

References: 20160419 - 9604

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Enquiries: W. Mercur

Curriculum FET Minute: DCF 0010/2016

**To:** Deputy Directors-General, Chief Directors, Directors, Heads: Curriculum Coordination and Advice, Circuit Managers, Deputy Chief Education Specialists, Senior Phase and FET Subject Advisers and Principals of ordinary public secondary schools

**Subject: 2016 Nkosi Albert Luthuli Young Historians' Award**

1. The national Department of Basic Education (DBE), in partnership with South African History Online, invites all schools to participate in the 2016 National Schools' Oral History Competition for the Nkosi Albert Luthuli Young Historians' Award.
2. This competition was introduced in 2005 and forms part of the DBE's contribution to strengthen the teaching and learning of History in schools.
3. It is also part of the DBE's ongoing initiative to encourage all learners to develop an understanding, not only of the broad history of South Africa, but also of the richness of the histories of their local communities. It is an opportunity for young learners to gain experience in developing important research skills.
4. The competition is open to all learners from Grade 8 to Grade 11 and all Social Sciences and History teachers in secondary schools.
5. Learners and teachers are advised to visit the South African History Online website at [www.sahistory.org.za](http://www.sahistory.org.za) for information on oral history research and the South African History Archives website at [www.saha.org.za](http://www.saha.org.za)
6. **Competition for learners**

Learners will be required to research and prepare an oral presentation on one of the following topics:

- 6.1 **Freedom, democracy and the history of their school: how their school experienced apartheid and the changes since the advent of democracy in 1994.** Learners are expected to interview members of the community, former learners and teachers who were part of the school during the apartheid era. They also need to establish how the school has transformed since the advent of democracy in 1994. Learners can also discuss if the school was affected by the Soweto youth uprising in 1976 and if so how it changed the school.
- 6.2 **Life story of a former learner in the 1970s and how the Bantu Education/Black Education Act of 1953 affected access to quality education for African people. How did the Bantu Education Act of 1953 contribute to the 16 June 1976 Soweto Youth uprising?** Learners are expected to interview a former learner who participated in the 1976 Soweto Youth uprising and find out from them how Bantu education affected their access to education and how this led to the 1976 uprising. Learners must also indicate whether the June 16 uprising has impacted the access to quality education today.
- 6.3 **A gender activist in their community who participated in the 1956 Women's march. How has the 1956 Women's march shaped the pursuit for gender equality in South Africa?** Learners are expected to interview a gender activist in their community who participated in the 1956 Women's march and find out from them how the march has changed the case of gender equality in South Africa.
- 6.4 **Socio-political biography of a local hero or heroine in my community and how the Constitution of South Africa has impacted their lives following its adoption on 08 May 1996.** Learners are expected to interview an individual in their community who was a local hero or heroine during the apartheid era and find out from them how the Constitution has impacted their lives and that of all South Africans.
7. **Please note the following:**
- The project must be based on oral history research.
  - Learners should be assisted in their choice of persons to be interviewed and should be strongly guided to choose persons from their local community.
  - Learners should be advised to interview at least 3 to 4 people.
  - Adjudication will be weighted in terms of research.
  - Learners can present their project in any of the official languages.
  - Learners must submit a portfolio that documents all their research.
8. **Criteria - Learners will be expected to do TWO things:**
- 8.1 Give an oral presentation (it is intended to be neither a dramatic presentation nor poetry). Prepare a portfolio in written form, which must include the following:
- 8.1.1 Evidence of research. Learners should interview members of the community and should be able to show evidence of the interviews, for example, letters to interviewees, transcripts of interviews or tape recordings, including the list of questions

posed to the persons that they interviewed and their responses – either in written form or on a digital tape recording.

8.1.2 Interviews may be conducted and recorded in any of the official languages.

8.1.3 Portfolios must also show evidence of reflection and should give attention to the following:

- Learners should make it clear why they chose the persons they have interviewed, show a clear understanding of the historical context in which the individual worked and how the information from the interview relates to the historical context or how it helps us to understand events from a personal perspective.
- Learners should include a personal reflection on what they have learnt about the possibilities for individuals to bring about change in society and what they have learnt personally from carrying out the oral history research and the value of oral history research in helping us to understand our history.
- Learners must acknowledge all sources used in their portfolios. Bibliographies should be included. Plagiarism will be heavily penalised.

## 9. **Competition for teachers**

9.1 Teachers from secondary schools entering the competition will be required to develop a work plan on how they have planned and set up the oral history project in the classroom.

9.2 Each teacher will be required to give a presentation of his or her portfolio to a panel of adjudicators and be prepared for a panel discussion on his or her portfolio.

### 9.3 **Teachers should include the following in a portfolio for the competition:**

- How the oral history project was introduced in the classroom.
- Learners could develop posters for a heritage site.
- What explanation was given to learners about choosing and approaching possible interviewees, preparing for and conducting interviews and using the interview as evidence to reach conclusions about the contribution of that individual.
- What interventions the educator made in assisting learners to complete the project.
- What the educator felt the learners gained from doing an oral history investigation.
- A range of examples of learners' work should be included.

## 10. **Provincial adjudication process**

10.1 Teachers need to identify and prepare learners for the elimination rounds within the districts as well as the provincial event, ensure that all learners who have entered are present and ready for the provincial event and ensure that the necessary transport to

and from the events is arranged. The district elimination rounds and venues will be communicated to all participants.

10.2 Learners need to:

- complete their research, questionnaires, interviews and transcriptions well in advance;
- ensure that they have compiled their portfolios of evidence;
- complete their presentations;
- are able to answer any questions regarding their projects and research; and
- are able to reflect and share their personal experiences.

10.3 The provincial adjudication process will take place on **20 August 2016**. Additional preparatory workshops for teachers and learners will be arranged by the subject advisor within the districts. The times and venues for all workshops will be confirmed via the subject advisor for Social Sciences and History.

10.4 Adjudication grids for teachers and learners (**Annexure A**), a consent form for interviewees (**Annexure B**) and an appraisal form for interviewees (**Annexure C**) have also been included.

10.5 The DBE will be responsible for travel and accommodation costs for participating learners and teachers during the national competition in Pretoria from **30 September - 03 October 2016**.

11. For further information please contact Ms Bridget Tobin at tel. no. 021 467 2251 or email address [Bridget.Tobin@westerncape.gov.za](mailto:Bridget.Tobin@westerncape.gov.za)

12. Principals are kindly requested to bring the contents of this minute to the attention of the school management team and the teachers concerned.

**SIGNED:** BK SCHREUDER

**DEPUTY DIRECTOR-GENERAL: CURRICULUM AND ASSESSMENT MANAGEMENT**

**DATE:** 2016-05-09