Yesterday and Today

Special edition 2006

March 2006

freshideas
creative studios

Contents

Yesterday and Today 1981-1997 – some personal reflections

Martin Trümpelmann

During 1980 some of us at the former Rand Afrikaans University (now University of Johannesburg) decided to do something to counter the decline of history as a school subject. The publishing of the first issue of "Yesterday and Today/Gister en Vandag" in April 1981 was the first tangible proof that our efforts were at least partially successful. Thanks to a sponsor we were able to print 1000 copies which were distributed to a selection of primary and secondary schools of most education departments. Of course a lot of planning accompanied this effort. We had to get a sponsor, an administrative infrastructure had to be established and we needed contributions. The History department at Goudstad declared themselves willing to serve as administrative headquarter. We from RAU did most of the initial canvassing for articles. A very successful partnership was born. For the next decade this effort to improve a nations historical consciousness, met with tangible successes.

First of all the marketing of the journal was very successful. Our subscriptions rose to almost 2000 in two years and at the peak of the journals existence we distributed almost 3000 copies twice a year. We were lucky in the sense that some of the influential individuals in some of the departments were known to us – in this way we were able to elicit a few group subscriptions – but individual subscribers at one stage amounted to almost 500 individuals. Fact is, this involvement made us financially viable. We also were able to involve some corporate sponsors from time to time – these further boosted our ability to show some initiatives in the type of activities we could endeavor.

Secondly our success was also possibly attributable to a liberal, open minded editorial philosophy. "Yesterday and Today" had three editors, myself, Johan Horn and Pieter Kapp – all three of us deliberately tried to involve as broad a spectrum of opinions as possible. Although initially, with Majuba on our first cover page and an all Afrikaner editorial committee, critics and skeptics might have been warranted in their

1

hesitation to be involved. Our real efforts to broaden the participation however proved to be quite successful. Tony Cubbin, Owen van den Berg, Peter Buckland, Francis Graves, Rosemary Mullholland, Rob Siebörger and even Peter Kallaway and a host of other English speaking methodologists and educationists over the years contributed to our publication. In fact, even imminent overseas historians like Jörn Rüsen and Henry McIntosh on occasion wrote articles. It was also possible to get some involvement from "black" academics like Simon Kekana and especially Richard van der Ross and a few others. In this regard our success rate was limited. It can, however, be concluded that at the height of successes (in the early nineties) "Yesterday and Today" was an important local journal.

Another component of our approach was to try and involve specific interest groups – historians, methodologists, educationists, history teachers and learners – the whole spectrum. Some contributions were of a philosophical nature dealing with problems linked to the formative value of history as a school subject. The "why history" type of issues. In this regard, amongst others, Pieter Kapp, Floors van Jaarsveld, Jörn Rüsen, Owen van den Berg and Richard van der Ross made valuable and often provocative contributions. Herman Giliomee's input on a pluralist South African school history (April 1987) was thought provoking and timeous.

There were also some very useful articles on bias, prejudice and history within a multi- cultural paradigm. Often these articles highlighted different perspectives. In fact, the open ended effort of the editorial staff was nowhere more evident than in the critical exchanges on political literacy and the place of history in the new dispensation. The golden thread was always the position of history within the school context. Pieter Kapp's authoritative contributions over the years in this regard need special mention. "A culture without a memory" was to him a danger which was increasingly becoming a reality, but typically he argues that History is often seen as a divisive subject but that it is of the utmost importance in a heterogeneous society because "differences do not minimize the value of History, but in actual fact maximises it". This was the kind of message "Yesterday and Today" all along tried to carry.

Fact also is, we had a number of very constructive colleagues who over the years were willing to make a lot of personal sacrifices for the sake

of the greater good. Pieter Kapp was perhaps the single individual who in this regard is to be saluted most. But we had other individuals like H van Niekerk and many others who believed in our course. We salute them for their support, loyalty and dedication even if some of them are no longer with us.

Yet another reason for our success was possibly the fact that a society for history teaching was formally established in 1986. This society held national conferences on a bi-annual basis. This broadened the pool of possible contributions substantially. For the first time the editor had on occasion, the luxury of selection as far as contributions to "Yesterday and Today" were concerned.

These were our successes, but all along it remained an uphill struggle to maintain the position of History as an important school subject in a democracy in the face of a host of negative issues that impacted on History. In short an a-historical and materialistic time and age had a negative influence on History as a school subject and the uncertainty and new priorities of a new political dispensation were not helpful either. Old prejudices and perceptions around power structures aggravated the tensions. To add insult to injury, Goudstad Onderwyskollege was closed down – a working partnership was ended.

Professor Kapp meanwhile moved to the Cape and Stellenbosch now became the new headquarter. Unfortunately the number of subscriptions were continually declining for a number of reasons linked to the general malaise within the education fraternity. At the end of 1997 Pieter Kapp had to bow to the inevitable – mainly due to financial constraints and a lack of input by those involved with History teaching at all levels – "Yesterday and Today" was discontinued.

I have no doubt in my mind that "Yesterday and Today" played an important role, at a critical junction of our history, in broadening the debate on history and the value of an open, liberal society. To paraphrase Cicero once again (done in the first editorial) we do not want to remain for ever children because we do not know our past. "Yesterday and Today" did it's very best to avert this possibility.

Unfortunately financial constraints will always impact on reality. Secondly perceptions and a lack of trust at times did have a negative impact. The necessity exists to find common ground and for that we

need interaction, open debate and especially mutual trust and an acknowledgement of our different subjectivities. It is only recently that the South African Society for History Teaching (SASHT) has kind of risen from the ashes under the present chairperson and secretary. Unfortunately the position of History has meanwhile deteriorated even further. We really need to pool our sources. We can ill afford to fail.

SASHT Conference, 2005

Chairman's Report - Jimmy Verner

Welcome to this business session of the conference.

In my 2003 report I commented that there had been a "wait and see" feeling about History and the Society as new ideas were being bandied around. Join History and Geography into Human and Social sciences at the GET phase and possible for FET; make History compulsory as the Minister of Education Kadar Asmal proposed; and create a new national History Association linked to the History project.

We did wait and have seen. HSS remains at GET level but History retains its integrity as a separate subject in the FET band though with a significant dose of heritage studies thrown in. Meanwhile in schools the numbers choosing to study History are declining as parents and pupils alike flock to the new "in" subjects of Accountancy, Business Economics and Information Technology. This is a pity especially as the new FET requirements allow far less choice of subject to study - out of seven subjects to be taken; four are required leaving only three spaces for pupils to choose from Accountancy, Art, Biology, Business Economics, Foreign Languages, Geography, History, Information Technology, Physical Science, Music, Speech & Drama, Tourism, etc. Competition is keen and many of my colleagues fear the new FET syllabus is a "turn-off" rather than an inspiration for pupils.

This comes at a time when so much scholarship in History is being exerted to rewrite and reinterpret our History to ensure that the forgotten and neglected are given their place in SA's History. The research that is being done is not being supported by "the constant experience of teaching (that) is at least a very impartial preserver of scholarly energies and standards" as Prof. Elton put it in his book *The Practice of History*. The authorities have moved to a system of Outcomes Based Education which is highly suited to the teaching of History with its emphasis on debate, analysis and reconstruction, but those wishing to learn History are becoming fewer each year.

In the face of these pressures the need for the Society for History

Teaching is greater than ever before but those who should be at the forefront of support are often nowhere to be seen. The different provincial education departments, the national department, the History project (of which I for one had great hopes), the IEB and ISASA have not rallied to the cause and the ordinary classroom teacher suffering under increasing administrative burdens has also not been forthcoming. In the face of these pressures the Society has battled to promote the teaching of History and what success it has enjoyed here must be credited in large measure to Prof Elize van Eeden who's enthusiasm and commitment are boundless. I cannot adequately express my thanks to her for all she has done to keep the Society going, in editing and producing its newsletters, in organising this conference. I honestly believe that without Elize the SASHT would have fallen quietly by the wayside.

What has the Society achieved? Newsletters have been published to try to ensure that members are kept informed of what is happening in History circles. We are represented on the Standards Generating Body for History of the South African Qualifications Authority and have begun to try to put together measurable standards for adult education in History (schools use their own standards and assessment criteria developed by the education departments). Prof. Johann Tempelhoff of Northwest University has led an initiative to "Get real History on to the web". Again a lack of support has prevented this from being as successful as one would like.

I would like to close by thanking everybody who has helped to make this conference a success: our hosts at St Henry's Marist, especially Paul Venter and his team, Elize van Eeden the driving force behind it, Bhekani Zondi of the KwaZulu-Natal Education Department and everyone else who has contributed.

Matric Examinations and assessment over the years in a changing society

Patrick McMahon

Abstract

In looking at examinations in history over many years, it must be realized that it is very difficult to compare and judge papers of the past by the standards of the present.

South Africa has undergone many changes over the past 30 years – ideologically and technologically. It might thus be difficult to compare the "then and now" with any accuracy.

One should remember what the technology was like in connection with examination preparation some 30 years ago. Papers were typed on to wax stencils and old roneo machines were used to reproduce copies. Cartoons and other source materials (if not re-typed) were often reproduced very poorly.

The quality of the older papers is going to be very different from those of the present.

Is this a problem?

Can we judge the people of the past by our standards… At least, technologically speaking? I would tend to say : No!

It would be foolish to criticise the Voortrekkers for their difficult route through the country and not for using the N1 to get from the Cape to the interior. The N1 was not there – how could they use it?

It is amazing how quickly technology has brought the world closer to us – it used to be remarkable if people could see the Durban July horse-race on cinema screens on the same evening as the day it took place – nowadays we are discontented if we do not see sporting events from across the world live, as they happen. The advent of fax machines, considered wondrous many years ago as they replaced telegrams and ticker-tape are now considered almost obsolete as they are being replaced by internet usage and e-mails.

Do ideas also go out of date in the same way? When people criticize

politicians or historians for ideas that they held many years ago…..were our more modern ideas in place and just being ignored or were they like the N1 for the Voortrekkers, still waiting to be constructed?

Bearing in mind the problems of being judgemental on account of new technology and new ideas, are the examination papers now better or worse than those of many years ago??

There are possibly two standpoints that could be adopted. The politically correct version would be as follows….

> Examination papers are MUCH better now – we have the new South Africa with its new ideas – there is more focus on interpretations and sources – the history taught is more Afro-Centric – South Africa is now located within Africa etc.

The politically incorrect version would be…

> Well, you know what education is like now – standards have slipped – no factual knowledge or memory skills are needed to answer any questions– so, it's easier – everything is given to the younger generation etc. So…

Which version is correct?

Let us examine and analyse the matter by looking at some old papers, but I believe there is no easy or "ideally correct" answer to this question.

Let's start by looking at a really old question paper. (Source A).

This shows that even many years ago, there was some questioning over just looking at the facts – more interpretation and sources were always considered part of the history examination!

A 1973 student history paper (Source B) shows that… Still much content was required but it does give a:

1. Critical analysis of syllabus.
2. Knowledge that interpretation of the data is required.

In the 1970s and 1980s

There was considerable bias in the question papers and this was accompanied by a rigid memorandum. No alterations could be made to it! This was a sign of the times and a reflection of the country. This was

a huge problem and tended to stifle initiative, as well as trying to make everyone conform to one way of thinking. A good example of this is the following question (Source C).

Most of the questions that were framed in this way did not allow for discussion or an alternative point of view. You agreed with the point of view that was given in the paper and based your discussion around that.

One of the best examples of bias is this question from the T.E.D. history paper from 1984. (Source D) Once again, characters are portrayed in a manner that is not neutral – in fact, the portrayal is downright controversial – but the questions that were set take the drawing as factual and one has to argue from that viewpoint.

It is easy to be complacent about these questions as they occurred a long time ago – in a "different country". But… we must ask ourselves… do we have similar biases today? It was easy to present alternative views to the questions given above, because the question paper was considered by many to be very "narrow" or "politically incorrect". Nowadays, would we be as keen to look for alternatives in our newly-won democracy? Surely it is up to the historian and the history teacher to examine both sides of the story at all times?

In the period 1988/9 – in the Transvaal Education Department, there seemed to be a change on questions on apartheid. There was a question set which questioned the bias of the Hertzog government towards benefiting the Afrikaners.

(Source E) and the breakthrough question came when the examiners were, for the first time, given the freedom to let the matric candidates question apartheid – from different points of view. (Source F). We were quite surprised that this question was allowed, but looking back on it today, it is not that radical a question – it just seemed so at the time because previously such questions were not allowed to be asked. It did, however, take many of the students (as well as the teachers) by surprise and not that many of them answered the question. By the 1990s, some of the questions had become quite sophisticated. Source materials were used to stimulate essay questions as can be seen from the partial question from the 1990s (Source G) here was still much that was purely content-based, however, and there seemed to be a division of what

should be asked for "facts" and what should be asked for "interpretation" – somewhat of an artificial division, in my view, as the two really go hand in hand.

Of course, this was not the whole picture!History papers from *some* education departments in the mid-1990s still looked at blatant regurgitation – fill in the missing word – true or false (etc) as is shown by this page from a 1994 examination. (Source H)

Some curriculum reform was initiated in September 1995 by discussions that led to a document which became known as NATED 550. This, effectively was a stop-gap measure which had a restricted brief – that is to "clean up" the syllabus and make it more acceptable, but the participants were told that the changes should not be so drastic as to require new textbooks to implement them and that the arrangements would only last for two years.

The arrangements did improve the syllabus, but it was only an interim step, which eventually lasted for 12 years and was never really seriously re-visited.

This document and discussion of it could take up an entire paper on its own, but it has come under a fair amount of criticism for not undertaking further reform. The fact was that the framers of the document were not really given a licence to do that! Criticism of the document from that point of view is unfounded, but criticism of how long it lasted might be more valid.

Despite the changes, there were still some problematic papers at this stage! This can be seen by examining Source I. Not much had changed in this paper over the many years that we have looked at. Nevertheless, the movement towards more creative history papers was driven by a few provinces. These changes and improvements looked at the extended use of sources and a revised system of essay-marking. Whereas in the past, the emphasis was on factual content and the "one fact, one tick, one mark" syndrome, a new more global assessment was being looked at in order to facilitate the content and interpretation method.

We were, however, all still in our own little shells and there was no consistency in the history papers throughout the country. The same year that the previous paper (Source I) was set, a quite different paper was set in another province, also at the Standard Grade level. (Source J.)

In 2002, it was decided that history should become a national paper and a meeting was held in Pretoria to facilitate this. This meeting led to much "horse-trading" amongst provinces as to what should be allowed and what should not. After agreement was reached, this was elaborated in the new national guidelines that were sent to the provinces and a modern, more sophisticated history examination was born in 2003.

I believe that there are still some problems in this examination –

1) *The question of content*

- This has been a problem – educators indicate that content is important, but they spend much of their time looking at skills. Content and skills go hand in hand and one without the other is problematic.
- The worry is that any student who is good at languages and comprehension would be able to work through the source-based documents and answer them well – without a study of the historical period involved.
- In the past, examiners have been criticised for having content without analysis, now there is a criticism that there is analysis without content.

2) *The amount of reading needed*

- This has also become a problem with the introduction of the source-based questions. History examinations are now much bigger and thicker than they have been before. This could be a concern for students for whom English or Afrikaans is a second or third language.
- It is possible to overcome this problem by varying the sources – pictures, cartoons, statistics etc require much less reading and could help to alleviate the problem here. In addition to this, more questions could be asked on fewer sources.

3) *Contextualisation*

- This is potentially another problem –although question papers in the past have been under-contextualised, the tendency today is to over-contextualise – to explain everything in the source so clearly that the candidate is led to the answer.

4) Much is left to markers

But, it should be agreed that there are many pluses to the current examination - The examination is:

- Much more sophisticated than before –it certainly gives the impression that it is a modern-day, analytical and useful piece of work which will benefit students in their life-skills when they leave school.
- Showing an improvement in the types of questions asked, as they look at both sides of the story, are as unbiased as one might expect and are marked according to a flexible memorandum.
- Effective in its use of sources, for whereas those may on occasions be overdone, the importance of using original source material as a tool in the examination cannot be over-emphasised.

5) Much better in its clarity, as technological advances have made examinations look better, clearer and easier to understand as the years have progressed

Remember that there were Questions like that from the beginning – but:

There were many differences in papers under the apartheid system:

- both by provinces;
- and by race;
- so, the modern examination is still something of a mixed bag- in any case, it only has a few more years to run as the new curriculum is imminent;
- it is hoped that history teachers & the examination panels will keep the new assessment alive and healthy, as free as possible from bias … but still requiring the discipline of history to master the examinations. In my view, the history teachers of the country have a vital role to play to see that the subject is being promoted in the history class-rooms and by the national examination!

Together, we must all play a role to ensure that the subject that we teach and love is…

- enjoyable

- truthful – free from bias and
- academically respectable

Let us try and solve these problems and go and create responsible history together.

The source-based essay question (SBEQ) in history teaching for the further education and training (FET) phase

Pieter Warnich

Introduction

The source-based approach is inseparably part and parcel of History teaching within an Outcomes-based Education (OBE) context. Working with sources, and especially primary sources, offers learners an exciting opportunity to study and work with the very building blocks of the past. It compels learners to interrogate the past and begin to form their own interpretations and narratives rather than memorize facts and dates recorded by others.

The source-based approach in teaching History at schools, is nothing new. This teaching method has been used in overseas countries since 1910. It was also strongly supported in South Africa in the sewenties (Coetzee, 1987: 259-260). Since 1976, for example, the year that is also marked as the first year of differentiation between Higher Grade (HG) and Standerd Grade (SG), final History examination papers for standard 10 (grade 12) of the Department of Education from the Cape of Good Hope, reveals evidence of source-based questions (DoE, 1976: 13-14, 22-23).

This teaching approach survived the revision of the History curriculum that started in 1994 as part of the democratisation of South Africa's educational system. Since 1997 the Western Cape Education Department (WCED) seemed to take the initiative even further by not only increasing the amount of sources in their final grade 12 examination papers (DoE,1997: 10-15), but also later started to categorise them under a certain historical theme. In some of the questions asked in the examination it was even expected of learners to simultaneously consult and interpret more than one source in an attempt to answer the questions (See DoE, 1999: 6-13). In 2003 the first national History examination was written, and all grade 12 History candidates were exposed to different

types of source-based questions, adding up to a total of 50 marks. These questions were based on primary and secondary sources moulded on the same format used by the WCED since 1997 (DoE, 2003a: 4-7).

It is however, important to mention that throughout this whole period the learners had to respond in short sentences or paragraphs answers to the questions posed on the sources. It was never expected of them to utilize all the sources and then respond with a single essay question.

This brings us to the Source-Based Essay Question (SBEQ), also known as the Document-Based Essay Question. It was first introduced in the United States of America in the seventies (Rotschild, 2000: 495; Stovel, 2000: 501). Although the format of these questions has somewhat changed since 1981, it still forms an integral part of the American History Advanced Placement Examination (Rotschild, 2000: 496). In South Africa, however, the SBEQ still remains a possibility that can be implemented in the FET Phase.

Before answering the question *why* we should give consideration to source-based essay questions, it is necessary to elaborate on *what* SBEQ precisely entails.

What is a Source-Based Essay Question?

The typical SBEQ consists of two major parts. In the first part the learner will be provided with six to eight (or even more) primary sources on a particular theme or time period that is related to the topic of the essay question asked. These sources may vary in length and are chosen to illustrate the interactions and complexities of the historical process. They may include: charts, graphs, letters, photographs, maps, interviews, art, speeches, diaries, political cartoons, newspaper clippings, etc. The learner will now be asked to briefly respond to a question asked about each source. This generally involves interpreting the main idea or point of view expressed in the source. These "scaffolding" questions are designed to trigger prior knowledge and construct a foundation for the learner's response to the essay question. After completing these constructed short responses, the learner will use this information, as well as his or her own basis of knowledge, to correctly answer the essay question in the second part of the SBEQ (Venkateswaren *et al.,* 2004: 13).

Why Source Based Essay Questions?

The SBEQs offer more interesting possibilities for assessing the historical understanding of learners (Grant, *et al*. 2004: 312).

When compared with the standard essay question, the SBEQ differs in its emphasis of the learners' ability to analyse and synthesise historical data and assess verbal, quantitive, or pictorial materials as historical evidence. The primary aim of SBEQ is not to exclusively test knowledge on a specific topic. It is rather to judge whether the learner can apply a specific set of historic skills to get to the bottom of information supplied by the sources and then to interpret and construct the appropriate information in a coherent and logical way by means of writing an essay. What is desired is a concise essay response that integrates the analysis of sources in an effort to answer the question asked (Stovel, 2000: 502).

The following can be listed as historical skills that the SBEQ requires learners to demonstrate:

- comparing and contrasting particular issues;
- encouraging critical thinking;
- demonstrating comprehension of the sources by using them to support an argument;
- determining the validity and reliability of sources;
- considering bias, point of view and audience, and
- enables learners to realize the importance of considering multiple perspectives (Lintvedt, 2004: 23; Potter, 2003: 372 & Stovel, 2000:503).

The question that now comes to mind is: To what extent does the grade 12 final examination paper, in its existing format, provide for the development and demonstration of these historical skills? It is undoubtedly true that the essay and the source-based questions are formulated in such a way as to assess the extent to which a learner can demonstrate certain historical skills. In practice, however, it seems that in most instances this outcome is not realised.

From personal experience as an ex-WCED History marker and from my discussions with other external markers from other provinces, it is clear that a large majority of History learners still tend to provide rote learning answers when it comes to the answering of essay questions. The trend does exist where learners recognise a word or concept that

appears in the essay question and then indiscriminately write down everything that has been memorised. In most cases the learners do not answer what has been asked and consequently there is no evidence of the application of any historical skills. In other instances, learners extract information verbatim from the documents provided for the source-based questions and then apply it to the essay questions in the hope that the information might correspond.

Above mentioned suppositions concerning the senior certificate have been confirmed in recent examiners reports from different provinces. These were some of the commentaries on the essay type questions:

> "...the way that certain candidates answered the question clearly showed that there is still too much emphasis on the memorisation and regurgitation of content instead of the development of an argument within an answer" (DoE: 2003d, n.p.).

> "...learners merely regurgitated memorised content without proper interpretation, contextualisation and analysis of the question" (DoE: 2003d,n.p.).

> "Candidates mastered the content but could not manage to analyse, evaluate and to follow a line of thought" (DoE: 2004b, 50).

Some of the commentaries on the source-based questions which were presented as short questions totalling 50 marks, were:

> "The source based questions rely too much on comprehension only"(Umalusi: 2004: 2).

> "They (the candidates) can't interpret and do not understand some of the questions. A high percentage of the candidates could not answer the source-based questions."(DoE: 2004, 50).

Although one would like to believe that it is the good intention of the examiners to test historical skills in the way they formulate the questions, it is clear from the above that it does not always happen in normal practice. We can further conclude that our learners of history are still, to a great extend, knowledge tellers, instead of being knowledge transformers by applying their set of historical skills to answer the questions on the past.

A Methodology on how to Design a SBEQ

The following can serve as a guideline in designing a SBEQ. The historical theme for this question is: Forms of civil society protest, 1948-1990 (DoE, 2003: 27).

Instructions:

The following question is based on the accompanying sources (1-11). Using information from the sources and your own knowledge on South African history from 1948 to 1990, answer the questions that follow each source in **Part A.** Your answers to these questions will help you write the essay in **Part B** which you will be asked to:

Analyse and discuss the extent and nature of resistance against the Apartheid government from 1948-1990.   (50)

Part A: Short-answer Questions

Analyse the sources and answer the questions that follow in the space provided. You should spend 15 minutes on this section.

Source 1

The ANC Youth League under leadership of Anton Lembede, Nelson Mandela and Oliver Tambo drafted a Programme of Action in 1949 which was adopted at the ANC Conference of 1950.

> At the Annual ANC Conference in Bloemfontein (1950), the organisation adopted the League's Programme of Action which called for boycotts, strikes, stay-at-homes, passive resistance, protest demonstrations, and other forms of mass action. This was a radical change: the ANC's policy had always been to keep its activities within the law. We in the Youth League had seen the failure of legal and constitutional means to strike at racial oppression, now the entire organisation was set to enter a more activist stage (**Nelson Mandela**)

> "Every Youth Leaguer must go down to the masses. Brush aside all liberals – both white and black. No compromise is our motto. We recognise only one authority – the people, and our leader can only be he who is with the people..." (Speaker at Congress Youth League Conference, 1949)

(Pape *et al.*, 1998: 318)

1. Name the way in which these proposed protest activities of the ANC differed from their protest activities prior to 1949.

Source 2

A photo of a mass protest during the Defiance Campaign of 6 April 1952.

(Pape *et al.,* 1998: 319)

2. State the message that this photo portrayed to the government of the time.

Source 3

In "Long walk to Freedom" Nelson Mandela wrote about the Defiance Campaign.

> [It] freed me from any lingering sense of doubt or inferiority I might still have felt; it liberated me from the feeling of being overwhelmed by the power and seeming invincibility of the white man and his institutions. Now the white man had felt the power of my punches and I could walk upright like a man … I had come of age as a freedom fighter.

19

(Seleti et al., 1999: 305)

3. Explain the way in which the Defiance Campaign influenced
   Mandela?

Source 4

The Freedom Charter adopted by the Congress of the People in 1955.
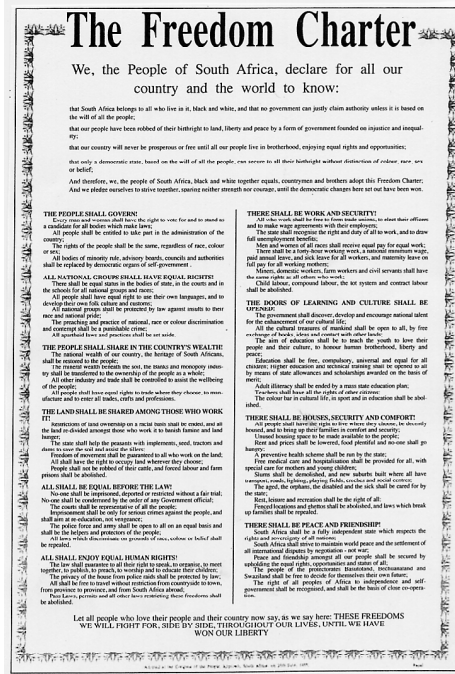
(Seleti *et al.,* 1999: 305)

4. In which way, do you think, does the Freedom Charter instill a political
   consciousness and encourage resistance against the Apartheid
   government?

Source 5

On 9 August 1956 women marched to the Union Buildings in Pretoria
to deliver petitions against the introduction of passes for African women.
Helen Joseph wrote about the occasion:

> Four women had been chosen as leaders for the day, Lilian Ngoyi, the
> African, Rahima Moosa, the Indian, Sophie Williams, the coloured an I,

the white. We reflected the multiracial membership of the Federation of South African Women. We took those piles of protests and left them outside the doors of the ministers' offices, when our knocking brought no response. I suppose we had really expected no less, in view of our four unacknowledged letters announcing the forthcoming visit. It made no difference to us. We had recorded our protest for all time.

(Seleti *et al.,* 1999: 306)

5. Explain the way in which this protest march was different when comparing it to other protest actions at that time.

Source 6

On 6 April 1959 the PAC was founded. The leader, Robert Sobukwe, declared:

> The Africanists take the view that there is only one race to which we all belong, and that is the human race…. Against multi-racialism we have this objection; that the history of South Africa has fostered group prejudices and antagonisms, and if we have to maintain the same group exclusiveness….we shall be transporting to the new Afrika (sic) these very antagonisms and conflicts. Further, multi-racialism is in fact a pandering to European bigotry and arrogance. It is a method of safeguarding white interests.

(Seleti et al., 1999: 310)

6. State the main reason for the PAC's break - away from the ANC. Explain, in general, how it influenced the resistance campaign.

Source 7

Joe Slovo, an ANC and SACP leader reporting at the end of the 1950s:

> At the end of the 1950s, I think there was a general feeling of frustration. We'd done a few strikes, we'd had a Defiance Campaign, we'd gotten a Freedom Charter, we'd had continuous bus boycotts, anti-pass campaigns-so what? Apartheid was still in the saddle. It became obvious that we must now search for new ways of challenging the regime.

A pamphlet circulated by Umkonto we Sizwe on 16 December 1961:

> The time comes in the life of any nation when there remains only two choices: submit or fight. That time has now come to South Africa. We shall not submit and we have no choice but to hit back by all means within our power in defence of our people, our future and our freedom.

(Pape *et al.,* 1998: 334-335)

7. Why was Joe Slovo a frustrated person at the end of 1950? State the cure for his frustration.

Source 8

A photo of learners marching during the Soweto uprisings in 1976.

(Pape *et al.*, 1998: 345)

8. Comment on the way in which this anti-Apartheid protest differed from other protest marches before 1976. Provide reasons for your opinion.

Source 9

A poster distributed when the Congress of South African Trade Unions

(COSATU) was launched in 1985.

WORKERS RALLY
LAUNCH OF THE NEW FEDERATION
SUNDAY DECEMBER 1 — 10 AM   KINGS PARK RUGBY STADIUM
ONE COUNTRY ~ ONE FEDERATION

(DoE, 2004: 16)

9. Identify the way in which the information in this poster reflects the trade union.

Source 10

A cartoon by Abe Berry showing the EPG pushing Botha towards "Talks with Mandela."
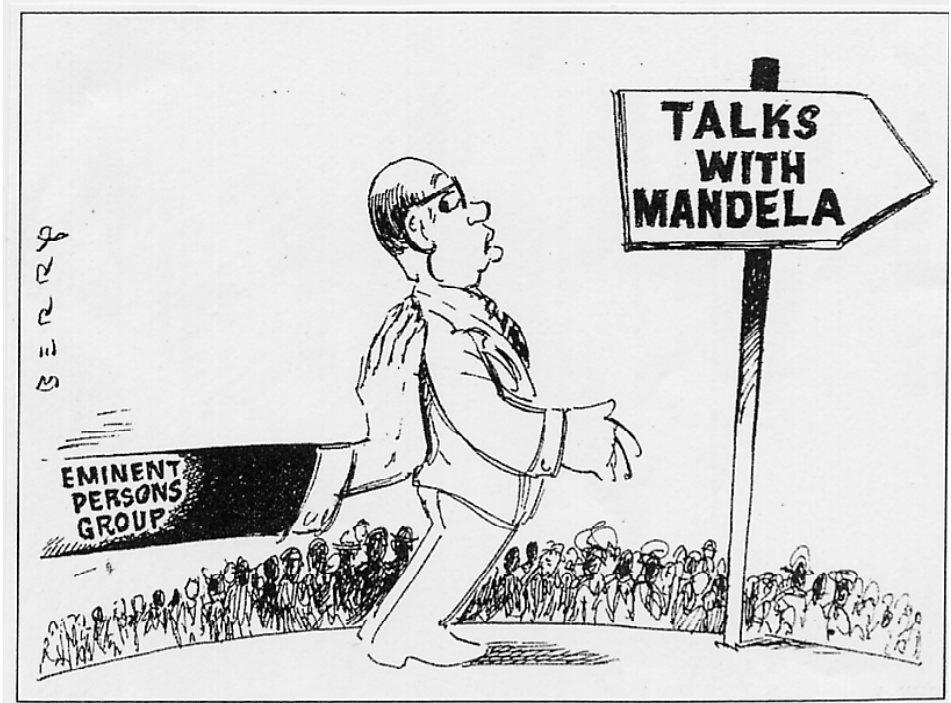
(Seleti *et al.*, 1999: 341)

10. Determine whether source 10 is accurate in implying that Botha was pushed towards such talks.

Source 11

The dismantling of Apartheid by F. W. de Klerk

(Seleti *et al.*, 1999: 349)

11. Assess the role of F.W. de Klerk with regard to the resistance he experienced against the National Party government.

Part B: Essay Question

Instructions

- Write a well-organised essay that includes an introduction, paragraphs, and a conclusion.
- Support your response with relevant facts, examples and details.
- Include your own knowledge and opinion.
- You should spend 45 minutes on this section.

  Using information from the sources and your own knowledge answer the following question:

  Analyse and discuss the extent and nature of resistance against the apartheid government from 1948-1990.   (50)

Important Guidelines to Remember when Answering a SBEQ

1. Read the question properly and determine the precise requirements of the question. Identify the time period and then break down the question into recognisable parts. It is important that you cover all the sections of the question asked.

2. Organise your response by brainstorming the question before drafting an outline for your essay. Jot down everything that comes to mind, e.g. names, events, people, acts, etc. These terms can later be used as your own information when writing your essay.

3. Now prepare your outline by consulting all your sources. Take into account the social status of the author of each source and look out for the tone, date and change over time in the sources. Take note of any possible solutions in the sources which might be of help when answering the essay question.   Remember not to make a document say something it doesn't really say. Read, highlight and add any own information that is relevant to the topic that is triggered by the sources. Do not quote extensively from the sources when answering your question. Rather weave the key ideas from the sources (your answers to your short questions will be of help) into your essay. Remember to also integrate useful and meaningful own knowledge with the analysis of the sources. Always keep the focus on what is

asked in the question.

4. The structure of your essay is also important. Start with a clearly structured introductory paragraph which is not broad or vague. Keep it short and do not include background knowledge and do not restate the question.

5. Hereafter, the body of your answer will follow, consisting of various paragraphs. Your body contains the factual and supporting evidence that is relevant to the question. The information must therefore always be linked to the topic of the question because it needs to substantiate your viewpoint. Hereafter the conclusion will follow.

6. The conclusion should not differ from your argument. Conclusions should draw an argument or discussion to a close. Keep it short and to the point.

7. When referring to sources use the number appointed to each source. Remember it is not your task to explain the sources but rather to interpretate them and use that information to answer your question (Barber, 2003: 1 & Pappas, 1999: 1).

Assessing the SBEQ

Teachers/examiners must accept all bona fida interpretations when assessing a SBEQ. Assessment is based on the student's ability to synthesize and analyze the sources in relation to the question asked as well as to incorporate his or her own knowledge (Kotzin, 2001: 487).

Below is an example of a six point scoring rubric (from 0-5) that can be used when assessing a SBEQ. Learners may score from 0 (worst score) to 5 (best possible score).

An example of a source based question scoring rubric (Adapted from McAuley, 2004: 1):

Criteria	5	4	3	2	1	0
Answers Question/ Line of argument	Question has been fully answered. Relevant and strong line of argument	Question answered to a great extent. Relevant and solid line of argument	Question has been satisfactorily answered. Relevant and a satisfactorily line of argument	Fails to answer the question adequately. Attempts to sustain a line of argument	Question inadequately addressed or not addressed at all. Line of argument not sustained	No attempt to answer the question. No line of argument
Use of sources/evidence	Uses sources completely and accurately; weighs the importance and validity of evidence	Uses sources correctly, recognizes that all evidence is not equally valid	Uses most sources correctly- simplistic analysis, does not always weigh the importance and validity of evidence	Uses some sources correctly; some only paraphrased, misunderstood or only restate contents; fails to recognize any difference in the validity of evidence.	Fails to use sources correctly, simply paraphrased or misunderstood.	Ignores or misuses the sources
Own knowledge	Include considerable relevant information from own knowledge	Include relevant information from own knowledge	Includes some relevant information from own knowledge	Includes little information from own knowledge- what is included is mostly irrelevant	Includes no relevant information from beyond the sources	Includes no Information from beyond the sources
Understanding of topic	Displays a thorough understanding of the topic and related issues	Shows an understanding of the topic and related issues	Shows basic, though simplistic understanding of the topic and related issues	Shows little understanding of the topic and related issues	Shows almost no understanding of the topic or related issues	Shows no understanding of the topic or related issues
Structure/ application of skills	Well-planned and structured, applied analysis and historical explanation to a great extent; higher order skills present	Well-planned and structured with minor errors; applied analysis and historical explanation	Weaker organization; essay planned and structured to a certain extent; has attempted analysis and historical explanation	Poorly organised; attempts a structure; technical shortcomings; applied analysis and historical explanation occasionally	Disorganised with no clear structure; no analysis and historical explanation.	Lacks any structure; Little attempt made; blank paper, no analysis and historical explanation
						Total score

Venkateswaren *et al*. (2004: 13) suggest a nine point scale that can also be used when assessing a SBEQ. In such a case the scoring rubrics are generally divided into three categories, the top middle and bottom. The top range of essay have a score of eight to nine, the middle essay score between five and seven and the lower essays have a score of below four. The top essays should have a strong line of argument that is built on a sophisticated analysis of the sources and a wealth of contextual facts. The middle essay might have a solid line of argument, but lacks depth of analysis or the application of own knowledge. The bottom category essay generally has a limited line of argument. It consists of vague generalisations where sources are frequently quoted.

An Evaluation of the SBEQ

The advantages of the SBEQ has been fully discussed throughout this paper. "To learn history from the bottom up", by doing history with primary sources is what makes the SBEQ unique (Rotschild, 2000:496). It requires from learners to explore multiple perspectives on events or issues by examining, analysing, evaluating and synthesising textual and visual sources, and in the end to write a logic and coherent essay (Grant *et al*., 315-316). SBEQ represents a shift away from the existing format of the source-based and essay questions in the final examination papers to cater for a more authentic assessment of the learners' historical understanding and reasoning.

On the other hand it is undoubtedley so that the SBEQ will force History teachers to reassess their teaching and assessment strategies. The availability of primary sources might be a problem although most text books these days include primary sources embedded into the chapters.

There are also books on sources available from some publishers which can be of help to teachers.

The Internet where primary sources can be traced is another option (Kotzin, 2001:487-496). Statistics of 2003 reveal that only 26,5% of schools in South Africa have computers for teaching and learning, which means that the option of an internet search is limited for most schools (DoE, 2003d: 5). The reproduction of sources might also become a costly practice for most school budgets.

The time factor for answering the source-based questions may also be a problem. The learner will need at least 15 minutes to answer the short questions of part A. Another 45 minutes is necessary to write the essay of part B. This will obviously influence the duration of the national History examinations.

Conclusion

Working with sources is achievement-orientated, activity-based and learner-centered and therefore in accordance with outcomes-based education that has been instituted in South Africa since 1998. In the National Curriculum Statement for History, grades 10-12, the first three learning outcomes with their assessment standards, reflect the process by which learners investigate the past. They develop historical enquiry, conceptual understanding and knowledge construction. Therefore learners will, amongst other things, be expected to "use a range of enquiry skills in order to extract and organise evidence from a variety of historical sources of information" (DoE, 2003c: 11-12).

For this reason, and others stated in this paper, consideration must be given to the SBEQ. A suggestion would be to progressively implement the SBEQ in the FET phase. It can possibly be given as a continuous assessment (CASS) assignment for the grade 10s in 2006, then be incorporate into the internal grade 11 schools examinations of the next year for implementation in the national grade 12 examinations in 2008. This year will also be marked as the first year when OBE will be in full operation for all grades with no more differentiation between higher grade and standard grade.

Bibliography

BARBER, N. 2003. DBQ hints and helps. [web:] http://www.vanguard.org/faculty/barber/dbqhelp.htm [accessed on 06.09. 2005].

COETZEE, D.J.J. 1987. Die bestudering van Geskiedenis deur middel van die bronmetode, met spesiale verwysing na Geskiedenisonderrig op skool. *Die unie*, 259-260, Maart.

DEPARTEMENT OF EDUCATION. 2005. North West province, policy on continuous assessment (cass) in the FET band: History, 1-81.

DEPARTEMENT OF EDUCATION. 2004. Senior certificate examination, History HG first paper addendum, November: 1-18.

DEPARTEMENT OF EDUCATION. 2004. Northern Cape province, examiners report human sciences, November : 1-73.

DEPARTEMENT OF EDUCATION. 2003a. North West province, Senior certificate examination, History HG second paper, November: 1-7.

DEPARTEMENT OF EDUCATION, Western Cape. 2003b. Senior certificate examination November 2002: examiner's reports. Examination circular minute: 0013/2003, reference 14/18/2.

DEPARTMENT OF EDUCATION. 2003c. National curriculum statement grades 10-12, History. Pretoria.

DEPARTMENT OF EDUCATION. 2003d. Draft White Paper on e-Education: Transforming learning and teaching through transformation and communication technologies. Pretoria: Government printer.

DEPARTEMENT OF EDUCATION. 1999. Western Cape, Senior certificate examination, History HG first paper, November: 1-13.

DEPARTEMENT OF EDUCATION. 1997. Western Cape, Senior certificate examination, History HG first paper, November: 1-15.

DEPARTMENT OF EDUCATION. Cape of Good Hope. 1976. Senior certificate examination, History HG , November: 1-30

GRANT, S.G., GRADWELL, J.M. & CIMBRICZ, S.K. 2004. A question of authenticity: the source-based question as an assessment of students' knowledge of history. *Journal of curriculum and supervision,*19(4): 309-337.

GRANT, S.G. 2001. When an "A" is not enough: analyzing the New York State global history and geography exam. *Educational policy analysis archives,* 9(39). [Accessed 1st September 2005 from http://epaa.asu.edu/epaa/v9n39.html].

KOTZIN, D. 2001. The internet as an opportunity for students to create their own source-based question. *The History teacher*, 34(4): 487-496, August.

LINDVEDTT, A. 2004. Teaching students to interpret sources. *Perspectives,* 42(9): 23-25, Dec.

MCAUELY, S. 2004. Source based question scoring rubric. [web:] http://highschool. gardencity.k12.ny.us/socialstudies/Mcauley/DBQs/DBQ%20General/DBQ_ scoring_rubric.htm [accessed on 07.09 2005].

PAPE, J., FIEDMAN, M., MASHININI, N. & JOHANNESSON, B. 1998. Making History. Sandton: Heinemann. 364.

PAPPAS, P. 1999. Answering an AP-level DBQ. [web:] http://www.edteck.com/dbq/ dbquest/apdbq.htm [accessed on 06.09 2005].

POTTER, L.A. 2003. Connecting with the past: uncovering clues in primary source

sources. *Social education*, 67(7): 372-377, Nov/Dec.

SELETI,Y., DELIUS, P., DYER, C., NAIDOO, L., NISBET, J. & SAUNDERS, C. 1999. Looking into the past. Cape Town: Maskew Millar. 358 p.

STOVEL, J. E. 2000. Source analysis as a tool to strengthen student writing. *The History teacher,* 33(4*)*: 501-509, August.

ROTHSCHILD, E. 2000. The impact of the source-based question on the teaching of United States History. *The History teacher,* 33(4*)*: 496-499, August.

UMALUSI, 2004. Report by chief marker/examiner of History HG, Mpumalanga: 1-5. November.

VENKATESWAREN, U., VECCHIO, D. & HYSER, R. 2004. Antebellum reform DBQ on AP U.S. History examination. OAH newsletter, 32(4): 1-13, November.

Be passionate about history - Marketing History to Learners and Parents

Robert King

This paper is a simple hands-on approach to the marketing of History, a subject which is under attack from all sides. There are two questions upon which we need to focus.

Firstly what does History, as a subject on the school curriculum, have to offer prospective learners and secondly what do we, as teachers of History, have to do engage and stimulate our learners?

In the Durban Girls' High School Subject Package booklet for Grade 9 learners History is marketed as follows:

> "I like History but I'm not going to take it for Grade 12 because it won't help me in my career."

Sounds familiar? Perhaps the following explanation will help to dispel this common misconception:

* Modern methods of teaching History emphasise that History is a discipline and not a mass of dates and facts
* History develops logical thought and sound judgement while providing an essential background of culture and general knowledge
* A study of History encourages critical thinking
* Learners are taught to detect bias, not to accept facts at face value and to examine critically all information that is presented to them.

A proper study of History also encourages in learners:

* The ability to make decisions by weighing up available evidence
* Skills in research
* The ability to present in a meaningful, concise way, the information they have discovered through research.

The skills involved in History are also required for many subjects studied at tertiary level. The disciplined approach required in History

would be a distinct advantage to any learners who aim to pursue tertiary study. (Former pupils attest that the skills they developed in History at school have helped them more than any other school subject to handle the change over to studying at university).

All companies or institutes are faced with problems at various times. Any problem is half way to being solved if its origins can be traced, something which a History learner will be accustomed to doing. As History is the study of mankind in the past, a proper study of History can yield an understanding of people, to a depth not provided by many other school subjects. This is obviously very useful for any learner who wishes to enter a people-related career (teaching, law, politics, the diplomatic corps, journalism, psychology, management, medicine, tourism and the travel industry, beauty therapy, the arts and even that of the cosmetic surgeon and many more). All careers that need skills in dealing with people.

Wouldn't you, as an employer, appreciate a prospective employee with these skills?

But what of the actual course content? Will it be relevant for learners' future careers? Yes, and yes again! General History in Grade 12 covers a study of the emergence of the United States of America and Soviet Russia as major world powers; the circumstances leading to World War II and the subsequent Cold War which shaped the mindset of the world for four decades.

A study of Africa since 1945 reveals the involvement of the world powers in the continent. It also provides an understanding of the problems, challenges and changes being faced by our continent.

Relevant now? OF COURSE!

And what of South African History? The period 1924 to 1994 highlights the horrors of racism and the iniquity of Apartheid. We are teaching a generation who never grew up under Apartheid's horrendous laws. They too must know what happened. Apartheid must not be forgotten so that people will not make the same mistakes again.

History too has great intrinsic value. Ultimately our purpose at school

is to educate learners to prepare them for adult life in which a career is only a part. In these changing times is it not important for our children to learn what has happened in the past and hopefully, as the new generation, avoid making the same mistakes? A study of History goes a long way towards preparing our youth for the future and assisting them to understand the present within which they operate.

My learners are erudite and able to make their own decisions which do not necessarily reflect my views.

In preparing this paper I decided to ask the Grade 10, 11 and 12 learners why they selected History as a Matric subject.

Important and repeated again and again in this survey was the ability of teachers in Grades 8 and 9 to be passionate about teaching their subject, their skill in making History interesting and the ability to *sell* the subject to their learners. This means there is a great responsibility on lower school teachers to *sell* History. This is a factor that might be out of your control. However, you can encourage lower school colleagues to give of their best. They are laying the foundations for the future survival of the subject.

In spite of my Principal's reservations, I insist on teaching at least one class from every grade in the school. My Principal is quite correct, it places a heavy load on any teacher who is also involved in the onerous tasks of lesson preparation, teaching and marking in the upper school. On the positive side it gives one hands on knowledge of what is happening in every grade and contact with learners at every level in the school.

Word of mouth is a valuable tool in our efforts to sell History. Learners talk among themselves. If they say that History is fascinating and fun, part of the battle is won. This reputation extends beyond the school into the community and helps to win over parents to permit their children to choose the History option, especially if the learners are taught well, stimulated, have obviously become educated in the true sense of being knowledgeable, skilled and have developed sound attitudes.

Also high on the learners' lists of why they chose History was the fact that it helps them with their other subjects. Top of that list was English. Learners said that History helped them write better essays, provided them with enhanced vocabularies, helped them to be logical, analytical,

objective and to avoid bias. They felt better able to participate in activities such as debates, teach-backs and they felt they were generally better conversationalists. In fact these aspects apply to any language that a History learner takes at school.

I personally believe there should be greater contact between teachers of language subjects than presently exists. As a University lecturer I discovered that students who majored in English as well as History often achieved much higher marks in English.

In History you need an extended vocabulary to succinctly explain historical concepts. Consequently History expands vocabulary. History also teaches valuable skills in summarizing information and so makes learning easier, encourages concentration, hones memory skills and time management during tests and examinations. These are valuable skills needed in all fields of study.

Other subjects that were perceived as being facilitated by the study of History were all subjects requiring the writing of essays, including Geography and the Arts.

Equally important form my survey was the aspect of learning life skills. We live in a complex country in an equally complex world. We are struggling with the legacy of Apartheid and having to learn to deal with our very new democracy. Consequently we need to know where we come from, how to handle the world we live in and to how to attempt to shape the future.

History enables us:

- To have a greater understanding of and love for our country;
- To be more interested in other people;
- To listen to others and communicate with our fellows;
- To accept and respect other cultures and be empathetic;
- To be more compassionate and humane;
- To understand the difference between right and wrong;
- To help us deal with difficult moral decisions;
- To be more aware of current affairs both nationally and inter-nationally; and according to my learners, History should teach us not to make the same mistakes again and again.

To make History a viable subject option we must:

- Make it interesting;
- Make it pertinent;
- Make it available to all;
- Make it entertaining – give command performances before every class – and it is exhausting;
- Make our learners laugh – one learner said she had to have one class a day to look forward to;
- Tell interesting anecdotes – they help learners remember the salient facts;
- Encourage learners to read and find the wealth of material to be that can be gleaned from the media, books and websites;
- Refer to set works studied in English;
- Encourage learners to ask questions;
- Encourage your learners to express and share their views – you learn as much from them as they learn from you;
- Get your learners to listen to other people's standpoints and to try and understand their views;
- Follow the media ourselves and keep up to date with national and international events;
- Draw comparisons between what learners already know and events that happened in the past;
- Use what is happening in the world today to help explain past events;
- Remember History is about story telling – the first histories began in oral praise songs;
- Get learners to ask elderly family members about their lives and the major events that happened in their life times. (The Grade 12 Oral History assignments are doing a valuable service in not only teaching History skills but they also encourage learners to find out things for themselves and to record events and viewpoints that would otherwise be lost. Often less gifted learners come up with the most interesting topics);
- Play games with your learners:
    - do role plays (girls love dressing up);

    - let them interview the people in the drama of History;

- You need to be available to your learners to make History popular

and accessible. Be there before school, at breaks and after school to answer questions and give extra lessons. Teach them that leaving a space and saying I don't know is not good enough. They can always come and ask you. I know too few avail themselves of these opportunities.

• Start a History Society and invite speakers who can talk on aspects of the syllabus. This is particularly valuable when teaching Apartheid. I have more speakers among parents than can be accommodated at times. In this way parents are being involved in the learning process.

We all have to sell our subject if it is to survive. Don't be complacent and wait for others to save the subject. We can all play our parts but above all BE PASSIONATE!

The value (necessity) of integration between the Learning Areas Economic and Business Studies and Social Sciences

HE Holtzhausen and Louisa Meyer

Orientation

South Africa has been undergoing various dynamic political, social, economic and other changes since the inauguration of the post-apartheid dispensation in 1994. In this transformation process History as a school subject has undergone some of the most radical changes, especially since it is widely regarded as one of the key elements in the evolution towards a new democracy[1].

The process of drafting a new curriculum for schools commenced early in the 1990s. Curriculum 2005, with an Outcomes Based Education approach was adopted in 1996 and has been implemented in all South African schools progressively in different grades since 1998. The outcomes-based approach is based on a holistic, integrated programme. All Learning Areas should be integrated through Learning Programmes. The Learning Area Social Science consists mainly of History, Geography and Archaeology. The Learning Area Economics and Business Studies consists mainly of Economics, Business Economics and Accounting. This constitution of the Learning Areas in itself provides for an interdisciplinary approach. For the purpose of this paper, the focus will be on two subjects within the Learning Areas, namely, History and Economics.

Since 2003 the Revised National Curriculum Statement has been implemented. Thorough training of teachers and clear guidelines regarding the implementation of this Revised National Curriculum Statement[2] have been provided by the National Department of Education. According to the Revised National Curriculum Statement Grades R – 9, aspects to be considered when developing Learning programmes, Work Schedules and Lesson Plans, are the following:

---

1 Van Eeden, 1999:1.
2 RNCS, Teacher's Guide, 2003:2.

1. Philosophy and policy
2. Principles underpinning the curriculum
3. Time allocating and weighting
4. Integration
5. Resources
6. Inclusivity and barriers to learning

The focus of this article regarding the development of Learning Programmes, work schedules and lesson plans, is *integration and more specifically the integration of the Learning Areas Economic and Business Studies and Social Sciences.* Integrated learning is central to Outcomes-Based Education. The historically fragmented nature of knowledge can be overcome if attention is paid to relevant integration both within Learning Areas and across Learning Areas. Teachers need to have a clear understanding of the role of integration within their Learning Programmes. The key, however, is the balance to be struck between integration and conceptual progression. That is, integration must support conceptual development rather than being introduced for its own sake[3]. Integration should also not be applied in a forced way.

Even though all the different issues to be considered when developing Learning Programmes, Work Schedules and Lesson Plans are explained clearly in the above-mentioned document, it is noteworthy that the important aspect of *integration* is not included in a diagram (figure 1) on the planning process.[4]

---

3   RNCS, Teacher's Guide, 2003:6.
4   RNCS, Teacher's Guide, 2003:14.
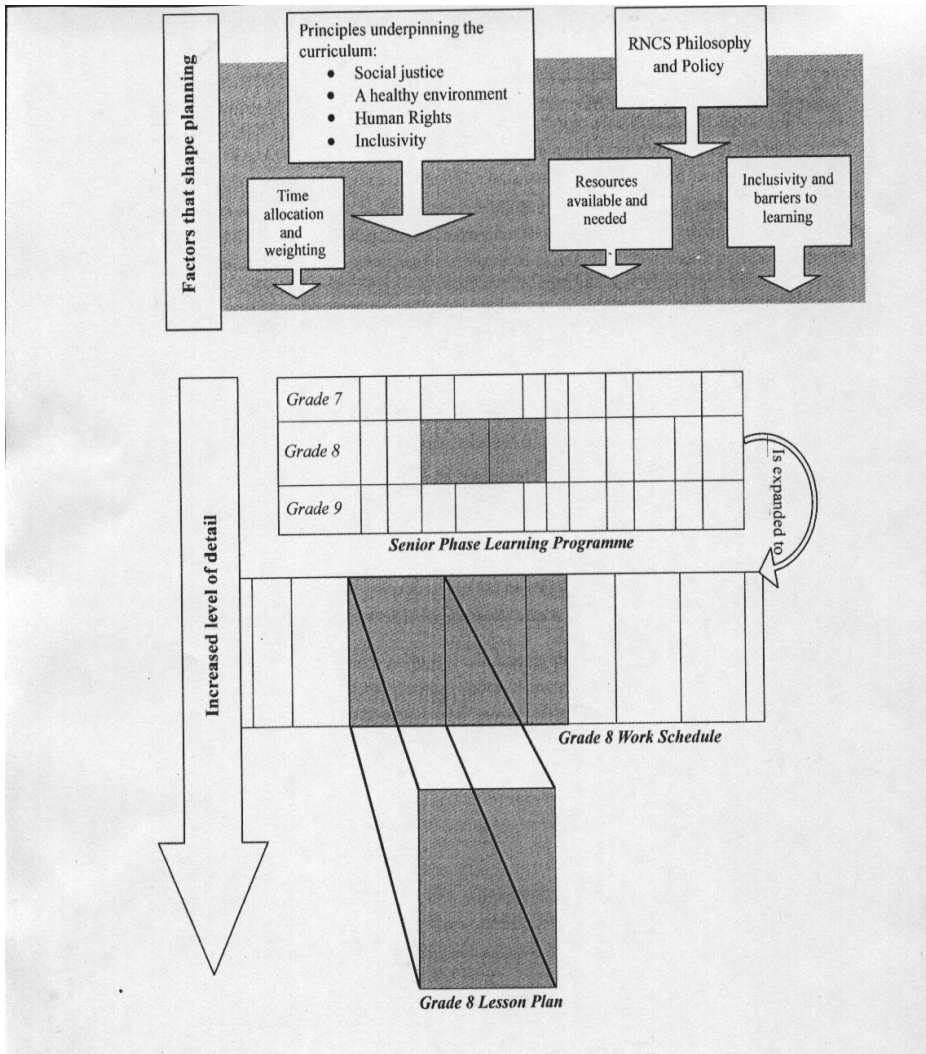
Figure 1

In the Revised National Curriculum Statement[5] it is further explained that "integrating Learning Areas should enhance the knowledge, skills, attitudes and values embedded in the Learning Outcomes of each Learning Area. Each Learning Area has its own concepts and knowledge domain, but achieving knowledge on its own without developing appropriate skills is not what we strive for in an outcomes-

---

5   RNCS, Teacher's Guide, 2003:44.

based curriculum. The integration of learning Areas into Learning Programmes will have implications for planning".

The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R – 9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process[6].

The critical outcomes envisage learners who are able to:

• identify and solve problems and make decisions using critical and creative thinking;
• work effectively with others as members of a team, group, organisation and community;
• organise and manage themselves and their activities responsibly and effectively;
• collect, analyse, organise and critically evaluate information;
• communicate effectively using visual, symbolic and/or language skills in various modes;
• using science and technology effectively and critically, showing responsibility towards the environment and the health of others;
• demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:
• reflect on and explore a variety of strategies to learn more affectively;
• participate as responsible citizens in the life of local, national and global communities;
• be culturally and aesthetically sensitive across a range of social contexts;
• explore education and career opportunities;
• develop entrepreneurial opportunities.

Critical and developmental outcomes which are of specific importance for the topic under discussion are the following:
• collect, analyse, organise and critically evaluate information;

---

6   RNCS, Policy, Economic and Management Sciences, 2005:1.

- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation;
- participate as responsible citizens in the life of local, national and global communities.

In the introduction to the Learning Area, Social Sciences, the following definition is provided*:*

> The Social Sciences Learning Area studies relationships between people, and between people and the environment. These relationships vary over time and space. They are also influenced by social, political, economic and environment contexts, and by people's values, attitudes and beliefs.[7]

A definition to Economic and Business Studies reads that

> the Economic and Business Studies Learning Area deals with the efficient and effective use of different types of private, public or collective resources in satisfying people's needs and wants, while reflecting critically on the impact of resource exploitation on the environment and on people.[8]

Key concepts appearing in both definitions are: economy, people and environment. These concepts link clearly with the craft of historical investigation which mainly involves the study of known actions and decisions of people within their society, and especially those actions and decisions that are of some significance to society.[9]

Problem Statement

The problem (question) under investigation is whether content in any or both of the Learning Areas, Economic and Business Studies and Social Sciences are presented in a way that enhances integration between the two Learning Areas. This does not imply that integration between these two Learning Areas and the other six Learning Areas are less significant;

---

7   RNCS Policy Social Sciences, 2003:4.
8   RNCS. Economic and Management Sciences, 2003:4.
9   Van Eeden, 1999:1.

the interrelatedness between history and language is a given and many examples can be provided, but the argument in this paper is that integration between the two Learning Areas under discussion should be regarded as a necessity where the opportunity exists. The relationship of economics to history is rather different from that of the other social sciences; curious as it may sound, this relationship comes close to that between history and literature. Economics, after all, is the science (in the broad meaning of the term) of something which people actually do; even if the science did not exist, people would still make economic decisions, economic predictions and participate in the various forms of economic organisations which, in part, is the economist's function to describe. The historian then is forced, whatever his period of study, to have some rudimentary knowledge of economics since so much of man's activity in societies is concerned with economic matters.

Learning Area Integration

Although Learning Area integration is encouraged by the National Department of Education in their official documents as indicated earlier, it is ironic that, when the knowledge focus for the Intermediate Phase of the Learning Areas, Economic and Business Studies and Social Sciences is compared, it is clear that there is limited opportunity for integration[10]. The same applies to the Intermediate Phase. To substantiate this accusation, the knowledge focus for Grade 4 is presented on page 45:

---

10   RNCS Policy, Economic and Management Sciences and Social Sciences, pp. 38-39.

Social Sciences	Economic and Business Sciences
• The history of the local area or district; • People, places, resources, beliefs linked to natural features, buildings, the school, sites, symbols, monuments and museums. • Oral histories and traditions: finding out about place names, names of rivers, mountains and other landmarks and indigenous environmental practices. • People as historical sources: interviewing members of the community. • Stories of families and communities which express human values of concern for others, triumph over obstacles, resistance against wrong, valuing human rights. • Learning from leaders in all spheres of life; what makes a good or great leader, stories from South Africa and around the world over time. • Broad historical overview of the origins of major world religions reflected in South Africa. • Democracy and human rights in the school and community.	• The importance and use of production factors by households in the production of goods and services. • Households as consumers, producers and suppliers of factors of production. • The role of formal and informal business in society. • Differences in the standard of living between modern societies and self-sufficient economies. • The economic impact of the discovery of minerals in South Africa. • Different types of economic sectors and business. • Elements of management in a classroom project. • The importance of saving and a personal budget. • Entrepreneurial characteristics, skills, actions and practices.

Aspects from the above-mentioned example which could be integrated, to supply only two obvious examples, are:

1. The history of the local area or district; the history of any town or city is linked with the economic growth and / or - decline of the place.
2. The economic impact of the discovery of minerals in South Africa. The discovery of minerals are historical events which are dealt with extensively in History and it should appear in the left column also in order to create a holistic picture and help the learners to understand it much better.

It is regarded as relevant for this paper to provide brief explanations of the nature of History and Economics as the two subjects under discussion in the Learning Areas Economic and Business Sciences and Social Sciences. Although both subjects imply much more, a few

examples are provided to demonstrate the tangency between the two:

Economics	History
• Economics is the study of mankind in the ordinary business of life. Alfred Marshall • Economics is the study of how individuals and groups of individuals respond to and deal with scarcity. James Kearl • Economics is the study of how individuals, firms, governments and other organisations within our society make choices and how those choices determine how the resources of society are used. (Fourie p. 50). Joseph Stiglitz	• The craft of historical investigation mainly involves the study of known actions and decisions of people within their society, and especially those actions and decisions that are of some significance to society. E van Eeden • History is the story of development, evolution and origin of our present environment. Burnston and Green. • History is the most dependent of all sciences, needing more than any other science continual help from all kinds of other fields of knowledge (Huizinga).

Mohr, Fourie and Associates[11] ask a number of questions in an attempt to explain what Economics is; most of these questions could just as well have been asked in a History class:

• Why has the Rand often depreciated sharply against the major international currencies such as the US Dollar and the Euro? Why did it depreciate so sharply in 2002?;

• What is the difference between capitalism and socialism? And between socialism and communism? Why did communism collapse in Eastern Europe towards the end of the 1980s?;

• Why are certain provinces in South Africa so much richer than others? Why are some South Africans richer than others?

An Inter-disciplinary Approach to History in General

Concepts such as "political economy, economical history and company history" give a clear indication of the interrelatedness of economics and history. Since the 1840s – the 1880s however, the economic interpretation of history is invariably associated with the name of Karl Marx. Marx held that the manner of production in economic life was

---

11   Mohr et. al., 2004:6

much the most important factor in determining every aspect of human existence. At any stage in history those who controlled the means of production were thereby in a position to dominate society as a whole. History was chiefly the effort of the masses to make a living. (Norling, 107)

 According to Marwick[12] the relationships between history and economics take two rather different forms. First of all, there is the question of the borrowings which the general historian from time to time and the economic historian (of the traditional type) all the time will have to make from the economic sciences. The other form of involvement is that relating to "quantative history" and "econometric history ". In certain types of historical debate the mathematical formulations of the pure economist are indispensable.

 French historians of the Annales school (1929) have had a great and stimulating effect on the study of history in the twentieth century. The three key figures in the founding and development of the Annales school – Marc Boch, Lucien Febre and Fernand Braudel – were in favour of an inter-disciplinary approach to history. Their work had a stimulating effect on historical studies everywhere. In his La societe feodale (Feudal Society) of 1939 – 1940 he employed the technique of comparative history to find similarities and contrasts between areas with regard to institutions, techniques and economic and social developments.[13]

 Since 1994 the content of history teaching has changed dramatically to include more African as well as a different perspective on South African history than in the past. In the study of African history there has recently developed a greater interest in economic history, the study of social institutions, and cultural phenomena rather than in political history only. This has brought about a closer relationship between history and such disciplines as economics, sociology and anthropology.[14]

The Value of an Integrated Approach

 When attempting to evaluate an integrated approach between History and Economics, the advantages of history is a valid point of departure.

---

12 Marwick, 1993:172.
13   Fick, 1996:88.
14   Fick, 1996:90.

One of the most important advantages of a study of history is that it develops critical skills. It obliges one to ask questions about the past and to think creatively in trying to answer these questions. The skills of interpretation, deduction, evaluation and synthesis, to name just a few, are essential for scholars of history. Everyone needs to know how to acquire information, how to assess material honestly, to distinguish between the important and the secondary and how to process and present conclusions in a readable form. The person who studies history is likely to be informed and responsible with a sound ability to judge people and events in a balanced way. Because History is the only social science studied at school, it introduces pupils to important aspects of sociology, psychology, politics and economics.[15] All of the above mentioned are important virtues in the studying of economics. The survival of a nation depends on the degree to which the youth is able to solve problems effectively and, to evaluate the solutions critically.[16]

One problem that many educationists still have with the teaching of some of the Learning Areas (or subjects within the Learning Areas) is that it is still offered in a fragmented way or in the form of loose standing modules.[17] An interdisciplinary approach, whether within the Learning Area or across Learning Areas, could offer the solution to this problem.

For teachers an effectively applied approach to integration lies on the phase - as well as the grade levels of planning. Perhaps that is exactly one of the reasons why it is not widely practiced; namely that it is a "new" approach and time consuming to set aside time to plan across Learning Areas. It is also possible that many teachers still regard their own subject or Learning Area as autonomous and even superior to other subjects or Learning Areas. To follow an integrated approach within Learning Areas could also be time consuming, especially if the teacher does not possess over the skills and/or background knowledge on how to do research. In many instances the necessary resources are not easily available. The reason could also be that many teachers, having been faced with many changes in the education system over the last 10 years, are battling to cope with these changes. It could also be, and hopefully it is not true, that many teachers are just too lazy to move out of their

---

15 Schutte, 2001:38.
16 Van Wyk in Carl, 1988:255.
17 De Wit, 2003:3.

"comfort zone" and in spite of changes still try to teach within the new system as close as possible to their old ways of doing.

A definite outcome for both teachers and learners of an integrated approach is that it could equip them to become better citizens. Kapp and Carl[18] formulates one of the "objectives" of history teaching as "preparation for responsible citizenship (patriotism, sense of duty, responsibility, appreciation and respect, loyalty, love and transparency)." A more holistic approach will enhance this preparation for responsible citizenship which is in line with the Education Policy Act of 1996.

> The policy contemplated….shall be directed toward…. enabling the education system to contribute to the full personal development of each student, and the moral, social, cultural, political and the economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes.[19]

A question asked by Higgs,[20] namely what form education should take in the establishment of a critical civil society, is not only in line with the above mentioned but is also applicable to Learning Area integration as argued in this paper.

Empirical Research

From the literature research it became clear that an interdisciplinary approach is widely accepted, used and promoted by historians. It is also clear that an integrated approach between Learning Areas is endorsed by the National Department of Education. In an attempt to determine the view of the youth who are, or will become, the products of this integrated approach, a small scale research study was done at the North -West University (Vaal Triangle Campus). The respondents were a group of 45 final year students with Economics as a major course for the B Com degree. The whole class consists of students from the former Vista University. A number of 13 students from this group indicated that they intend to do a post graduate certificate in Education once they have graduated. No sample selection was necessary as the whole class was targeted. Only five questions were asked. The questions, together

---

18   In Carl, 1988:200.
19   Unterhalter, 2000:71.
20   Higgs, 1998:173.

with the results obtained, are as follows:

Question 1

Did you have Economics/ Business Economics at school?

Yes	No
33	12

Question 2

If you answered "yes" to question 1, indicate up to which grade/standard did you do the subject.

Twenty five of the respondents had one of the subjects up to grade 12 level.

Question 3

Up to which grade/standard did you do History at school?

Only three of the respondents did History up to grade 12 whereas the majority dropped the subject at the end of grade 9.

Question 4

Would you say it is important to have a good background knowledge of history in order to understand the economy better?

Definitely "yes"	Sometimes "yes"	Only in a few instances	Not at all
26	8	6	5

Question 5

Would you say it is important to have a good background knowledge of Economics in order to understand History better?

Definitely "yes"	Sometimes "yes"	Only in a few instances	Not at all
21	13	6	5

From the information gathered in this small scale study it is clear that the majority of the respondents agree that they could benefit from an

integrated or multi disciplinary approach.

Limitations of the Study

Although the aim of this research has been addressed, the need for more in-depth research has been realised. The following aspects should be researched in order to obtain information across a wider range of people involved in education.

- Research among educators to determine to what extend they do apply integration between Learning Areas in general (across and in an interdisciplinary way) and between the two Learning Areas under discussion, namely, Economic and Business Studies and Social Sciences specifically.
- Research among learners who have been taught according to the outcomes-based approach in order to determine to what extend they have experienced Learning Area integration.
- A study of available teaching support material to determine to what extend integration is applied within the available material.

Conclusion

In view of the fact that the majority of learners terminate their study of history at the end of the general education and training phase, (Grade 9), active steps should be taken to prevent it facing extinction in public schools. History is a multi-skilled discipline: The preface to any argument for giving history an important position in the curriculum of the 21st century must be an examination of the way in which history has developed into a multi-skilled discipline which has immense relevance to the general and vocational development of learners[21].

In order to meet with the Critical Outcomes as formulated by the National Department of Education and which are in line with the Constitution and in the process creating citizenship among the leaders of tomorrow, a more integrated approach is regarded as a given, not as an incidental option.

---

21   Schoeman, 2003:219.

Bibliography

CARL, A. E. AND KAPP,C.A. Trends and Developmental Patterns in History Education in Secondary Schools under the Cape Education Department. In History Education – The Road Ahead (Tweede Nasionale Kongres) .University of Stellenbosch: 1988.

DE WIT, C. Die Rol van Geskiedenis. Enkele beskouinge oor Geskiedenis as werklikheid, wetenskap en skoolvak. In Die Unie, Kwartaalblad van die Suid-Afrikaanse Onderwysunie (Kaapland): Jaargang 99 Nommer 4. Kaapstad, 2003.

FICK, A.J. (Ed.), Introduction to History. Vista University: Pretoria,1996.

HIGGS, P. Nation Building: A Dilemma For Education. In Journal of Education and Training Vol.19 (2). University of South Africa: Pretoria, 1998.

HOUGHTON,B.,MCHELM,R.,SILJEUR S.AND PYM,J. The Learning Station. Economic and Management Sciences. Teachers Guide.NAsou: Cape Town,2002.

JAMES,A. AND DAVISON,J. Social literacy and citizenship education in the school curriculum. In The Curriculum Journal Vol. II. No.I: University of London: London, 2000.

MARWICK, ARTHUR. The Nature of History. Macmillan Press: London, 1993.

MARWICK, ARTHUR. The New Nature of History. Knowledge, Evidence, Language. Creative Print & Design: (Wales) Ebbw Vale, 2001.

MOHR,P., FOURIE,L.AND ASSOCIATES. Economics for South African Students. Van Schaik Publishers: Pretoria, 2004.

NATIONAL DEPARTMENT OF EDUCATION. Revised National Curriculum Statement Grades R – 9 (Schools) Policy. Economic and Management Sciences. Government Publisher: Pretoria, 2002.

NATIONAL DEPARTMENT OF EDUCATION. Revised National Curriculum Statement Grades R – 9 (Schools) Policy. Social Sciences. Government Publisher: Pretoria, 2002.

NATIONAL DEPARTMENT OF EDUCATION. Revised National Curriculum Statement Grades R – 9 (Schools) Teacher's Guide For The Development Of Learning programmes. Social Sciences. Government Publisher: Pretoria, 2003.

SCHOEMAN,S. History in danger – a fresh look at the task of the history teacher in South African public schools. University of South Africa: Pretoria, 2003.

SCHUTTE,M.A. History as Life Orientation. Study Guide I. Vista University: Pretoria, 2001.

UNTERHALTER, ELAINE. Education, citizenship and difference in the South African transition: policy, politics and practice. In The Curriculum Journal Vol. II No. I Institute of Education, University of London: London, 2000.

VAN EEDEN,ELIZE S. Didactical Guidelines for Teaching History in a Changing South Africa. Keurkopie Uitgewers: Potchefstroom, 1999.

The effective use of digital video discs (DVDs) in training pre-service teachers in the learning area social sciences.

Luiza de Sousa

Introduction

With the inception of the Government of National Unity in 1994, a new system of education was introduced in the Republic of South Africa (RSA). The most important change was the introduction of the Outcomes-Based Education (OBE) system in schools. It features an integrated approach to learning where flexibility exits between theory and practice as well as knowledge and skills as stated in the White Paper on Education and Training (SA, 1995:15). OBE further promotes the development of problem-solving skills and the establishment of a creative environment in which new technologies are used to acquire knowledge and to facilitate learning, thus making it more learner-centred as opposed to the teacher-centred approach of the education system before 1994 (SA, 1995:22,23 & Van Eeden, 1999:13).

According to Smerdon & Burkam (1999:2), the constructivist theory, that is one of the building blocks of OBE, allows learner-centred and learner-active teaching and learning to take place. Teachers are no longer the transmitters of knowledge, but facilitators of learning who guide learners to become more active in their own learning (Angelo, 1996:1). According to the White Paper on Education and Training (SA, 1995:15) the driving force behind the establishment of a new education policy was to ensure continuous learning as well as adaptation to and development of new knowledge, skills and technologies. OBE provides citizens with a strong foundation of general education that is aimed to overcome the challenges of the 21st century.

Before 1994 History and Geography were two separate subjects in the senior primary and junior secondary programmes. (Richter, 2005 & Transvaal Education Department, 1966:37). When the new curriculum for schools was drafted in August 1996 it introduced eight compulsory Learning Areas, one of which was Human and Social Sciences (HSS), as

stated in the National Curriculum Statement – Parents' Guide (SA.DoE, 2004:2). HSS was a combination of History and Geography. The learning programme for HSS was part of the General Education and Training (GET) Band of the National Qualification Framework. At this stage the system of education in the RSA was in transition and the educational system was being phased out and replaced with a new education system, known as Curriculum 2005 (Van Eeden, 1999:13,103,106 & SA.DoE, 2002:2). In 2002 the Department of Education presented its streamlined and strengthened version of Curriculum 2005 namely the Revised National Curriculum Statement (RNCS) Grades R-9 (Schools) Policy for Social Sciences stating that History and Geography must be taught separately, but as linked disciplines known as the Learning Area Social Sciences (SA.DoE, 2002:4). The Learning Area Social Sciences (LASS) ensures that students have an understanding of the world they live in, the relationships between people, and between people and the environment over space and time as they are influenced by social, political, economic and environmental circumstances, as well as by people's values, attitudes and beliefs (SA.DoE, 2002:4). The LASS is part of the GET Band where it is a compulsory Learning Area within the Senior and Intermediate Phases, and its outcomes are covered within the Learning Programmes of the Foundation Phase (SA.DoE, 2002:3).

The new Curriculum also emphasises the integration of Information and Communication Technology (ICT) into education. Its aim is to integrate ICT within the curriculum to help learners to gather, synthesise and present information as well as provide learners with skills that are needed in the growing technology-based work place (Howie *et al.*, 2005:3). A mind shift must be made by schools in that they must realise that ICT must not be used to learn a specific skill, but it must rather be used as a "tool" to promote teaching and learning.

According to the Draft White Paper on e-Education (SA. DoE, 2003:1) South Africa is a developing country and the lack of developed infra-structure for ICT is widening the gap between South Africa and the developed world. This is evident in the USA where 72.7% of Americans currently use the Internet compared to only 6.4% of South Africans who have access to and use the Internet. South Africa is further faced with logistical problems regarding the provision of power supply, communication facilities and access to computers at schools level. The

use of ICT requires electricity and telephone lines and due to the nature of our country it plays second fiddle to the need for basic amenities such as running water and sanitary facilities. In 2000 only 57.1% of schools had a power supply; less than 15% of schools in South Africa had access to computers for teaching and learning; and approximately 70% of the rural South African schools did not have access to computers (Howie *et al.*, 2005:xviii,13,14). By 2003 only 26.5% of the schools in South Africa had computers showing that the rate at which learners are able to use computers for teaching and learning is very slow (SA.DoE, 2003:5). The reality of the situation is that learners will not have access to the Internet in the near future. Another hindrance in the slow integration of ICT into teaching and learning in South Africa is the slow rate at which teachers use and integrate ICT into their curriculums which is said to be slower than the rate with which hardware and connections are made at schools (Howie *et al.*, 2005:9). This means that a human factor such as human fear of or lack of skills in ICT is responsible for the slow integration of ICT into teaching and learning. This shows that other forms of ICT must be used by teachers so that they are in step with modern technology and can use ICT as a resource and learning tool within the curriculum. Cheaper, more accessible and practical alternatives may include video-cassettes, video-recorders and televisions, but most importantly these alternatives have to ensure the effective use of ICT in teaching and learning within as many learning areas and disciplines as possible.

Another alternative worthwhile of investigation is the interactive Digital Video Disc (DVD). According to Fitzpatrick (2001:1) DVD-Video technology is the most successful video technology of any new format in the history of electronics. It is said to be a highly popular family technology as reflected in the American statistics showing a DVD-Video growth rate of 300% from 1999-2000 (Fitzpatrick, 2001:2). With the afore mentioned in mind, DVD technology can become a contemporary form of ICT used in the RSA. Twenty-first century advances in technology, like the use of DVD perhaps, may well lead to the steady use of ICT in teaching as an additional learning resource used in learning experiences like any other learning resources (White, 2001:148). In this century technology is thought to further offer benefits for students as it is also thought that ICT will revolutionise higher education due to it being regarded useful in improving learning outcomes and teaching quality, while having the potential to "extend access to education" by

implementing learning designs that use a range of ICTs (Alexander, 1999:173). The ideal would be to use this technology with pre-service teacher students who could then implement it at schools.

A lack of training regarding the integration of ICT into different learning areas was identified in the SITES[1] Module 1 study from 1998-1999 when an evaluation of the status of ICT in schools in South Africa and abroad, was undertaken in relation to the instructional activities of teachers and/or students (Howie *et al.*, 2005:xviii). This finding, amongst others, brings to the fore the importance of incorporating ICT into the pre-service training of teachers that can be introduced into various disciplines at tertiary level, for example, within the disciplines of History and Geography.

The presentation of History and Geography within education is very complex. After two decades of observation at the University of Leicester in the United Kingdom it was shown that ICT - in this case computers and the Internet - have been used more progressively in Geography to support and reinforce learning and teaching (Castleford & Robinson, 1998:375). Within the discipline of History quite the opposite has been revealed. Many teachers abroad use technologically impressive ICT facilities to satisfy Department inspectors, even though computers, in their opinion, have not had the same effect and powerful impact on the History classroom like video recorders and televisions have had (Haydn, 2000:89,99). The latter may be attributed to the technological drive present in developed countries like the United Kingdom where the pressure on teachers to use computers in their teaching is so great that a "zero tolerance of non-ICT literate teachers" exists (Haydn, 2000:99). Technologies used in History classrooms are however, mostly first- and second-generation technologies such as combined audio-visual aids unlike the more sophisticated third-generation technologies used in Geography, especially when referring to the requirement of Geographical Information Systems (GIS) in the new curriculum (Howie, *et al.*, 2005:7). The National Curriculum Statement Grades 10-12 (General) Geography (SA.DoE, 2004:13) requires the use of ICT to be used in the study of GIS and Geographical Positioning System (GPS)

---

1   The Second Information Technology in Education Study (SITES) is an international comparative study managed under the care of the International Association for the Evaluation of Educational Achievement (IEA).

that ensures the attainment of Geographical numeric skills.

It is presently assumed that ICT has the potential to facilitate changes in education that will prepare students well for the Information Society. It is also believed that a shift from a 'traditional' teacher-dominant paradigm to a new paradigm where the emphasis is on active and interactive learners is well suited to the Information Society (Howie *et al.*, 2005:xiv).

Teacher-training institutions in South Africa are faced with a challenge in the tertiary education sector of how to train pre-service teachers to teach Geography and History combined in the LASS. Teacher-training institutions in South Africa should offer comprehensive programmes of ICT in education and it is here that the Faculty of Education at the Potchefstroom Campus of the North-West University (NWU) has initiated a research project that uses the DVD and DVD player in the LASS to bridge the divide between the integration of ICT and to address the new challenge of helping students to take responsibility for their own learn. It aims to ensure effective learning using the DVD and incorporating the DVD into pedagogical practices in order to ensure optimum results.

Thus the aims of this research are to establish:

- the effective use of DVDs in the teaching and learning of the LASS;
- which type of material must be included on a DVD that would best suit teaching and learning in the LASS.

The Use of ICT in South Africa

The research project team at the Potchefstroom Campus of the NWU opted for an alternative medium within ICT namely the DVD, partly because it is already widely used overseas in America and there it is said to be the sphere to which future developments in ICT will be attached to (Fitzpatrick, 2001:4). The DVD was used in conjunction with a DVD player and was chosen as it is small, cheap, portable and works with a battery or electricity, in contrast with a passive personal computer. Other driving forces for the use of a DVD are listed below, as being advantageous over other ICTs, such as CD-ROMs and video cassettes, according to Crawford (1999:2) and Anon (2002:1):

- The DVD offers an unmatched storage capacity of 4.7 GB as it is seven times greater than the capacity of a CD. Unlike a CD, DVD's are two-sided and can carry twice as much data (as much as 9.4 GB).
- It is a more durable storage medium than video cassettes. No physical contact exists between the playing head and disc, and the data surface is protected by a chemically inactive plastic.
- DVD's offer a higher quality video playback than normal VHS videos.
- In South Africa the price of a portable DVD player, like the one used in this study, has dropped from R2 500 in 2004 to R1 650 in 2005. DVDs cost less than R5.
- DVDs have the ability to combine text, audio, photographs, animation and videos, and are playback only.
- DVDs are portable, have exceptional image quality and are flexible compared to traditional video tapes and CD-ROMs.

The latter helps motivate the decision taken at the Potchefstroom Campus of the NWU as to why the DVD and DVD player was chosen for the study, such as its excellent capacity for the storage of media. Another reason for its choice is that according to Anon (2002:1) the twenty-first century requires teaching strategies, such as DVD-based teaching that uses interactive media to motivate students, so as to keep up with a student's active life, stimulate their intellect and it is aimed to accomplish all this within "exemplary instructional design" that will, in South Africa's situation, address outcomes-based education. The challenge now faced is what type of media should be included on such a DVD that can be used to motivate students and ensure effective teaching and learning within the LASS. It requires a closer look at the use of ICT within Geography and History.

Within ICT, media technology proves useful in Geography because it is regarded as a highly visual subject, complimented with the use of multimedia (Peterson, 1994:27). This is supported by research showing that audio-visual resources can be used effectively to support teaching and learning in Geography because visual presentations and representation are integral parts of Geography education as seen in table 1 below (McKendrick and Bowden, 1999:9-11; Krygier, 1997:5 and Stanfield, 2002:1).

Geography	
Resources typically used in teaching	Resources using specialised ICT
Recorded television programs	Videos of specific themes recorded on camcorders and edited onto videos
Slides	Imported digital images to computers and using computer overhead projector links
Chalkboards, overheads, videos, CD's	Recordings of sounds from nature
Atlases that integrate text, images, maps, diagrams, physical models and graphs	Power Point presentations
	Download video clips of current satellite imagery via the World Wide Web (WWW)
	Computer multimedia available as outline presentation packages via the WWW
	Animated diagrams and video clips that are regarded as excellent tools for teaching difficult concepts

Table 1 Resources used in Geography

Table 1 clearly shows that the use of ICT in Geography is widely used, especially for its visual and audio potential. It is important to note that the resources using ICT like the video clips obtained from space and the computer multimedia available on the Internet are currently being used by the Pennsylvania State University in the United States of America to serve the educational goal of providing access to educational resources (Krygier, 1997:4). Geographers at United Kingdom Universities such as Leeds and Manchester, amongst others, believe 100% that the use of audio-visual sources for teaching and learning diversify teaching styles and 69% of them feel that its use meets student demand for audio-visual resource-based information, that includes ICT (McKendrick and Bowden, 1999:12).

The use of ICT can enhance History teaching and learning by making more historical information available for learners to access and it promotes "interactive" learning (Haydn, 2000:104). Haydn (2000:102) further reports that more and more evidence shows that learners enjoy using computers, that it improves their attitudes to school and that they feel that they "learn better" using ICT. In History teaching the sources listed below in table 2 are listed as excellent sources of media, but Hayden

suggests that History teachers need to think about how ICT can make their job more effective when choosing their sources (Weiner, 1995:10 and Van Eeden, 1999:213-216 & 235-236; Haydn, 2000:106-109):

History	
Resources typically used in teaching	Resources using specialised ICT
Video recorder and television	
Computers: data-handling programmes; historical games	
Word processors that edits, organises historical information and improves data manipulations and interpretations	
Primary source materials that are:	
• oral (interviews, memoirs, etc.); • written (maps, letters, poems, records, etc.); • archaeological (human remains, artefacts like paintings, tools, etc.); • visual and audiovisual (video's, photographs, films, CD's, monuments, ruins, etc.)	Internet database
Secondary sources include:	
Historical films and historical fiction, text sources from a library, all used to help students make judgments.	
Documentary radio programmes and video documentaries	The Internet: historical web sites and electronic journals that provide multimedia texts
Newspapers and cartoons	CD-ROM software with graphics and large volumes of information

Table 2 Resources used in History

Table 2 shows that although the usual resources used in History teaching do not require the use of ICT, Internet historical websites and CD-ROMs are sources with a wealth of information that can successfully be used in History teaching. According to Deacon (1998:5-6), Universities in South Africa have a positive approach to technology, but the humanities tend to show an inequality of access and use of ICT among both students and staff. He further explains that the poor access and mixed attitude to the use of computers in the humanities has had both a cause and effect on the slow use of computer technology for teaching and learning in History teaching, as is evident in table 2.

It is thus clear that a slight disparity exists between the two disciplines' use of ICT as more advanced technology is used in Geography more regularly as compared to the use and integration of technology in History teaching and learning . Research in the USA and England has shown that learners in Social Sciences prefer ICT in teaching. A greater focus is, however, being placed on the integration of ICT in Social Sciences as learners prefer visual effects, moving pictures and other entertainment with educational content to learn from (Haydn, 2000:99; Deaney, *et al*., 2003:141 and Multenoff & Rodgers: 2003:1).

Learning Methods

Learners need a more flexible approach to education as traditional methods of education will not enable them to meet the learning that is required of them such as gathering and synthesising information using ICT, needed for the growing technology-based work place. It is thus thought that a learner-centred approach to learning and teaching facilitated by a DVD can make a difference as the integration of ICT in the curriculum means that the DVD is to be used as a resource and learning tool (Howie *et al*., 2005:8,9). According to Golightly (2005:11) it is important that pre-service teachers are exposed to similar approaches of teaching and learning at tertiary level than what is expected of them as teachers within the school system. Within OBE education it is vital that pre-service teachers who are expected to teach in a social-constructivistic method are trained in that method or problems will be experienced. Thus, if pre-service teachers are to establish a personal understanding of a concept then they must assume the place of a learner and take part in the learning action. Research has shown how pre-service students who study in an active way are more inclined to plan lessons that are more active and learner-centred. It is thus thought that by using the DVD at tertiary level, pre-service teachers could mimic their experience and use the DVD technology as an alternative teaching tool.

The utilisation and integration of the DVD technology in the LASS's teaching may be used as a technology-based project that, together with the aid of multimedia sources, could ensure learner-centred teaching and learning. To establish how effectively ICT can be used in the LASS

and which types of media are more effective in Geography and History teaching, one must keep in mind that people learn differently. Reay (1997:83) identifies four types of learner as identified by Peter Honey and Alan Mumford namely the activist, reflector, theorist and pragmatist. He states that each learner has certain wants and due to his/her needs a specific type of training is required. A summary of each is seen below:

- activist- wants variety, excitement, social activities and therefore the type of training required involves group-based activities, learning through execution and lively debates, etc.;
- reflector- wants a chance to reflect, analyse, deliberate, draw conclusions and thus the type of training required involves distance learning, audio and video resources etc.;
- theorist- wants models, complexity, rationality and thus the type of training required involves electronic inter-activity, models, simulators etc.;
- pragmatist- wants a chance to experiment with new ideas and techniques as well as practical applications and therefore the type of training required involves controlled experience and on-the-job training, etc.;

This study aims to satisfy the preferred learning style needs of learners by including a large variety of resources onto the DVD presentations, such as audio and visual resources, that will cater for the above needs of learners.

Background to the Research Method

In this research project the focus falls on the integration of the DVD into South Africa's pre-service teacher education system so as to create a learning environment where the technology used is effective for teaching and learning and where pre-service teachers at tertiary level can utilise the DVD to help with teaching and learning. The research aims are to use one DVD to its potential in the LASS and to make it a medium that can promote learner-centred learning, aided by media sources beneficial to History and Geography.

Mayer & Moreno (2003:1) researched the best ways to use words and pictures to promote meaningful learning. They called it multimedia learning whereby one learns from words and pictures. The words may be presented

as printed on-screen text or spoken in the narrative. The pictures can be illustrations, graphs, charts, photographs or maps that are still or they can be motion pictures such as animations, videos or interactive illustrations. These can all be used with great success within the LASS. Butler & Clouse (1994:1) state that although Social Sciences classes have been the last to recognise the potential of technology the use of technology within Social Sciences, is limited only to the imagination.

The DVD used by the student in the project contains on-screen text with spoken narration, as well as pictures are used throughout. The student is given an interactive study guide on DVD, with instructions when to read from the study guide, reader or switch to the DVD on the portable DVD player. Research has shown that computer screens are not good for reading lengthy text (Haydn, 2000:102) and so reading text is kept to the minimum on the screen.

The project began in February 2005. It was to be undertaken using a compulsory module for all first year B.Ed students at the Potchefstroom Campus of the NWU. It is an eight credit module known as Learning Area Social Sciences (LASW 111). Students in the Intermediate and Senior Phases as well as the Senior and Further Education and Training programme register for this module. A total of approximately 350 students were divided into three equal groups (S1C, S1D & S1E). The first group received a portable DVD player with DVD and attended only scheduled contact sessions. The DVD contains the following media: an animation; verbal communication with on-screen text and photographs; graphs; on-screen explanations using flow charts and a timeline; maps; on-screen questions and answers; and an audio clip of a speech. The contact sessions were used to get the students to report back on tasks and group work as well as to reflect on the work. The learners used the DVD to prepare for the contact session in their own time and so it was aimed to promote learner-centred learning. The other two groups received full contact session lectures (2 periods per week for 10 weeks). The results of the DVD group were compared with the other two groups to establish any differences or similarities. Questionnaires were handed out to students before and after the start of the research study. The questionnaires were used to establish what are the attitudes and perceptions of the students were towards ICT, what their ICT skills were like and what their experiences during the research project were. This

was done to try and establish the effective use of DVDs in the teaching and learning of the LASS.

Results

Preliminary results, from a questionnaire completed by the students, are shown in table 3 and table 4 below. Although a continuum of seven was used in the questionnaire, the data has been grouped into three. Groups 1-3 are not in agreement, 4 is undecided and groups 5-7 are in agreement.

		1-3	4	5-7
		Disagree	Undecided	Agree
1.	DVD explanations helped to explain the work	38	22	40
2.	DVD is a solution for future teaching and learning	46	17	37
3.	Prefer the DVD to formal lectures	51.9	15.6	32.4
4.	DVD helped to study better	48.1	11.7	40.2
5.	DVD gives freedom to be taught and learn at leisure	39	19.5	41.5
6.	DVD requires self-discipline and time management	6.4	13.3	80.3

Table 3. Attitudes and perceptions toward the use of a DVD in teaching and learning, expressed as a percentage (%)

With regard to the attitudes and perceptions by students toward the use of a DVD in teaching and learning table 3 shows that 40% of the students felt that the DVD explanations helped them whereas 22% were undecided. 46% felt that the DVD is a not a solution for teaching and learning in the future, but 17% were undecided. 48.1% felt that the DVD did not help them to study better, while 11.7% were undecided. 41.5% felt that the DVD gives them freedom to be taught and learn at their leisure. An overwhelming amount of 80.3% of the students were in agreement that the DVD requires self-discipline and time management.

	1-3	4	5-7
	Least helpful	Undecided	Most helpful
Animation	39.2	22.8	38
Timeline	41.3	26.2	32.5
Visual material (E.g. maps, photos)	18.8	21.2	60
Audio media	30.4	24	45.6
Only text on screen	63.8	18.8	17.4
Only verbal communication	40.9	26.8	32.3
Verbal communication with pictures and text	22.5	21.1	56.3
Verbal communication presented in a discussion rather than in a formal style	26.7	26.8	46.5

Table 4. Media on DVD preferred by students to help them understand the work better, expressed as a percentage (%)

With regard to the media used on the DVD that was regarded as being helpful by students in their understanding of the work, table 4 shows that an almost balanced response was given as to the helpfulness of the animation with 22.8% undecided. 60% felt that the visual material were helpful. 56.3% were in agreement that verbal communication together with pictures and text was helpful.

A promising outcome so far is that many students found that the media used on the DVD, specifically the visual materials like maps and photo's as well as informal verbal communication together with pictures and text were helpful to them. Further investigation must also be undertaken into which media is preferred by students and whether it can be used to present History and Geography effectively.

Conclusion

Although the results are from the early stages of the study, initial feedback from students shows that students have not yet made a paradigm shift from teacher-centred to learner-centred teaching and learning with the use of ICT. There is a positive spin-off in that the students have realised that with the use of the DVD and learner-centred teaching and learning they have the freedom to learn at their own leisure. They have also realised that using the DVD requires self-discipline and good time management. Further investigation is needed as to why they have not made the shift to

ICT, for example, establishing if the outcome was due to this being the only compulsory module taking part in the project and thus not the norm.

Bibliography

ALEXANDER, S. 1999. An evaluation of innovative projects involving communication and information technology in Higher education. Higher Education Research & Development, 18(2) Jun. 11p.

ANGELO, T.A. 1996. Seven shifts and seven levers: Developing more productive learning communities. *The national teaching and learning forum*, 6(1):1-4.

ANON. 2002. DVDs poised to become future teaching tool. *T H E Journal*, 30(3):0192-592X, Oct.1 [*In* EBSCOHost:Academic Search Elite, Full display: http://www-sa.ebsco.com] [Date of access:18 Mar.2004].

BUTLER, J.D. & CLOUSE, R.W. 1994. Educational technology and the teaching of History: promise, practice and possibilities. ERIC Document Reproduction Service, May, 29p.

CASTLEFORD, J. & ROBINSON, G. 1998. Evaluating IT-based resources for supporting learning and teaching in Geography: some case studies. *Journal of Geography in Higher Education*, 22(3) pp.375-423.

CRAWFORD, W. 1999. Up to speed on DVD. *American Libraries*, 30(8):71(6p.), Sep. [*In* EBSCOHost:Academic Search Elite, Full display:http://www-sa.ebsco.com] [Date of access:18 Mar.2004].

DEACON, H. 1998. Using computer technology in History teaching. *South African Historical journal*, 38:3-19, May.

DEANEY, R., RUTHVEN, K. & HENNESSY, S. 2003. Pupil perspectives on the contribution of information and communication technology to teaching and learning in the secondary school. *Research papers in Education*, 18(2:141-165, Jun.)

FITZPATRICK, E. 2001. DVD-Video coming of age. *Billboard*, 113(33):5, Aug.

GOLIGHTLY, A. 2005. Kriteria en strategieë vir die optimering van kontaktyd in die bereiking van leeruitkomste in die Geografie-opleiding van onderwysstudente. Potchefstroom: NWU. (Thesis- Ph.D.) 139p.

HAYDN, T. 2000. Information and communication technology in the history classroom. (*In* Arthur, J. & Phillips, R. *eds*. Issues in history teaching. London: Routledge. p.98-112.)

HOWIE, S.J., MULLER, A. & PATERSON, A. 2005. Information and communication technologies in South African secondary schools. Cape Town: HSRC Press. 114p.

KRYGIER, J.B. 1997. Design, implementation and evaluation of multimedia. *Journal*

of Geography in higher Education. 21(1):23, Mar.

MAYER, R.E. & MORENO, R. 2003. Nine ways to reduce cognitive load in multimedia learning. *Educaitonal psychologist*, 38(1):43-52.

MCKENDRICK, J.H. & BOWDEN, A. 1999. Something for everyone? An evaluation of the use of audio-visual resources in geographical learning in the UK. *Journal of Geography in Higher Education*, 23(1):9-19.

MILTENOFF, P. & ROGERS, J. 2003. Teaching with technology: Multimedia and interactivity in Social Science education. Multimedia schools, 10(2):34-36, Mar./Apr. (*In* ACADEMIC SEARCH PREMIER database, reference number AN 9226200.)

PETERSON, G. 1994. Geography and technology in the classroom. *NASSP Bulletin*. Oct.

REAY, D.G. 1997. Understanding how people learn. East Brunswick, N.J.:Nicholas Publishing. 93p.

RICHTER, B.W. 2005. Verbal communication with the author. Potchefstroom

SMERDON, B.A. & BURKAM, D. T. 1999. Access to constructivist and didactic teaching: Who gets it? Where is it practised? *Teachers college record*, 101(1):71(30p.) [*In* EBSCOHost:Academic Search Premier, Full display:http://www-sa.ebsco.com] [Date of access:07 Nov.2001].

SA **see** SOUTH AFRICA

SOUTH AFRICA. DoE (Department of Education). 2003. Draft White Paper on e-Education: Transforming learning and teaching through ICTs. September. 38p.

SOUTH AFRICA. 1995. White Paper on Education and Training. (Proclamation No. R. 197, 1995.) *Government Gazette*, 16313:357, March 15. 84p.

SOUTH AFRICA. DoE (Department of Education). 2004. National curriculum statement grades R-9 parents' guide. Pretoria:Government Printer. 78p.

SOUTH AFRICA. DoE (Department of Education). 2004. National curriculum statement grades 10-12 (General) Geography. Pretoria:Government Printer. 70p.

SOUTH AFRICA. DoE (Department of Education). 2002. Revised national curriculum statement grades R-9 (Schools) policy Social Sciences. Pretoria: Government Printer. 109p.

STANFIELD, J. 2002. Putting ICT into your Geography teaching, [Web:] http://www.thinkthroughgeography.co.uk.html [Date of access: 19 June 2003].

TRANSVAAL EDUCATION DEPARTMENT (TED). 1966. Syllabus for Geography in the primary school.

VAN EEDEN, E.S. 1999. Didactical guidelines for teaching History in a changing South Africa. Potchefstroom:Keurkopie. 306p.

WEINER, R.G. 1995. History: teaching and methods. 19p. [*In* EBSCOHost:ERIC Document Reproduction Service, Full display:http://www-sa.ebsco.com] [Date of access:05 Aug.2005].

WHITE, S. 2001. Using information technology for teaching and learning. (*In* Fry, H., Ketteridge, S. & Marshall, S. *eds.* A handbook for teaching and learning in higher education: enhancing academic practice. London:Kogan Page. pp.147-160).

Language And The Learning Of History – The Way Forward (An Exploratory Study)

Barbara Wahlberg

...the building blocks of this nation are all our languages working together, our unique idiomatic expressions that reveal the inner meanings of our experiences. These are the foundations on which our common dream of nationhood should be built...The nurturing of this reality depends on our willingness to learn the languages of others, so that we in practice accord all our languages the same respect. In sharing one's language with another, one does not lose possession of one's words, but agrees to share these words so as to enrich the lives of others. For it is when the borderline between one language and another is erased, when the social barriers between the speaker of one language and another are broken, that a bridge is built, connecting what were previously two separate sites into one big space for human interaction, and, out of this, a new world emerges and a new nation is born.

President Thabo Mbeki (27 August 1999)

Introduction and Context

History, literacy and teaching learners through a medium of a particular language all conjure up certain ideas and discourse relating to the political, economic and social situation of a country at the given time. It is a given that there exists a relationship between the national curriculum and the political visions of that nation. Here in South Africa, and in many other countries throughout the world, there exist problems and difficulties with regards to the proposed language that educators are intended to use, and these issues can be seen at a larger level throughout the school environment. South Africa has come from a historically disadvantaged past in terms of language in education policies, where a large group of learners were greatly disadvantaged and the ramifications of this are strongly seen throughout the country today. This is clear through crime statistics, poverty and a large proportion of uneducated members of society.

Before our 1994 democratic elections, and the many positive changes that were made in this country, there existed two dominant languages

that were enforced as the medium of instruction throughout schools in South Africa. These were English and Afrikaans – known by many as the languages of the oppressors. This was despite the fact that South Africans approximately spoke over 24 different languages, and that neither Afrikaans nor English was a predominantly spoken language by the population inhabiting South Africa. We can all remember reading, studying or hearing about the *Soweto Uprising* (16 June, 1976) where youth rose up against the Bantu Education Policies. The horrors are reverberated today in learning about this History.[1] Learners were not given equal opportunities or rights due to a difference of race. "If students are not happy, they should stay away from school since attendance is not compulsory for Africans"[2], as said by an official at the time.

South Africa has come a long way and prejudiced codes and ideas such as the latter are forbidden and have been destroyed. However the question is – are learners today, after 10 years of democracy, being given a fair opportunity in terms of growth within their subjects in schools and an equal means of learning to their peers regardless of who they are, where they come from, and other discourse around identity?

This paper will focus on the difficulties in terms of language and the subject History specifically, that have been encountered through a small group of mature students studying a course at the University of KwaZulu-Natal to aid in re-skilling and re-equipping themselves to teach History at schools. The name of this course is the *Advanced Certificate in Education* (ACE) and is a two-year part-time course where educators pay to attend workshops to better their understanding of History and ways of teaching the underlying core of what History is. This includes method, the understanding of important concepts within History and ways to manage and teach in under resourced, less affluent schools.

The course ultimately aims at empowering these students and for them to feel a sense of worth and achievement alongside gaining practical and useful knowledge, skills and values.

It is important to note that these educators and students are all from disadvantaged backgrounds and have been schooled themselves through

---

1   This is not to say that we must not learn about this history but that through learning about these horrors about our country and some of our leaders, we are able to gasp in astonishment at our embarrassing predecessor's behaviors and attitudes.

2   http://africanhistory.about.com/library/bl/blsaJune16decree.htm

an apartheid ruled government. Therefore, the issue of inequality and unfair education is already inherent within them. The students in the programme range from ages 30 to 50 years of age and are all currently employed in rural and township schools throughout the province of KwaZulu-Natal. They attend the course during their school holidays, where they travel to the University of KwaZulu-Natal, Edgewood Campus and spend a week or less in workshops from eight in the morning to four in the afternoon. The students are also given numerous assignments to do in their own time and are required to post these off for marking. The course is therefore learning intensive, and it must be noted that these students (educators) are giving up there holidays to do this course. Therefore it is evident that there is an overwhelming attitude of passion and desire to improve and better themselves and their positions in life. The co-coordinator of the course is a 25-year-old white female. This at first site is a rather extraordinary and eye-opening situation. However, the learning that is constructed throughout the contact sessions is overwhelming and highly advantageous for both parties.

The focus is therefore to explore the language difficulties and problems rendered in this particular environment or case study and can thereafter be applied and interpreted in terms of other learning environments where language can be seen as a problem or hindrance to learners. The two key issues here with the ACE students are:

1. that they are all very weak in terms of their English language understanding and capabilities, and
2. that they all have to teach in the medium of English.

In this context the area of language will be explored further as a Field of Exploration.

> Language is a tool for thought and communication. Language constructs and expresses cultural diversity and social interaction. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world. Language proficiency is central to learning across the curriculum as learning takes place through language.[3]

The above quotation is a given and we can all acknowledge and agree

3 Department of Education (2005). National Curriculum Statement Grades 10 – 12. Languages: English Home Language, First **Additional Language, Second Additional language. p.7.**

with this – however the difficulty lies when the language that is generally employed is a second language to the learners. Therefore "language proficiency" does not come into play for the majority of South African learners, as the language that they are most proficient in, is not the language that is used as the medium to teach in. And as learning takes place through language, the ability of these learners to learn and develop to the utmost fullest is destroyed through this barrier of language.

In South Africa and other African countries like Tanzania and Somalia, indigenous languages are acknowledged as the languages of literacy in schools. Learners are by law allowed to be taught in an indigenous language as is specified by the Department of Education. However the reality of this in South Africa is that most schools insist on English being the choice of medium, and it is financially (and for many other reasons) impossible for schools to employ teachers who can teach learners in that any of their indigenous languages. The schools feel that they need to maintain a sense of uniformity and it is their choice to do so. In addition to this English is seen and acknowledged as the language of commerce, industry and government throughout the world and therefore a thorough understanding of the language is seen as of vital importance and of value to any society in the greater scheme of things. And it is therefore practical for schools to emphasize the importance of learners and therefore society as a whole to form part of a bigger picture – global uniformity, as this will help in terms of further communication, job opportunities and the like. And the need to form part of a global community in terms of communication and language is emphasized even more so in some countries in Africa like Kenya, where the only mode of language employed in schools is English.[4]

"The reluctance to adopt indigenous languages as the medium of school literacy in Kenya must be seen as being based mainly on economic and ideological considerations…"[5] Kenya and other countries in Africa have made it their fundamental decision that English will be used as a linguistic medium and the language to be used throughout education and schooling. As with many African countries, poverty is an impinging element of everyday life for many of its people and therefore, the

---

4   It is suggested that Kiswahili – the indigenous language of Kenya is at slight risk of dying out or being "ignored". Mule, L. *Indigenous Languages in the School Curriculum: What happened to Kiswahili in Kenya?* In, What is Indigenous Knowledge? Voices from the Academy. Semali,L and Kincheloe, J (eds). Falmer Press, 1999.p.240.

5   Ibid., p. 240.

government has decided that as a means to strengthen people's position and opportunities in life at a larger scale, the necessity and importance of English is stressed. They have in a sense made the language English an attainable goal for learners who are still young and at an age to pick up and accomplish English to the maximum, in the hope that it will open up opportunities both locally and globally for its people in the long run.

In South Africa we officially acknowledge 11 different languages.[6] These are further divided up into the following three levels: Home Language, First Additional Language and Second Additional Language. There are also 13 non-official languages as mentioned in the National Curriculum Statement Grades ten to twelve – Learning Programme Guideline.[7]

The reason why English is the main medium of instruction throughout schools in South Africa is due to the Language Standardisation Policy (July 2001), which emphasizes the need for uniformity. *The Language in Education Policy* and *The Norms and Standards for Languages* stress that all learners must obtain schooling in at least two official languages to the end of grade 12. However the predominant language here is still English.

> The Department of Education's Languages in Education Policy promotes additive multilingualism. This means that learners must learn additional languages while maintaining and developing their home language(s) at a high level. Additive multilingualism makes it possible for learners to transfer skills, such as reading, writing and speaking, from the language in which they are most proficient to their additional languages. Wherever possible, learners' home language(s) should be used for learning and teaching.[8]

Multilingualism is definitely a useful aim for learners and educators to have and it would be a great skill to be able to transfer reading writing and speaking from one language to another – the opportunities that this type of skill opens up are numerous. This paper will not be exploring the issue of multilingualism but it is important to keep this aspect in mind in terms of languages in the school environment. We know that it is generally due to our past and the unfair use of language as a tool of oppression, that most black South Africans were forced to learn English

---

6   These languages are officially acknowledged in the NCS and are endorsed by the Pan South African Language Board (PANSALB).
7   DoE (2005). National Curriculum Statement Grades 10 – 12. p. 2.
8   Ibid., p. 8

and yet white South Africans did not have to learn an African language. And ironically enough, despite the unfair nature of this, these victims are still victimized and disadvantaged in a sense today, as eventhough they are the ones who are multilingual, through his they are placed second in a repeated fashion in terms of their literacy levels of the language – they may be able to understand and speak the language, but when it comes to writing, reading and teaching in the language they are ill-equipped. Is this not a repeated form of oppression?

The last sentence of the quote above is of interest as it aims at learners 'wherever possible" to be taught in their home language. This is definitely not the case for many learners and educators in South Africa. Most schools employ English, as the mode for learning and teaching and this is not the predominant home language for most, it is a noble aim and suggestion, but rather impractical.

Therefore this paper aims at providing suggestions and means of improving these learners (educators) literacy levels and their English language competency skills and development. These ideas can then be incorporated and adjusted to fit other History classroom situations with similar language difficulties.

Recommendations on how to move forward

In light of this context, ideas around language and South Africa's language History, this paper will provide examples of problems encountered with the previously mentioned ACE students and therein will look at some of the solutions that were made to improve their understanding and growth in English as a medium of instruction to teach History based on their experiences.

If we break down the situation into its "rawest" form we are faced with the issue of second language educators (who through the context of the ACE course become learners/students as well), who have to teach the subject History in English. Firstly History is a very demanding subject- it is demanding in terms of concepts, vocabulary, perspectives, varying interpretations and fitting facts into a chronological order to name a few. History requires a great deal of theoretical understanding, which is done through debating issues in one's head – so to say. However when the issue of now relaying this understanding in a language that you are less

equipped in or have not mastered, it becomes very possible for the jist of an argument, or the crux of an event to become distorted, confused and completely incorrect. This dilemma must also be taken into the ACE students teaching environment: an overcrowded classroom, few facilities, very little resources, and less support structures than most affluent schools, and of course time constraints.

At the same time it is an expected outcome and role of an History educator to provide "Human rights, inclusively, environmental and social justice"[9] within a classroom, and therefore the means of creating a good learning environment that is aimed at building up language inclusively this will aid in the "special educational, social, emotional, spiritual and physical needs of learners [...] through the design and development of appropriate learning programmes".[10]

To avoid the teaching process from becoming something that is "just a demanding job", something that is stressful and difficult at the best of times – we need to find ways to support these situations that are pertinent to South African schools, to provide structures and methods to aid in the learning of History, where there is still passion and excitement and a will to learn and develop for a better future. How can these educators incorporate English and the learning of language into their teaching regime, without creating a sense of overkill or frustration? How can we create a deeper understanding of English in terms of the study of History, and to get learners to aim a little bit higher?, especially since:

> In history we are dependent to quite an exceptional degree on ordinary language as our medium of communication. History, more than any other school subject, depends upon literacy in its pupils as a prerequisite to success, and increased literacy is perhaps its most important by-product.[11]

The language of History

In this context, we need to create teachers of both History and language, and more in importantly in this particular context, teachers of the language of History. Yes, History has in a sense a particular language,

---

9   Department of Education. National Curriculum Statement (Grades 10-12). Guidelines for Learning Programmes – History, 2002. p. 9.

10   **Ibid. p. 9.**

11   **T. Haydn, J. Arthur and M. Hunt**. *Learning to teach History in the secondary school: A Companion to School Experience*. Routledge/Falmer Publishers, 2001. p. 70.

both at a surface level and in a broader sense. An example of this is the use of sources when teaching History. If an educator is using an old historical document to teach, the language present in the document, may be of an older form of English, and therefore may prove to be daunting and unable to understand – this will definitely be the case for second language learners. This language activity becomes problematic by the inclusion of an "old fashioned" or unusual language. A way around this would be to "translate" the document for your learners, in the hope that the true essence of the document is not lost, or to provide a glossary or word list. By supporting and encouraging teachers to become equipped in correcting and aiding language and History together, linguistically huge improvements can be made.

> Teachers need to be aware of the role of language development in their History teaching and develop [...] linguistic skills in tandem with their historical skills, so that [learners] are not penalized when the level of their English skills is lower than that of their History skills.[12]

This is important as one must not create a situation where these learners become "doubly abused", in that they are inefficient in the English language, and through this they should not also be in a situation where they battle with Historical understanding, and historical developmental skills.

Lucy Mule in her study of Kiswahili in Kenya, as a "dying" language in terms of a medium of instruction not used within schools emphasizes what she sees as a need to focus on creating a situation where learners understand the crux of the History being taught, and not to dwell too much on grammar.

> More emphasis needs to be laid on students' understanding of content rather than on flawless mastery of the language. As curriculum designers, implementers and examiners, teachers should emphasize the content and methodology that would speak to the learner's environment. For instance, a teacher of English should move away from obsessing over the technical aspects of grammar to an emphasis on the creativity of ideas expressed in student created texts.[13]

This is of course debatable in that some people feel that it is imperative

---

12 S. **Alston.** *History and Language.* In Teaching History 81, October 1995. The Historical Association, 1995. p. 10.

13 L. **Mule. Indigenous languages in the School Curriculum: What happened to Kiswahili in Kenya? In** What is indigenous Knowledge? Voices from the Academy. Ladislaus Semali and Joe Kincheloe (eds). Falmer Press, 1999.p. 239.

to concentrate on grammar just as much as the content involved, and that to ignore this issue can be seen as complacency. Many History educators find this situation frustrating and feel that it is not there job to be correcting grammar, that that is the job of the English teacher. What this paper is proposing is to create a balance and to be reminded that over and above what specialization you are involved in, or what subject you teach you are ultimately an educator and that you should be aiding and helping learners in any way that you deem possible under your circumstances. So it is understandable that due to time constraints and other disabling commitments – the act of correcting spelling, grammar and sentence structure can become a hindrance and therefore can lead to teachers ignoring this issue altogether. And this is a situation that should be avoided at all costs as it is detrimental to the learners. Teachers are in a position of power in the sense that they can still decide how to teach and what to teach to a degree, and if they are irritated and frustrated by their learners a hazardous environment will be created which will in effect be negative and damaging for many parties.

As mentioned earlier, an easy and effective way of increasing learner's vocabulary, especially with regards to terminology and the language of History is to provide glossaries for the learners. This can be done on a weekly basis, where your learners receive word lists relating to the section they are learning about, or can be done on approaching a new section, where a simple word list is provided before starting the section. A project can be set up in the class, whereby as a section unfolds learners are to jot down on a list (this can be a piece or cardboard or paper stuck up at the front of the classroom) words that they don't understand or don't have a meaning for, and these words can then be taught and learnt. As can be seen this is not a huge process, and will be a part of the whole learning process of that particular topic. The benefits are enormous and very little time is wasted. It provides a good understanding and springboard for a new section/topic as well.

Building up a good strong vocabulary is very important both in terms of the subject History and as an element of becoming literate. This perseverance will reap bigger rewards as a whole and is not specific to the subject History only. The ACE students provide a case study emblematic of this. On discussion with these students they have remarked how much this strategy has helped them overall, and how they can see an

improvement within themselves and their learners and moreover how other educators in their environments now come to them for help and advice. This is the type of learning environment that we as educators should all be aiming to create, where knowledge and skills and values can be passed on and taught to others.

> ...historical understanding is not possible without a command of historical vocabulary. Others argue that history poses no specialist language since it is a subject closely related to human experience; the language register of history is simply 'intellectual lumber', which the students pick up along the way since the language is always encountered in specific historic contexts, which support the generation of meanings.[14]

Another example of improving language is to do word studies with "readings" and "texts" given to learners – so that not only is the historical content being taught, discussed and learnt, but contextual study is being carried out as well. Learners can once again do word studies, where they can write on the page in the column words that they don't understand, another way of doing this is to underline words and to persuade learners to get into the routine of doing this. Also a good idea is to invest in a classroom dictionary, so that when learners approach words that they don't understand they have the opportunity to look the word/s up, and therefore will form part of the learning process.

Another useful suggestion is to provide and develop translation lists for and with your second language learners, this can be built on and a simple dictionary can be created. See Appendix A for examples of words that would be beneficial to have translated into African languages suitable for your learners. This will be especially useful with regards to difficult historical terminology. It will also save time, as in some cases it is simply a matter of translating a word than that of describing or explaining the meaning in English. This forms part of an educator's role of "Managing diversity".

> Within each History class there will be variations in the ways that learners learn, the speed of their learning and the levels of attainment they achieve. This also includes barriers to learning that some of them might be experiencing. Because of this, there is a need for differentiated teaching and learning strategies in all classrooms, to match learning opportunities to learning needs of learners. [15]

---

14 **Husbands, Chris.** *What is History teaching? Language, ideas and meaning in learning about the past.* Open University Press, 1996.p. 30.

15 **Department of Education. National Curriculum Statement (Grades 10-12). Guidelines for Learning**

Reading, Writing and Talking

How can educators empower learners to read Historical texts? From conversations with teachers it is agreed that students/learners have an overwhelming fear of long "readings" and historical texts, they become a huge barrier and obstruction to climb. This fear is created before even entering into the text and interacting with it. A simple way of creating an environment that welcomes texts and historical reading must be formed. By creating a structure or a process that can be created for learners to follow. A good manageable way is to stress annotation, and to get learners into a habit of annotating texts. Use the margins to scribble notes and questions about the text. Relate information to previously learnt work and draw parallels. Provide a way for students/learners to approach long texts.

This also takes in account the importance of developing summarizing skills with learners/students. This is a life skill and can be used in many other fields. History learners must be taught by a means of reading historical texts and then summarizing what has been read or learnt. Three simple steps could be:

1. Read through text, and underline any confusing words or words that you can associate no meaning to.
2. "Guesstimate" underlined words and use a dictionary to look up words.
3. Read through text once more, and annotate the text and lastly
4. Summarize what you have learnt or can remember

If this becomes a process that is taken seriously and is applied persistently throughout the History classroom, it can greatly improve, not only historical understanding, language and literacy, but is also providing the learners with valuable skills that can be used in relation to other subjects and fields. This is a strategy that can be monitored by the teacher for a while and then as the learners become more comfortable with the process, it can become an exercise that the learners employ on their own, with possible weekly or monthly check ups.

These are a few suggestions towards closing the divide on literacy and historical understanding. As simplistic or base as they may seem, the positive effects can be large. Hopefully this has created a spring-board

---

Programmes – History, 2002. p. 23.

for other educators to "take off" from, and adapt.

Bibliography

ALSTON, SARA. *History and Language.* In Teaching History 81, October 1995. The Historical Association, 1995.

COUNCIL ON HIGHER EDUCATION (2001). *Language policy framework for South African higher education.*

DEPARTMENT OF EDUCATION (2005). National Curriculum Statement Grades 10 – 12. *Languages: English Home Language, First Additional Language, Second Additional language.*

DEPARTMENT OF EDUCATION. National Curriculum Statement (Grades 10-12). *Guidelines for Learning Programmes – History, 2002.*

DEPARTMENT OF EDUCATION (2002) *Language policy for higher education.*

HARLEY, KEN AND WEDEKIND, VOLKER. *Political change, curriculum change and social formation, 1990 to 2002.* In Changing Class: Education and Social Change in Post-Apartheid South Africa. Linda Chisholm (ed). HSRC Press, 2004.

HAYDN, TERRY; Arthur, James and Hunt, Martin. *Learning to teach History in the secondary school: A Companion to School Experience.* Routledge/Falmer Publishers, 2001.

HUSBANDS, CHRIS. What is History teaching? Language, ideas and meaning in learning about the past. Open University Press, 1996.

MDA, THOBEKA. *Multilingualism and Education.* In Changing Class: Education and Social Change in Post-Apartheid South Africa. Linda Chisholm (ed). HSRC Press, 2004.

MULE, LUCY. *Indigenous Languages in the School Curriculum: What Happened to Kiswahili in Kenya?* In What is Indigenous Knowledge? Voices from the Academy. Ladislaus Semali and Joe Kincheloe (eds). Falmer Press, 1999.

'Multilingual Learning: Working in multilingual classrooms.' A Diteme Tsa Thuto project developed for teachers by ELTIC (1997) Cape Town: Maskew Miller Longman.

NTENZA, PHILEMON. *Mathematical Writing as Literacy.* In English Quarterly, Volume 36, Number 2, 2004.

SEARS, COREEN. Second Language Students in Mainstream Classrooms: A Handbook for teachers in international schools. Multilingual Matters Ltd, 1998.

SETATI, MAMOKGETHI; ADLER, JILL; REED YVONNE AND BAPOO, ABDOOL. *Code Switching and other language practices in mathematics, science and English language classrooms in South Africa.* In Challenges of Teacher Development (An investigation of take-up in South Africa). Adler, Jill and Reed, Yvonne

(eds). Van Schalk publishers, 2002. **http://africanhistory.about.com/library/bl/** blsaJune16decree.htm.

APPENDIX A
HISTORY VOCABULARLY – examples

A

Abolitionist

Absolute power

Amnesty

Anthropology

Archeology

Aristocracy

Assembly

Autocracy

Affluent

B

Bourgeois

Bureaucracy

Boycott

C

Capitalism

Charter

Capital

Colonialism

Communism

Cabinet

Civil rights

Commerce

Conquer

D

Discrimination

Dictator

Demographer

E

Emancipate

F

Feudal

Free world

Fascism

Feminist

H

Hypothesis

I

Impeach

Imperialism

Indentured

L

Labor union

Laissez faire

League of Nations

M

Mandate

Mercantilism

Magistrate

Migratory farming

Merchant

Minority

N

Neutrality

Nationalism

O

Oligarchy

Orient

P

Propaganda

Pacifists

Patriotism

R

Radical

Refugee

Radicals

Revolution

S

Sanction

Serf

Socialist

Sovereignty

Segregate

T

Totalitarian

Treason

Tyrant

Tenement

U

Unanimous

Unconstitutional

V

Viceroy

W

Watershed

Looking into the Past
History for Grade 10-12

Available in Afrikaans as *Verken die Verlede*
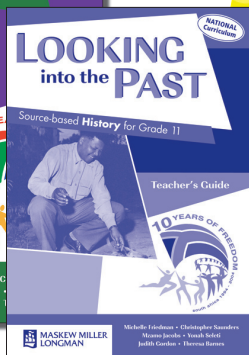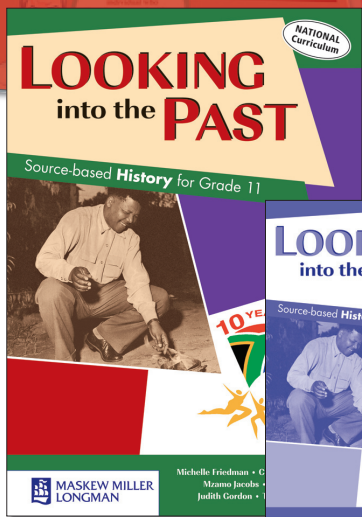
The *Looking into the Past* series:

- is packed with sources, profiles, photographs, maps and cartoons, to allow learners to paticpate in and explore the ways in which history is made

- systematically builds important skills such as essay-writing, analytical thinking and detecting bias

- offers varied and challenging activities that allow for different kinds of assessments, including written work, class debates and group projects

- encourages critical thinking by creating an understanding of the way in which perspectives of history differ and change

- uses tools such as new word definitions, a further reading list and research activities to develop the learner's capacity for independent learning

- Teacher's Guides are available
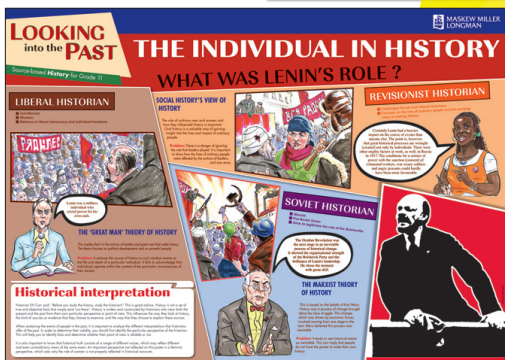
Posters available for all grades!

The *Looking into the Past* series provides learners and teachers with a complete resource for the study of history in Grade 10, 11 and 12. It facilitates an outcomes-based approach to learning and teaching by building carefully selected outcomes into the content covered in each chapter.

Teaching history to large classes in a disadvantaged school

Johan Wassermann

Introduction and Context

According to Duncan Hindle, the Director-General for Education, the *de facto* size of classes in South African schools is in all probability 70 learners per educator.[1] In reality the schools that generally bear this brunt are those who which the most disadvantaged under Apartheid. Proof of this positive correlation is provided by *Emerging voices – a report on education in South African rural communities* commissioned by the Nelson Mandela Foundation from the Human Sciences Research Council.[2] The lack of infrastructure, facilities and support, amongst others, for these previously disadvantaged schools, as outlined in the mentioned report, is supported by other research available in the public domain.[3] In a comparative study between schools in Gauteng and the Limpopo Province serious discrepancies in the material and physical infrastructure were revealed. To highlight some of these: while the schools surveyed in Gauteng generally had phones, copiers, libraries, laboratories, OHPs, a hall and computers for learners those in Limpopo Province were lacking. This study also found a positive correlation between the lack of physical and material infrastructure and teacher/learner ratio. While the teacher/learner ratio in Gauteng was 1:29 in the Limpopo Province schools it rose to 1:36.[4]

In addition to the large classes, and the lack of infrastructure facing the educators in the majority of the 28 000 public schools in South Africa, they are also confronted with challenges such as a lack of source and other teaching material, dysfunctional school structures, lack of

---

1   Hindle, D. *South African Government policy on teacher migration,* ICET Conference, Faculty of Education, University of Pretoria, Pretoria, 14.7.2005.

2   HSRC, (2005) *Emerging voices. A report on education in South African rural communities,* Pretoria: HSRC. *passim.*

3   Adler, J. & Reed, Y. (2001) *Challenges of teacher development. An investigation into take-up in South Africa,* Pretoria: Van Schaik. *passim.*

4   Adler, J. Reed, Y. Lelliott, L. & Setati, M. *Availability and use of resources: a dual challenge for teacher education,* pp 53-71 in Adler, J. & Reed, Y. (2001)*Challenges of teacher development. An investigation into take-up in South Africa.* Pretoria: Van Schaik.

support from parents, lack of new technology, violence and the Aids pandemic, continuous policy and curriculum changes culminating in the implementation of the "new" FET Curriculum in 2006.[5]

Apart from the above, History educators, also face challenges peculiar to their subject. These include the extended reading and writing expected of learners - mostly in a second language, implementing the new FET Curriculum, making a subject often labelled as "dull" or "boring" digestible and attractive by creating a useable past, getting learners to master skills, values, competencies in a learner-centred manner, complete copious volumes of assessment, master new knowledge and methodologies and compete with subjects viewed as much more empowering for the global village.

The reality of the challenge facing History educators teaching large classes is driven home by the comment made by a young History educator during a focus group session on teaching History to large classes:

> The class is crowded with about fifty learners; there are no major classroom resources (OHP, projector, etc.). The learners have no resources themselves. They stay in a poor community where even their parents have little or no money. I, as the teacher, have to teach these learners about the Industrial Revolution of which they have no background knowledge. Where do I start?

Within the educational context outlined above – how should History educators in typical South African schools teach, other than "reading from the textbook" and "teacher-tell", so as to achieve the ambitious policies put forward by the educational authorities and policy makers? Within this article I will explore some of the methodologies that could be employed to teach History in an OBE manner to large classes. Throughout the point of departure will be pragmatic, aiming to empower History educators with skills, abilities and competencies to teach their subject effectively and with confidence to large classes. As a result, apart from investigating some of the available models on teaching large classes, case studies of workable methodologies will be presented.

Before to embarking on an attempt to put forward some strategies

---

5   Harber, C. *Education in transition? Change and continuity in South African education,* pp 112-127, in Griffin, R. (edt) (2002) *Education in transition: International perspectives of the politics and processes of change,* Cambridge: Cambridge University Press.

on how to teach History to large classes in disadvantaged schools, it is worthwhile to understand the international perspective on teaching large classes. Unfortunately very little research exists on how to teach large classes in school, let alone how to teach them History. As a result this article relied heavily on the experiences of universities in teaching large classes, which, although not ideal in nature, does supply useful insight into the challenges and solutions in dealing with this specific scenario.

The International Context – Literature Review

The available body of research on how to teach large classes primarily emanated from the rapid growth in class sizes at universities in Europe, the USA and Australia during the last decade. Growth in student numbers was, however, not accompanied by a corresponding growth in staff and resources, while at the same time large classes meant more administration and management tasks. Although the proliferation in class sizes seems to be a global problem, the nature of the challenges faced differs vastly according to geographical region and the phase of education.[6] While the core challenge of teaching a large class may be the same across the globe, the notion of being disadvantaged differs vastly between the north and the south. Invariably information technology, teaching and administrative assistants and other support structures exist in the First World which allow educators to not treat large classes as they do small classes.

The challenges, as presented in the literature, are not dissimilar to those confronting History educators in South Africa. The biggest challenge facing educators is the planning for, and the administration of, large classes. Meticulous planning and preparation of the work to be done, teaching methods to be employed, teaching materials to be used, and procedural rules to be followed is necessary. However, even the most structured of courses are inundated by questions and queries simply because of the large number of students the educator has to deal with. This can be addressed in three ways: by creating support groups within the class; effective use of notice boards; or by providing on-going feedback at the start or end of the lesson.[7]

---

6   "What's different about large classes?" http://www.tedi.uq.edu.au/largeclasses/
7   McKeachie, W. (1999) *Teaching tips,* Boston: Houghton Mifflin.

A second pedagogical problem with teaching large classes is that it tends to work against feelings of inclusion and value. Some of the available research claims that students generally tend to view large classes in a negative light and that their levels of motivation, perceived learning and teacher sensitivity were factors affected by class size. A solution put forward is one of peer tutoring whereby learners assist each other in the learning process. Using this model could result in a coordinated set of small classes which in turn could become a social support network. This could become part of the weekly planning of the educator or be an after school activity. An impressive body of research indicates that peer tutoring enjoys consistent success and generally leads to academic improvement. Part of the success of this methodology probably lies in the fact that learning, according to constructivist theories of learning, is a social activity during which learners must have the opportunity to position their learning in terms of life experience, previous learning and to share their learning process.[8]

Buildings and classrooms that are inadequate for teaching large classes, and for conducting both group and independent work, is a further obstacle against quality teaching.[9] To complicate matters further, these classrooms are poorly maintained. Although using the school hall or the "outdoor classroom" may provide a general solution, educators should possibly try and make the best of the physical learning space available to them. C.R. Johnson, pragmatically, suggests that educators should practice where they will stand while teaching, practice using the equipment, and write on the board. They must then check whether the board work can be seen from the back of the room. He also recommends that arrangements be made timeously for whatever instructional equipment needed.[10]

When confronted by large classes, most educators would be tempted to lecture rather than engage in a variety of techniques.[11] Although research shows that lecturing is as effective as other instructional methods, such as discussion, in transmitting information, it is less

---

8   "Administration and management of large classes" http://www.tedi.uq.edu.au/largeclasses/

9   Adler, J. & Reed, Y. (2001) *Challenges of teacher development. An investigation into take-up in South Africa,* Pretoria: Van Schaik. *Passim.*

10 Johnson, C. R. (1988) *Taking Teaching Seriously.* Texas A&M University: College Station, Center for Teaching Excellence.

11   For a critical analysis of lecturing as a teaching technique, see: Exley, K. & Dennick, R. (2004) *Giving a lecture – from presenting to teaching,* London: RoutledgeFalmer.

effective in promoting independent thought or developing students' thinking skills.[12] Lecturing also has another serious downside. The average student's attention span is between ten and twenty minutes if they are passively absorbing information. After that, students have difficulty concentrating on the speaker. As a solution it is suggested that for each lecture, plan to change the pace every fifteen minutes or so to relieve the monotony and recapture students' interest.[13]

In the light of the above, and since most lessons seems to run for an hour, teachers need to build in variety such as student questioning, buzz groups, learning cells, problem posting and other strategies as outlined in Table 1.[14] This will stimulate active learning and maintain interest. The strength of such techniques is that learners are learning by doing, and that the retention of data will increase since multiple senses such as auditory and visual are used. Educators must therefore employ more than one learning style at a time when lecturing. In addition to presenting facts, they should also try to share complex intellectual analyses, synthesize several ideas, clarify controversial issues, or compare and contrast different points of view.

What should be avoided at all costs is lecturing verbatim from a script. According to Day:

> If you simply read from a prepared text, you will find yourself disengaged from the material (you won't be thinking about what you are saying) and your students will feel disengaged as well. Moreover, reading prevents you from maintaining eye contact with students, and it casts your voice down toward your notes instead of up and out toward the lecture hall. Writing out lectures is also extremely time-consuming. If you do feel the need to write out your lectures, reduce the completed text to a brief outline of key words and phrases. Lecture from this outline - you will naturally produce sentences more for the ear than for the eye, thereby making it easier for students to grasp the material.[15]

In general educators of large classes must do the same as those with small classes despite the difference in numbers. They must be systematic

---

12 Bligh, D. A. (1971) *What's the Use of Lecturing?* Devon: Teaching Services Centre, University of Exeter.

13 Penner, J. G. (1984) *Why Many College Teachers Cannot Lecture.* Springfield: Thomas.

14 Biggs, J.B. (1999) *Teaching for quality learning at university,* Buckingham: SRHE and Open University Press.

15 Day, R. S. "Teaching from Notes: Some Cognitive Consequences", in McKeachie, W.J. (ed.) (1980) *Learning, Cognition, and College Teaching.* San Francisco: Jossey-Bass. *passim.*

and organized, deliver quality learning, set and mark stimulating assessment tasks, provide personalized attention, motivate students, monitor student progress, promote active participation, and so forth.

Although literature reveals, for those teaching at university level in the First World, that some support structures exist in terms of libraries, support staff and ICT, when teaching large classes the same cannot be said for the South African school context.[16] No real policy or support structure exists for educators in general and History teachers specifically, on how to teach to large classes. Those who face this daunting task are invariably educators from previously disadvantaged schools who are the least qualified and equipped to do so.

Research conducted into teaching large classes at tertiary level provides a model (Figure 1 below) that can be used in teaching History to a large class in a disadvantaged school in a learner-centred manner and as a rigorous process of historical enquiry as called for by the latest guidelines for History teaching in the FET phase.[17]

Method	Description
Think – pair – share	Each learner considers the topic/question and writes down some ideas/answers. S/he joins with one other for discussion. This provides a good basis for wider discussion.
'Buzz' groups	Working in small groups (4-6), learners discuss an issue. Topics can include: • How much they already know about a topic • What they are not sure about • What they want the educator to cover next
Round	Every learner takes a turn to make a statement. Useful topics: • One thing I need to know about … • Something that I learned today… • One important point (about the topic) …

16 http://www.tedi.uq.edu.au/largeclasses/
17 National Curriculum Statement for Grades 10-12 (schools) – Guidelines for learning programmes – History, 2004, p.8.

Case studies	A 'story' or scenario is presented to the group (often, but not always, as a handout). Groups discuss the story or work together on questions.
Group discussion	Groups (up to 6 learners) talk about a topic. A set of questions from the teacher helps to structure the discussion and focus the group. The larger the group, the more difficult it is for everyone to participate actively.
Continuum	Everyone cooperates to form a line according to their capabilities/confidence/whatever the topic is. For example, the length of time their families have been in South Africa, their ages, etc.
'Tell your partner'	Pairs. Each learner explains a topic/concept/ answer to someone else. The partner has to listen, then ask questions.
Fishbowl	One group discusses a topic. The second group observes the discussion and each person records: • A partner's contributions (and gives individual feedback afterwards), or • The important parts of the discussion (may be identification of issues, applications, generalisations, etc., depending on the task instructions)
Peer evaluation	The class is divided into pairs. Partners exchange written work or observe each other's oral presentation. They give each other feedback and work together to identify : • What was good? • What needed improvement? • How it could be improved? They can focus on delivery and/or content. This activity works best if learners already have knowledge on the topic. Giving them a checklist is also a good idea.
Role play	Groups/ pairs/ individuals 'act out' information on a specific topic, often in front of the class or group. If they lack confidence, they can work in pairs without 'performing' in front of the whole class. Set a time limit for each group. This activity can be used for formative or summative assessment. It is important to allow time for participants to de-role/debrief.

Presentations	Individuals or small groups find information on a topic, then prepare and deliver a short informative session to the wider group.
Panel	Several 'experts' are invited to the session and answer questions from the class. The experts may be from the community, other educators, and/or learners. They may each speak briefly before the question session.
Question and answer session	This is a useful activity to check learners' understanding. A time is set aside for a discussion/answer session. Questions may be submitted in writing at the previous session (good for shy learners), or they may be oral.
Syndicates	Groups of learners work together on a project(s) which entails researching and presenting (written and/or oral) information. Useful for focusing on group and cooperative skills while covering discipline content.
Brainstorming	Everyone thinks of as many different ideas as possible. All ideas are accepted and recorded without comment. The ideas are evaluated after a set time period or when inspiration ends.
Student - teacher role swap	The educator asks learners to write their ideas/information on the blackboard and then explain them. S/he places several pieces of chalk on the desk and sits with class members. (Sometimes learners will be shy, especially at first, and the educator may need to sit for a while.)
Information transfer	This is a paired activity. Partners ask each other questions and give answers to fill gaps on their worksheets. (Each worksheet has different gaps.)
Matching	This activity is one way to divide a large group into pairs. Members of the group are given cards which contain either a title or a definition. They have to find the person with the complementary card. In finding their partners, they come across a range of definitions and have to think about the topic. Content can be simple or complex depending on learner's abilities. The pairs then work together on an exercise/problem related to their title and definition. Reporting back afterwards widens the learning.

Withdrawal	While the group works together or alone on set work, the teacher spends time with individual students or small groups. The individual assistance can be rostered through the course so that everyone gets a turn, or it can focus on people who need extra help.
Mindmaps	A topic is written on the board (or on butcher's paper). The class/group suggests and organises ideas and information, presenting them visually, often in clusters. Students often enjoy writing on the board; where numbers are large; this activity is better carried out in groups with a display of the results at the end.
Organising information	Information items are provided out of sequence. Learners work (in pairs or small groups) to arrange them in order. The results can then be reported by each group and/or discussed by the wider group. The information can be given to learners on a single worksheet or already cut into pieces for them to arrange in order.
Demonstrations	The educator shows learners how to do something, or uses equipment to explain theory/principles. This activity can also be presented by a learner or group. Seeing something real helps students to remember more clearly.
Experiments	The educator or the learners carry out a practical activity to verify or refute a principle.
1 – 2 – 4 – more (pyramid)	Each learner writes brief notes about the topic and then compares them with a partner. Each pair discusses its combined list with another couple. This provides a good basis for discussion in the wider group. It is a good idea to limit the '1 – 2 – 4' stages, e.g. 2 minutes or so for individual and for paired work, 5 minutes for the '4' stage.
Show of hands	This quick check is useful for gaining a rough idea of how many people are confident about a topic. It is worth remembering that confidence is not always the same as understanding. This activity is a good 'energiser'. It is particularly useful: • at the beginning of a session to focus attention, or • when the group has been sitting still for some time.

'Ignorance'	Before the class begins, learners consider what they would like to know by the end of the session. They write down some questions - five is a good number to aim for. Some learners may like to share their questions, which can be recorded on the board. The learners write more questions at the end of the session. These questions are likely to be different from the earlier ones; they should involve a higher level of thinking; there may well be more of them; and they can be a useful basis for further private study.

Figure 1. The AUT User Centre for Educational and Professional Development strategies for interaction[18]

What these 26 constructivists and learner-centred strategies offer in the very least is that it will allow for a rigorous process of historical enquiry which:

- encourages and assists constructive debate through careful evaluation of a broad range of evidence and diverse points of view
- provides a critical understanding of socio-economic systems in their historical perspective and their impact on people
- supports the view that historical truth consists of a multiplicity of voices expressing varying and often contradictory versions of the same history.[19]

This in turn will satisfy the needs as expressed in the National Curriculum Statement for Grades 10-12 (schools) – Guidelines for learning programmes – History. Furthermore, very few if any of the strategies in Table 1 require scarce resources or a first-class infrastructure. It relies on the ability of the History teacher to utilise the most abundant resource available – the large class of learners in the disadvantaged school. By applying the range of strategies as outlined above History educators will propel their learners beyond the behavioural model of learning which relies on direct programmed instruction and notes.[20] Instead, History learners in a large class in a disadvantaged school would be exposed to social models of learning which emphasizes knowledge construction

18 http://www.tedi.uq.edu.au/largeclasses/
19 National Curriculum Statement for Grades 10-12 (schools) – Guidelines for learning programmes – History, 2004, p.8.
20 Joyce, B., Weil, M., & Calhoun, E. (2000) *Models of teaching,* Boston: Allyn and Bacon. *Passim.*

and deconstruction and cooperation, as well as information processing models which rely on reasoning and problem solving by mastering "complex bodies of concepts by generating, analysing, applying and evaluating information."[21]

The key question to ask is: "Are the techniques as outlined in Table 1 attainable in the real world of large classes in disadvantaged schools. The following four case studies will hopefully provide the answer.

"Indigenous Knowledge Suggestions" on how to Teach History to Large Classes in a Disadvantaged School

Since the creation of the Department of History Education in 2002[22] students taking the History Education 220 course have annually had to complete the following assignment: "How to teach History and specifically the Industrial Revolution to a large class in a disadvantaged school." To complete the assignment the students had to tap into, not only the available literature, but also their personal experiences as learners/students and educators, as well as that of experienced educators confronted by such educational scenarios. The rationale behind this is very simple - to empower prospective educators with the necessary skills and competencies to teach History effectively in the majority of the 28 000 public schools in South Africa. As part of the assignment the students had to come up with activities on how to teach History within the mentioned context. Invariably the quality of these activities varied as many of the prospective History educators wrestled with a context that many a time was foreign to their personal middle-class schooling. Similarly, students who came from a background where they had been taught in large classes at school struggled to move beyond devising tasks that involved "chalk and talk" methods.

Over the years, however, a substantial number of ideas/activities were presented which I consider worth sharing with History Educators. These activities, which I call "Indigenous Knowledge Suggestions" invariably, took cognisance of the educational context of large classes

---

21   Joyce, B., Weil, M., & Calhoun, E. (2000) *Models of teaching*, Boston: Allyn and Bacon. *Passim.*; http://www.tedi.uq.edu.au/largeclasses/

22   The Department first formed part of the Faculty of Education at the University of Natal – Durban, but since 2004, after amalgamation with the University of Durban-Westville, it forms part of the School of Social Sciences Education, Faculty of Education, UKZN.

and disadvantaged schools and adhered to the "National Curriculum Statement for Grades 10-12 (schools) – Guidelines for learning programmes – History" which states:

> Educators carry the responsibility of developing learning programmes for the learners in their care, as they know what the situation requires. They alone can design a learning programme that is ideal for their learners and which meets the conditions for Provincial approval…In the process of developing the learning programme, the strengths, interests, as well as the barriers to learning of the learners should be taken into account.[23]

What made these ideas stand out was the fact that they proved that even inexperienced teachers can think innovatively and imaginatively when faced with the problem of having to teach History to large classes in a disadvantaged school while only using the resources available to them.

Indigenous Knowledge Suggestion: Case Study 1 – Workstations[24]

The class of 50 learners would be divided into five groups of ten with representative age-group and gender ratios. The desks would be moved to create space for five workstations and if necessary workstations could also be formed outside of the classroom. Each of the groups would then be placed at a workstation where they would find a laminated source. At workstation one, for example, learners would find a depiction of children working in mines during the Industrial Revolution. The visual source is accompanied by source-based questions "that the group would have to critically answer in written format after discussion between members of the group had taken place." At workstation two there would be an outline of factory rules and pay during the Industrial Revolution with only one question posed: "Do you think this is fair? Why/Why not?" Learners in this group would have to write a petition asking for better working hours and pay if they felt the rules and pay was unfair or, a petition in support of the conditions as they exist, if they regarded them to be fair. Workstation three would be supplied with a picture of houses during

---

23 National Curriculum Statement for Grades 10-12 (schools) – Guidelines for learning programmes – History, 2004, pp. 5-6.
24 My gratitude to Lara Hill for allowing me to share her idea with the members of SASHT.

the Industrial Revolution. The group would have to study the image, making a list of what they noticed. At workstation four there would be a cartoon of the era under discussion which the group would have to analyse before answering the questions posed. At the final workstation there would be pictures of pre-industrial Britain and of Britain during the Industrial Revolution. The learners would have to identify the change that took place and depict their conceptual understanding of this in a spider diagram/mind map. Each group would be allowed 10 minutes per workstation and would rotate on the instruction of the teacher. At the end of the lesson, or during the next lesson, the teacher would ask for feedback from the groups and knowledge on the Industrial Revolution would be constructed and deconstructed and notes compared in the process. Learners can take notes during this process while the educator will be able to determine whether the outcomes were achieved by employing the "student/teacher swop" method outlined in Figure1.

Indigenous Knowledge Suggestion: Case Study 2 - Sound[25]

The teacher would have to make an audio-recording of ten different sounds that occur daily in our modern environment. Examples are the sound of a car, a train, inside a factory, household appliances and so forth. At the lesson these would be played to the large class where all learners would be asked to try and identify the sounds they have heard. Learners would then offer "their partners" ideas/answers as to what they thought the sounds represent. "Buzz groups" of five would then be created and each of the groups would receive one of the sounds they had heard and appropriate handouts. Each group would then be required to report back orally to the class on the following key-questions:

• how was their sound invented?
• how did it changed over time?
• how did these products impacted on their lives and the lives of the people at the time?

The class would in turn, in their "Buzz groups" assess each report back by means of a negotiated rubric.

---

25   My gratitude to Jaime Harris for allowing me to share her idea with the members of SASHT.

Indigenous Knowledge Suggestion: Case Study 3 – Invent your own machine[26]

The class of 50 would be divided into "brainstorming groups" of 4 to 6 learners. The learners would then be given the key question: "Invent/design a machine that would make life easier." Learners must firstly draw a plan for their invention, give it a name, and then build it using waste material that they have collected. The group will then have to write a report (which the teacher will assess) in which they answer the following questions:

•   What material will you need to build your invention?
•   Are these materials available or will other inventions need to be created to provide you with your materials?
•   How will your invention be powered?
•   How much money will your invention cost to run?
•   How many people will be employed because of your invention and what will they do?
•   What will your invention replace?
•   What will the impact of your invention be on the environment?
•   How will it make life easier?
•   Where would be the best place for your invention to be situated? (think of materials, transport, labour)
•   What effect will your invention have on your community and region?

Each group will need to prepare a talk to explain/demonstrate their invention to the class and try to convince them that their invention will revolutionize the world. The other members of the class will then employ the "Round Technique" to comment on the talks and inventions. Once this is completed the teacher would use this as the baseline information to teach about the Industrial Revolution.

Indigenous Knowledge Suggestion: Case Study 4 – Oral History[27]

Roughly half-way through the unit on the Industrial Revolution "I would use third party representation from the community around the school to come in and help teach the Industrial Revolution. An example

---

26   My gratitude to Megan Loubser for allowing me to share her idea with the members of SASHT.
27   My gratitude to Meghan Claxton for allowing me to share her idea with the members of SASHT.

would be a factory foreman, business manager, printer, baker, mechanic, etc. to come in and give a talk to the big class on how their work and business has evolved." This was decided upon because of the difficulties in organizing field work for large classes in disadvantaged schools. The members of the community would do their presentations as part of a panel. Learners would be expected to direct questions towards either the panel or to individual members so as to be able to write a newspaper article in which they would compare and contrast working conditions at the present to that during the Industrial Revolution. Their articles must be augmented by "syndicates finding their own information" by conducting further interviews in the community around their school. The newspaper article will eventually be assessed by the teacher using a negotiated rubric.

Indigenous Knowledge Suggestion: Case Study 5 – Games, simulations, role-play[28]

Each learner will be expected to draw a picture of a man on paper donated by a company. The class would then select the best two drawings to be mass-produced on an assembly line. The learners will then be seated in four rows of roughly 12 each and asked to mass-produce the drawings repetitiously, re-creating one part – such as the man's eyes, shirt, hair, etc. and passing the picture down the line. During the activity the educator (acting as factory manager) pushes the four lines to compete to create high quality drawings at speed. As the learners work the educator can push them to speed up, concentrate and to work harder by saying: "Keep production moving! Don't slow down! Our competitors will catch up!" The educator can also perform quality control by removing completed pictures that do not measure up. Learners can be strictly monitored and those that misbehave can be reprimanded with phrases such as "No talking! Do not waste time laughing!" Some learners might become frustrated by the pace and repetitiveness of the work and some may even refuse to work and try to organize a strike. The educator may want to "fire" unproductive workers or alternatively may want to "pay" learners for their work on the assembly line by telling them that their grade for the activity is based on their productivity.

---

28 My gratitude to Michelle Hughes for allowing me to share her idea with the members of SASHT.

By assuming the roles they did, learners would be better able to conceptualize a range of concepts related to the Industrial Revolution such as mass production; quality; working conditions; assembly line. Afterwards the educator will debrief the experience and along with the class, using either the "think-pair-share" or "pyramid" method to make connections between the students' experience and that of workers during the height of the Industrial Revolution.

The above-outlined case-studies were all piloted during the annual teaching practice session and found to generally work. More importantly large classes of learners managed to take steps towards discovering "What is the purpose of History?" and "History in the South African context" as outlined in the National Curriculum Statement for Grades 10-12 (schools) – Guidelines for learning programmes – History, 2004, namely:

> A study of history builds the capacity of people to make informed choices in order to contribute constructively to society and to advance democracy. History as a vehicle of personal empowerment engenders in learners an understanding of human agency, which brings with it the knowledge that, as human beings, they have choices, and that they can make the choice to change the world for the better… We need to build the capacity of learners who study History to use the insights and skills of historians. In that process, they must be given the opportunity to analyse sources and evidence, study different interpretations and divergent opinions and voices, and build historical imagination. This is a central means of imparting the ability to think in a rigorous and critical manner about society." Learners need to be taught how to use concepts as a means of not only analysing, but interpreting and constructing historical knowledge and understanding and be encouraged to communicate their knowledge in a variety of ways…[29]

At the same time Historical knowledge would have been constructed and deconstructed while the necessary outcomes have been met. All along the student-teachers got their learners to "do History" in an active and learner-centred manner by using resources that is readily available to all and by treating the less than ideal environment with great flexibility and by being committed to teaching.

---

29 National Curriculum Statement for Grades 10-12 (schools) – Guidelines for learning programmes – History, 2004, pp. 7-8.

Concluding Comments

While executing the outlined strategies within a large History class in a disadvantaged school is very possible and certain realism needs to prevail. For a teacher to succeed under such conditions s/he needs to be enthusiastic, innovative, well prepared, possess a good subject knowledge, an excellent grasp of both the official documentation related to the teaching of History in this country and the strategies outlined in Figure 1, be able to work with little support, provide interpersonal interaction, active learning and much much more.

Are we not seeking for "super person" like teachers of History which does not exist? Are we not expecting more from disadvantaged History teachers than from their colleagues in well-resourced schools? Are there not other ways and means (excluding lecturing and the use of ICT) to teach History to large classes in disadvantaged schools?

The Status of History Teaching, Learning and Examination Results in Lesotho, 2000-2004: Implications for Teacher Education

Mary Ntabeni

Abstract

This paper addresses the issue of History teaching and learning in Lesotho which is at its lowest ebb. Very few schools teach the subject and their poor performance, particularly in the senior classes, exacerbates the situation. On the basis of the examiners' comments in the last five years, the study has identified lack of essay writing skills among the candidates as the main reason behind the high failure rate in History. It also suggests pursuit of quality pre-service & in-service teacher education as well as constant practice of the basics of essay writing skills by student-teachers, teachers and learners alike.

Background

In Lesotho, History is the most unpopular subject in the Social Sciences group that also includes Development Studies, Geography and Religious Knowledge. Over the years, many schools have dropped it to the point that, presently, only 17 out of 230+ Secondary and/or High Schools[1] teach it. Furthermore, it is mostly the schools with Principals who majored in History that still teach the subject; thus, most of the time, whenever there is a change of guard in these schools' administration, the future of History tends to be in jeopardy.

My interest in the status of the teaching and learning of History in Lesotho was first triggered by the dwindling numbers of students in the History Department at the National University of Lesotho (NUL) from the mid-1990s. On investigating the issue, it soon became clear that the

---

1   In the Lesotho Education system, the first three pots- primary years constitute Secondary or Junior Certificate (JC) level known as Form A/B/C or Form/JC 1/2/3 classes, at the end of which candidates write a final examination. They then proceed into the next two years of Form D/E of High School where they write the Cambridge Overseas School Certificate (COSC) which is the required entry into University.

problem lay not only in the few number of History teaching schools but also in the poor History results which led to the students' (and parents') negative attitude to the subject.

Therefore, the two areas that seemed to need immediate attention were, first, the lack of correlation between the relevant NUL departments, namely the History Education Unit of Language and Social Education (LASED), History and the schools. Second, there was a need for concerted effort by all concerned to undertake research on all aspects of the teaching and learning of History in Lesotho at all levels.[2]

Thus, I began to participate in the school History Panel meetings and workshops as an observer, and I also spent my 2000/2001 sabbatical leave at the then National Teacher Training College (NTTC - now renamed Lesotho College of Education - LCE) to help establish a History Department in 2001 for the first time in its twenty-five years of existence. The following year, I took an even more dramatic action by changing Faculties from Humanities to Education with the intention of contributing to the History teaching and learning situation in the Lesotho schools by becoming a teacher educator in LASED.

On the side of the schools, members of the Lesotho History Teachers Association (LHTA) are convinced that History is being made a scapegoat of a situation where Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) candidates consistently perform poorly in the English, Mathematics and Science, and examinations of the three and two of the of core subjects respectively, namely, with the exception of Sesotho. Therefore, the Association is determined to make sure that what the country lacks in the numbers of History candidates is compensated by effective History teaching that delivers impressive

---

2   Granted, members of the History Department have published in their respective fields of interest, including a joint textbook on the History of Lesotho. However, up to now, none of them have shown interest in linking their work with the schools. Similarly, the History educators in LASED have not put to much use (in terms of publication) a collection of curriculum-related extended essays up to the early 1990s, and thereafter Action Research projects of their student teachers. Thus, in the last ten years, only two extensive pieces of research have been produced by M.M. Khoiti, "A critical evaluation of the Lesotho Junior Certificate Alternative history syllabus" (unpublished M.A. Ed. Dissertation, National University of Lesotho, 2000) and M.M. C. Seotsanyana, "Factors affecting the teaching and learning of history in the Lesotho High Schools" (unpublished M.A. Ed. dissertation, National University of Lesotho, 1996).

performance in the examinations. In other words, given a choice between quality and quantity, the teachers have openly declared - and passionately so - that they would rather have the former every time. Since 2000, the Association has tried to keep its own record of the History results for each school to monitor and maintain the signs of gradual improvement which is quite phenomenal in some of the secondary level but performance continues to be poor with the senior group.

Thus, buoyed by my experiences, the teachers' spirit and quest for quality (as well as several other related factors), I embarked on a History teaching and learning situational analysis project that is only at a proposal stage and still seeking financial support.

Introduction

This paper is part of an on-going situational analysis of the extremely unsatisfactory status of History teaching and learning in the Lesotho Secondary and High Schools from 1996 to 2005, but it only covers the 2000-2004 examinations results. Two of the indicators of this status are the dwindling number of schools – and therefore of learners - that still offer History and the poor performance of the candidates in the final (external) examinations, especially at High School level.

Several reasons have been advanced for this disastrous state of affairs regarding the teaching and learning of History in Lesotho, but the most common and outstanding ones have to do with policy making and the candidates' poor performance in the examinations. The latter has been of great concern for a long time now, mostly to the teachers who feel that their efforts have failed to bear the expected fruits, and to the parents who discourage their children to do History because of the poor performance in a subject they regard as valueless. In other words, since there seems to be no 'quality' in the teaching and learning of History in Lesotho, there is a need to explain the sad reality by taking a close look at the results themselves, and the examiners' commentary in to determine where the problem lies.

Therefore, what this study does is to scrutinize the results of external examination candidates in the last five years, highlight History essay writing as the problem area, and suggest the role that the History teacher trainers at NUL and LCE - and in collaboration with the other trainers

- should play in order to achieve quality in the teaching and learning of the subject in Lesotho schools. Because of the staffing realities of History teaching in Lesotho, the study also shows why the strategies of improving school results have to address both pre-and in-service teacher education.

Conceptual Framework

In recent years (especially in 2004) and at various forums, there has been an overwhelming quest for quality education for all and in all subjects. For example, in accordance with the LHTA's strong desire for quality in school History, the new Head of LASED in the Faculty of Education at NUL called for a concerted effort by all trainers to help the Lesotho JC and COSC candidates obtain good results. Similarly, the theme - 'Quality Education and Research locally, regionally and internationally' - of the biennial BoLeSwaNa (Botswana, Lesotho, Swaziland and Namibia) Symposium that was hosted by Namibia in July 2004 started one thinking about quality in the context of History teaching and learning, with special emphasis on the initial training of [History] teachers.

In addition, the themes of both the forty-seventh session of the International Conference on Education and World Day of Teachers in 2004 called for the pursuit of quality education: 'Quality Education for All Young People: Challenges, Trends and Priorities' and 'Quality Teachers for Quality Education: Training for a Stronger Teaching Force' respectively. What is even more interesting about the two themes is the fact that Workshop #4 at the International Conference on Education was devoted to 'Quality education and the role of teachers', the same idea that came to mind when the BoLeSwaNa theme was first announced. Similarly, in the foreword of the newly formulated Lesotho Policy on Teacher Education and Training (2005), it is stated that 'The prime thesis of this policy framework is that the competency and professional dedication of the teacher and the trainer determine the ultimate quality of education provided.'

The Oxford Advanced Learner's Dictionary (2000) defines quality as 'the standard of something when compared to others like it; how good or bad something is; a high standard or level…. ' In the context

of education, it is possible that there are as many definitions as there are authors on the subject but the overall denominator in all of them will be the pursuit of and factors that fulfill what is good, better, best or otherwise in the process of teaching and learning. Hawes and Stephens (1990) demonstrate best the complexity of defining quality education. The most illuminating analogy used in the book to unpack quality teacher education is called 'the quality wheel' that identifies the people trainers as a very crucial factor in achieving quality education, and goes on to devote a whole chapter to this factor.

Methodology

The study is a qualitative analysis of data collected from a five-year documentation of examination results. The larger study looks at a wide range of both written and oral evidence, but this paper is strictly based on the introductory section of the 2000-2004 pass lists of the JC and COSC from ECOL. The paper starts by highlighting in tabular form the various concerns that ECOL's documents have identified as contributors to poor performance in school History over the years. It then suggests the initiatives that NUL's teacher educator(s) could implement at the initial teacher education level in order to help the schools remedy their poor History results.

Data

The table below displays the core information of the study and it is taken from the pass lists of the ECOL institution from 2000 to 2004. The relevant section consists of tabular information – especially Table 2 - as well as comments and/or remarks made by the respective examination officers on the performance of the candidates in general and in subject groups while those recorded under the 'Examiners' Eye' section are subject-specific. Comments/remarks on performance in History appear under both the Social Sciences group and the 'Examiners' Eye' but, due to inconsistencies explained below, the paper only reflects information from the latter section.

One important to point out from the outset regarding the table above is that, over the years, there have been inconsistencies in the titles

used for Table 2 (in the pass lists) and its columns, possibly as a way of improving its presentation and content. Therefore, it was not possible to quote everything the table contained without creating confusion and/or even distorting the original information. Thus, for the purpose of this study, Table 1 (below) only reflects the comments and remarks from 'The Examiners' Eye' section although at times it was just as inconsistent, mostly in terms of the availability of the information and provision of the strong and weak points in performance for each year.

Table 1: Comments/Remarks from "Examiners' Eye" on Lesotho JC & COSC Results, 2000-2004

Year	Level	Strengths	Weaknesses
2000	JC	Improved candidates' performance in History has been phenomenal	
2000	COSC	…there was an improvement because fifty (50) candidates obtained credit compared to 28 credit passes in 1999	Due to **weak language background,** many candidates could not understand the demands of all sections of a question and **failed to** provide relevant historical evidence to address the question satisfactorily. In most cases, candidates **did not** observe regional and time limitations of a question, resulting in loss of marks by candidates
2001	JC	History (Old) showed a general improvement in the quality of scores History (Alt.) was the most accessible and there were more very high scores compared to last year History Trial had some good scores	even though there were fewer high scores that last year but performance was not as good as last year in terms of general performance and high scores
2001	COSC	At 20% credits this year, candidates have done better than in 2000 when 155 credits were recorded	In responding to some of the questions, candidates **failed to** adhere to regional and time limitations and as a result list valuable marks
2002	JC		In History, performance has dropped with 63% & 72% of the candidates obtaining E and above in Trial (514) and Alternative (513) respectively. The greatest concern is that candidates **still fail** to write coherent well thought-out essays in response to questions but instead throw some points **without** any explanations. The tendency is to still to **write without** carefully selecting relevant, specific information in addressing the task at hand. This affects the performance adversely.
2002	COSC		Candidates **did not** read questions for comprehension. Instead they treated all questions like 'answer all you know about what is asked'. They **failed to** select relevant information required and ignored the key features and components of questions. They **could not** compare and contrast, they also **failed to** show similarities and differences thereby losing marks. They also **failed to** use the facts to pass their own judgement. Candidates' performance for 2002 is fairly similar to that of 2001 at 21% and 20% credits respectively
2003	JC	The performance this year is encouraging with the mean of 100.9. Let us strive for an even better performance next year.	Candidates **showed weaknesses** in relating the Current Affairs issues to their historical background and were, therefore, disadvantaged.
2003	COSC		In History, candidates **failed to** select, organize facts and information into logical and well thought-out ideas in responding to given tasks…. They **showed lack** of preparedness for the examination, failed to identify the crux of questions and could not adhere to the required tasks. The **problem of English** was evident when candidates **failed to** communicate ideas clearly but presented **incoherent pieces of writing.** Only 48% of the candidates have obtained grade E and above
2004	JC*		
2004	COSC**		

*No comments and/or remarks. ** Copy of results unavailable

Data Analysis

The inconsistencies notwithstanding, one is still able to identify the main areas of concern that should be targeted by the History Education Unit and other Departments at NUL. For one thing, when the examination results come out, different interest groups in Lesotho usually speculate about the reason(s) for the high rate of success or failure in each level, especially in the external examinations. However, as the table indicates, access to the 'Examiners' Eye' provides a more informed picture and the real reason(s) for the candidates' good or poor performance.

To start with, the table clearly demonstrates the widespread observation that every year the COSC results of Lesotho candidates are worse than those of the JC level. In the last five years, not only has there been nothing positive to say about the COSC performance since 2002 but the negative remarks have also intensified in terms of the nature and number of weaknesses. At the same time, even though the JC candidates seem to have done better in comparison, still the nature of criticisms that have been raised when the performance has been poor match those of their seniors.

At least two factors have given the JC candidates an edge over the COSC counterparts in that, first, they use locally designed syllabuses and write a joint examination of Lesotho and Swaziland.[3] Second, there was also the review and consolidation of the two - 'Old' and 'Alternative' - History syllabuses into one national syllabus which was on trial until 2003 when all candidates wrote the same examination. That same group is writing the COSC examination this year (2005) and, in view of the trend of poor performance at this level, they are at an even greater disadvantage because the syllabus review process did not extend to COSC. Therefore, it will be interesting to see if the candidates maintain the commendable performance they achieved at JC in 2003 (see table above).

Reason(s) behind Poor Performance in History

On the basis of the information in the 'weaknesses' column of the table, one can safely conclude that the overarching problem that seems

---

3   It is years now since Botswana decided to run its own examinations (separate from the three-some of Botswana, Lesotho and Swaziland) due the practice of standardisation when the results are really bad.

to have consistently contributed to the candidates' poor performance in the JC and COSC History examinations over the past five years has been their (candidates') lack of essay writing skills and its related aspects. The other side of this problem is that the History teachers seem to have been ineffective in their teaching and preparing the candidates in the acquisition of satisfactory essay writing skills by the time they sat for the JC and COSC examinations, especially because the essay format is dictated by the examination question papers. REVISIT

According to the one statement that captures the overall essence and extent of the problem with the JC results of 2002, '… The greatest concern is that candidates still fail to write coherent well thought-out essays in response to questions but instead throw some points without any explanations…' That same year, the same concern was raised in relation to COSC results thus: 'Candidates…treated all questions like "answer all you know about what is asked"'. In other words, in this particular year (and all other years before and after, though the problem was phrased differently), the candidates did not write as required by the questions and expected by the examiners. Put differently, there was neither effective (quality) History teaching nor effective (quality) learning of the subject.

One can even add that, for the problem to recur and affect the examination results as adversely as it did for so long, it must have been obvious during the course of the respective years of study, but without being given satisfactory attention to rectify and even eradicate it. In fact, a cursory look at the ten years covered by the larger study, and as confirmed by Seotsanyana (1996), shows that the problem goes back that far and beyond.[4]

Essay Writing in History Teaching and Learning

The place and importance of essay writing in History is mentioned and also discussed at length in many sources that deal with History teaching and learning, including some textbooks and study guides. For example, the History Study Guides for Grades 8-12 by Vorster (1996) begin with

---

4   One source that would confirm the status of performance before 1996 but is also hard to find is a dissertation by K.T. Chimombe, "An Analysis of History Teaching and Learning in Lesotho Secondary Schools" (unpublished M.ED. Dissertation, National University of Lesotho, 1980)

an introduction of Guidelines for both students and teachers, and the section alerts the latter about what Historical skills to instill in the students. Essay writing is listed as the fourth among thirty-five skills, and one would regard the high ranking as an indication of the skill's significance in History teaching and learning.

In concurrence, Mathews, et. al. (1992:71) state that, "Essay writing is a very necessary skill for history pupils as they need it for assignments, tests and examinations. But, it is probably one of the greatest weaknesses and a reason why many of them never achieve good marks in tests and examinations." Similarly, in his discussion of the issue of writing as aspect of learning strategies and the use of language, Haydn (2000:83) declares that, "Of the range of activities, which take place in the learning of history, writing is one of the most important and, at the same time, the lest popular among pupils. Yet, it is principally through their writing that their knowledge and understanding is usually assessed. Writing is an issue of some concern." These sources and many others on History education do not only indicate the main areas of concern but also give suggestions of how to deal with them.

Therefore, it is important to understand the above statements as clear indicators of a universal and immediate need for quality teacher education, with special emphasis on essay writing skills. The stated concerns also point to the fact that it is incumbent upon teacher trainers to produce the kind of teachers that will guarantee quality [History] education by way of teaching essay writing skills properly in order to achieve good examination results.

Teacher Education Strategies in Developing Pupil's History Essay Writing Skills

The title of the study points to teacher education - that is, in-service for History teachers and pre-service for student-teachers - as the target branch in the Lesotho higher education system to tackle the problem at hand. In other words, one way to improve JC and COSC History results in Lesotho is to pay special attention to and concentrate on essay writing skills, starting with the training of the student-teachers at NUL and also working with the teachers in the schools.

Making teacher education bear the brunt of the remedial task goes hand

in hand with what Haydn (2001: 9) regards as the critical and peculiar responsibility of History teachers in this quotation (taken from Aldrich, 1991: 97): "in the long run, success or failure in history teaching, perhaps more than in any other subject, depends on the ability and interest of the individual teacher".

Of the two teacher education institutions in Lesotho, NUL has to bear the brunt of the task at hand for two reasons. First, most of the History teachers in the country's Secondary and High schools with such poor examination results, especially at the latter level, are NUL graduates. Second, the situation is likely to continue because the LCE History department has been experiencing serious problems with staffing and student intake since its inception in 2002. The very first and largest group of eight LCE History graduates only started their teaching career in 2005, and for the next three years, there will be very few History teachers from that institution.

In the Table above, the Examiners' Eye has used a variety of expressions (and repeatedly so) to indicate the link between the weaknesses and poor performance in JC and COSC History examinations, and the issue of rectifying the situation constitutes the crux of this study. Overall planning for and implementation of strategies to prepare student-teachers in History and refresh their certified counterparts for teaching essay writing skills will start with their assumed knowledge in the seven categories identified by Shulman.[5] In other words, it will be necessary to take into account what each group brings into the task at hand that will facilitate and/or hinder its achievement, and then state what they need to know to teach essay writing effectively.

Since the examiners have raised a very strong concern about the standard of English used by JC and COSC History candidates, the first issue to consider and pay special attention to should be the mastery of the language by both the student- and History teachers. In the Lesotho schools, English language is the medium of instruction from the fourth year of primary schooling, and it is also one of the core (and most failed)

---

5 These are subject-matter or content, general pedagogical, pedagogical content, curricular, contextual, educative knowledge and knowledge of learners and learning. They are succinctly summarized in *Making History: A Guide for Teaching and Learning History in Australian Schools* by Tony Taylor and Carmel Young (Monash University, Australia, 2003).

subjects up to COSC.[6]

Emphasis on English Language continues at NUL where the Common First Year's Communication Skills Course (E100: A/B), and it has to be passed before one can proceed to Third Year. Over the years, a number of the student-teachers have had to repeat E100 at Second Year, thus making the English Language Education lecturers worry about the possibility of language incompetence that may be passed on to the learners and, thus, lead to poor examination results. These concerns have, therefore, forced the lecturers to lead the way in several remedial strategies.

First, by the nature of their English language Education (LED) courses, the lecturers involved address the effective teaching of English Language and Literature as a whole, but also look into the specific reasons behind the high failure rate of JC and COSC English. Second, in recognition of the fact that the problems run across the curriculum, the lecturers also liaise with their counterparts in other teaching subjects to supply them with subject-specific language examples for emphasis and/or problem eradication. Third, there is also a suggestion that all student-teachers who have chosen English Language as one of their teaching subjects should be forced to take Literature as well, more so because the two are taught as one subject at JC level. Fourth, members of the NUL Faculty of Education (FED) have long felt that the Communication Skills section in the Teaching Practice Assessment Tool should give credit to student-teachers who encourage pupils to ask and answer in full sentences.

Currently, there is a widespread call on campus for cooperation throughout NUL about strict observation of the correct way of writing essays that also includes insistence on complete sentences, good grammar and correct spelling in all courses, and the use of English during consultation with lecturers. For its part, the History Department has a reputation of being a very tough unit on campus mainly because of the staff members' insistence on both subject-matter and proper language.[7]

---

6   For example, the 1998 COSC English Language results were so bad that NUL Senate had to deliberate the issue at length and come up with a strategy to insure the regular intake of students into First Year.

7   At the same time, there have been a few student-teachers in History who have thanked their lecturers for patiently but constantly taken them through the sentence, paragraph, outline and essay writing which they found useful in their own teaching.

Overall, the main idea is for everybody in the teaching profession to constantly harp on, immerse in and saturate the students with correct English Language practices until they become part and parcel of their educational journey, and also translate into good examination results.

Closely related to the teachers' mastery of the English language in general is how the language is used in the teaching and learning of their subjects, especially in essay writing. All discussions of essay writing skills underpin the understanding of the question as the first step of the process. What this means is that teachers should instill in the learners that every question or topic of an essay has instruction words which states what the question or topic wants the learner to do – the task at hand, and that there could be as many as there are ways of asking or phrasing questions.

Usually, the same instructions words are used in both the general, specific and assessment objectives that appear at the beginning of a syllabus and as instructional objectives of a lesson. For example, the user-friendly format of the Lesotho JC History syllabus has a column of one hundred and twenty-four (124) End of Level Objectives for the three Forms A, B, and C[8] which are dominated by such words as describe, discuss, define, outline, explain, compare, and the like. Therefore, in what one source has titled: 'Teach about Question Meanings: How do I know what the question means?', this is where teachers help the learners understand the instruction words by defining the requirements of each one of them as opposed to the others. Several sources that discuss essay writing skills provide a glossary of the words which helps to establish a common understanding of what they mean.

More importantly, History teachers and those still in training should familiarize themselves with the Assessment Objectives, Scheme and previous examination question papers which contextualize the instruction words. For example, the assessment objectives in the JC History syllabus[9] read as follows:

---

8   See Junior Certificate History Syllabus 2004 (National Curriculum Development Centre of the Ministry of Education and Training, Maseru, Lesotho).
9   See Junior Certificate History Syllabus 2004, p. 6.

By the end of the course [three years] candidates should be able to:

1. Explain historical terminology and concepts.
2. Recall, select and explain the   relevant content.
3. Analyse and interpret information or evidence to make coherent and logical decisions.
4. Demonstrate knowledge of historical developments in Southern Africa and selected themes in the history of the World.
5. Empathise with the past, and interpret events and decision-making of a particular period in the light of information and conditions prevailing at that time.

The assessment objectives are immediately followed by the Scheme of Assessment which states the four sections - A, B, C, and D - that constitute the three hour examination paper. The first two sections consist of multiple-choice and ballad questions but the last two sections require the candidates to display essay writing skills thus:

SECTION C: Short Essays

Twelve (12) essay questions are asked in this section. Candidates are expected to answer in five to ten (5-10) lines any six (6) questions.

SECTION D: Long Essays

Six (6) essay questions are asked in this section. Candidates attempt two (2) essays of thirty (30) lines each.

Unfortunately, the COSC History Syllabus has neither the assessment objectives nor the examination question paper format; only the content is spelt out. However, the instructions in the question papers are very clear about the format of the answers in that because candidates are instructed to answer three questions in both papers of some twelve to eighteen questions. In the cases where they are asked to write on three out of five or more items in a question, the candidates are expected to answer in a paragraph format which is a significant building block in essay writing. Therefore, to have an idea of the standard of answers and, therefore, level of essay writing expected from COSC candidates, one can refer to the 'Letter to the learner' at the beginning of In Search of

History, Grade 10, especially the table of Learning Outcomes (LO1-4) and Assessment Standards.

The Nature and Extent of Difficulties and Barriers in History Essay Writing

The bolded operative words/phrases in the 'weaknesses' column of the table constitute the breakdown and, therefore, specific nature and extent of the problem of essay writing at JC and COSC level in Lesotho. The main concerns include the candidates' failure, inability, inefficiency and/or weaknesses in fulfilling the requirements of the questions and/or task(s) asked of them, and they have recurred over the years. All of these weaknesses seem to be universal because they correspond with Counsells' five examples of pupils' difficulties that are quoted by Haydn (2001: 83):

Many pupils find it difficult:

- to classify information
- to organize information and deploy it for a specific purpose
- to argue and analyse (as opposed to describe and narrate)
- to support their arguments with appropriate detail
- to distinguish between the general and the particular.

Put differently in a section on 'Students as writers of history', Taylor and Young (2003) also recognize Counsell's contribution of research on this issue. They first start by identifying the narrative and non-narrative kinds of historical writing she has outlined, and then elaborate on how 'Both require similar technical know-how, but to develop this we have to break through several barriers' with a discussion of all three which correspond with those mentioned above and, as already indicated, in Table 1.

In addition to the difficulties or barriers mentioned above, Basotho learners struggle with keeping to the specified region and time in the questions and, because they are Sesotho speakers first, they also face problems with English as a second language (or even third for the Nguni-speakers of Lesotho).

Regular Use of Relevant Resources

Knowing what the problems are, where they lie, and deciding on how to rectify them banks on an aspect of assumed knowledge on the part of teachers regarding the issue of History as a discipline and a subject. The expectations also rely heavily on the understanding that when they graduate(d), History teachers had - just as the student-teachers will have - 'perfected' their own essay writing skills accordingly, thus eliminating the problems described above and quite familiar with the relevant materials in History essay writing. Most crucial in this respect will be/is their ability to impart the skills to their pupils. For instance, in preparation for the requirements of the JC examination, Secondary and High Schools that offer History introduce learners to writing History essays right from the very first post-primary year of study.

Therefore, there is a need for constant reference to and practice with History essay writing suggestions that are provided in textbooks, History education sources and tons of essay writing guidelines posted on the internet. This activity should start with the very first History essay that student teachers write and continue beyond their graduation into their teaching career and professional development until it becomes a habit.

Regarding textbooks, it is encouraging to see a section on 'How to approach essay writing' in the Teacher's guide of the Oxford History textbooks series, In Search of History, for South African Grades 10-12. That way, teachers can photocopy the relevant page for students to refer to ever time and again in order to sharpen their essay writing skill until it comes to them naturally.

In the case of Lesotho, the Ministry of Education and Training (MOET) has embarked on a textbook loan scheme that ensures accessibility to textbooks for all learners up to JC and in all subjects, including History. By so doing, the Ministry is trying to eliminate one of the commonly-quoted culprits of quality education, that is, lack of textbooks, especially among the poor majority.

Other advantages of the availability of textbooks are that teachers will have many options of learners' activities based on the textbook. For the learners, regular use of the textbooks should, in turn, resuscitate the diminished reading culture among the Basotho youth and also improve their writing skills. In fact, because History is a reading subject, there is a

general belief among History (and even English Literature) teachers that lack of reading skills is one of the factors that lead to poor examination results. Another positive outcome of this new policy is that it has attracted local authors to write more relevant textbooks. However, the Textbook Evaluation Tool that is used places more emphasis on the teachers' and learners' activities than it does on writing skills. Therefore, it is for the History teachers in particular to write and/or insist on the use of textbooks that pay special attention to writing in History as discussed by Haydn (2001: 67-94) in what he calls 'Learning Strategies and the Use of Language' in History'.

As far as History education sources are concerned, the chapter by Mathews, et. al. (1992:71-73) and the four steps of teaching essay writing it discusses represent the views and format suggested by many others. These steps include selection of a topic and working out a plan for the essay; discussion of the question with the pupils and guiding them to find out exactly what the question is asking; writing the requirements of the question on the board in point form, and extending (together with the pupils) the basic pal into a more detailed scheme for the essay. This chapter is very short by quite useful in that it provides specific examples for all of the steps, thus making it a possible handout for all learners to use with their own examples.

One other very informative example from the internet is meant for students, but just as useful for teachers. Not only does the author provide the general rules for writing an essay and the steps of writing an effective essay, but he also breaks the process into twenty-one items. Each one is followed by succinct discussions of essay writing skills with History examples, as well as sample papers.[10] Therefore, once downloaded, this source, too, can be used by learners at their own convenience.

Conclusion

Every year since 2000 (and before), the History examiners in Lesotho have stated their main concerns behind the JC and COSC poor History results in the introductory section of the pass lists. On the basis of those comments and remarks, this study has highlighted the overall problem

---

10   See David Sedivy, "Helpful Information for Students – Essay Writing: Essay Format, Writing Skills, and Sample Papers" (http://members.tripod.co./~mr_sedivy/essay.html), accessed on 15/11/05.

as the candidates' lack of essay writing skills, and also made suggestions about how to rectify the situation in the context of teacher education. The idea is to revisit what the History teachers already know and the student-teachers should know about essay writing skills, and turn that knowledge into a habit by making their learners think about it and practise it constantly during continuous assessment for examination purposes.

Bibliography

BOTTARO, J., VISSER, P. AND WORDEN, N. 2005. In Search of History, Grade 10, Learner's Book. Oxford: Oxford University Press.

GOVERNMENT OF LESOTHO. Junior Certificate Pass Lists, 2000-2003. Maseru: Examinations Council of Lesotho, Ministry of Education and Training.

GOVERNMENT OF LESOTHO. Cambridge Overseas School Certificate Pass Lists, 2000-2003. Maseru: Examinations Council of Lesotho, Ministry of Education and Training.

GOVERNMENT OF LESOTHO. Junior Certificate History Syllabus 2004. Maseru: National Curriculum Development Centre, Ministry of Education and Training.

HAWES, H. AND STEPHENS, D. 1990. Questions of Quality: Primary Education and Development. Burnt Mill, Harlow: Longman Group UK Limited.

HAYDN, T. ARTHUR, J. AND HUNT, M. 2001. Learning to Teach History in the Secondary School. London and New York: Routledge/Falmer.

MATHEWS, J., MOODLEY, K., RHEEDER, W. AND WILKINSON, M. 1992. Discover History: A Pupil-centred Approach to History Method. Cape Town: Maskew Miller Longman.

MULAUDZI, M., BOTTARO, J. AND VISSER, P. 2003. In Search of History, Grade 12, new ed, Teacher's Guide. Oxford: Oxford University Press.

SEDIVY, D. "Helpful Information for Students on Essay Writing: Essay Format, Writing Skills, and Sample Papers". http://members.tripod.com/~mr_sedivy/essay.html Accessed on 15/11/05

TAYLOR, T. AND YOUNG, C. 2003. Making History: A Guide for Teaching and Learning History in Australian Schools. Monash University, Australia.

VORSTER, L.W. 1996. History of South Africa, Grade 12 (Standard 10), Guidelines Study Aids. Bramley: Guidelines (PTY) LTD.

An educator's network

RL Mthembu

- Educator's Network?
- Could this be the way to support and strengthen history?
- A discussion document

Introduction

We have been talking about starting History educator's network but we have never actually sat down to discuss why networks might be a good idea or worked out what they should look like. These are some ideas to kick start the debate.

This paper consists of a collection of ideas from various US sources and is intended to throw around ideas so that we can discard, modify or use whatever other people have done in establishing educator networks.

Why Educator's Network?

Educator's networks have been in existence in a number of countries for a number of years, but in South-Africa they have been a household name as they are in countries such as the US for example.

There are no clear figures on how many educator networks exist,but they certainly number in the hundreds. Some employ full-time staff. Many hold annual meatings,publish newsletters and journals, and produce research on best practices.

Many trace the rise of networks to educator's near-universal distaste for conventional training model based on the one-shot workshops offered by government officials and consultants. There is a general feeling among educators that the experts tell educators how to teach and then leave them to fend for themselves. This results in an educator's attitude that pointedly say " if you aren't going to give us practical learning experiences, we'll do it to ourselves" (Richardson, 1996:2).

With the number of educators joining networks increasing, the movement has caught the attention of scholars and policy-makers who are searching for rich and productive ways to give practicing educators in-depth learning experiences.

What are Educator's Network?

Educator's network come in all shapes and sizes. Some are national in scope, while others cover only one district or province. Some focus on a specific subject, teaching methods and approaches, or are organized around a theme that attract educators with similar interest, or approaches to reform that give members a common purpose. Some link educators, school administrators, parents, and community members.

What has been observed to be common in most networks is the rejection of the tradional one-size-fits-all approach to educator learning. Therefore, many offer a rich mixture of educational opportunities conceived and run by educators for educators.

Why should we have History Educator's Networks?

The most important reason for having networks is that networks offer educators support and a place to learn about innovative teaching methods and materials . Network educators are put in close touch with the latest thinking, classroom approaches, and instructional materials that can help them bring their practices more directly in line with government goals.

Government supported networks connect educators with a variety of resources so that educators can stay up to date on changes in government policy and procedures.

Most networks in the US hold summer/spring/winter schools providing educators with expertise, allowing them to pool their knowledge and build new ideas about their craft together. Networks also encourage educators to try out new ideas, air complaint or talk about the successes and struggles of other teachers.

At the same time, networks have to take care not to criticize office-baesd officials for the way they are doing their work. Network leaders

have to point out that educators have no intention of taking anyon's job- or of telling them how to do it!

The aim of educator networks is to form partnerships in order to move forward together. Nerworks encourage educators to take ideas from network programmemes, try them out, then return to reflect, and fine-tune them. One of the most effective uses of the networks is that network members provide follow-ups to educators at schools and ongoing support during the school year.

Ongoing support keeps educators informed about new ideas and encourages them to keep developing their craft. This continuity has been singled out by many educators as what they like about educator networks unlike the one-shot in-service training that is usually provided by the government officials.

According to educators, discussing and tring out classroom-tested practices is highly rewarding and more useful than being talked at by subject matter experts or methodology specialists.

Networks also provide leadership opportunities for educators both within and outside the networks because the educators serve in every capacity in the networks. They also offer educators the opportunity to play leadership roles without having to leave the classroom for jobs in school administration.

The networks create an enabling environment for educators to link more with their colleagues because when people hear of educators who are good in certain areas they recommend them to various groups and programmes that seek educators input.

On several occasions, school and districts often turn to educators in the networks to coduct in-service workshops. Some schools and district point out that they consult educator leaders for advice on textbooks, materials, and curriculum design and depend on them to lead professional development events. When educator's networks are firmly established they are able to inform officials about what works and what needs to be changed. The networks have legitimacy in the eyes of educators because they play a direct role in continuing professional development of educators and there is therefore a widespread feeling in the US that the more educators explore what the possibilities are for educator networks around subject matter, the better off the subjects would be.

OBE for Further Education training

Jimmy Verner

The title of the talk was chosen partially tongue in cheek at a time when I was battling with aspects of textbook writing for the new FET syllabus. The problem with OBE was, I became convinced, that people did not agree on what it is or should be. Certainly much of what the publishers said was required of our team of authors in this line, seemed to me to have nothing to do with what I understand OBE to be. It did, however, cover the line taken by the Department of Education and if our work was to bear fruit in terms of acceptance and sales of the textbooks, then we would have to play along.

Outcomes Based Education has been called many things, often uncomplimentary but, as an historian, I tend to think of it in terms of the logical development of the argument over assessment that was causing so much heated debate when I first entered the profession. The issue then was the argument over whether assessment should be norm referenced or criterion referenced. Should we, as educators, be judging our pupils in terms of their peers (norm referencing) or against an outside standard that was not affected by changes in the pupil make-up (criterion referencing)? After much debate a compromise was reached in which aspects of both were combined. The logical progression from this was that, if pupils were to be assessed against specific criteria, it made sense to make mastering those criteria the aim of our teaching. The mastery of each criterion became the aim or outcome towards which we strove. Lo, Outcomes based education appeared.

So far, so good. Pupils were now being trained or taught to acquire the skills needed to manipulate and use knowledge rather than the body of knowledge itself. Rote learning had no place in this and examining took on a new dimension as stimulus material and lateral thinking became incorporated into tests to replace the old regurgitation of knowledge. Most subjects became far more interesting and challenging for both the pupil and the teacher.

Some proponents of this "skills based assessment" went so far as to

argue that the content was irrelevant and any content could be presented to the test candidate and they would have an equal chance of doing well. An argument that does not hold up where there are distinct cultural and language differences as well as socio-economic differences as the background knowledge of the candidates is then too diverse to allow any sort of educational equality. An example of this would be to include in a test such sources as cartoons based on nursery rhymes or fairly tales familiar to one section of the population but not to others. (e.g. the depiction of Hitler goose-stepping into the Rhineland in 1936 as "Goosey goosey Gander whither do you wander ....." or the less well known cartoon depicting Hitler as Snow White and the small nations of Eastern Europe as the seven dwarfs. Most English speaking children will have come across both the rhyme and the story but few non-English speakers would know them).

Educational theorists then went a step further and began to argue that the outcome of the school education system should be to make the pupils of greater use to the labour market. This meant that other skills such as working as part of a team should also be included. They then developed a whole list of outcomes that schools should make sure that pupils had mastered by the time they left school. These outcomes were divided first into General Outcomes and then into Specific Outcomes for each of the eight different learning areas. (The rationale for moving from separate subjects to learning areas has never been clear to me and I tend to think cynically that it simply meant fewer learning areas so less work in generating specific outcomes was needed. My thinking here is supported by the fact that the Human and Social Sciences Learning area specified three outcomes for History and three for Geography).

The outcomes were linked to the end of compulsory schooling at the end of Grade 9 so what was left for the FET phase? Learning areas were replaced by specific subjects as education was more specialised in this phase. In terms of History the specific outcomes for FET were limited to four: basically the same three as for the GCE plus one on heritage. Terminology, however, changed again and they are now referred to as Learning Outcomes, not specific outcomes. The Learning Outcomes for FET History are:

1. LO1 The learner to be able to acquire and apply historical enquiry skills.
2. LO2 The learner is able to use historical concepts in order to analyse the past.
3. LO3 The learner is able to construct and communicate historical knowledge and understanding.
4. LO4 The learner is able to engage critically with issues around heritage.

Again we can say, so far, so good. These outcomes are linked to assessment standards and herein (as Shakespeare commented) lies the rub. The assessment criteria are not always very practically worked out and incidentally do not appear to have any relationship to the SAQA standards being generated. Perhaps because they had to be in place before SAQA had generated its standards for History and it does not appear to want to adopt the Education Department's standards. The potential for confusion to reign is high.

The Assessment Standards have been carefully laid out in three different levels for each of the three years of the FET phase and at first glance this does appear to be sensible. The problem is that learners (as we are now to call out pupils) seldom work that way. The divisions are also often easier to see in theory than in practice. As an example one of the assessment Standards for the outcome of historical enquiry says for grade 10:

> Engage with sources of information to judge their usefulness for the task, based on criteria provided.

For Grade 11 it says:

> Evaluate the sources of information provided to assess the appropriateness of the sources for the task.

And for Grade 12 the standard says:

> Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in available evidence.

Assuming that the usefulness of a source is an aspect of its appropriateness then what we are really saying is that in Grade 10 we will provide the criteria against which to judge the sources; in Grade 11 we will provide the sources and expect the learner to determine the criteria against which to judge them; in Grade 12 the learners must find both the sources and the criteria for themselves. There is a progression of skills and abilities here but how does the teacher, fighting against time constraints in the classroom, implement this? Pressure of work will lead to a few examples of sources being given and some basic criteria for judging them. Wealthy schools with in class internet access may well be able to move beyond this but the schools without this luxury will battle. Many schools with internet access only have it available to pupils in library periods or after school with little or no help and searching the web for specific information can be very time consuming if one does not have the necessary background knowledge of the subject. Similarly can the textbook writer find a way of allowing this openness to the learner while ensuring that the prescribed knowledge base of the syllabus is covered?

The textbook writer is further confronted with the problem that the learners are unknown and their knowledge is uncertain. How much background needs to be explained and how simply must this explanation be worded? Language complexity is a major problem which the vagaries of English do nothing to help. Sources offered within the textbook have to be contextualised and this can be a major problem. Take, for example, the cartoon mentioned earlier of Hitler as Goosey Gander. One would need to give the nursery rhyme and possibly some explanation of it - or learners could ask why the comparison is made. Whether the nursery rhyme would make any sense to the learner is questionable, it has uncertain origins and little clear meaning except that the gander wandered where it should not. The use of the image of Goosey Gander had also been made in a cartoon prior to World War I and whether including this information would help or confuse the learner is something the textbook writer (and editor) may well go grey trying to decide.

The problem for the OBE textbook is largely one, it seems to me, of finding a balance between allowing the learners the freedom to explore and to find for themselves the desired outcomes, and providing the

necessary resources to allow pupils to achieve these same outcomes without access to resources such as libraries and the internet. The same textbook is unlikely to suit both the exclusive private school with every classroom having its own internet access and all pupils enjoying such access at home as well as a good library, and the rural black school with no electricity, library or any teaching aids. Perhaps the textbook publishers should agree among themselves who is going to aim their textbook at which target market. A utopian dream as market share determines profitability.

One of the saving graces for the OBE textbook writer is that the learners are aware of the required Learning Outcomes and the different Assessment Standards required for each outcome. They do know where they are heading and what they are expected to achieve. Their achievement is measured on a six point scale:

Rating code	Competence description	equivalent percentage
1	Inadequate	0-29
2	Partial	30-39
3	Adequate	40-49
4	Satisfactory	50-59
5	Meritorious	60-79
6	Outstanding	80-100

This adds to the challenge of textbook writing in working out rubrics for at least some of the activities provided. Even providing the activities can be a challenge as they have to conform to the LOs and link to the required Assessment Standards. Here again the issue of language level can be problematic as activity requirements must be totally unambiguous and clear in what is required. When in doubt about the clarity of what is required, extra explanations can be added in an accompanying Teachers' Book. There too one has to find a balance between too much explanation and too little. The Teachers' Book must never be open to accusations of being patronising, although there are always gaps in any teacher's knowledge and background.

One of the areas where I have found particular difficulty is in the area of the fourth Learner Outcome: The learner is able to engage critically with issues around heritage. The curriculum statement continues to state that this learning outcome is to introduce learners to issues and debates around heritage and public representations, and they are expected

to work progressively towards engaging with them. Links are drawn between different knowledge systems and the various ways in which the past is memorialised. Learners also investigate the relationship between paleontology, archeology and genetics in understanding the origins of humans and how this has transformed notions of race. In a syllabus which dates back no further than the mid-fifteenth century, we do not find fossils or even ancient man so neither paleontology nor archeology is particularly relevant. The assessment standards do require varying degrees of awareness of these sciences in understanding heritage. Does the textbook writer now include some older bits of History to bring these sciences into the scope of the text? With the publisher very definite on the number of pages allowed for the book (and indeed for each chapter) this becomes problematic. The other assessment standards for this learning outcome focus on the representations of the past in terms of monuments, ritual sites, museums which can be difficult to bring to life within the confines of the textbook yet many learners will have no other source for this. We should perhaps have broader assessment standards so that we can include different aspects of heritage.

The point I am trying to make is well illustrated by research done at the University of Michigan in the United States and reported in ***The Star*** of 14 September. They found that white Americans and native Chinese literally saw things differently when shown the same photograph. The Americans focused on objects while the Asians took in more context. The chief researcher, Richard Nisbett is quoted as saying: "The literally are seeing the world differently. Asians live in a more socially complicated world than we do. They have to pay more attention to others than we do. We are individualists." Japanese subjects in the research gave 60% more information on the background to the photograph than the Americans and twice as much about the relationship between background and foreground. That these differences are cultural (and therefore concerned with heritage issues) was the finding that Asians raised in North America were between the native Asians and European-Americans in how they saw the pictures. We need to try to show learners that heritage issues are not only about the past but that our heritage does shape the way we see things both literally and figuratively.

Instead of trying to link to paleontology and archeology, why should the syllabus not try to look at more contemporary aspects of heritage such

as styles of art and writing. Traditional dress and dance are also of more interest to the learner than fossils that predate anything the learner is likely to care about. The heritage studies can be more interesting if one looks at cultural differences in expressing the same idea: the exaggerated modesty of the Victorian age in Britain with its horror of sex with the exuberant celebration of virginity in the Zulu and Swazi reed dances. Both societies wanted to encourage virginity and abstinence from sexual intercourse before marriage, but what a difference in approach. It would also be easier to bring such ideas to the learner in a textbook by an exercise involving the comparison of photographs.

If I am to be honest, one of my main concerns as far as the writing of OBE textbooks is concerned is the fear that the story of History might become less important than the learner outcomes. While fully aware that learners have to be convinced that there is a value in studying History, I am not sure that the prescribed learner outcomes and assessment criteria really answer this question for the learner in a way that the average 14 or 15 year old can understand. That is the age at which they have to make their subject choice as they enter the FET phase and we need to attract them to the subject. If we cannot promise them a really good story while teaching them to analyse, evaluate and synthesize information, what are we using to attract them? The textbook can have lots of pictures and attractively displayed sources, but it must also have a coherent story. I find the demands of ensuring that there are sufficient sources, activities and links to other subjects sometimes force the story to be cut. To keep it clear and understandable is one thing but to ensure that it remains interesting is another. W.S. Gilbert knew what he was saying when he spoke of "corroborative detail to add verisimilitude to an otherwise bald and unconvincing narrative" (Pooh-Bah in **The Mikado**).

I love the broad sweep of History with the patterns that repeat but always change and in trying to ensure that every outcome is covered in my textbook, I often feel that the learners, whatever else they do learn, will miss that broad sweep and will fail to see the wood for the trees.

It is through the knowledge and teaching of history that South Africa's democracy can flourish and succeed

Bhekani Zondi

Introduction

> With history being made all the time, every day seems to be the first anniversary of something awful (Anonymous).

If we fail in this most important area provided by the constitution to seize the opportunity and run with it we would have not this only fail this generation, but many generations to come. Many institution help to develop citizens' knowledge and skills and shape their civic character and commitments: family, religious institutions, the media, and community groups all exert important influences. Schools, however, bear a special and historic responsibility for the development of civic competency and responsibility (Dayton, 1995: Dewey, 1916). Quoted from SASHT Newsletter, 9 May 2005. In the article educating Democratic minds in South African Public Schools: history and hidden curriculum, the author Sonja Schoeman argues for the role of hidden curriculum in addition to formal curriculum in the citizenship development:

> "Education is about reasoning, criticizing and taking value from mistakes and attitudes of the past and evaluation. Discovery and learning from mistakes enrich critical thinking. Our next generations of leaders deserve this "balanced diet" the debate must be about choice, diversity and experience."

Unless this potentially vital area of school life is managed and explored in South African public schools, opportunities for citizenship education will be lost (Sonja Schoeman). In this paper, Chapter 9 Institutions which supports democracy are going to be analysed and their intended benefit to democracy explored and that history is best suited to do just that. The curriculum, teaching, methods and textbooks at all levels and in all programmes of education and training, should encourage independent

and critical thought, the capacity to question,enquire,reason,weigh evidence and form judgements,achieve understanding, recognize the provisional and incomplete nature of most human knowledge, and communicate clearly (Transforming Education and Training in South Africa : White Paper 1. 1995). If all these elements are not obtainable in history, which other school subjects is best positioned to live up to the aspirations of the education system?

The core values in history are those of the South African constitution. These values are vital for understanding and addressing human rights in South Africa. History should make a crucial contribution to transforming society by helping learners to apply the values that are embodied in the constitution to their lives and those around them. History explores issues of gender, race class, xenophobia and genocide and the impact that these have had in the past and present. We must challenge these critical issues as part of the process to transforming society (History for all 2004

The Greek historian Herodotus coined the word 'history'. He asked questions wherever he went. The word 'history' comes from the Greek word 'historia' which means "knowledge acquired through investigation" whatever is taught should promote critical thinking, questioning and reflection. Knowledge of facts has no value.

History should contribute to the realization of the vision for South Africa "a prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self fulfilled lives in a country free of violence, and prejudice.

How does the teaching of history supports democracy?

The first answer to the question comes from the Preamble of the South African constitution: "We, the people of South Africa, Recognise the injustices of our past: Honour those who suffered for justice and freedom in our land: Respect those who have worked to build and develop our country: and Believe that South Africa belongs to all who live in it, united in our diversity."

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights.
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.
  May God protect our people.
  Nkosi Sikelel' I Afrika. Moreno boloka setjhaba sa heso
  God seen Suid – Africa. God bless South Africa.
  Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

The following address by Governor Harry Smith in 1948 to Xhosa chiefs comes to mind:

> Your land shall be marked out and marks placed that you may all know it, bearing English names, you shall learn to speak English at the schools which I shall establish for you. You may no longer be naked and wicked barbarians, which you will ever be unless you labour and become industrious. You shall be taught to plough. You shall have traders, and you must teach your people to bring gum, timber and hides to sell, that you may learn the art of money, and buy for yourselves. You must learn that it is money that makes people rich by work, and help me make roads I will pay you.

> (In search of history 2005)

When thinking about the cause of the Anglo Zulu war of in 1879, Zululand stood on the way for the fulfillment of British policy in South Africa. To achieve this aim Frere looked for a way to start a conflict with the Zulus, he took up the disputed issue of the blood river Territory and submitted it to an arbitration court appointed by the Natal Government. Frere 's expectations were shattered when the court found the Transvaal's claim unsubstantiated and gave the Zulu even more than Cetshwayo had asked for.

Frere was determined to extricate himself from his difficult position and had to force the Zulu kingdom to war by any means. He found an excuse in a minute incident of frontier violation. Frere treated the case as major one and used tit as the justification for an ultimatum to the Zulu king. Frere demanded not only the surrender of Sihayo's brother and sons together with s substantial fine, but the demobilization of the

Zulu army and the permanent abandonment of the military system. Cetshwayo had to agree to accept a British diplomat resident who would see that these demands were carried out in full. Frere was well aware that it would be virtually impossible for Cetshwayo to agree to these demands. They meant the destruction of the political system of his kingdom and the surrender of its independent sovereignty. In spite of repeated warnings from London not to provoke war with the Zulu, Frere was determined to do so

(Omer Cooper,1980) Both these illustrations point to the clause in the preamble of our constitution which speaks of injustices of the past. This bear testimony to Carl von Clausewitz's often quoted phrase that war is " a continuation of political activity by other means" Basing from Frere's first step, Von Clausewitz might as well have said that law is a continuation of political activity by other means(City Press 18/9/05).

Further to this episode we can also look closely at what has become known as the Trekkers; why did the mainly Dutch – speaking Eastern Cape farmers migrated out of the cape? Several theories are advanced for the cause of the migration; which are:

> The trekkers objected to the social implications of freeing the slaves. They wrote that placing freed slaves and Khoikhoi servants on, as they put it "an equal footing with Christians, is contrary to the laws of God and the natural distinction of race and colour. The second theory is cites economic reasons. The trekkers had not benefited from the growth of commercial wool farming. Many of them, including one of the leaders, Piet Retief were heavily in debt to the government and to banks. Leaving the colony seemed to be a solution to their financial problems. The third theory is that some of the trekkers hoped to claim profitable land in Natal before the Cape merchant companies could do so.
>
> (In search of history 2005)

The Cape Times of 6 September 1847 had this story...

> Let the war be made against Kaffir (Xhosas) huts and gardens. Let all these be burned down and be destroyed let there be no ploughing, sowing ,or reaping if you cannot conveniently, or without bloodshed prevent cultivation of the ground, take care to destroy the enemy' crops before they are ripe and shoot all who resist. Shoot their cattle too wherever you see any. Tell them that the time has come for the white man to show his mastery of them. Knowledge of where we are coming from is important in leaving an indelible mark to our future generations. The period of

migration seems to have occurred simultaneously with slavery as John Saffin wrote in Winthrop papers that 'God hath ordained different degrees and orders of men, some to be high and honourable some to be low and despicable, others to be subjects and to be commanded... Yea some to be born slaves, and so remain during their lives.

What are the constitutional guarantees that such injustices will never occur?

Chapter 9 of the constitution establishes state institutions supporting constitutional democracy. A number of them are established but for the purposes of our discussion we will limit ourselves to the following:

South African Human Rights Commission, Commission for the Promotion and protection of the Rights of Cultural, Religious and Linguistic Communities, Commission for Gender Equality and lastly the Electoral Commission.

Section 181 deals with the establishment and governing principles. Sub section (2) state that these institutions are independent, and subject only to the constitution and the law, and they must be impartial and must exercise their powers and perform their functions without fear, favour or prejudice. (3) Other organs of state, through legislative and other measures, must assist and protect these institutions to ensure the independence, impartiality.dignity and effectiveness of these institutions.(4) No persons or organ of state may interfere with the functioning of these institutions.

(5) These institutions are accountable to the National Assembly, and must report on their activities and the performance of their functions to the assembly at least once a year.

Functions of the aforementioned state institutions

South African Human Rights Commission must:

1. Promote respect for human rights and a culture of human rights;
2. Promote the protection, development and attainment of human rights; and
3. Monitor and assess the observance of human rights in the republic.
4. Commission for the promotion and protection of the Rights of

Cultural, Religious and Linguistic Communities;

5. Promote respect for the rights of cultural, religious and linguistic communities;
6. To promote and develop peace, friendship, humanity, tolerance and national unity among cultural, religious and linguistic communities, on the basis of equality, non discrimination and free association;
7. Recommend the establishment or recognition, in accordance with national legislation, of a cultural or other council or councils for a community or communities in South Africa.

Lastly the commission has the power, as regulated by national legislation, necessary to achieve its primary objects, including the power to monitor, investigate, research, educate, lobby. Advice and report on issues concerning the rights of cultural, religious and linguistic communities.

Commission for Gender Equality:

1. Must promote respect for gender equality and the protection, development and attainment of gender equality it has the power to report on issues concerning gender equality.

Electoral Commission must:

1. Manage elections of national, provincial and municipal legislative bodies in accordance with national legislation;
2. Ensure that those elections are free and fair;
3. Declare the results of those elections within a period that must be prescribed by national legislation and that is as short as reasonably possible.

The section dealing with education and training in the Interim constitution of 1993 states:

> The government is bound to interpret the meaning of individual sections of the constitution in a manner which
> - Is balanced and reasonable;
> - Takes into account other relevant provisions of the constitution;
> - Affirms the constitutional goal of a new order of our society;

- Is consistent with the spirit of an open society based on democracy and equality;
- Protects the fundamental rights freedom s and civil liberties of all persons;
- Upholds the collective rights of persons to language, culture and religion based on non – discrimination and free association.

At this stage we might compare our constitution with that of the United States of America especially American preamble which reads as follows:

> We, the people of the United States in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity do ordain and establish the constitution for the USA.

Knowledge of events and laws of the past became more important as societies grew larger and more complicated. Kings wanted to know who their ancestors had been and what brave deeds they had done. Other people wanted to know how land had been divided and how taxes had been paid so they would not be cheated. In most of Africa, however, local languages were not written. Although the Arabic language was both written and spoken in Africa, most of Africa's people did not use it. As a result, history and laws were memorized. In West Africa, a special group of people called griots were the professional record keepers, historians, and political advisors to chiefs. Griots were living libraries of information about their societies past. To become a griot, young men underwent a long careful education. He traveled from village to village, studying under famous griot, learning all they had to teach, memorizing everything. Kings and other important people in West Africa always had griot attached to their families. He was given food, clothing, and shelter in exchange for poems about the family. Having a griot ensured that the family's name and deeds would be remembered. The griot also entertained the family with poems and stories of the tribe's history. If a noble family fell on hard times, the members often would sell their horses and all their belongings before they would dismiss the family griot.

Through grits, history has been passed on from generation to gene-

ration for at least the last eight centuries. Some griots today can remember detailed family histories that go back more than 200 years and can recite the brave deeds of famous kings who lived 700 years ago (Pre Colonial History, 1975)

In conclusion we may confirm from the analysis that History is the discipline most suited to promote democratic values, tolerance, good citizenship and nation building

Bibliography

BOTTARO, J., VISSER, P, &WORDEN,N. (2005) In Search of History Oxford: Oxford University Press.

CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA ACT 108 of 1996

OMER COOPER. J.D. (1986). History of Southern Africa. James Curry, London.

PAPERS IN AFRICAN PRE-COLONIAL HISTORY (1970). Edited by Fage A.D. & Olivier, R. Cambridge University Press, Cambridge

SCHOEMAN, S. (2000). Charting a course: teaching Citizenship Education within the Human and Social Sciences learning area. South African Journal of Education.

TRANSFORMING EDUCATION AND TRAINING SYSTEM IN SOUTH AFRICA, White Paper 1, 1995.

History Education through Drama - a preliminary investigation

Ansurie Pillay and Johan Wassermann

"… the urge to mimic, the need to act out some aspect of life … has been with humanity from its earliest beginnings" (Pickering, 1978). People take on roles all the time. From the time children are very young, they act out roles in various games with caregivers, peers and on their own. The acting in games, according to Lowenfield (1984) "expresses a child's relation to himself and his environment". Even in adulthood, we play roles as we attempt to fit in to the environment in which we find ourselves.

Participating in drama activities is an extension of the roles we play in life and is generally viewed as enjoyable to children and many adults. This participation enables people to step into another person's shoes, to feel the emotions experienced by the person, to create a clear mental picture of the event and to understand concepts, motives, actions and consequences (Oppenheim, 1982; Scrubber, 2001). Thus, participation in drama activities makes an excellent teaching and learning tool where learners become involved and therefore interested by stepping into a situation and assuming a character in order to fully understand, empathise with and judge the actions of a character from a position of being present and in role.

Despite the positive spin-offs from using drama, Goalen and Hendy (1992) point out that the use of participatory drama is often left to the Drama or English educator. However, there are History educators who have explored the very powerful and successful strategy of using participatory drama (Speer, 2005). Using ideas and information from primary and secondary sources, learners get under the skin of historical characters and make judgements from a position of understanding and empathy (Woodhouse and Wilson, 1988). The drama activity helps learners verbalise and explore ideas before putting these ideas down on paper. For learners, this method allows for greater engagement with concepts in a non-threatening way and this ensures increased confidence when issues are committed to paper (McMaster, 1998).

Somers (1994) further points out that drama can be liberating in that it uses communication forms other than writing and thus provides structured opportunities for engaging with language in terms of practice and development.

Scrubber (2001) identifies an important dilemma of History educators: how do they attract learners to their discipline and then hold their attention? To answer the question, it is important to ask: what do educators do in a History lesson? The 1987 National Assessment of Educational Progress (Wineburg, 2001) indicates that, in most American classrooms, learners listen to the educator, refer to their textbooks, write tests, memorise information and read stories. In short, they only learn dates and facts. They very rarely watch a film, work with other learners, use source material as the basis of their discussions or discuss why they are studying the section in History. Numerous studies (cited in Morris, 2001) indicate that a lack of connectedness to learners' concerns and involvement and a failure to relate information to learners' lives leave learners feeling detached from the mode and content of instruction.

In South Africa we saw the introduction of Curriculum 2005 (C2005) in 1998. In 1999, a Review Committee, appointed by the then Minister of Education, Professor Kader Asmal, was tasked with reviewing C2005. While changes to C2005 resulted in the Revised National Curriculum Statement (RNCS) which eventually became the National Curriculum Statement (NCS), the recommendation asked for the principles of Outcomes Based Education, a corner-stone of C2005, to remain (Garson, 2000). In terms of FET History, the NCS document states:

> We need to build the capacity of learners who study History to use the insights and skills of historians. In that process, they must be given the opportunity to analyse sources and evidence, study different interpretations and divergent opinions and voices, and build historical imagination. This is a central means of imparting the ability to think in a rigorous and critical manner about society.

While the skills learners should achieve are clearly articulated, the NCS document does not elaborate on how educators should proceed to build this capacity in learners (Jansen and Christie, 1999). We therefore propose participatory drama as a teaching strategy to build capacity in learners and to achieve the required skills. This form of drama is in

contrast to presentational drama where the focus is on understanding a character, learning lines and portraying a situation to an audience (Cassler, 1990).

In participatory drama, the audience is not a pre-requisite since the process, not the product is most important. It is during the process of creation that learning takes place (Heathcote, 1995). Landy (cited in Terry and Malan, 1990) points out that participatory drama are a non-performance, informal process of drama. According to Terry and Malan (1990), participatory drama, which aligns itself with learner-centred education, involves a group working co-operatively and involves the intellect, body and emotions. Participatory drama has a great deal to do with pedagogy because the richness of participatory drama lies in its potential to achieve understanding, a pedagogic objective (Bolton cited in Jackson, 1993). Bolton further points out that learners and educators involved in participatory drama are both participants and percipients, watching themselves even as they are experiencing.

In participatory drama, learners and educators are directly involved in creating roles and events. In a History classroom, this would mean that learners and educators would first engage in research, interrogate source materials and actively engage in discussions and questions. This context would serve as a framework for what they do. They would then assume roles, think creatively and critically, solve problems and respond (in character) to create historical scenarios, which may take a variety of forms. In other words, they step into another's shoes, empathising and experiencing. After this process, active de-briefing and reflection of the process take place. Again, this process may take a variety of forms (Pemberton and Clegg, 1968; Bordon, 1970; Klotz, 1992; Heathcote, 1995; Chilcoat, 1996). The teaching strategy of participatory drama offers a democratic form of learning, breaking down barriers between the educator and learners, where the educator is no longer the source of all knowledge but becomes a member of the community of learners, facilitating the process of exploration and reflection (Carklin, 1997).

The 1982 Bradley Commission on History education in the United States of America (cited in Wineburg, 2001) notes that, with respect to pedagogy, variety is essential and it encourages educators to select from a mix of teaching strategies. History must not be a vehicle for merely learning names and dates; it should be a way of changing how we think,

discern, judge and caution. Thus it teaches us a way to make choices, to judge opinions, to tell stories and "to become uneasy – when necessary – about the stories we tell" (Wineburg, 2001).

Above all, Holt (1990), stresses that educators need to caution learners against believing that History is a fixed story. In the light of the above, while stressing that academic history not be abandoned, Scrubber (2001) advocates the values of drama as a means of helping learners to see that historical characters were real people with goals, ambitions, conflicts and motivations.

To do this, Goalen's (1996) History through drama project identifies the various objectives that may be developed. These objectives included the acquisition of historical knowledge, the development of historical skills and thinking, the development of an appreciation of history through enjoyment and engagement, the development of individual self-esteem and the promotion of equal opportunities. Similarly, Oppenheim (1982) cites Birt and Nichol (1975) who stress that drama in a History classroom is not just for entertainment but is valuable as a means of encouraging empathy for, and awareness of, motivations driving historical characters. Dawson's research (1989) on tertiary level students, too, highlights the many benefits of using drama including the finding that drama provides an effective yet gentle way of acquiring information about complex patterns of events. He found that the students realised that it was no longer necessary to equate value with tedium and entertainment with irrelevance.

The use of participatory drama activities is seen by Goalen and Hendy (1992) as non-threatening as opposed to presentational drama, which could leave some learners over-exposed. In a study with undergraduate B.Ed History students, Goalen and Hendy (1992) note that students indicated that the teaching method involved in using drama to teach History was relevant and involved participants more actively. It was also found that teaching and learning through drama was integrative (Anderson and Brewer, 1946), person-centred (Paisey, 1975), liberatory (Freire, 1972), and progressive (Bennett, 1976).

Many History educators recognise the value of using drama as a teaching methodology. However, there is a strong sense of uncertainty and lack of confidence amongst them as they feel that they cannot implement the methodology successfully and see a need to introduce a

Drama educator into their classrooms (King, Tucker and Tucker, 1987; Dawson, 1989; Easdown, 1991; Goalen and Hendy, 1992). They also believe that drama will involve tedious, time-consuming preparations (McMaster, 1998). However, McMaster points out that the use of drama, as a teaching strategy, is highly effective because "an involved child is an interested child, an interested child will learn." Kudlick (1999) further argues that the use of drama techniques forces educators to take a little of "the gravitas" out of History and she states that for the educator, the term will go faster "as you take up the challenges of improvising and responding to the drama of the moment".

Byrne Hill (1994) cautions, however, that the use of drama requires the educator to be particularly alert and prepared to guide, redirect and even add to the situation that is unfolding in the classroom. If this is done, learners are able to interpret events using source material, they come closer to an historical understanding of a period, and relationships between learners and the teacher are significantly strengthened (Woodhouse and Wilson, 1988).

Thus it can be seen that drama can have a significant impact on how History is experienced in the classroom. If teachers are given the skills and are empowered to take drama into the classroom, then History will take its rightful place in the hearts and minds of learners, who cannot but be passionate about the subject which would then be more than merely a study of dates and facts.

Bibliography

BOLTON, G. AND HEATHCOTE, D. (1999). *So you want to use role-play?* London: Trentham Books.

BYRNE HILL, E. (1994). Project Replay: A project designed to show the use of drama in teaching history. *Teaching History*, (76), 28.

CARKLIN, M. (1997). Rainbows and spiderwebs: New challenges for theatre in a transformed system of education in South Africa. *Research in Drama Education*, (2), 203-213.

DAWSON, I. (1989). 'Not the white tights again!': Role-play in history teaching at degree level'. *Teaching History*, (57) 7-13.

EASDOWN, G. (1991). History through drama: A curriculum development project. *Teaching History*, (63), 23-27.

FREIRE, P. (1972). *Pedagogy of the oppressed*. Harmondsworth, Penguin.

GOALEN, P. (1996). The development of children's historical thinking through drama – A report of a history through drama project funded by Homerton College, Cambridge. *Teaching History*, (83), 19-26.

GOALEN, P. AND HENDY, L. (1992). The challenge of drama: An historical investigation of sati. *Teaching History*, (69), 26-33.

HEATHCOTE, D. AND BOLTON, G. (1995). *Drama for Learning*. New Hanover: Heinemann.

INGRAM, R. AND CASEBOURNE, U. (1980). 'Blood not Money' history and drama at first degree level. *Teaching History*, (28), 37-42.

JACKSON, T. (1993). *Learning through theatre: New perspectives on theatre in education.* London, Routledge.

JANSEN, J. AND CHRISTIE, P. (1999). *Changing curriculum studies on OBE in South Africa. Cape Town*, Juta & Co.

KING, G. *et al.* (1987). Assessing drama in GCSE History. *Teaching History*, (49), 17-19.

KLOTZ, P. (1992). Proposals for Drama in a new curriculum: Speaking with one voice? *SAADYT Conference papers 1992 – educational Drama strategies for reconstruction, 29-33.*

LOWENFELD, M. (1984). Drama and childhood play in Hodgson, J. (ed.) *The uses of drama*. London, Methuen.

MCMASTER, J.C. (1998). "Doing" literature: Using drama to build literacy. [Electronic version]. *The Reading Teacher*, 51, (7) 574-584.

MORRIS, R.V. (2001). Teaching social studies through drama: Student meanings. *Journal of Social Studies Research* [online], 1-17. Available from: http://www.findarticles.com/p/articles/mi_qa3823/is_200104/ai_n8933 [Accessed 10 February 2005].

NEELANDS, J. (1998). *Beginning Drama*. London: David Fulton Publishers.

OPPENHEIM, W. (1982). Complex games and simulations in schools. *Teaching History*, (34), 26-27.

PEMBERTON, R.N. AND CLEGG, J.D. (1968). *Teaching Drama*. London, University of London Press.

PICKERING, J.V. (1978). *Theatre: A History of the Art.* New York, West Publishing Co.

SCRUBBER, R.E. (2001). Dramatic history or historical drama? *Academic Exchange Quarterly [online]*, 5 (2), 1-5. Available from: http://www.rapidintellect.com/AEQweb/mo133sep.htm. Accessed 10 January 2005.

SOMERS, J. (1994). *Drama in the Curriculum*. London, Cassell.

SPEER, DIANE D. (n.d.) Developing Effective use of presentational drama as a tool for teaching the history / social science curriculum in public schools. [Electronic version] 1-12. Available from: http://www.calpoly.edu/~echin/Ed589/StdModels/Speerpap1.htm Accessed 15 January 2005.02.27

TERRY, P. AND MALAN, E. (1990). Drama and Theatre in Education – A survey of South African schools 1983 – 1984. *Ekus Working Paper No. 6*. Pretoria, HSRC.

WINEBURG, S. (2001). *Historical Thinking and other Unnatural Acts – Charting the future of teaching the past*. Philadelphia: Temple University Press.

WOODHOUSE, J. AND WILSON, V. (1988). Celebrating the Solstice: A 'History through Drama' Teaching Project on the Iron Age. *Teaching History*, (51), 10-14.

Reconceputalising History Teachers' Identities Within The Context Of Changing Curriculum[1]

Suren Seetal

Abstract

Teachers are considered by most policymakers and school change experts to be the centerpiece of educational change. Therefore, it is not surprisingly that many current educational reform efforts in South Africa are directed at teachers, and their involvement in educational reform is seen as critical. Reforms must address the core processes of teaching and learning if they are to markedly change what happens in schools. Yet teachers respond to educational reforms in a variety of ways: some teachers push or sustain reform efforts, whereas others resist or actively subvert them. The question of addressing curriculum change in our schools has recently become a matter of contention. Teachers are finding it difficult to adjust to the changing educational policies that seek to coerce teachers into addressing curriculum change in their classrooms.

In response to the changes in educational policy in the new dispensation, the teaching of history, a subject that had already experienced numerous transformations in the past, was once again faced with the challenges of a renewed curriculum framework. This paper aims to capture the complexities and contradictions that are associated with a transforming educational system. More specifically the question of how history teachers see themselves within this transformation process and the impact that it has on their identities to curriculum change.

Identity formation theories were used as a lens to understand the various forces that influence the identities of teachers. A number of theories were examined in order to unfold identity development from various approaches to allow for a more holistic understanding of a teachers' life career. The main question that guided this investigation was how history teachers construct their identities within the context of curriculum change.

In attempting to unpack the messiness of the curriculum transformation process and at the same time to capture how history teachers are negotiating their roles and identities in post apartheid South Africa, this research study employed a qualitative method of data collection based on a life history research tradition. The richness of information

---

1   This article was not presented at the SASHT Conference in September 2005 in Durban.

that was obtained from lengthy, open-ended interviews with six history teachers from the Kwasanti circuit, provided a sound platform on which to respond to the critical questions of the study. The data was collated to develop narrative stories with the intention of understanding teacher thinking and experiences within a broad social and historical context. The wealth of information provided by the interviews enabled the researcher to examine how these teachers were constructing their identities within the context of curriculum change.

An analysis of the findings indicated that the conceptions that history teachers have about the changing curriculum are influenced by their past experiences. The study revealed that some of the major forces of influence that shaped the teachers' understanding of the changing curriculum were pragmatic and educational. Teachers come with many realities into the profession often reconstructing and creating their context based on past experiences and perceptions. Evidence from the data reveals that the plethora of policy initiatives seeking educational transformation in South Africa are to a large degree not congruent with existing teachers' beliefs. Teachers have to redefine and renegotiate their roles and identities, which is problematic because they come embedded with experiences gleaned during the apartheid era.

The study concludes with a synthesis of the findings, and it makes recommendations for addressing the present needs of history teachers in South Africa. The reconceptualisation of education through new policy initiatives therefore has to refocus and look more closely at teachers' understanding of their day-to-day realities in the work environment. Teachers need to 'own' the process of change, and reform efforts need to be grounded in an understanding of teachers' professional lives and development. Teachers must see themselves as experts in the dynamics of change. To become experts in the dynamics of change, teachers must become skilled changed agents.

Introduction

The transition from apartheid to democracy in the South African context led to several changes in the education system and society as a whole. There was a proliferation of education policies by the government with the hope of addressing the inequalities of the past. However, De Clercq (1997) argues that most of these new policy proposals were actually borrowed from the international comparative experience and from the various policy literatures, which were then interwoven in the local South African context to address issues of equity and redress. 'Policy borrowing' was evident from the first world industrial countries and this

was a serious problem because policies did not match the transforming South African context. It is evident that most policy proposals were not developed from extensive research at grass-roots levels or practice-based knowledge that should reflect the South African educational landscape. Therefore, my paper argues that we need to take cognizance of the effects of educational policy change on history teachers' notion of their developing identities within the context of curriculum change.

The Research Study

South Africa started a period of transition from an apartheid society to a democratic one since 1994. The transition affected all sectors of the South African society. These larger processes of change, i.e. transforming the South African society towards democracy, inevitably affected the entire education system. There were a number of educational policies such as the introduction of the Outcomes-based Education, Curriculum 2005 and the Developmental Appraisal System that aimed to improve the education system. Curriculum 2005 unlike other curriculum reform in South African education, which not only marked a dramatic departure from the apartheid curriculum but also represented a paradigm shift from content-based teaching and learning to an outcomes-based one. It also marks a departure from fundamental pedagogics (a racially-based prescribed set of learning objectives) to progressive pedagogy and learner-centred teaching and learning strategies.

In the post apartheid South African the contemporary educational and political language is one of 'change', 'reform', and 'improvement'. Scarcely has one set of reforms been formulated, let alone properly implemented and another is in genesis. These 'changes', 'reforms', and 'improvements' impact primarily upon teachers. They are the people who have to implement them, even though in the current educational situation they are unlikely to have been involved in their formulation. Further teachers are in the rather strange position of being simultaneously both the subject and the agent of change (Dale, 1988:44; Walker & Barton, 1987). They are required to change themselves and what they do to meet specifications laid down by the policy makers who neither knows them or the contexts in which they work. They may even be required to make changes which they believe, on the basis of their professional experience,

to be inappropriate or impossible and, inevitably, the very fact that they are required to implement these imposed changes means that their professional freedom and autonomy is further curtailed. Apple (1981, 1987) refers to this as the 'proletarianization' of teachers.

Teachers are continually required variously to alter their administrative and organization systems, their pedagogy, curriculum content, the resources and technology they use, and their assessment procedures. What do these imposed changes mean for teachers, for their perceptions and experiences of teaching? And what are the implications for the realization of the changes themselves?

My study is unique since I am focusing on the practitioner/teacher identity as it relates to policy and curriculum change. Fullan (1982: 24) notes that educational change depends on what teachers think and do – it's as simple and as complex as that. Thus in order to gain some understanding of what the curriculum and educational change means to teachers and their inclination to reject or adapt to (or accept or be motivated towards it) it is necessary to find out how they see and experience their work.

Critical Question

It is often misconstrued that policy formulation and curriculum reform is the total responsibility of the policy makers or academic researchers. It is believed that the policy implementation process is a simple technical and administrative activity, i.e. from policy to practice. My paper argues that teachers have varied life experiences when they engage with a policy. The things that happen to us throughout our lives have an influence on the sort of people we become, upon our perspectives, understandings and attitudes, our beliefs and values, and the actions we take. Obviously, life experiences influence the sorts of teachers people become, and the sorts of teachers they want to be and be seen as beings (Lortie, 1975; Denscombe, 1985).

In the light of the above, the following critical question is addressed in this paper:

How do history teachers construct their identities within the context of curriculum change?

This key question will be addressed through the following sub-questions:

- What factors contribute to the construction of this identity?
- What is the place of history teachers in the new curriculum?
- How did history teachers engage with the new integrated learning area of Human and Social Sciences?
- What are history teachers' experiences of?
    - (a) Coming to understand the expectations of Curriculum 2005?
    - (b) Attempting to engage with Curriculum 2005 in practice?
    - (c) Did these above processes (a) and (b) influence history teachers' understanding of their pedagogical roles?
- Do history teachers face a daunting task of transforming their identities?

Given that the nature of South African education has changed dramatically over the past decade, the above questions attempt to explore some of the complexities of the processes and mechanisms through which history teachers' construct, experience and define their identities and pedagogical practices within the context of changing curriculum.

Rationale for the Study

On 24 March 1997 the Minister of Education, S. Bengu, announced in Parliament the launch of Curriculum 2005, which not only marked a dramatic departure from the apartheid curriculum but also represented a paradigm shift from the content-based teaching and learning to an outcomes-based one. Underpinning Curriculum 2005 is also the integration of education and training. The sources of integration can be associated with the inadequacies of the separation between mental and manual work or academic and vocational education in the old curriculum and concerns with the job placement needs of learners in the context of globalization.

A tailored version of Outcomes-based Education and Curriculum 2005 is unarguably the first curriculum in South Africa which attempts to integrate our previously, incoherent and discriminatory education system in a way that places learners and their needs at the centre of the educational experience. Curriculum 2005 attempts to rid the education system of dogmatism and outmoded teaching practices and to put in place values and attitudes for democratic nation building (Bhana, 2002).

Yet, despite the widespread support that underpins the new Curriculum 2005 (Mohammed, 1997:9), its implementation has been criticized from various quarters, i.e. teacher unions, educators and academics (Rasool, 1999; Potenza & Monyokola, 1999; Jansen, 1999). As Christie (1997:65) observes, the 1995 White Paper had almost nothing to say on implementation process. Perhaps this policy was intended to serve as a post-apartheid framing educational policy. Critics have had a lot more to say about implementation than the bureaucrats, Jansen's (1997) courageous broadside "Why OBE Will Fail" being the best-known example.

The new curriculum brings with it an almost new educational discourse and a range of new demands in terms of teaching and learning practice, with which most teachers are unfamiliar. The rearrangement of school subjects into eight learning areas and the introduction of the new forms of assessment have hampered the implementation of the curriculum. The integration of knowledge into learning areas means a collapsing of the traditional boundaries and subject disciplines. In the apartheid education system, school subjects enjoyed hallowed status. In the new system teachers are expected to work together in teams and to promote co-operative culture of learning amongst pupils, encouraging a problem-solving and project approach to curriculum. Teachers have reported (Report of Curriculum 2005 Review Committee:2001) that the necessary teacher training and support to assist them in their new tasks have not been adequate. Jansen (1997) alluded to the view that educators are certainly not coping well with the sudden changes in the curriculum. There is a danger that the effect of frustrated and confused teachers will no doubt be seen eventually in our learners.

Hence, according to Parker (1999) OBE and the new curriculum have redefined teacher identity in the classroom. Curriculum 2005 requires

that teachers become curriculum developers, classroom managers and learning mediators in the context of a discourse that is unfamiliar, perhaps even unrecognizable. Similarly, Jansen (1997) in his thesis states that Curriculum 2005 posited the notion of the 'disappearing' teacher or particular construction of 'the teacher'.

In the OBE classroom, the teacher disappeared into a facilitative background role while the learners emerged as the initiators and creators of learning. The teacher faded away so the learning displaces teaching; constructing meaning among learners takes priority over dispensing information by teachers.

Curriculum 2005 identifies eight learning areas. The traditional subjects are accommodated within eight learning areas: Arts and Culture; Language, Literacy and Communication; Economic and Management Science; Human and Social Sciences; Life Orientation; Mathematical Literacy, Mathematics and Mathematical Science; Physical and Natural Sciences; and Technology. These are regarded as a way of breaking away from strict boundaries between traditional school subjects and to ensure integration within and across the different disciplines as well as developing and organizing the core curriculum. It can also be linked to the debates around the changing mode of knowledge production (Cloete, 1999:35), which emphasizes the shift from Mode 1 (disciplinary knowledge) to Mode 2 knowledge (allied, interdisciplinary knowledge). A major concern with the integration of history into the Human and Social Sciences learning area is that teachers are no longer 'pure' or disciplined history teachers but rather facilitators in a new learning area consisting of geography, home economics, ethics and values.

Although there is a body of work on the impact of apartheid or conceptions of teachers' competing professional and unionized identities (Hyslop, 1999; Chisholm, 1999) very little is known about the way history teachers currently view themselves and how issues of teacher identity influence teacher practices in the classroom. The forces have tended to be on the impact and political dynamics of restructuring on discourses of race, gender, diversity and equity (Carrim & Soudien, 2001; Vally & Gilmour, 1999; Cross, 2002; Cloete, 1999). There are several new studies on teacher identity in South Africa (see Samuel, 2001; Carrim, 2001; Mattson and Harley, 2001; Soudien, 2001; Reddy, 2000). However, most of these studies are not related to any particular learning area of

Curriculum 2005.

Most educational reforms are based on a particular conception of teachers. Policy makers generally assume that teachers are somewhere between workers and professional. On the one hand, educational policy makers may regard that teachers are closely supervised workers, bound to implement the prescribed curriculum. The view of teachers as mere 'pedagogical clerks' (Popkewitz, 1987). On the other hand, they may assume teachers have considerable autonomy, the notion of teachers have considerable autonomy, the notion of teachers as 'agents of transformation' (Davidoff & van der Berg, 1991). The majority of teachers in South Africa may fit none of these assumed identities.

Preliminary research on the impact of Outcomes-based Education has already begun to suggest this (Jansen, 1999).

I chose to focus on the process of how history teachers learn to become facilitators in the Human and Social Science learning area. The study around this sub-theme is an attempt to probe how history teachers understand their roles and identities in the changing curriculum and how these teachers (now known as facilitators) understand what and how the new history content is being taught. According to Samuel (1998) research in South African tradition focusing on the teacher as an agent of teaching and learning is sadly under-explored. Educational research has neglected to focus on how teachers have to grapple with the new roles and identities in a changing South African educational arena.

The literature surveyed in this study draws heavily on research on educational policy process in post-apartheid South Africa. The understandings from the literature survey crystallize the gaps and silences that exist in current research agenda. Educational research post 1994 focuses in general terms on the process of developing teachers' conceptions of their identities and roles as teachers. It consciously overlooks how the changing history curriculum policy influences history teachers' understanding of their identities and their pedagogical roles. Recent studies (Mattson & Harley, 2001; Soudien, 2001; Carrim, 2001; Samuel, 2001) at a more generic level attempt to 'get inside the minds' of teachers to understand how teachers develop conceptions of themselves (identity) and how they understand their actions, duties and responsibilities (roles). However, at a particular level (discipline: history), no or little research exists in South Africa on how history

teachers develop conceptions of their identities and roles as a result of curriculum change. Hence the present paper provides an alternative vantage point from which to view the process of teachers developing conceptions of their identity as teachers of history.

Like Pillay (2003:10), I too want to focus on history teachers' who teach in Durban, and to generate stories of their lives, and to learn from their lives what it means to think and work within curriculum reform. As Singh (2001:iv) adds that the plethora of policy initiatives seeking educational transformation in South Africa is to a large degree not congruent with existing teachers' beliefs. This study shows how identities are produced, appropriated and contested within teachers' lives as daily-lived experiences within specific historical and educational contexts. My work thus focuses on history teachers redefining and renegotiating their roles and identities in the context of curriculum change, which is problematic to a large degree because they come embedded with experiences gleaned during the apartheid era.

The Research Design

The study is largely qualitative in nature within the tradition of life history research method. As advocated by Lather (1986), I have attempted to operationalise a research method, which emphasizes collaboration, reciprocity and reflexivity. The goal of this research is to encourage self-reflection and deeper understanding on the part of the researched. This goal was achieved by privileging teacher voices (narratives) throughout the study. This paper proposes that the analysis of teachers' narratives can be used as an innovative methodology to study such questions of teachers' identity, culture, experience and beliefs.

Participants

The study participants were six history teachers from six public secondary schools in the Kwasanti circuit in Pinetown, KwaZulu-Natal, South Africa. These schools are located in a suburban working class area. A sample consisting of African, Indian, Coloured and White history teachers, aged between 21-50 years participated in the study.

Experience	Names	Name of School	Race	Gender	Historical Context	Geographical Context
Novice	Anna	Jupiter Secondary	African	Female	Ex DET	Peri-urban
	Anisha	Mercury Secondary	Indian	Female	Ex HOD	Urban
Middle Career	Leslie	Venus Secondary	White	Female	Ex NED	Urban
	Beauty	Neptune Secondary	African	Female	Ex DET	Urban
Veteran	Moreen	Mars Secondary	Coloured	Female	Ex HOR	Urban
	Patsy	Earth Secondary	African	Female	Ex KZED	Peri-urban

Pulling Together the Data

Many truths were uncovered from exploring the life histories of the history teachers. Smith (in Denzin & Lincoln, 1998:211) suggest that truths refers to the multiplicity of ways in which a woman's life story reveals and reflects important features of her conscious experience and social landscape, creating from both her essential reality. In my sojourn at this point, I present my insights, conclusions and implications to fellow diggers or archaeologists who would perhaps use these findings to pull together the scatterings as they dig ahead. However, it must be noted that I am using the metaphor archaeology to describe this aspect of data analysis and not as a concept to work throughout the insights.

Privileging the life histories' of the participants has facilitated an understanding of teacher identity through their perspective. The critical focus for life history work, is to locate the teacher's own life history alongside a broader contextual analysis. In the words of Stenhouse

in Goodson (1992:6), ' a story of action, within the theory of context'. One of the most significant features of work on teachers' lives is that it provides insights into teaching as a 'gendered profession' (Goodson, 1992:14) as well as the production of a feminist teachers' pedagogy within a particular socio-political context. Studying teachers' lives provide new insights into how teachers might approach reform and change to cope with the challenges of the post modern world since, ultimately, knowledge can only be produced through an intimate interrogation of individual experience (Griffiths, 1995). To date much of the educational research employed in teacher education has been developed from a foundational discourse with its philosophical, psychological, historical, sociological components - far removed from educators' personal knowledge and experiences. The process of recalling and reuniting one's history is a pedagogical tool for self and professional development. It allowed me to document the teachers' reflections of the range of influences and experiences on their own identities and roles, tracing back to the teachers' home and family environments, their own primary and secondary schools, their decision to enter into teaching as an occupation, their teacher education programmes and their induction experiences as newly qualified history teachers.

Data - Based Approach to Identity Development

The findings from this study concludes that the process of identity formation embeds a complex intersection of various complex and asymmetrical shifting valences of power, knowledge, culture, economics and self (see Soudien, 2001; Carrim, 2001; Samuel, 2001). Teachers are constantly 'in movement', displaying discontinuities, contradictions and compliance making it difficult for researchers to truly know them. Indeed, as Samuel (2001) argues, the research context of developing teachers in post-apartheid South Africa is characterized by the rich intersection of several layers of complexity, complementarity and contradiction. Policymakers have continued to frame teachers as objects of gaze, objects of manipulations. They have attempted to impose on teachers their 'preferred identities and roles' that fulfill the goals of their policy agendas.

Whilst these policies might profess to be aimed at reversing oppressive

interpretations of the teachers, the opposite is often achieved. Samuel (2001) adds in a world where more and more the market- related issues infuse all levels of society; teacher educational policy has its agenda crafted in the imperatives of economists and agents of cultural assimilation to a globalized discourse. However, the analysis of the data for this study reflects the contrary. The participants do show some evidence of being able to develop and work with the new history curriculum change. The evidence for this assertion derives from the positive discussions that history teacher present about the teaching of history as a result of the curriculum change. Their tentativeness and preparedness to engage in the process of curriculum change is noted in their pedagogical practice.

The paper suggests that policy for curriculum change cannot be directly translated within the educational institution without recognition of the complex biographical heritages that teachers bring with them to the school. These biographies rather than being a hindering force should be embraced by policy makers as the initial theoretical understanding of teaching and learning that teachers bring with them into the institution. Curriculum change programmes should be constructed as 'critical discursive spaces' (Samuel, 2001) within which the varying dialogues of the personal, political and policy expectations about teaching are negotiated. Teachers need to 'own' the process of change, and reform efforts need to be grounded in an understanding of teachers' professional lives and development (Fullan & Hargreaves, 1996). If teachers are involved in planning and implementing reform, they are more likely to assume responsibility for it, rather than attributing it to others (Sarason, 1996). Rather than condemning the teachers' past, curriculum planners must allow for a richer debate about the kinds of identities that teachers themselves wish to negotiate. This does not simply mean abandonment to the personal level. Teachers must give the latitude to develop their personal spaces of identities as a deliberate response to the various forces they encounter. This is also recognition that teachers be given the freedom to negotiate constantly their own sense of self and their roles within a framework of curriculum change. Fullan (1991) suggests that teachers who find that their ideology, which is rooted in their life experiences and interactions, are consistent with the proposed reform typically support change. On the other hand, teacher resistance to change results when teachers feel that their vested interests or taken-

for-granted beliefs and values are threatened by the reform agenda (Muncey & McQuillian, 1996).

Participants' sense of identity is a product of their experiences of their own teachers who executed their sense of self within the racialised and classed contexts of the apartheid education system. The white participant, Leslie commented positively about her teachers as role models, but that these role models rarely offered her with the desire to want to become teachers, given that the career options that were potentially available were broader than just teaching. For the Black participants, like Moreen, Anna, Beauty and others the teachers tended to be more influential: participants wanted to be like their teachers, perhaps notably because they represented an access to the lifestyle of the middle class that the teacher represented. This approach is often referred to as modelling approach. Black and white participants both reflected good teachers as those who displaced a charismatic presence and were able to show their mastery of the subject within the specific contexts of primary and secondary schools and the process of induction that the participants experienced contribute to the shaping of the teachers' identities and roles.

The study also recognizes that teachers are not necessary averse to alternative approaches to their pedagogy as expressed in policy. However, their own training as teachers has not sufficiently prepared them to embrace these roles. For example, teachers are expected to promote a cross-disciplinary / inter-disciplinary approach to enacting Curriculum 2005 learning areas. Many of the under-prepared teachers still, however, have to grapple with the basic foundational knowledge base of the disciplines, which they previously taught as discreet subjects for example geography, history, biology. Teachers seem to be suggesting that their professional development is welcomed as a contribution to reconstructing the educational system. But how these professional development interventions are designed, and how it frames the teacher in the process of its curriculum design is an important factor. Mattson & Harley (2001) argue that teachers develop a "strategic mimicry" of policy expectations that are counterforces to the traditional conceptions of teaching/ learning that teachers themselves believe. By trying to 'look modern' (Fuller, 1991) the teachers offer semblances of the expectations of new regulatory policy, yet reflect only superficial understanding of
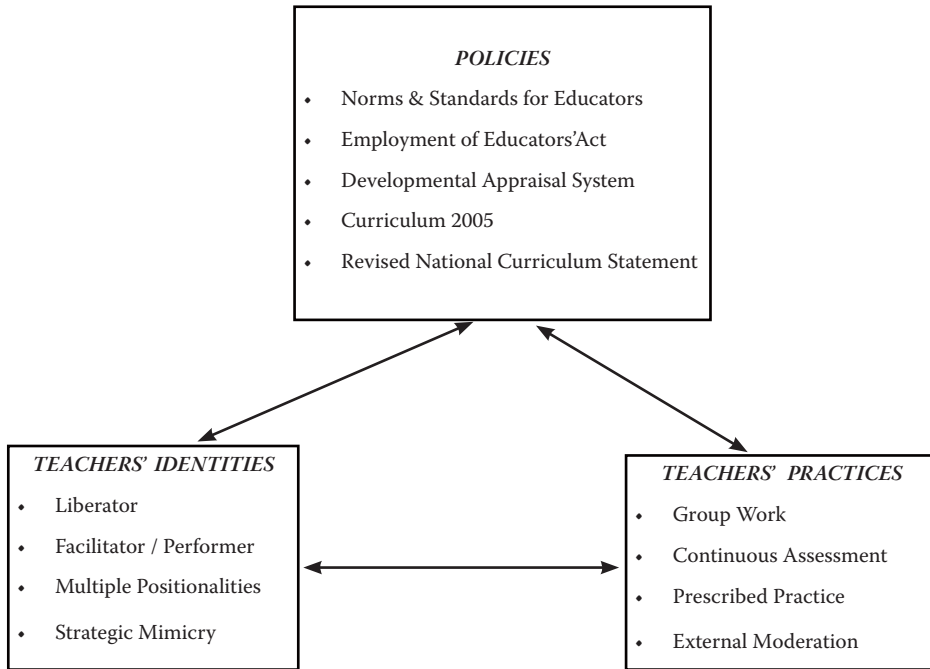
the proposed shifts being dictated.

This research has provided evidence for the uncoerced and voluntary engagement of teacher identities. Using the concept of engagement, recasts teacher identity as a process, rather than as a fixed set of characteristics. This, then means that as a process, there are possibilities and space for negotiation (Reddy, 2003:189). The process of negotiation is often between competing forces such as biographical, programmatic, contextual and curriculum changes. In this study, the data suggest that the participants engage with the new history curriculum in an uncoerced and voluntary manner.

Reddy (2003) further adds that identity construction is an active process on the part of those involved and struggling to acquire a means to represent oneself to self and others in part of ones development. This process exists under socially given conditions, which include structures of power and social relations, institutional contests and opportunities as well as the available cultural expectations.

The conjunction between policy discourses and teachers identities provides insights for curriculum theories and identity theories into how teachers experience their developing identities and practices, and the meaning that they have made of policy.

My analysis suggests that teachers actively interpret and re-interpret their life experiences, creating their identities as teachers. It is evident that educational and curriculum changes in post apartheid South Africa has in many ways led to a change in the ways in which teacher identities are produced and experienced. As teacher identities and teacher practices shape each other, they form a background against which policy is experienced. Policy in turn impacts on the construction and reconstruction of teacher identities and practices. The triad relationship between educational policy, teacher identities and teacher practices is evidenced in the data from this study. This relationship between, and shaping of the three domains: policy, teacher identity and teacher practice, which I refer to as *"uncoerced and voluntary engagement"* is shown below:

```
┌─────────────────────────────────────────┐
│              POLICIES                    │
│                                          │
│   •  Norms & Standards for Educators     │
│                                          │
│   •  Employment of Educators'Act         │
│                                          │
│   •  Developmental Appraisal System      │
│                                          │
│   •  Curriculum 2005                     │
│                                          │
│   •  Revised National Curriculum Statement│
└─────────────────────────────────────────┘
```

```
┌──────────────────────────┐          ┌──────────────────────────┐
│  TEACHERS' IDENTITIES     │          │  TEACHERS' PRACTICES     │
│                           │          │                          │
│   •  Liberator            │◄────────►│   •  Group Work          │
│                           │          │                          │
│   •  Facilitator / Performer │       │   •  Continuous Assessment │
│                           │          │                          │
│   •  Multiple Positionalities │      │   •  Prescribed Practice │
│                           │          │                          │
│   •  Strategic Mimicry    │          │   •  External Moderation │
└──────────────────────────┘          └──────────────────────────┘
```

Interrelatedness of policy, teachers' identity and teachers' practices

Interrelatedness of Policy, Teachers' Identities and Teachers' Practices

Throughout this research I have been especially concerned with the triad relationship between "policy", "teacher identity" and "teacher practice". Why is it that across different countries and variable research contexts, the problem persists that what policy claims and what practitioner's experience, remain dislocated from each other?

This in itself is neither a novel nor interesting finding, but it nevertheless remains a vexing one to change theorists. Some suggest that this distance between policy and practice might be inevitable, and that 'mutual adaptation' of intentions and outcomes is what happens in real-life schools (McLaughlin, 1998). Others suggest that the problem of distance is highly treatable, if only we inject the same logic into policy reform that guided the campaign to rid the planet of smallpox (Pratt, 1999).

My research has shown the 'policy images' of teachers make demands that engage with their 'personal identities' as practitioners. Every education policy document contains powerful images of the idealized teacher. Whether explicit or implied, whether conscious or unconscious, policymakers hold preferred and cherished images about the end-user of an education policy, i.e. about the teacher. Sometimes the policy image is explicit, contained in normative statements like 'the teacher should'. More often, however, the policy image is conveyed through drastic role changes for the teacher without addressing the practitioner directly.

Reddy (2003:181) states that we require a response to the curriculum changes that includes changes in policy and practice to accommodate identities and diversity within these experiences and knowledges. It is evident that there are multiple ways in which teachers respond. We need to take these varied responses into account and place interventions that acknowledge this diversity. It is necessary that interventions articulate with the realities of the teacher taking into account their confusions and contradictions. The strategic task, therefore, is to create dialogues of meaning between policy, politics and practice in transforming education in developing countries.

Methodological Reflections to Identity Development

The following critical question was interrogated in this study: How do history teachers construct their identities within the discourse of curriculum change? I use the metaphor of pulling together the scatterings, in the critical postmodernist sense to illustrate that there are no dead certainties in life or research (Hargreaves, 1995). The great question is what is to be believed? Are there any answers? I do not claim to know all the answers. In my quest for the truth I found that a rigorous search for empirical evidence is imperative in research. There is a need to develop a theory to understand the making of lives in transitional times (Samuel, 2001). How do teachers develop a sense of identity in a rapidly changing political, social, economic, cultural and educational context? It is within this context of understanding teachers' lives in transitional times that I present my research method insights.

The various factors, which shape teachers identities and roles, are neglected as one policy after another is introduced making new

demands and expectations as teachers. The seriousness of this agenda necessitates the obligation from researchers and policy makers to seek-emancipatory and innovative approaches and to be critical in both their epistemological and methodological undertakings. As a researcher I had to examine the impact that the change in the curriculum had on their life world. In this study I conducted in-depth life history interviews of six practicing history teachers. Tuckman in Cohen & Manion (1986:292) succinctly describes the interview as providing access to what is 'inside a person's head' it makes it possible to measure what a person knows, the 'knowledge or information' that a person likes or dislikes, values and preferences, and what a person thinks.

There are many reasons that make life history approach so fascinating. First of all, I believe that many of our explicit actions have their roots in our own life histories and previous experiences. I believe that we have implicit values and beliefs that guide our thinking and everyday action. Furthermore, life history research concentrates holistically on teachers' life experiences and the meanings they attach to their work.

I documented the teachers' reflections of the range of influences and experiences on their own identities and roles, tracing back to the teachers' schooling experiences, their decision to enter into teaching as an occupation and their experiences as history teachers. In life history research I engaged in the history teachers' story telling in such a manner that I became aware of their multi-layered contexts and to discover the insights of 'the figure under the carpet' (Edel cited in Dezin& Lincoln, 1998:95).

This mixed metaphor aptly illustrates how the researcher (re) constructs a pattern from the data one has of the life of the person studied and written about. In this study the history teachers' who are under the carpet are not so much found as constructed. Since life history is my major tool, the concern is for the history teachers in this study. Recent life history research has underlined the importance of listening to the voices of the study subjects, especially subjects who belong to the marginal groups. Narrativity aims to penetrate deeper than traditional research by letting the subjects tell their stories and present their views, including people whose voice is generally not heard in the stories of the majority population (Lensmire, 1998; May, 2001;Wengraf, 2000).

Life history research has become very popular in teacher research,

and its highlights subjective interpretations of teachers. According to Goodson (2000), the project of 'studying teachers' life and work' represents an attempt to generate a counter-culture that will resist the tendency to overshadow teachers. Moreover, this research approach aims to place teachers at the center of action and seeks for the 'teacher's voice' (Goodson, 2000:16). Generally speaking, it can be said that life history research explores the narrator's experience and the meanings he or she attributes to these experiences (.Kelchtermans, 1993). In the interpretative approach the researcher begins with the individual and sets out to understand her or his interpretations of the world. This method relies upon the subjective verbal expressions of meaning given by teachers studied, which are like windows into the inner life of the person. By using this approach I was able to have a clearer understanding of the history teachers' world in co-constructing their life histories.

Furthermore, it gave research participants an opportunity to take responsibility to do their own thinking in the area. The life history interviews offered the teachers the space to be reflective; it allowed them the discursive space to delve deeply into issues of identity, early childhood, political and educational experiences. It also helped to explore their feelings as teachers and to talk about their dreams and aspirations for the future. The narrative opened a window for me as the researcher to look into the subjective world of the teacher. An impact study of this type is incomplete without delving into the consciousness, 'looking into the invisible' (Samuel, 2001), i.e. teacher's mind and emotions. Designing methodologies i.e. instruments to probe into these aspects of the human psyche is complex and challenging. Using a critical feminist postmodern perspective in this research, I have demonstrated that educational research is a non-linear and complex activity because there is no tangible reality out there. The methodological insights cited provided a more adaptable way of dealing with multiple realities because the methods exposed more directly the nature of the relationship between the researcher and the researched.

In constructing teachers' life stories, it becomes imperative to make use of methodological tools that will reflect and reveal a teacher's life story in a multiplicity of ways. My task in using life history was to engage in teachers' telling their story so that the truth emerged. But truth is an elusive concept and difficult to attain because each individual constructs

reality from their perspective and this depends on where the reality is being constructed. Smith in Denzin & Lincoln (1994:292) articulates this tension: "Virginia Woolf was half-right: Writing lives is the devil. But a strand of intellectual excitement, approaching ecstasy, also exists. If one is fortunate to find a heroine or hero from another time, place, and culture, the biographical activity takes on a strong cast of ethnography". Although not a perfect instrument, the life history methodology provided me rich data to make trustworthy pronouncements. The narrative inquiry that focuses on personal narratives is intended to be emancipatory (Gough, 2001:21). Gough (2001) finds that reflecting critically on stories that one reads, writes, hears, lives and tells may help one to understand how one uses them more responsibly and creatively and frees one from constraints.

As a pedagogical tool, the narrative in the form of life histories has enormous possibilities for the teacher. In this study the narrative became a vehicle for consciousness-raising, self-reflection and emancipation of the mind. The narrative was also cathartic for the teachers as it gave them the space for an outflow of suppressed, marginalized voices. Patsy adds:

> My participation in support of the Soweto uprising lead me branded as a political activist and I was threatened by the Education Department of being dismissed as a teacher.

Through their narratives they demonstrated their ability to articulate the often invisible, marginalized, female voice.

I use feminist research methodology because it gave voice to the experiences of women who have long been oppressed, repressed, ignored or denigrated. It is in feminist philosophy that women's experiences are highlighted and used as material for philosophical discussion (Code, 1988). Walford (1994) explains that the subjects of inquiry are usually the forgotten and less privileged, which are often women. The distinctive power of feminist research is that it generates its critical issues from the perspective of women's experience. The purpose of feminist research has an empancipatory goal, where research and analysis should provide useful information that will empower people so that they can challenge and fight their manipulation and exploitation. Beauty summed up her feelings about being a history teacher:

> The critical experience for me occurred at the point where I was able to examine myself and consider the type of contribution I could make as a history teacher, instead of sitting back and passively accepting information from others. I wanted to be the innovator, to go out and try out new ideas, new techniques and whatever.

In this study, the teacher's life histories encompass the multiplicity of ways they reveal and reflect important features of their conscious experiences and social landscape, from both their essential realities. Prell (1989) cites Myerhoff's life histories where she talks about the reflexive nature of culture. She was interested in finding out about cultural settings where people created their identities. According to Perumal (2004) citing Prell (1989), the human/cultural process of finding stories within stories was an example of reflexivity, which is the capacity to arouse consciousness of ourselves as we see the actions of others and ourselves. Reflexivity allowed me to understand persons as active and self-conscious narrators of their own lives. In life history, people talk about their lives. They lie, sometimes, forget, exaggerate, become confused and get things wrong yet they are revealing truths. The teachers in this study show how their identities are complex, contradictory and shifting within the teacher positions, circumscribed and organized within normative frameworks in which they think and work.

Implications for Further Research

This study has opened up several sites for future research. The following are suggested areas.

The first major area of future research should attempt to explore the convergence and divergences of teacher preparation programmes within different societies undergoing rapid changes in the social, economic, political and educational environments. Such research should attempt to address the growing global concern amongst teacher educators about the relationship between these macro-educational concerns and the day-to-day design, delivery and implementation of teacher preparation programmes. Issues around exploring for more useful models of ensuring quality teacher education may emerge from this kind of research.

Research into teacher thinking in the South African context has been

an under-researched area. Teachers have usually been on the receiving end of educational research. Future research should be engaged in order to reveal the sophisticated and complex process that are involved when dealing with teaching process in the context of a rapidly transforming society. Teaching involves the teacher making decisions all the time during the process of engagement with the learners. More detailed analysis of the though process needs to be conducted to reveal how teachers make sense of the act of teaching their pupils. This research study has presented a creative methodology accessing teachers' thinking, and of analyzing the data produced during the data collection processes. Future research should extend these methodologies of data collection and analysis by looking at practicing teachers within school site. Besides elevating the status of the voice of teachers themselves in the educational research area, it will provide insightful perspectives on how teachers make sense of the intended policy initiatives that are characteristic of a transforming educational context.

A more deliberate investigation needs to be conducted exploring the nature of the relationship between the teacher education institutions and their school partners. The process of setting up more democratic partnerships is a valuable area for future research, which will benefit both the teacher education institutions and the school sites.

The school is no doubt a significant arena where teacher's identities are negotiated and acted out. This study importantly foregrounds teachers' voices in the production of data. An important area for further research is that of the structural components of the education department, policy maker's conception of teacher identity and their influence on teacher identity constructions.

Curriculum issues are certainly deserving of ongoing attention. Given the teacher identity struggles that the findings of this study demonstrate, teacher development programmes focusing on curriculum changes in education is an important research area. How are teachers being prepared for Curriculum changes?

More research needs to be conducted on the effectiveness of the national education department in supporting and supplementing the implementation of the Revised National Curriculum Statement.

Much has been written about the advantages (or disadvantages) of

OBE but not much research information has been offered to teachers to deal with its practicalities in the South African classroom.

The narrative in the form of life history writing provided a rich data source. This source allowed me to peep into the minds of history teachers. Since there has been paucity of life history in the field of education and the effects of curriculum change in South Africa this opens up another avenue for further investigation.

In a country as diverse as South Africa, especially noting its apartheid history, racial and cultural differences influencing teacher identity production is another interesting area that deserves further research.

Closing Comments

I used the metaphor of an archaeologists excavating the life histories of history teachers. Archaeologists work like detectives in an 'unearthing' process (Foucault, 1970) and that the artifacts and ecofacts they find as clues to the lives of the people who used them. I privilege the use of the concept archaeology in this chapter to summarize the insights in an executive way. Everything that archaeologists investigate from the most magnificent building to the tiniest pollen grain helps them to form a picture of ancient societies. Archaeologists look for information about how, where and when cultures developed. Like other social scientists, they search for reasons why major changes have occurred in certain cultures.

Some archaeologists try to understand why ancient people stopped hunting and started farming. Others developed theories about what caused people to build cities and to set up trade routes. Extending the use of this metaphor in this study enables one to understand the relationship, the complex interaction between life and context, self and place. It is about comprehending the complexities of a teachers' day-to-day decision making and the ultimate consequences that play out in that life so that insights into broader, collective experience can be achieved. Cole and Knowles (2001:11) add that every in-depth exploration of an individual life-in- context brings us that much closer to understanding the complexities of lives in communities.

This paper explores an under-researched area within educational

research in South African context. It focuses on the crucial area of teacher development and identity during the era of reconstruction of post-apartheid context and curriculum change. This context is marked by rapid changes within the society and this had an important impact on the process of conducting research.

This study attempts to present insights into the ways in which history teachers experience the teaching and learning of history during various periods of their lives: within the primary and secondary schooling, their university or college experiences during the teacher preparation programme and during the period of their engagement as teachers during the school-based practicum. The research study employs the methodology of life history research in order to gain insight into history teachers' thinking of curriculum change as they engage in the process of teaching history.

The study presents the argument that teachers' development is a complex process, which involves developing critical perspectives of one's biographical experiences of teaching and learning. In particular, this study looked at how the history teacher develop perspectives of teaching and learning history through the lens of their life history experiences. Various forces compete for dominance during the course of this process of development: the internal forces of teachers' biographical experiences, the forces of the teacher education institution and school environment, and the macro-forces of the rapidly transforming social context.

The study extends the constructs around developing identity as teachers of history into an analysis of the process of identity formation within the context of a rapidly changing social, political, economic and educational environment. My analysis suggests that teacher identities are negotiated processes and are produced in many different contexts, often with competing intentions and representations which include all aspects of everyday life as well as all the discourses and interactions with educational demands and changes. It is evident from the data in this study that teacher identities are accomplished or rejected as individuals interact in local situations that are powerfully influenced by broader educational patterns of expectation and restriction.

The study has particular relevance for teacher educators, policy makers and educational practitioners in their united quest for improving the quality of teaching of history.

In exploring the framing of teachers' identities as 'educators' in current South African legislation, teachers are positioned as purveyors and 'reproducers' of human rights, democracy and citizenship, whilst, ironically, their rights as subjects of human rights tend to be ignored. Through Curriculum 2005 particularly, South African teachers are to be reprofessionalised with a greater sense of professional autonomy and decision-making powers. However, data from the research I conducted and of the report of the Review Committee of Curriculum 2005 indicate that contemporary teachers are caught in anxieties of transition feeling caught in ways of the 'old' and wanting to work in 'new' ways. They also lack professional autonomy and competence to fulfill what is officially expected of them. In addition, as agents of human rights, teachers experience ongoing forms of discrimination in their daily routines, mainly in terms of gender, age and freedom to teach in a school of their choice. Significantly, though, South African teachers do not currently see themselves as 'owning' the transformation of education in South Africa but as subjects of it.

Bibliography

APPLE, M.W. 1981. *Equity in Education.* Falmer Press. United Kingdom.

APPLE, M.W. 1987. *Ideology and Curriculum.* Routledge Falmer. New York

BHANA, D. 2002. 'Making Gender in Early Schooling: A Multi-Sited Ethnographic Study of Power and Discourse: From Grade One to Two in Durban.' PhD thesis, University of Durban~Westville, South Africa.

CARRIM, N. 2001. 'Teacher Identities: Tensions between roles' in Lewin, K.; Samuel, M. & Sayed, Y. (eds.) *Changing patterns of teacher education: Policy, Pathways and Prospects.* Juta & Co. Cape Town.

CARRIM, N. & SOUDIEN, C. 1999. 'Critical Anti-Racism in South Africa' in May, S (ed) *Rethinging Multicultural and Anti-Racist Education.* Falmer Press. London.

CHISHOLM, L. 1999. 'The Democtatization of Schools and the Politics of Teachers' Work in South Africa' in *British Association of International and Comparative Education.* Vol. 29(2): 111-126.

CHRISTIE, P. 1997. 'Global Trends in local contexts: A South African perspective on

competence debates' in *Discourse: Studies in the Cultural Politics of Education*. Vol. 18(1): 55 -59.

CHRISTIE, P. 1999. 'Schools as (Dis) Organizatons: The breakdown of the Culture of Learning and Teaching in South African Schools' in *Cambridge Journal of Education*. Vol. 28(3): 283-300.

CLOETE, N. 1999. *Knowledge, Identity and Curriculum Transformation in Africa*. Maskew Miller Longman. Cape Town.

CODE, L. 1988. *Feminist Perspectives*. University of Toronto Press, Canada.

COHEN, L. & MANION, L. 1986. Perspectives on Classrooms and Schools, Routledge. London.

COLE, A. L. 1989. 'Researcher and Teacher: Partners in theory Building' in *Journal of Education for Teaching*. Vol. 15(3): 225 – 237.

CROSS, M. 2002. *Imagery of Identity in South African Education*: *1880-1990*. Carolina Academic Press. Durham.

DALE, R. 1988. *The Structural Context of Teaching*. Open University. London.

DAVIDOFF, S. & VAN DER BERG, O. 1991. *Changing your Teaching*. Cantaur. Johannesburg.

DE CLERCQ, F. 1997. 'Policy Intervention and Power Shifts: An Evaluation of South Africa's Education Restructuring Policies' in *Journal of Education Policy*. Vol. 12(30): 127-146.

DENSCOMBE, M. 1985. *Classroom Control: A Sociological Perspective*. Croom, Helm. London.

DENZIN, N.K. & LINCOLN, Y.S. 1998. *The Landscape of Qualitative Research: Theories and Issues*. Sage Publications. London.

FULLAN, M. 1982. *The Meaning of Educational Change*. OISE Press. Toronto.

FUSS, D. 1989. *Essentially Speaking: Feminism, nature and Difference.* Routledge. New York.

GOODSON, I. 1992. *Studying teacher's lives.* Routledge. London.

GOUGH, N. 2001. Exploring elements of Life history research, Doctoral Seminar presentation at the University of Durban~Westville, South Africa.

GRIFFITHS, D. 1995. *Teachers, Schools and Change*. Heinemann. Sydney.

HYSLOP, G. 1999. 'Teacher resistance in African education from the 1940's to the 1980's' in Nkomo, M. (ed.) *Pedagogy of domination: Toward a democratic education in South Africa*. Africa Press. Trenton.

JANSEN, J. 1997. *Can Policy Learn? Reflections on Why OBE Will Fail.'* Paper presented to Seminar on OBE. University of Witwatersrand.

KELCHTERMANS, G. 1993. 'Getting the Story, Understanding the Lives: from

Career Stories to Teacher's Professional Development' in *Teaching and Teacher Education*. Vol. 9(5): 443-456.

LATHER, P. 1986. 'Research as praxis' in *Harvard Educational Review*. Vol.56: 257-77.

LAWRENCE-LIGHTFOOT, S. & HOFFMAN-DAVIS, J. 1997. *The art and science of portraiture*. Jossey-Bass. San Francisco.

LENSMIRE, M. 1998. *Agenda for Research on Teacher Learning*. Michigan University Press. Michigan.

LORTIE, D. 1975. *Schoolteacher: A Sociological Study*. University of Chicage Press. Chicago.

MARKUS, J. & Wurf, B. 1987. *The use of life stories in social stories.* Morata. Madrid.

MATTSON, E. 1999. 'Teacher Identities in Policy and Practice'. MA thesis, University of Natal, South Africa.

MATTSON, E. & Harley, K.1999. 'That's How We Teach Them: Teacher Roles and Competences in a Globalising South Africa'. Paper presented at the Kenton conference, October, Salt Rock.

MATTSON, E. & Harley, K. 2001. 'Teacher identities and strategic mimicry in the policy/practice gap' in Lewin, K. & Samuel, M. (eds.) *Policy, Practice and Prospects.* Heinnamen, Cape Town.

MAY, E. *A Dictionary of Cultural and Critical Theory.* Blackwell. Massachusetts

MCLAUGHLIN, D. 1998. *Naming Silenced Lives: Personal Narratives and the Process of Educational Change.* Routledge. New York.

MOHAMMED, H. 1997. 'The Implementation of OBET in South Africa: A Recipe for Failure or Pathway to Success? Paper presented at SAALA Conference , July 1997.

MUNCEY, B. & McQuillan, A.1996. *Exploring the Inner Landscape of a Teacher's Life.* Falmer Press. London.

PERUMAL, K. 2004. 'Literacy in the lives of domestic workers'. D.Ed. thesis, University of Kwa-Zulu Natal, South Africa.

POPKEWITZ, T. 1987. 'Professionalization in Teaching and Teacher Education: Some Notes on its History, Ideology and Potential' in *Teaching and Teacher Education.* Vol.10: 1-14.

POTENZA, E. & MONYOKOLO, M. 1999. 'A destination without a map: Premature Implementation of Curriculum 2005? in Jansen, J. & Christie, P (eds.) *Changing Curriculum.* Juta Co. Cape Town.

PRATT, M.B. 1984. 'Identity: Skin Blood Heart' in Bulkin, E & Pratt, M.B. (eds.) *Yours in Struggle: Feminist Perspectives on Anti-Semitism and Racism.* Firebrand Books. New York.

PRELL, J. 1989. *Teacher Policies in a New Context.* Routledge, New York.

RASOOL, M. 1999. 'Critical Responses to Why OBE Will Fail' in Jansen, J. & Christie, P. (eds.) *Changing Curriculum.* Juta & Co. Cape Town.

REDDY, V. 2000. 'Life Histories of Black South African Scientists: Academic success in an unequal society.' D.Ed. thesis, University of Durban-Westville, South Africa.

REDDY, S. 2003. 'Troubling Sexualities : Young adults' Sexual Identity Constructions within the context of HIV-Aids.' D.Ed. thesis, University of Durban-Westville, South Africa.

SAMUEL, M. 1998. 'Words, Lives and Music: On Beaming a Teacher of English' PhD thesis, University of Durban-Westville, South Africa.

SAMUEL, M. 2001. 'Issues of Voice in Life History Research'. Doctoral Seminar Series, University of Durban-Westville, South Africa.

SARASON, S. 1990. *The Predictable Failure of Education Reform.* Jossey-Bass. New York.

SINGH, S.K. 2001. 'Teacher Resignations: Perceptions of Teaching as a career' M.Ed. thesis, University of Durban-Westville, South Africa.

SOUDIEN, C. 2001. 'Notions of Teacher Professionalism in the Context of a racially divided society: The case of South Africa.' Paper presented at the Muster Conference. University of Pretoria, South Africa.

VALLY, S. & GILMOUR, D. 1997. 'Intention or In Tension? Recent Educational Reforms in South Africa' in *Educational Policy*. Vol. 7(4): 427-446.

WALFORD, G. 1994. *Researching the powerful in education*. UCL Press. London.

WALKER, R. & BARTON, C. 1987. *A guide to classroom observation*. Methuen. London.

WENGRAF, P. 2000. *Education Policy and the Politics of Change.* Routledge. New York.

CONFERENCE:
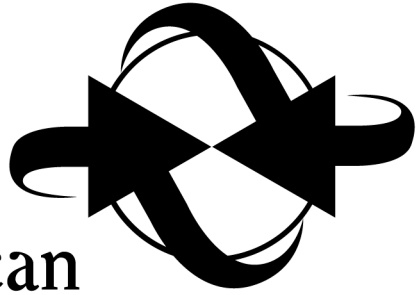
The South African Society of History Teaching

In conjunction with The Faculty of Educational Sciences, North-West University (Potchefstroom Campus) host the Annual SASHT Congress 21 – 22 September 2006

Theme:
The "how to" of History and Social Sciences teaching and training in the 21st century South Africa

YUNIBESITI YA BOKONE-BOPHIRIMA
NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT

A PRELIMANARY PROGRAMME

Thursday 21 September

08:30 – 09:45   Registration and Tea/coffee

10:00 – 10:30   Opening – Prof. H.J. Steyn (Dean of the Faculty of Educational Sciences)

10:30 – 11:30   Plenary session - Guest speaker: Prof. Albert Grundlingh (University of Stellenbosch)

11:30 – 12:50   Parallel sessions 1

13:00 – 14:00   Lunch

14:00 – 15:20   Parallel session 2

15:20 – 15:45   Tea/Coffee

15:45 – 16:45   Parallel session 3

18:00   Dinner

Friday 22 September

08:00 – 08:15   Tea/coffee

08:15 – 09:15   Plenary session (Guest speaker)

09:15 – 10:35   Parallel session 4

10:35 – 11:00   Tea/coffee

11:00 – 12:20   Parallel session 5

12:20 – 13:20   Closing and refreshments

For any enquiries:
Melinda du Toit
082 518 1147
e-mail:soomdt@puk.ac.za
fax:(018) 299 4238

REGISTRATION FORM: ANNUAL SASHT CONGRESS 21ST AND 22ND SEPTEMBER 2006

Fax registration form and proof of payment to:

(018) 299 - 4238

Or send it to: PO Box 19907, Noordbrug, Potchefstroom, 2522

PERSONAL DETAILS:

Title: _____

Surname: _____

Name: _____

Affiliation: _____

Address: _____

_____

_____

Telephone: _____

Fax: _____

Cellphone: _____

E-mail: _____

PAPER: (Abstracts must be submitted by 19 May 2006)

Title: _____

_____

Equipment required: _____

_____

REGISTRATION FEE:

Before the end of June: R150.00

Before the end of July: R225.00

From the 1st of August: R300.00

Fees includes documents, refreshments and lunch for the duration of the congress, as well as the evening function.

Please pay by BANK TRANSFER TO:

Name of account: SASHT

Bank: ABSA(Tom street)

Branch code: 632005

Account number: 678209406

Type of account: Savings account

ACCOMMODATION

For accommodation arrangements contact:

Melinda du Toit (soomdt@puk.ac.za) for a list of available guesthouses and hotels.

TRANSPORT ARRANGEMENTS

Transport to and from Johannesburg International will be arranged