by their governments.
- 5.1 Source B satirically uses humour to mock the absurdity of apartheid laws by exaggerating the extent of separate amenities and emphasising how complicated this made everyday tasks.

5.2 Source C explains that education for black people was taught with the intention of there being no equality in South Africa. Their careers were limited to 'certain forms of labour'.

Source D also reiterates that Bantu Education was limited. The speaker in this source points out that the level of education was aimed at ensuring that black people would be of use to the economy only as they were required.

It is important to look at who is speaking so that we can get a better understanding of their perspectives on the matter. The speaker may be an agent of the apartheid government, as in the case of Source C, or a resistor of apartheid, as is the case in Source D. This will influence the way in which the speakers view matters. Understanding who the speaker is also allows us to understand the context within which the people are speaking and the way this affects what they say and the way they say it (their tone).

5.3 No government in the rest of the world recognised the homelands as independent countries because they were not truly independent. The map shows that the homelands were scattered all over South Africa. They had no major industries or resources, and therefore they could not be economically strong or independent of South Africa. The people were forced to work in South Africa for wages.

Moreover, we know that the South African government could overrule any decisions made by their governments. This undeniably proves that the homelands were not truly independent and could not be viewed as independent countries.

Activity 7 Analyse the impact of forced removals on people's lives

Learner's Book page 132

Guidelines to implement this activity

- This is an individual activity.
- Learners should write their answers in their workbooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Sophiatown was one of the few places outside the reserves where blacks owned land and since 1913 the people of Mogopa had owned two farms that were surrounded by white-owned farms. Therefore both the people of Sophiatown and Mogopa owned land outside the reserves set aside for black people.

- 2 Forced removals referred to the forced removal (displacement) of three and a half million people and communities. They were forced to move into the overcrowded and very poor homelands.
- 3 The government wanted to remove people from Sophiatown because of the Group Areas Act. According to this act separate living areas were identified for each race group. As Mashinini in Source F points out, Sophiatown was a suburb which had a mixed population – ‘Zulu or Sotho or coloured or Indian’ lived there. Those living in areas allocated to another race group were forced to leave. This is referred to by Mashinini in Source F, and Source G shows people’s possessions being removed from the mixed race township.
- 4 An eye witness account like Source F is useful because it provides more information than just facts about the forced removals. It provides insight into people’s thoughts, feelings and emotions as well. Mashinini says, ‘We didn’t realise then that one day we would all be separated and see each other as enemies.’ This comment also provides insight into the (emotional) effect that forced removals had on ordinary people.
- 5.1 Duncan believes that forced removals ‘must be the greatest evil in South Africa’ and a ‘terrible, terrible sin,’ because it means ‘total poverty for the people of the community.’ She substantiates her opinion by explaining that people ‘lose their means of survival’ because the only way of getting work when you have been moved to the homelands is to become part of the migrant labour system. Forced removals cause ‘human suffering and poverty and destruction of people and communities’ because community life is totally destroyed.
- 5.2 Before the forced removals the Mogopa people had built up a flourishing, self-reliant community. There was a primary school and a high school, built by the community themselves, and a clinic, four churches and a few shops. Then in 1984 the government ordered the people of Mogopa to move from the farms they owned to nearby Bophuthatswana, one of the homelands. The 300 family homes and the community buildings they had built to ensure the survival of the community were destroyed.

In Source H, Sheena Duncan explains how the lives of people were destroyed by forced removals. They once were prosperous members of the community, but were now forced to become migrant labourers and became impoverished. This is exactly what happened to the people of Mogopa. Therefore, Duncan’s views mirror the circumstances of the people of Mogopa.

Appendix 6

TG 2: Platinum Social Sciences Grade 9 Teacher's Guide, Sub-topic 3: 1948 The National Party and apartheid

Answers

1. Separate Amenities Act (LO)
2. There is much less space for black people, yet there are more black people (MO)
3. Group Areas Act (LO)
4. Mrs David was devastated. (MO)
5. The Suppression of Communism Act and the Terrorism Act (LO)
6. There would be a terrible long-term impact on the person. He would be scarred for life, both literally and figuratively (emotionally). The torturer would have to live with what he did to someone else for the rest of his life. (HO)
7. Learners' definitions will vary, but they should all include appropriate terminology. (MO)
8. Learners must choose three laws and give good explanations as to why they chose them. (HO)
9. Class discussion

Unit 3: Case study: The Group Areas Act: Sophiatown forced removal

Teaching guidelines

Ask learners in your class if they know someone who was moved during apartheid. Ask them to tell the story to the class.

Suggested time allocation: 40 minutes

Remedial activity

- Make sure that the learners understand that the Group Areas Act applied to urban areas or cities. The laws about the Bantustans moved people into rural areas.
- Make sure that your learners understand what a contradiction is. For example, Sophiatown had many contradictions, as on one hand it was a vibrant cultural and political suburb, but on the other hand, it was also poor, and filled with crime.

Extension activity

There are many interesting books about removals under the Group Areas Act. Encourage your learners to read, for example:

- Es'kia Mphahlele's *Down Second Avenue* which describes life in Marabastad from about 1930 to its evacuation under the Group Areas Act in the 1950s.
- Other books about Sophiatown include the work of Can Themba, Bloke Modisane, Es'kia Mphahlele, Arthur Maimane, Todd Matshikiza, Nat Nakasa, Casey Motsisi and Lewis Nkosi.
- Images of Sophiatown can be found in Nadine Gordimer's novels, Miriam Makeba's autobiography and Trevor Huddleston's *Naught for your comfort*.
- Marlene van Niekerk's novel, *Triomf*, focuses on the suburb Triomf and recounts the monotonous daily lives of a family of poor white Afrikaners.
- Richard Rive wrote a novel called *Buckingham Palace, District Six*, which tells the lives of a community before and during the removals.
- Pamela Jooste's *Dance with a poor man's daughter*.
- *A Walk in the night* by Alex La Guma.

Resources

- Learner's Book, pages 181 – 185

Activity 3: Evaluate sources and develop an argument about the Sophiatown forced removal

LB page 183 (Assessment aims and skills: 1, 2, 4, 6)

Suggested time allocation: 20 minutes

Teaching guidelines

Developing an argument is an important and difficult skill in history. Learners often struggle to support their opinions by using evidence. Ensure that they do not make statements that cannot be supported by evidence.

is a written or an oral source, ask a strong learner to read it aloud for you. Strong readers enjoy reading aloud, and it saves the teacher from talking all the time! Do not pick on weak learners to read, as they often feel embarrassed.

Answers	Letter of source
Description of racial segregation	B
Black South Africans were not allowed to vote	D, E
Job colour bar	C
Pass laws controlled the movement of Africans	A, B
African people were allowed to own land on about 13% of the land	A, B

(LO; MO)

Unit 2: Main apartheid laws in broad outline

Suggested time allocation: 50 minutes

Teaching guidelines

Bear in mind that the government's policy of 'separate but equal' development usually meant that white people got preferential treatment. In the rural areas, this meant that black farmers' lives were made so difficult that they often gave up. White farmers were given the best land, and prices were controlled in their favour.

In addition, the government imposed various taxes that people had to pay in cash. Because there was not enough land in the Reserves and what there was was not fertile enough to support the people living there, black farmers were forced off the land into wage labour.

Resources

- Learner's Book, pages 179 – 180
- A cake
- Kokis and newsprint

Remedial activity

Learners always find a lesson more interesting if you bring something unusual to class to show them.

Prepare this activity very carefully, and be very strict about the instructions. You do not want chaos to erupt in the class.

Take to class a cake which you have baked, asked someone else to bake, or bought at a local store. Put the cake on your desk. Tell the learners that if the cake is divided equally there is enough cake for each learner in the class to have a piece. But tell them that you have decided that you will take half the cake to eat at break, and the other half you will give to two learners in the class. Choose these learners based on something arbitrary, for example, the learners with the most clips in their hair, or the learners with the longest nails. Give these learners the other half of the cake – but make sure they do not start to eat it!

Then ask the class how they feel about this distribution of the cake. They will obviously tell you that it is extremely unfair. Ask them how it would be fair to divide the cake.

Tell them that apartheid was like this – it was very unfair. There was enough for everyone, but only whites benefited.

Activity 2: Develop a definition of apartheid using the text and the sources

LB page 180 (Assessment aims and skills: 1, 2, 4)

Teaching guidelines

This activity requires the learners to define apartheid. Ask learners to work in small groups, and write their group's definition in big print on a large piece of paper. Stick these pieces of paper on the walls. Use these definitions to come up with one good definition.

Suggested time allocation: 35 minutes

SUB-TOPIC 3: 1948 THE NATIONAL PARTY AND APARTHEID

This sub-topic focuses on the system of apartheid. It was a continuation of a system of racial segregation that was created long before 1948. In South Africa's cities and farms, racism and racial segregation were a part of everyday life long before 1948.

Remind learners that in Grade 8 they learnt about:

- the migrant labour system that affected the lives of all African people living in South Africa
- the formation of the Union of South Africa in 1910
- the constitution of the Union that gave special privileges to whites.

Under apartheid, the whites-only government ruled the country and held all the positions of power. All the laws benefited white people.

Apartheid officially came to an end in 1994. It is difficult for young South African 'born frees' to appreciate what it meant to those who lived under it. The word 'apartheid' is an Afrikaans word that means 'apartness', and it was first used in the 1930s. The National Party came to power in 1948 and used the slogan 'apartheid' to describe its racist policies.

In 1948 the racial segregation policy was tightened up, brutally enforced and officially called apartheid. White South Africans and black South Africans experienced apartheid in completely different ways.

Unit 1: Racial segregation before apartheid

Teaching guidelines

Suggested time allocation: 30 minutes

Some historians blame the National Party for apartheid. But most historians agree that apartheid must be understood as a continuation of a system of racial segregation that was created long before 1948.

In many respects, the practice of having separate facilities for different races had its origins in the early years of colonial settlement. The policy of keeping people apart had been called segregation since the early 20th century. Black people were called 'Bantu' or 'Native' by the white governments. When black, coloured and Indian people were referred to they were called 'non-whites' or 'non-Europeans'.

Resources

- Learner's Book, pages 177 – 178

Activity 1: Match information about racial segregation to sources

LB page 178 (Assessment aims and skills: 1, 2, 4, 6, 7)

Suggested time allocation: 15 minutes

Teaching guidelines

An activity which requires matching the columns may seem like an easy activity. To make sure that the learners do not simply guess, randomly read through every source aloud with the class. When the source

Sub-topic 3, Unit 1

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Extension activity

Teachers could explain this to learners:

Sun City was developed by Sol Kerzner as part of his Sun International group of properties. It was officially opened in 1979, and at the time it was located in the Bantustan of Bophuthatswana. Bophuthatswana had been declared an independent state by South Africa's apartheid government, but its 'independence' was not recognised by any other country. Bophuthatswana was allowed to provide gambling and topless shows, which were banned in South Africa. Sun City is close to Pretoria and Johannesburg and became a popular entertainment venue for holiday makers. Unlike hotels in South Africa, black people were allowed to stay at Sun City. Sun City had a big 'Super Bowl' and famous acts at the time, like Queen, Elton John, Roxette, Julio Iglesias, The O'Jays, Boney M, Black Sabbath, Rod Stewart, Tina Turner and Dionne Warwick came to perform. Sun City soon became a focus for the international anti-apartheid struggle. In 1985 the E Street Band guitarist Steven Van Zandt created 'Artists United against Apartheid'. Fifty top recording artists recorded a song called 'Sun City', in which they sang that they would never perform at Sun City.

You may want to watch the first few minutes of this YouTube clip: <http://www.youtube.com/watch?v=aopKk56jM-I>. Remind learners that the YouTube clip was made in the 1980s and that fashion, music and technology have changed a great deal since then! Learners can debate this issue: Artists against Apartheid were simply looking for exposure and media coverage, and used apartheid to get it.

Resources

- Learner's Book, pages 188 – 189

Activity 6: Draw conclusions about the Bophuthatswana Bantustan from evidence

LB page 189 (Assessment aims: and skills 1, 2)

Teaching guidelines

Suggested time allocation: 20 minutes

An important skill in history is to draw conclusions from evidence.

Answers

1. Bophuthatswana was the Bantustan for Setswana-speaking people. It consisted of seven pieces of land in three different provinces of South Africa. (LO)
2. They tried to object and resist; they refused to move; and they took part in organised strong resistance. (LO)
3. This baby would have to move to Pachtodraai where there would be no job opportunities close by and no freedom of access to resources. It was not a promising future for this baby. (MO)

Unit 1:

Teaching

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Answers

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Group Areas Act moved Indians and coloureds in the urban areas, and Africans were moved into reserves in rural areas.

In the 1960s the government decided that it wanted to take away the South African citizenship of Africans. So they decided that the native reserves should become 'independent states'. The word 'Bantustan' was a negative word for native reserves during the apartheid era. It is used in a mocking way to criticise the reserves, because people who lived in the Bantustans did not have real power and few supported the leaders. None of these Bantustans was recognised by the outside world. People were forced to move to the Bantustans, and dumped in the middle of nowhere with inadequate facilities. Millions of people were moved by the police and the army to live in a new place, often places they had never seen before. Sometimes whole communities were moved a short distance just so they would fall within the boundary of an 'independent' Bantustan.

Resources

- Learner's Book, pages 186 - 188

Activity 5: Analyse a map and sources about homelands

LB page 188 (Assessment aims and skills: 1, 2, 4)

Teaching guidelines

Suggested time allocation: 25 minutes

An important skill in history is to be able to read a map. Although learners have studied South Africa's provinces in Grade 5, they often do not know what the map of South Africa looked like under apartheid. Make sure that you explain that the map looked different, that there were four provinces - namely the Cape Province, Natal, the Orange Free State and the Transvaal, and that the Bantustans were scattered in rural areas in mainly eastern parts of South Africa.

Answers

- They did not want the people in this area to be all together as this would make them a powerful force if they chose to unite and resist. It was easier to have control over them if they were separated from one another. (MO)
- No employment
 - Hunger
 - Isolation
 - Illness
 - Polluted water
 - Malnutrition
 - Migrant wages
 - Despair
 - Starvation
 - Lack of proper sanitation
 - No proper toilets
 - No blankets (MO)
- Isolation, hunger, had to carry water, life was not easy. (MO)
- The South African government claimed that each Bantustan was the real homeland for a particular ethnic group. They called them 'homelands' to make it sound better than it was; to suggest that that was where black Africans belonged. (HO)
- They would not call them homelands as they could not think of these places as 'home'. The conditions were desperate and dire, certainly not conditions you would want to label as 'home'. And they also would want to consider the whole of South Africa as their homeland, not just these tiny areas that they were forced into. (HO)

Case study: The people of Mogopa forced to move to Bophuthatswana

Suggested time allocation: 40 minutes

Teaching guidelines

Bophuthatswana was the Bantustan for Setswana-speaking people. It consisted of seven pieces of land in three different provinces of South Africa. All Setswana-speaking people became citizens of Bophuthatswana. The South African government claimed that each Bantustan was the real homeland for a particular ethnic group - the Batswana in the case of Bophuthatswana. In fact, almost half of all Batswana live outside Bophuthatswana while one-third of Bophuthatswana residents are non-Batswana.

Bophuthatswana was declared 'independent' of South Africa in 1976. In the election of 1977, only 600 people voted, which showed that the Bophuthatswana government was rejected by the Batswana.

Answers

1. The population was mostly that of Africans. (LO)
2. Two negative things:
 - 'ugliness'
 - 'slum'Two positive things:
 - 'it was home'
 - 'beauty'
 - 'non-racial' (MO)
3. He cared for others and skin colour didn't matter to him. (MO)
4. Sophiatown was full of crime and considered a 'slum', yet many of the people living in it had hopes, wishes and dreams and were choosing to do great things despite their circumstances. (MO)

Case study: The Sophiatown forced removal

Suggested time allocation: 40 minutes

Teaching guidelines

Sophiatown was just one of many urban suburbs that suffered under the Group Areas Act. There are many, many more. The first Group Areas Act of 1950 was implemented over a period of several years. According to this Act, urban areas were to be divided into racially segregated zones where members of one specific 'race' alone could live. The result of this Act was that the best, most developed areas were reserved for the white people, while the black, Indian, and coloured people had to move to the outskirts of the major cities. Every time people were moved, it caused immense human suffering.

Extension activity

Ask your learners to find out how the Group Areas Act may have affected people who lived in your area in the 1950s and 1960s. They could use one of these examples for their project.

Resources

- Learner's Book, pages 181 – 185

Activity 4: Analyse the cause and effect of the Sophiatown forced removal

LB page 185 (Assessment aims and skills: 1, 2, 4, 6)

Teaching guidelines

Suggested time allocation: 20 minutes

The concept of cause and effect is important for learners to understand in the study of history. Cause and effect explains the reasons for events and the results of these events. The consequences of events drive future events and help explain human behaviour.

Answers

1. Group Areas Act (LO)
2. According to Source R, the National Party wanted to destroy Sophiatown because they were under pressure from neighbouring white suburbs who didn't want Sophiatown next to them. (MO)
3. He felt horrified, angry and even fearful. (HO)
4. Police seen in a negative light. Use rough behaviour towards defenceless people. (HO)
5. They renamed it 'Triomf' because this means victory and by destroying Sophiatown, they felt as though they had 'won'. (HO)

Unit 4: Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana

Teaching guidelines

Suggested time allocation: 40 minutes

During the apartheid period, about three and a half million black people were forced to move from their homes because they were living on land that the government declared was for white people only. The

Appendix 7

TG 3: Via Afrika Social Sciences Grade 9 Teacher's Guide, Unit 3: 1948 The National Party and apartheid

Unit 3 1948 National Party and apartheid		
Term & Week	Activity/Exercise reference	
1 Racial segregation before apartheid 2 Main apartheid laws in broad outline LB pages 196–207	Term 3, Weeks 27 & 28 (4 hour & 40 minutes for revision, assessment and feedback)	Activity 5 Analyse a cartoon on race (LB p. 198) Activity 6 The role of education in apartheid (LB pp. 198–199) Activity 7 Analyse a case study (LB p. 202) Activity 8 Use a case study to discuss the Bantustan policy (LB p. 206)
Overview Key question for Unit 3: How did the National Party enforce apartheid in South Africa? Learners will learn about: <ul style="list-style-type: none"> Racial segregation before apartheid. Main apartheid laws in broad outline. Case studies to analyse the impact of some apartheid laws. 		
Homework suggestions It is important to remember that you will only see the learners for two to three periods per week. This makes continuity in the subject very difficult. All activities should therefore be started in the class, where the teacher can be of assistance. What is not completed then becomes homework. Please make every effort to mark the homework before continuing the lesson.		
Resources and preparation Ensure that a variety of sources are used, such as photographs, written sources, cartoons, and maps.		
Common misconceptions/Problem areas It is important to be sensitive when teaching this section. The aim is not to create an 'us' and a 'them', but to use evidence from the past and look at the events from that perspective. Learners tend to act out if they don't fully understand something, and instead of addressing racism you could create racism if the content is not dealt with properly.		
Inclusive teaching and learning The format of questioning is mainly source-based and extended writing or paragraphs. For this reason, literacy can be a huge challenge because learners need to rely on their literacy skills to complete tasks. It is therefore not only the English language teacher's duty to teach literacy. You also play an important role in teaching literacy in History. Be aware of the fact that all learners can learn. They, however, learn at different levels and at their own pace. The use of different sources will enable you to include all learners. For example written sources are more suitable for learners who are fluent readers, whereas visual learners benefit more from visual texts, such as photographs. Note that should you have any learners who face challenges (e.g. learners who are wheelchair-bound) make sure that the transport and venues for any planned excursions (e.g. to a museum) can accommodate all learners.		

Guidance and advice

Useful background information

The National Party began to implement a programme of apartheid – the legal system of political and social separation of the races. Apartheid was a policy intended to maintain and extend political and economic control of South Africa by the white minority.

The ultimate goal of the National Party was to move all black South Africans into homelands (although they could continue to work in South Africa as 'guest workers'), leaving what was left of South Africa (about 87% of the land area) with what would then be a white majority, at least on paper. As the homelands were seen by the apartheid government as independent nations, all black South Africans were registered as citizens of the homelands, not of the nation as a whole, and were expected to exercise their political rights only in the homelands.

Numerous segregation laws had been passed before the National Party took power in 1948. Among the most significant were the Natives Land Act, No. 27 of 1913, and the Natives (Urban Areas) Act of 1923. The former made it illegal for black people to purchase or lease land from white people except in reserves, which restricted black occupancy to less than 8% of South Africa's land. The latter laid the foundations for residential segregation in urban areas.

Introducing and developing concepts

Use the key words the learners will encounter in this section of the work. Make sure they understand the meaning as they will be asked to write them as definitions to this section. Refer them to sources so that they can understand the context within which these words would be used.

The teaching concepts are also important to remember. They are working with evidence and sources, cause and effect, multiple perspectives, time and chronology, change and continuity. The questions set must address these teaching concepts.

This unit deals with and integrates the following important aims of History and History skills:

History aims	History skills
<ul style="list-style-type: none"> To select relevant information. To decide whether information can be trusted. To see something that happened in the past from more than one point of view. To explain why events in the past are often interpreted differently. To debate what happened in the past on the basis of the available evidence. 	<ul style="list-style-type: none"> Deciding what is important information to use. Investigating where the information came from. Contrasting what information would be like if it was seen or used from another point of view. Seeing how historians, textbook writers, journalists, or producers and others come to differing conclusions from each. Taking part in discussions or debates and develop points of view about aspects of history based on the evidence that comes from the information available.

Teaching this section

The system of apartheid involved 'petty apartheid' and 'grand apartheid' laws. 'Petty', as the word implies, refers to minor laws that were so trivial as to be unnecessary or even ridiculous. Grand apartheid laws were the major laws that forced and promoted racism and discrimination. Use a mind map to show the learners how these laws restricted people and did not give them choice. People often challenged the government.

Divide the mind map into two sections: one section that deals with petty apartheid and the other with grand apartheid. Use learners' feedback to develop the mind map. Afterwards, discuss how people resisted apartheid, pointing out that cartoonists often satirised some of the ridiculous petty apartheid laws. Revise how to analyse a cartoon (see the Skills file in Topic 4 in the Learner's Book) when learners do Activity 5.

Activity 5 Analyse a cartoon on race

LB page 198

History skills: Select relevant information; See how journalists or artists come to different conclusions

Pair work: 20 mins

You will need:

- The cartoon on page 198 of the Learner's Book (Source 2).
- The Skills file on pages 126–128 of the Learner's Book.

Activity guidance

Read the content for this section. Next, analyse the cartoon. Ask questions like: What do you see? What is the message conveyed in the cartoon? How is it linked to the content? The cartoon must be viewed in relation to the context. Learners can't simply say 'I see a man and a woman'. Learners must identify what they represent.

Suggested assessment and answers

- 1 The apartheid law in this cartoon is the Separate Amenities Act of 1953.
 - 1.1 The signs tell us about the law – 'Whites Only'.
 - 1.2 The cartoonist is poking fun at the law.
 - 1.3 It is very effective. Using a cartoon instead of photos makes it funnier.
- 2 Type of apartheid
 - 2.1 It discriminated against people of colour and restricted their movement.
 - 2.2 'Petty apartheid' laws were trivial laws that were unnecessary.
 - 2.3 It can be seen as a petty apartheid law. How would you check a person's race on a beach where everyone goes to relax in the sun and tan? It could also be seen as a grand apartheid law as it served to keep black people separate from white people.

Teaching this section

Discuss the centrality of education in the implementation of apartheid. Point out that the Bantu Education Act, 1953 (Act No. 47 of 1953; later renamed the Black Education Act, 1953) was a segregation law that legalised several aspects of the apartheid system. Its major provision was enforcing racially separated educational facilities. In 1959, this type of education was extended to 'non-white' universities and colleges with the Extension of University Education Act, and the internationally prestigious University College of Fort Hare was taken over by the government and degraded to being part of the Bantu education system. The main intention of the apartheid government in implementing differentiated education for different 'race' groups was to ensure that black youth remained unskilled in order to provide farms and mines with manual labour and to keep them subjugated to whites.

Activity 6 The role of education in apartheid

LB pages
198–199

History skills: Compare different points of view of the same event; Bring together information from sources; Investigate where information came from

Individual work: 30 mins

You will need:

- Sources 3, 4 and 5 from the Learner's Book, page 199.

Activity 6 continues

Activity guidance

Learners work on their own. They refer to Sources 3, 4 and 5 and answer questions.

Suggested assessment and answers

You can informally assess learners, using the suggested answers below.

1 Source 3

1.1 They intended to train people according to their opportunities in life. White children received a better education than and had superior facilities and schools to black people. Since little money was invested in black people, their education and schooling facilities were of an inferior quality. The government invested more money in white people for skilled labour than in black people, so that they could keep black people in an inferior position and qualified for menial labour only.

1.2 Learners' own answers along these lines: It provided them with different skills and opportunities. Black children received an inferior education that allowed them only to do mainly unskilled jobs, whereas white children received a superior that enabled them to get good, high-paying jobs. In this way, education kept black people poor and oppressed and enabled white people to have comfortable lives.

2 Source 4

2.1 Because only education can enable social, political, or economic problems to be solved.

3 Source 5

3.1 They rejected the education system and took to the streets. They felt the education system wanted to undermine them.

4 Compare the sources

4.1 Dr Hendrik Verwoerd, South African minister for Native Affairs and prime minister from 1958 to 1966, promoted apartheid and wanted to keep the black people at bay. Robert McNamara, ex-president of the World Bank, during a visit to South Africa, saw how problems could be solved. The Students Representative Council, 1976 indicated how they felt about Bantu Education.

4.2 Hendrik Verwoerd felt that inferior education was good enough for those whom he perceived as going nowhere in life. Robert McNamara saw the value of good education. The Soweto Students representatives did not want inferior education; they felt they deserved better.

5 The paragraph should include the following:

- The aim of apartheid was to oppress the majority of the people and make them feel inferior.
- The fact that government chose to spend more on white learners than on black learners is an indication that they wanted to keep the black people oppressed.
- Separate schools were allocated to black learners.
- Black classrooms were overcrowded and had no desks or tables, and therefore were not conducive to teaching and learning.
- Education was intended to prepare the learners for the different jobs the government set aside for black and white people.

Activity 6 continues

You can use this rubric to assess the paragraph:

Level 1	The learner: <ul style="list-style-type: none"> shows little or no understanding of the question cannot use evidence to report on the topic in a paragraph as a response to the question 	0–2 marks
Level 2	The learner: <ul style="list-style-type: none"> shows some understanding of the question uses evidence in a very basic manner attempts to plan and organise a paragraph in response to the question 	3–5 marks
Level 3	The learner: <ul style="list-style-type: none"> shows complete understanding of the question uses evidence very effectively and in historical context writes a well-planned and organised paragraph that shows an understanding of the question 	6–8 marks

Teaching this section

From the 1960s to the early 1980s, the apartheid government implemented a policy of 'resettlement', to force people to move to their designated 'group (tribal) areas'. Millions of people were forced to relocate during this period. Two of the most publicised forced removals were those in Sophiatown (one of the few urban areas where blacks were allowed to own land) in the 1950s and the Bakwena ba Mogopa, who were forcibly removed from land they owned at Mogopa near Ventersdorp, in 1984. Those from Sophiatown were forced to move to the new township of Soweto, while the Bakwena ba Mogopa were forced to move to Bophuthatswana.

Activity 7	Analyse a case study	LB page 202
History skills: Decide about what is important information to use; Investigate where information comes from; Contrast different experiences and different interpretations of events		
Pair work: 30 mins		
You will need:		
<ul style="list-style-type: none"> Sources 6 and 7 on page 203 of the Learner's Book. The Skills file on page 202 of the Learner's Book. Case study on Sophiatown in the Learner's Book, pages 200–201. 		
Activity guidance		
Learners will work with a partner. They refer to the case study on Sophiatown and Sources 6 and 7 to answer questions 1 to 4.		
Suggested assessment and answers		
You can informally assess learners, using the suggested answers below.		
1 People had no choice. They were removed by force from their homes. <ol style="list-style-type: none"> 1.1 It was made legal through the Group Areas Act, which stipulated that black people had to be resettled. 1.2 It was necessary for the police and soldiers to be heavily armed in case the people protested and became violent. 		
Activity 7 continues		

- 2 They wanted to expand white residential areas. This was done at the expense of black people.
- 2.1 A 'black' spot was an area where black people lived.
- 2.2 It was a victory for the apartheid government.
- 3 An eyewitness account is the view of a person who was present at the event.
- 3.1 These accounts are very useful as they give us great insight into the period.
- 3.2 They are trustworthy because they provide first-hand information. However, they can be biased, and so need to be evaluated carefully, keeping in mind the perspective of the witness.
- 4 It is useful as it tells us about all the role players – the government, the people and the police.
- 4.1 They both mention the presence of the police and army, and the fact that they were heavily armed.
- 4.2 Source 6 could be seen as reliable because Trevor Huddleston was a resident and he knew what life was like in Sophiatown. The police presence was not an everyday occurrence. It could be seen as unreliable because he was a resident and so he would have been biased towards the police and their actions.
- 5 Primary and secondary sources
- 5.1 A primary source is a first-hand account, provided by someone who witnessed an event. A secondary source is second-hand account.
- 5.2 Both are primary sources as they were there and witnessed the events mentioned.
- 6 The paragraph should include the following:
- The Group Areas Act made this possible.
 - Areas were demarcated for different races
 - Residents of certain areas were forcibly removed.
 - People had no choice.
 - People were uprooted from what they had called home all their lives.
 - In many cases families were separated.
 - People were sent to areas completely unknown to them.
 - Crime, gangsterism and violence became the order of the day.

You can use this rubric to assess the paragraph:

Level 1	The learner: <ul style="list-style-type: none"> • shows little or no understanding of the question • cannot use evidence to report on the topic in a paragraph as a response to the question 	0–2 marks
Level 2	The learner: <ul style="list-style-type: none"> • shows some understanding of the question • uses evidence in a very basic manner • attempts to plan and organise a paragraph in response to the question 	3–5 marks
Level 3	The learner: <ul style="list-style-type: none"> • shows complete understanding of the question • uses evidence very effectively and in historical context • writes a well-planned and organised paragraph that shows an understanding of the question 	6–8 marks

Teaching the activity

A Bantustan (also known as black African homeland or simply homeland) was a territory set aside for black people in South Africa as part of the policy of apartheid. Ten Bantustans were established for the purpose of concentrating the members of

designated ethnic groups, thus making each of those territories ethnically homogeneous as the basis for creating 'autonomous' nation states for South Africa's different black ethnic groups. Some of the Bantustans received so-called independence: the Transkei, Bophuthatswana, Venda, and Ciskei (the so-called 'TBVC States'), while others (like KwaZulu, Lebowa, and QwaQwa), received partial autonomy, but were never granted independence

Activity 8 Use a case study to discuss the Bantustan policy **LB page 206**

History skills: Decide what is important information to use; Develop points of view about aspects of history; Come to conclusions to answer questions in a coherent way

Pair work: 30 mins

You will need:

- Sources 8 and 9 on page 207 of the Learner's Book.

Activity guidance

Learners work with a partner and refer to the case study and Sources 8 and 9 to answer the questions. They must read the sources carefully to make sure they understand what the sources are about. They should read through the questions and discuss them with their partners for clarity. They should discuss the answers before writing them down.

Suggested assessment and answers

You can informally assess learners, using the suggested answers below.

- 1 Case study: The word 'Bantustan' refers to areas assigned to black people, also known as homelands.
- 2 Case study and Source 8:
 - 2.1 The 1913 Land Act allocated land to black people, where they could govern themselves.
 - 2.2 The land was in the reserves, set apart from white people. The majority of the people were given the least land.
- 3 They were 'semi-autonomous' because black people lost their South African citizenship.
 - 3.1 The aim of the Bantustan or Homelands policy: The whites people, who were the minority, owned 87% of the land. Black people, who were the majority, owned 13% of the land. It provided an easy solution to the problem of racial diversity.
 - 3.2 It separated black and white people.
- 4 Case study:
 - 4.1 The community was prosperous and self-sufficient. A new headman made trouble in the community. The white magistrate got involved. The land was designated as a black spot in a white area. They were ordered to leave and move to Pachsdraai.
 - 4.2 They built and established the community without the help of the government.
 - 4.3 In Mogopa they lead comfortable lives. They were an independent, self-sufficient community. They lived on good land, with boreholes and windmills. In Pachsdraai they were faced with depleted soil, a shortage of water, tin shacks to live in, and toilets dumped in dry scrubland.
 - 4.4 The conditions were not suitable for any human being to live in. This act can be compared to throwing people on a rubbish dump.
 - 4.5 It was not part of South Africa (it was granted independence in 1976).
- 5 No – there are still people living in absolute poverty. The rich are still getting richer and corruption is still rife in the country. Service delivery is still a problem, as are the high unemployment rate, crime, violence and abuse.
Yes – some areas have been upgraded and some people have received houses. Any other relevant response will do.

Inclusive teaching and learning

Make sure that all learners are taken into account when preparing for this lesson. Identify areas of weaknesses and strengths. Group together learners who are weak and strong for peer learning to take place. Make sure you have taken the learners' personalities into account when grouping them, so that they can both benefit from this partnership. Use resources that will attract the attention of all learners – visual, written, auditory, etc.

Independent learning

Allow learners to be extended by setting mini-research tasks for them on certain aspects of the content. They could do this as an enrichment activity or they could be creative and make something related to the topic to share with the learners. Their presentations must include a variety of resources.

Remedial assistance

Peer learning should continue until learners are able to work on their own. More enrichment and practice activities would benefit learners who are struggling with source-based tasks or paragraph- and essay-writing skills. Break down the activities into stages. For example:

- Analyse the sources.
- Analyse the questions.
- What do you understand?
- What don't you understand?
- Let's go back to what you don't understand.

Assessment suggestions

Informal assessments prepare the learners for the Formal Assessment Task. Identify areas of weakness for intervention early so that the necessary corrective measures can be put in place. Provide the learners with the necessary feedback so that they can correct what must be corrected in order to do well in the Formal Assessment Task. Keep giving the learners the opportunity to practise source-based, paragraph- and essay-writing skills.

Homework suggestions

Provide additional worksheets and activities for learners to practise source-based, paragraph- and essay-writing skills. Learners can complete the activities for homework. They should also do pre-reading for each lesson. In addition, get learners to work on their history dictionaries, in which they must list important new concepts and difficult words, and write definitions of these.

More resources

The following websites contain useful information:

- www.sahistory.org.za › ... › Organisations › National Party (NP)
- myfundi.co.za/.../The_history_of_the_National_Party_I:_Afrikaner
- overcomingapartheid.msu.edu/unit.php?id=5
- www.overcomingapartheid.msu.edu/terms.php

Conclusion

It is important that you reflect on what worked, what didn't and how you can ensure that the other topics are presented in the most effective way. Consider questions such as: Were learners able to distinguish between primary and secondary sources? Did they grasp the importance of substantiation? Can they answer source-based questions? Can they write a paragraph and essay? Did they understand the content taught?

