



References: 20180410-1079
12/2/8/13/3
Enquiries: N Dodgen

Curriculum GET Minute: DCG 00012/2018

To: Deputy Directors-General, Chief Directors, Directors, Deputy Directors (Head Office and district offices), Heads: Curriculum Support, Heads: Management and Governance, Circuit Managers, Chief Education Specialists, GET and FET Coordinators, Subject Advisers and Principals of all ordinary public secondary schools

Subject: Call to schools to register for the 2018 Nkosi Albert Luthuli Young Historians' Award

1. The Department of Basic Education (DBE) invites all schools to participate in the 2018 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 learners and Social Sciences/History teachers from Grades 8 to 11.
5. **Competition for learners**

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

- 5.1 **Section A: Lives and courage of heroes and heroines and discoveries about unsung heroes and heroines**
- a) The late President Nelson Rolihlahla Mandela was born on 18 July 1918. He spent 27 years in prison for fighting against white supremacy and domination, oppression and racism. He was the first black, democratically elected President of South Africa and was inaugurated in 1994. Throughout his lifetime, he advocated for a democratic non-racial, non-sexist and non-discriminatory society. He aspired for a country where all people are treated equally and with dignity. During his term of office as the President of the Republic of South Africa and beyond he selflessly remained committed to serving and improving the lives of South African citizens, especially the children.

(The year 2018 is being declared as the centenary of the late President Nelson

Rolihlahla Mandela. In commemorating the life of the Nobel Peace Prize winner, learners are expected to interview an individual who emulates the values and principles that the late President Nelson Rolihlahla Mandela lived and believed in. The identified individual should be involved in promoting a non-racial, united, non-sexist, prosperous and peaceful South Africa and for all citizens to unite in their diversity. Learners should reflect on how the chosen individual's contributions have improved the lives of the people in their communities.)

- b) Nontsikelelo Albertina Sisulu was born on 21 October 1918 and died on 02 June 2011. She was a South African anti-apartheid activist who was affectionately known as Ma Sisulu or the “Mother of the Nation”. Due to her dedication, she was elected as a member of the Executive Federation of South African Women in 1954. As an activist, she joined a march of 20 000 women to the Union Buildings in Pretoria on 09 August 1956 protesting against the apartheid government's pass laws. In 1994, she was elected to the first democratic Parliament and at the first meeting of this parliament she had the honour of nominating Nelson Mandela as President of the Republic of South Africa. That year she received an award from the then President Mandela. Her involvement in community work includes the establishment of facilities such as:
- A school for children with special needs and youth with disabilities — severely/moderately intellectually challenged.
 - An early childhood development centre for learners from the age of three years.
 - A nutrition programme for needy learners.

(As part of commemorating the centenary (100 years) of Mama Sisulu, learners are expected to research and interview a member of any community-based organisation or woman activist who continues to emulate the values and principles of selflessness that the heroine, Albertina Sisulu, advocated for — such as addressing and advocating for gender equality, access to education and inclusivity. The individual must be involved in eradicating and fighting sexual harassment and gender-based violence or the person must be involved in early childhood development or programmes that improve the lives of youth who are physically or mentally challenged.)

5.2 **Section B: Transformation in the new dispensation**

- a) History of my school. How it has been influenced by the democratic processes that were brought about by the Constitution of the Republic of South Africa, 1996, since the advent of democracy in 1994.

(The learner is expected to interview members of the community (teachers, principals and former learners) to reflect on how the school has responded to democratic changes and the demand for quality education, transparent, democratic, non-sexist, non-racial and non-discriminatory policies and administration over the years.)

- b) The Native Land Act, 1913 (Act 27 of 1913), passed by the apartheid government decreed that blacks were to hold only 7% of the land. This piece of legislation also deprived black people of owning land and was a precursor to

other more repressive laws such as the Group Areas Act, 1950 (Act 41 of 1950).

In addressing the past injustices which were brought about by the Native Land Act, 1913 (Act 27 of 1913), the Constitution of the Republic of South Africa, 1996, guarantees equal access to land for all citizens. According to section 25(5) of the Constitution "*the state must take reasonable legislative and other measures, within its available resources, to foster conditions which enable citizens to gain access to land on an equitable basis*". The latter is viewed in the context of property rights that are protected under the Constitution of the Republic of South Africa, 1996. Section 25(7) states that "*A person or community dispossessed of property after 19 June 1913 as a result of past racially discriminatory laws or practices is entitled, to the extent provided by an Act of Parliament, either to restitution of that property or to equitable redress.*"

(Learners are expected to interview people in the local community whose lives were affected by the Native Land Act, 1913 (Act 27 of 1913), and its impact. Learners are also expected to construct a narrative on the progress made and how it benefits ordinary South Africans.)

5.3 **Section C: Democracy, culture, heritage and human rights**

South Africa experienced an emergence of what has generally been described as xenophobia during 2008 and 2009 with hundreds of people, including school children, being displaced from their homes. Worrying trends during these incidences of xenophobia include the violation of human rights, disruption of schools, violence, assault and harmful criminal practices. This is against the Constitution of the Republic of South Africa, 1996, which guarantees the rights of all, including foreign nationals. According to the preamble of the Constitution of the Republic of South Africa, 1996, which is the supreme law of our country, "**South Africa belongs to all who live in it**".

(Learners are expected to interview and conduct research on a community member who is not a South African citizen but who nonetheless continues to contribute positively towards the social, economic, educational or cultural heritage of South Africa and who participates in community development activities that aims to improve the lives of other people.)

6. Please note the following:

- The project must be based on oral history research.
- Learners and teachers are advised to visit the South African History Online website at www.sahistory.org.za for information on oral history research and the South African History Archives website at www.saha.org.za.
- 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 three to four people.
- Learners must submit a portfolio that documents all their research.

7. Requirements for learners

- 7.1 Give an oral presentation — it is not intended to be a dramatic presentation or poetry.
- 7.2 Prepare a portfolio in written form, which must include the following:
- Evidence of research — learners should interview members of the community and should be able to show evidence of their interviews, for example:
 - letters to interviewees;
 - transcripts of interviews or tape recordings; and
 - a list of questions posed to the persons that they interviewed and their responses — either in written form or on a digital tape recording.
- 7.3 All written work and presentations must be in English.
- 7.4 Portfolios must also show evidence of reflection and 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;
 - state how the information from the interview relates to the historical context or how it helps us to understand events from a personal perspective;
 - include a personal reflection on what they have learnt about the possibilities for individuals to bring about change in society;
 - share what they have learnt personally from carrying out the oral history research;
 - share the value of oral history research in helping us to understand our history;
 - acknowledge all sources used in their portfolios;
 - include a bibliography; and
 - remember that plagiarism will be heavily penalised.

8. Requirements for teachers

- 8.1 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.
- 8.2 Each teacher will be required to present his or her research to a panel of adjudicators and be prepared for a panel discussion.
- 8.3 Teachers should include the following in a portfolio for the competition:
- How the oral history project was introduced to learners in the classroom.
 - What explanation was given to learners about choosing and approaching possible interviewees.
 - How to prepare for and conduct interviews and use the interview as evidence to reach conclusions about the contribution of that individual.
 - What interventions the teacher made in assisting learners to complete the project.
 - What the teacher felt the learners gained from doing an oral history research project.
 - A range of examples of learners' work should be included.

9. Process for the Young Historians' Competition

- 9.1 Teachers need to identify and prepare learners for the elimination rounds within the districts, ensure that all learners who have entered are present, have the necessary transport to and from the event and ensure that they are ready for the district event.
- 9.2 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;
 - be able to answer any questions regarding their projects and research; and
 - be able to reflect and share their personal experiences.
- 9.3 Schools are expected to submit their registrations to the relevant subject advisers for Social Sciences and History.
- 9.4 Subject advisers are expected to quality assure the written portfolios and presentations and coordinate district elimination rounds. The districts will select five learners that will represent them at the provincial competition.
- 9.5 Additional preparatory workshops for teachers and learners will be arranged by subject advisers within the districts. The times and venues for all workshops will be confirmed via Social Sciences and History subject advisers.
- 9.6 The provincial adjudication process will take place on **25 August 2018**.
- 9.7 Adjudication grids for teachers and learners (**Annexures A**), a consent form for interviewees (**Annexure B**) and an appraisal form for interviewees (Annexure C) have also been included.
- 9.8 The DBE will be responsible for the travel and accommodation costs for participating learners and teachers during the national competition in Pretoria **from 28 September to 01 October 2018**.
- 9.9 Please find attached a schedule of the competition dates in (**Annexure D**).

10. Registration forms (**Annexure E**) must be submitted by **01 June 2018** to the relevant district Social Sciences/History subject adviser listed below:

District	Subject Adviser	Tel. no.	Email	Fax. no.
Metro North	Suzette Engel	021 938 3014	Suzette.Engel@westerncape.gov.za	021 938 3183
Metro Central	Dennis Cloete	021 514 6977	Daniel.Cloete@westerncape.gov.za	086 236 1892
Metro South	Rudolph Hugo	021 370 2060	Rudolph.Hugo@westerncape.gov.za	021 372 1856
Metro East	Luzenda Grove	021 900 7091	Luzenda.Grove@westerncape.gov.za	086 664 2631
West Coast	Alex van Stade	021 860 1233	Alexande.VanStade@westerncape.gov.za	086 562 3907
Cape Winelands	Joseph Matsau	023 348 4623	Joseph.Matsau@westerncape.gov.za	086 555 0261
Overberg	Jurina Auret	028 214 7338	Jurina.Auret@westerncape.gov.za	028 214 7400
Eden and Central Karoo	Nomava Mapisa	044 803 8347	Nomava.Mapisa@westerncape.gov.za	086 673 8499

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

SIGNED: PAD BEETS

DEPUTY DIRECTOR-GENERAL: CURRICULUM AND ASSESSMENT MANAGEMENT

DATE: 2018-05-25



NKOSI ALBERT LUTHULI ORAL HISTORY COMPETITION LEARNER ADJUDICATION GRID

PROVINCE: _____

DISTRICT: _____

CIRCUIT: _____

SCHOOL: _____

NAME OF LEARNER: _____

SCORING RUBRIC FOR ORAL PRESENTATION = 50%			
Category	Scoring Criteria	Total Points	Score
Organisation (5 points)	Information is presented in a logical sequence	5	
Content (15 points)	Material included is relevant to the topic	5	
	Demonstrates full knowledge of the selected topic against the broader South African history	5	
	Provides a clear purpose of the selected topic with relevant examples, facts etc.	5	
Presentation (30 points)	Speaker maintains good eye contact with audience	5	
	Speaker uses clear audible voice, pace and fluency	5	
	Visual aids are well prepared, informative and effective	5	
	Information is well communicated	5	
	Length of presentation is within allocated time limit	5	
	Reflections on lessons learnt from the research process	5	
	TOTAL	50%	
Comments:			



SCORING RUBRIC FOR PORTFOLIO AND WRITTEN RESEARCH PAPER = 50%

Category	Scoring Criteria	Total Points	Score
Organisation (10 points)	Portfolio is presented in a logical sequence including a table of contents and bibliography	5	
	Research paper, ethics form and consent forms included	5	
Content (40 points)	Use of a variety of sources of evidence and information (types of evidence provided, e.g. transcripts, photos etc.)	10	
	Knowledge and understanding of the historical period	10	
	Creativity in developing the portfolio	10	
	Well-formulated research paper with in-text referencing and bibliography	10	
	TOTAL	50%	
Comments:			



NKOSI ALBERT LUTHULI ORAL HISTORY COMPETITION TEACHER ADJUDICATION GRID

PROVINCE: _____

DISTRICT: _____

CIRCUIT: _____

SCHOOL: _____

NAME OF TEACHER: _____

SCORING RUBRIC FOR ORAL PRESENTATION = 50%

Category	Scoring Criteria	Total Points	Score
Organisation (5 points)	Information is presented in a logical sequence	5	
Content (15 points)	Material included is relevant to the topic	5	
	Demonstrates full knowledge of the selected topic against the broader South African history	5	
	Provides a clear purpose of the selected topic with relevant examples, facts etc.	5	
Presentation (30 points)	Speaker maintains good eye contact with audience	5	
	Speaker uses clear audible voice, pace and fluency	5	
	Visual aids are well prepared, informative and effective	5	
	Information is well communicated	5	
	Length of presentation is within allocated time limit	5	
	Reflections on lessons learnt from the research process	5	
	TOTAL	50%	

Comments:



SCORING RUBRIC FOR PORTFOLIO AND WRITTEN RESEARCH PAPER = 50%

Category	Scoring Criteria	Total Points	Score
Organisation (20 points)	Well-formulated project plan to introduce oral history to the classroom	10	
	Outline, sequencing and creativity in developing the portfolio	10	
Content (30 points)	Use of a variety of sources of evidence and information (types of evidence provided, e.g. transcripts, photos etc.)	10	
	Knowledge and understanding of the broader historical timeline and its relation to the learners' oral history projects	10	
	Impact of the learners' oral history projects on broader South African history	10	
	TOTAL	50%	
Comments:			



CONSENT FORM

I hereby agree to participate in a research study regarding _____.

I understand that I am participating freely and without being coerced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not affect me negatively in any way. I understand that this is a research project whose purpose is not necessarily to benefit me personally. I understand that this information will be treated with the utmost confidentiality and I will be kept anonymous unless I provide written consent. I understand that the consent form will not be linked to the questions.

Full names:

Signature of participant:

Date:



ETHICS APPRAISAL

Good day, my name is _____ and
I am a Grade _____ learner at _____ High
School. I am doing an oral history project on

(explain briefly what the research project is about)

Participation in the study is voluntary and the choice to participate is yours alone. There are no repercussions for you should you decide not to take part in the study. If you do agree to participate, you may stop the interview at any time with no penalties and you will not be prejudiced in any way.

The interview will last between 60 to 70 minutes. I will ask questions and request that you answer them as openly and honestly as possible. Some questions may be of a personal and/or sensitive nature. You may indicate if they make you uncomfortable and you may choose not to answer them. There is no right or wrong answer. This research is purely about understanding and gaining a personal perspective of the subject matter being investigated. In other words, I am more interested in your personal experiences and understanding.

The interviews are anonymous and your name will not be disclosed anywhere during the research process. As the researcher, I am the only person who will have access to your identity and I am governed by a standard code of ethics for researchers. Should it be necessary, I may approach you with some follow-up questions after the interview to seek clarity or to enhance my understanding on the topic only.

I want to ask your permission to record our conversation by using this audio tape and/or video recorder. It will assist me in recording our conversation so that I can refer to it once we are finished. The tapes will be treated with the utmost confidentiality. Once the research is completed, they will be destroyed. Please can I confirm your willingness to participate?

Name: _____ Cellphone no.: _____



**NKOSI ALBERT LUTHULI YOUNG HISTORIANS' AWARD
PROJECT TIMELINE**

School, District & Provincial Process			
Step	Action	Date	Responsibility
1	Select topic, mind map, key questions and finalise background research	April 2018	Social Sciences/History teachers/learners at school, supported by subject advisers
2	Identify interviewees, formulate key questions and conduct interviews	01 April–31 May 2018	Teachers/learners supported by subject advisers
3	Write up research draft and submit to teacher	01 June–30 June 2018	Teachers quality assure and submit to subject advisers for assessment
4	Districts start with elimination rounds	01 July–31 July 2018	Teachers, learners and subject advisers
It is vital that learners and teachers make sufficient progress during the school holidays, from 23 June to 16 July 2018. Subject advisers need to monitor progress during this period.			
5	Submission of portfolios and oral history presentations for provincial awards	18 August 2018	Subject advisers quality assure before submitting
6	Selection of provincial winners	25 August 2018	Provincial stakeholders, Social Sciences/History teachers and subject advisers
7	Quality assurance of portfolios and oral history presentations for national competition	27 August–14 September 2018	Social Sciences/History teachers and subject advisers
8	Submission of portfolios and oral history presentations for national awards	15 September 2018	Social Sciences/History teachers and subject advisers
9	Participation in national Young Historians' Awards	28 September–01 October 2018	Provincial coordinators and subject advisers



**THE NKOSI ALBERT LUTHULI ORAL HISTORY COMPETITION
REGISTRATION FORM
2018**

Name of the high school	
Private or public school	
Rural or urban school	
If a public school please indicate quintile	
Province	
District	
Name of principal/responsible teacher	
Postal address of the school	
Email address	
Contact numbers	Cellphone _____ Landline _____
Fax number	
PERSONAL DETAILS OF LEARNER	
Initials & full names	Initials: _____ Names: _____
Surname	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female (Please <input checked="" type="checkbox"/> the appropriate box) (Grade 8–11)
Identity number	Age: _____
Email address	
Cellphone number	
Landline number	

We hereby agree that the organisers will not be held liable for any loss, damage, delays, illness or any other mishaps that might occur during our stay in the province or Pretoria for the duration of the district, provincial or national rounds of the competition.

Signatures:

Principal/Responsible teacher

Guardian of learner

CONDITIONS OF PARTICIPATION

The national Nkosi Albert Luthuli Oral History Competition provincial oral rounds will take place in August 2018 in the province and the national oral rounds in September/October 2018.

The organisers will help to facilitate access to medical care where needed, but cannot assume responsibility for such costs. It is the responsibility of participants and participating institutions to make sure they take out medical insurance in advance, or have other plans in place to cover such costs.

Participants are required to keep themselves informed about the Nkosi Albert Luthuli Oral History Programme by visiting the Thutong portal and regularly visiting the South African History Online website at www.saha.org.za. Research can be done on the South African History Archives website at www.sahistory.org.za.

Kindly return the completed registration form to the relevant subject adviser below:

District	Subject Adviser	Tel. no.	Email	Fax. no.
Metro North	Suzette Engel	021 938 3014	Suzette.Engel@westerncape.gov.za	021 938 3183
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