Category 3: Multimodal presentations (Apartheid)

Criterion 1: Note-taking

These extracts from a record of research show a portion of note-taking and annotations that demonstrate qualities that match Standard B for aspects of Criterion 1: Planning and using a historical research process.

At B standard a student:

- demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer different perspectives
- creates and maintains systematic, coherent records of research that demonstrate effective applications of the aspects of inquiry.

The format selected to maintain records of research is a school decision. Examples of engagement with the aspects of inquiry have been noted in the textboxes.

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>An extract from the notes recorded for sub-question 2</td>
</tr>
<tr>
<td>Starting with a basic framework provided by the teacher, this response demonstrates that a student has created and maintained records of research that are systematic and coherent.</td>
</tr>
</tbody>
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<tr>
<td>2. What were the causes and motives of the resistance movements?</td>
<td>There was an undeniable need for change under Apartheid, and resistance attempted to force modifications to take place. This was one of the only ways they could show their opinions, and therefore it was widely supported.</td>
</tr>
<tr>
<td>Aspect 5: Reflection</td>
<td>Source</td>
</tr>
<tr>
<td>Reflection on the information located to answer sub-question 2</td>
<td>Divide and Rule: Race Relations in South Africa 1938–1977 by Roger Childs</td>
</tr>
</tbody>
</table>

2 a. What were the short- and long-term causes?

- Long-held resentment
- Dutch invasion & Zulu wars
- Diamond industry taking advantage of workers
- Cheap labour → not enough to live on
- Implementation of apartheid forced → “separateness”
- Racism throughout country
- No rights
- Demonstrations started
Comments

Although more evident across the whole records of research, this section of note-taking is systematic and coherent. For example:

- notes organised by sub-question
- sources identified
- direct quotes identified
- annotations correspond to the notes

The student has demonstrated initiative by locating and organising information from primary and secondary sources.

The notes show evidence of:

- location of suitable sources
- selective recording of key points from the sources
- understanding of what perspectives will be useful
- sufficient information located to answer the sub-questions

Notes

2 a. continued
- Slaughter at Sharpeville → police killed approx. 69
- Most shot in the back
- Protesting about having to carry pass books or “dom passes” (meaning “dumb passes”)
- Restricted movement in own country
- No right to parliament

“It’s not that we hate you, but if we give you the right to vote, within a very short space of time the whole parliament will be controlled … I am not prepared for this.” Prime Minister Hertzog

Annotations

Put pass book in artist’s book → photograph, registration number, ethnic grouping, Labour bureau authorisation, identity card, tribal connections, tax receipt, employer’s name and address, and signed monthly by employer.

As previously shown, this kind of attitude within parliament was often evident. This primary source is a clear representation of the perspective of those within the government. The source itself is contradictory, as it states “it’s not that we hate you”, but we can’t have a “parliament … controlled” by you. This source clearly shows the fear and distrust felt. The accuracy and reliability of this source can be proven as it’s on the government record.

Motives for resistance include the long-held oppression that non-whites had endured even before the time of Apartheid. Shorter causes came in the form of violent retaliation to peaceful protesting, alongside constant degradation.

Aspect 2: Sources
Aspect 3: Background, changes and continuities — motives and causes
Aspect 5: Reflecting on the research to answer sub-question 2 a
2 b. Why did the Soweto riots break out?
- Burden of apartheid heavy in black townships in 1976
- Economy down → many unemployed → house building in Soweto slowed down and as result overcrowding
- New local govt system being set up → kept power in hands of white govt
- Made black residents pay for local services → roads and school
- Quality of education terrible → reflecting that fact that govt spent nearly 10 times more on educating each white child than on each black child
- School run down → Soweto — often 60 or 100 children in one class
- Teachers badly trained and poorly paid → inadequate education for students
- Govt announced half of all subjects studied, incl. Maths, Geography and History taught in Afrikaans
- Afrikaans language of the govt → spoken only by white S Africans
- No value for students wanting to travel → only suitable for jobs involving taking orders
- June 16 1976 → 15000 students held demonstration in part of Soweto. Police fired at them → students killed → one named Hector Peterson

Aspect 1: Definitions
Temporal and spatial parameters of the study

Photograph removed due to copyright restrictions

Aspect 2: Sources
Usefulness of primary source evaluated

Aspect 3: Background, changes and continuities: motives and causes.
Research has identified what changed and why this may be considered a cause of the riots

The introduction of Afrikaans language to the schools sparked the Soweto riots.

The language of the hated government. Many children and teachers did not know this language, and therefore were even more furious at the announcement.

The children then decided to take action to make their voices heard, and therefore decided to organise a peaceful protest rally in their uniforms down the main street. This primary-source photograph was taken at the scene of the Soweto riots, and therefore its relevance is extremely high. The picture clearly represents the destruction that the outcome of the Soweto riots had on the victims. The accuracy and reliability of this source can be corroborated because it was taken at the time and had a wide amount of publicity.
Although more evident across the whole record of research, this section of note-taking shows examples of effective application of the aspects of inquiry. For example: An argument about student motives is identified, but when evaluating the perspective presented in the source potential bias is noted. This is considered when reflecting on the relevance of the evidence to the inquiry.

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<td><strong>2 b. continued</strong></td>
<td>Winnie Mandela describes what she saw. They wanted to break free the chains of oppression.</td>
</tr>
<tr>
<td>• Outcry (\rightarrow) more demonstrations held in Soweto and other parts of SA</td>
<td>Steve Biko describes the young people of the Soweto riots.</td>
</tr>
<tr>
<td>• Police used more violence and more students were killed</td>
<td>“The dramatic thing about the bravery of those youths is that they have now discovered that the bond between life and death is absolute: you are either alive and proud. Or you are dead, and when you are dead you can’t care anyway. And your method of death can be a political act, so you die in the riots. For a hell of a lot of them there’s nothing to lose, so if you overcome your fear of death, you’re on your way.”</td>
</tr>
<tr>
<td>• Students boycotted classes (\rightarrow) burnt schools</td>
<td>Aspect 3: Backgrounds, changes and continuities — motives and causes</td>
</tr>
<tr>
<td>• Govt forces encouraged migrant workers to beat up demonstrators</td>
<td>Aspect 2: Sources</td>
</tr>
<tr>
<td>• At end of year, gov't said 600 people killed — true figure around 1000</td>
<td>Identifies perspective and context</td>
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“I was there among them, I saw what happened. The children picked up stones, they used dustbin lids as shields and marched towards the machine guns … The determination, the thirst for freedom in children’s hearts was such that they were prepared to face those machine guns with stones. That is what happens when you hunger for freedom, when you want to break those chains of oppression, nothing else seems to matter.”

Steve Biko describes the reason behind the actions of the children who rioted in Soweto, and shares his perspective on rioting as a political act. Due to this, the source has a biased interpretation towards the events, which will have to be taken into consideration. This perspective has been corroborated through information collected from a variety of other sources. For example, the recollections of three student protestors are included in notes for sub-question 3. The accuracy of the quote can be justified as the source it was found in has been proven to be reliable. This source explains the perspective of those involved in the Soweto riots, and therefore is relevant.