



Reference: 20190417-3857
File no.: 12/2/8/13/2
Enquiries: N Dodgen

Curriculum GET Minute: DCG 0010/2019

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 schools

Subject: Call to schools to register for the 2019 Nkosi Albert Luthuli Young Historians' Awards

1. The Department of Basic Education (DBE) invites all schools to participate in the 2019 National Schools' Oral History Competition for the Nkosi Albert Luthuli Young Historians' Awards.
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:

Category 1: Oral History Category (applicable to Grades 8–11 learners)

- | |
|--|
| <p>i) <u>How apartheid affected people's lives and how people responded</u>
Various sections of South African society participated in the fight against apartheid. In their attempt to defeat apartheid laws and the segregation system, they embarked on several strategies such as passive resistance, non-cooperation, consumer boycotts, stayaways, strikes, civil disobedience and the formation of alliances. The purpose was to bring about democracy and</p> |
|--|

ensure that South Africa belongs to all who live in it.

Learners will be required to choose one unsung hero, heroine, individual or family in their local community or any part of South Africa who participated in the fight against the apartheid system. Learners will focus on individuals or families who are not publicly acknowledged but are part of the local community. Learners will be required to unearth biographies of local men and women who played a critical and selfless role in the fight against apartheid laws and the segregation system.

ii) How democracy was realised in South Africa?

The Frontline States progressively supported the ideology of creating democratic states in Africa. They heeded the call by anti-apartheid movements to end apartheid laws and the segregation system in South Africa. They participated through various forms and became involved in the activities of South Africa's anti-apartheid movements such as sports boycotts, cultural boycotts, academic boycotts, consumer boycotts, disinvestment, sanctions and the Release Mandela Campaign.

Learners will be required to conduct research on the involvement and support of the Frontline States in bringing about democracy in South Africa. They will be expected to reflect on the role and impact of the Frontline States on South Africa's road to democracy. They must also conduct interviews with various people. Learners should focus on Angola, Botswana or Tanzania.

iii) Commemoration of 25 years of freedom and democracy in South Africa

South Africa is commemorating 25 years of freedom and democracy (1994–2019). Since the dawn of democracy there have been efforts to ensure reconciliation, restoration of unity, nation building, equal opportunities and improving the quality of life of the people of South Africa. But there are some obstacles and challenges that continue to impact negatively on our hard-earned democracy. The shackles of apartheid, that deeply affected the lives of most South Africans, are difficult to undo. These include, amongst others, a disregard for human rights principles, inclusivity, and environmental and social justice. Discrimination, inequality, economic domination by the minority group, oppression and poverty continue to get the better of our country.

Learners are required to conduct research and interviews with parents, academics, various leaders and individuals within communities on the success and challenges experienced from 1994 to 2019. This may be contextualised within the economy, education, health, social justice, sports or culture. Learners must document key achievements and challenges and reflect on how the identified factors can contribute towards an equitable

and dignified life for all citizens.

iv) The role of the youth in restoring our freedom and democracy

The year 2019 is the 40th anniversary of the death of Solomon Mahlangu. Solomon Kalushi Mahlangu was born in Pretoria on 10 July in 1956. The name Kalushi means “one who leads boys into manhood”. He attended school at Mamelodi High School and the 1976 riots led to his active involvement in the fight against apartheid laws and the segregation system. In the same year he fled to Mozambique, then Angola and Swaziland in fear of the apartheid government's law enforcement agencies. After receiving training on sabotage, military combat, scouting and politics, he returned to South Africa with three other youths in 1977.

He was to fight the injustices imposed through apartheid laws and the segregation system. But upon landing on South African soil, he was detained and ultimately sentenced to death in 1979. He was hanged, aged 22 years, at the then Pretoria Central Prison (currently Kgosi Mampuru Prison). As he was approaching the gallows he said, *“Tell my people that I love them and that they must continue the fight, my blood will nourish the tree that will bear the fruits of freedom”*.

Learners must conduct research and interview peers (other learners) about their role in ensuring equitable participation in the economic environment, social justice (fair opportunities for employment, safety and security, and the fight against poverty) and access to education, amongst others. The research and interviews should also indicate how the youth of today intends to carry the fight for freedom and democracy forward and which actions they are willing to take to “nourish the tree”, as mentioned by Solomon Mahlangu, that will sustain our freedom, democracy and peace.

Category 2: Young Poets, Storytellers and Writers Category (applicable to Grades 8–9 learners)

Theme: 25 years of freedom and democracy in South Africa

The telling and writing of stories, writing of letters, and composing of poems and rhymes will be done by learners from Grades 8 to 9 and should focus on South Africa's 25 years of freedom and democracy. Their various activities must include the highlights, successes and challenges experienced during our freedom and democracy. The learners must compose and participate in either their mother tongue or language of learning and teaching.

Requirements:

- Poems and rhymes — focus could be on a variety of aspects such as political, economic, health, sports, culture or social factors. The poem or rhyme must have 3–6 stanzas.
- Storytelling — include the highlights and challenges experienced during the 25 years of our freedom and democracy. The length of the presentation

should not exceed 6 minutes.

- Letter and story writing — the contents should cover either economic, education, health, sport, culture or social factors. Include the successes and challenges and propose how freedom and democracy can be strengthened to ensure nation building, unity and peace. The letter should be addressed to the Head of State, the President of the Republic of South Africa. The length should not exceed 4 pages.

6. **Please note the following for Category 1:**

- 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 for Category 1**

- a) Give an oral presentation — it is not intended to be a dramatic presentation or poetry.
- b) Prepare a portfolio in written form, which must include 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.
- c) All written work and presentations must be in English.
- d) 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 for Category 1**

- a) 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.
- b) Each teacher will be required to present his or her research to a panel of adjudicators and be prepared for a panel discussion.
- c) Teachers should include the following in a portfolio for the competition:
 - How the oral history project was introduced to learners in the classroom.
 - The explanation that 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**

- a) 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.
- b) Learners need to:
 - complete their stories, letters, poems, rhymes, research, questionnaires, interviews and transcriptions well in advance;
 - ensure that they have compiled their portfolios of evidence (category 1);
 - complete their presentations;
 - be able to answer any questions regarding their projects and research (category 1); and
 - be able to reflect and share their personal experiences (category 1).
- c) Schools are expected to submit their registrations to the relevant subject advisers for Social Sciences and History.
- d) Subject advisers are expected to quality assure the written portfolios, stories, letters, poems, rhymes and presentations and coordinate district elimination rounds. The districts will select five learners that will represent them at the provincial competition.
- e) 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.
- f) The provincial adjudication process will take place on **31 August 2019**.

- g) 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.
 - h) The DBE will be responsible for the travel and accommodation costs for participating learners and teachers during the national competition in Pretoria **from 20 to 22 September 2019**.
 - i) Please find attached a schedule of the competition dates in Annexure D.
10. Registration forms (Annexure E) must be submitted by **24 May 2019** to the relevant district Social Sciences/History subject adviser listed below:

District	Subject Adviser	Tel. no.	Email	Fax. no.
Metro North	Suezette Engel	021 938 3014	Suezette.Engel@westerncape.gov.za	021 938 3183
Metro Central	Dennis Cloete	021 514 6977	Daniel.Cloetel@westerncape.gov.za	086 236 1892
Metro South	Rudolph Hugo	021 370 2060	Rudolph.Hugo@westerncape.gov.za	021 372 1856
Metro East	Bonita Belelie	021 900 7150	Bonita.Belelie@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 Andre Louw	023 348 4623	Joseph.Matsau@westerncape.gov.za Andre.Louw@westerncape.gov.za	086 555 0261
Overberg	Jurina Auret	028 214 7338	Jurina.Auret@westerncape.gov.za	028 214 7400
Eden and Central Karoo	Marietjie Beukes	044 803 8347	Marietjie.Beukes@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: 2019-05-14



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 2019

School, District & Provincial Process			
Step	Action	Date	Responsibility
1	Select topic, mind map, key questions, finalise background research, identify interviewees, formulate key questions and conduct interviews	14 May–31 May 2019	Social Sciences/History teachers/learners at school, supported by subject advisers
2	Write up research draft and submit to teacher	01–30 June 2019	Teachers quality assure and submit to subject advisers for assessment
It is vital that learners and teachers make sufficient progress during the school holidays from 14 June to 09 July 2019. Subject advisers need to monitor progress during this period.			
3	Districts start with elimination rounds	01–31 July 2019	Teachers, learners and subject advisers
4	Submission of portfolios and oral history presentations for provincial awards	15 August 2019	Subject advisers quality assure before submitting
5	Selection of provincial winners	31 August 2019	Provincial stakeholders, Social Sciences/History teachers and subject advisers
6	Quality assurance of portfolios and oral history presentations for national competition	01–15 September 2019	Social Sciences/History teachers and subject advisers
7	Submission of portfolios and oral history presentations for national awards	15 September 2019	Social Sciences/History teachers and subject advisers
8	Participation in national Young Historians' Awards	20–22 September 2019	Provincial coordinators and subject advisers



**THE NKOSI ALBERT LUTHULI ORAL HISTORY COMPETITION
REGISTRATION FORM
2019**

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) (Grades 8–11)
Identity number	Age: _____
Email address	
Cellphone number	

Landline number	
<p>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.</p>	
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 2019 in the province and the national oral rounds in September 2019.

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.sahistory.org.za. Research can be done on the South African History Archives website at www.saha.org.za.

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

District	Subject Adviser	Tel. no.	Email	Fax. no.
Metro North	Suezette Engel	021 938 3014	Suezette.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	Bonita Belelie	021 900 7150	Bonita.Belelie@westerncape.gov.za	086 556 9519
West Coast	Alex van Stade	021 860 1233	Alexande.VanStade@westerncape.gov.za	086 562 3907
Cape Winelands	Joseph Matsau Andre Louw	023 348 4623	Joseph.Matsau@westerncape.gov.za Andre.Louw@westerncape.gov.za	086 555 0261
Overberg	Jurina Auret	028 214 7338	Jurina.Auret@westerncape.gov.za	028 214 7400
Eden and Central Karoo	Marietjie Beukes	044 803 8347	Marietjie.Beukes@westerncape.gov.za	086 673 8499