



SASHT CONFERENCE 2006 **ABSTRACTS**

Bertram, Carol

An analysis of Grade 10 history assessment tasks

This paper focuses on the analysis of data collected in three Grade 10 history classrooms, in three different schools. Although the implementation of the new history curriculum only began this year, I observed classrooms in three schools in 2005 in order to get a sense of how history was taught and assessed before the new FET curriculum was implemented. I return to these three schools in 2006. The analysis is done using Bernstein's rules of pedagogic practice and the concepts of classification and framing. This analysis highlights some differences between the pedagogic discourse in each classroom, particularly in the area of the evaluative rule and the way in which teachers recruit everyday knowledge.

Carr, Michaela and Barkley, Heather

Taking the History Classroom to the Museum: An educational tour of the Hector Pieterse Museum for high schools using OBE principles.

As South African history is being rewritten, contested and revealed, so museums are being opened, revamped and developed. The classroom must follow suit.

This paper documents the integration of the Hector Pieterse Memorial and Museum in Soweto and the teaching of History using the OBE principles of the RNCS. The project was developed as a practical solution to a frustration experienced by both the Museum and visiting school groups. In the first instance, it provided the opportunity for Grade 10 learners from Roedean School to practise investigative and analytical skills and to extend their historical knowledge and critical thinking skills. Secondly, the tools created, namely: a teacher's newsletter detailing the museum tour, a publicity pamphlet for the museum's scholastic groups and a tour booklet designed specifically for learners, were published and are available to schools wanting to visit the museum. The tour which focuses on four themes: memory, bias, history, architecture, is now being translated into Afrikaans, Zulu and Sotho. Thirdly, the project was learner-centred and activity based, with a practical application to the working world: the learners had to work with a variety of professionals other than their teachers.

The tour content focuses primarily on the Curriculum 2005 syllabus for Human and Social Sciences for Grade 9 History: Apartheid in South Africa. The newsletter provides teachers with information about the Learning Outcomes and suggests pre and post - tour activities. The pamphlet provides practical information regarding

opening times, admissions and facilities. A web page was also developed by the pupils for revision and development by the Museum.

The project was also intended as a Community Development initiative, aiming to instill the Developmental Outcome enabling learners to “participate as responsible citizens in the life of the local community.” Using the tour booklet as a guide, the aim was to bring together diverse school groups on twinned tours to enlarge debates and viewpoints on a multitude of issues.

The concept of these types of partnership needs to be brought to the attention of schools nationwide. All are invited to utilize this project as a model to develop other initiatives.

Du Pisani, Kobus

Learners, teachers, professors and historical consciousness

Postgraduate studies undertaken under my supervision by K.S. Kim¹ revealed serious gaps in the development of historical consciousness among history students at South African universities. The development of a sound historical consciousness plays a crucial role in the education of people to fulfil their role as citizens in any society. Historical consciousness serves as a moral force in determining human behaviour. It also serves as a link between past, present and future. The essence of historical consciousness does not lie in merely remembering and transmitting the past, but in the way it helps us view the present and in shaping the thoughts and actions that will determine the future. Historical consciousness has a bearing on the shaping of the identity of both the individual and the group. In his doctoral thesis Gerald Mazabow² identified shortcomings in history teaching in South Africa and developed a model which will place historical consciousness at the centre of the educational task. According to him, this approach will restore the dignity of history as a subject and cultivate an ability in learners to overcome impediments which obstruct their attainment of an authentic knowledge and understanding of the past.

In my proposed paper I shall attempt to (i) analyse some of the important findings of the above-mentioned and other relevant studies and then proceed to (ii) discuss some of the obstacles in the way of cooperation between history professors, teachers and learners, as important stakeholders in the history profession, to promote the development of a proper historical consciousness; and (iii) make some recommendations to try and forge a stronger partnership between these stakeholders in the development of historical consciousness.

1 K.S. Kim, Historical consciousness experienced by Tswana-speaking students at the Potchefstroom University for Christian Higher Education: A 1997 case study (M.A., PU vir CHO, 1997); K.S. Kim, The relationship between cultural identity and historical consciousness: A case study of history students at South African universities (Ph.D., PU vir CHO, 1999).

2 G. Mazabow, The development of historical consciousness in the teaching of history in South African schools, D.Ed thesis, Unisa, 2003.

Illsley, John

Taking History out of the classroom: Practical suggestions on excursions & tours

There is much scope for South African history teachers to take the subject out of the confines of the classroom by way of field trips and tours. History can be made to

really come alive when pupils are taken to view historic relics and more particularly when they have the opportunity to see the places where history was actually made. John Illsley, head of the History Department of Pretoria Boys High School, will offer practical suggestions for planning and running both one-day excursions as well as more extended tours, in the form of three to four day tours to different regions. This will show how even large groups can benefit from a well structured museum visit. Tours to the Lowveld; to Natal and to Kimberley and Bloemfontein will be used to show how a wealth of history can be productively explored. These tours all prove how a wonderfully diverse range of themes can be brought to light through visits to local history museums, battlefields, historic towns and other cultural sites across the country. These tours are beneficial for both pupils and teachers, allowing the latter to gain their own insights and gather useful material for utilising in the classroom at a later date. With a new emphasis being placed on heritage in the revised curriculum, the value of these excursions cannot be overemphasised. It is hoped that this talk will excite interest among history teachers as to the possibilities for going beyond formal teaching and classroom activities in South African history.

Jooste, Cecile

Local history resource material in Laudium that is available for the secondary school learner.

History is a diverse discipline, pluralistic and multidimensional by nature. Local history is but one of these dimensions. The English local historian W.G. Hoskins defines it as; "the historical study on the origins, growth, period of stability [and] subsequent disintegration of a particular community". Carrol Kammen of the USA is of the opinion that of all histories local history is the most accessible as "it is closest to home," while S.S. Sprague of Morehead University refers to the "many faces" of local history. Despite a specific local history's possible limited geographical focus, it's field of inquiry can be very broad, and the range of study can only be limited by the researchers "curiosity and imagination." Local history deals with the politic, economic, social and cultural features of a specific community. With the above parameters in mind this paper will examine the possible sources available to secondary school learners in the Laudium area who wish to reconstruct their local history.

Joubert Jurie

Giving the future a past

"... how you teach is grounded in what you know and understand about your discipline, and how that can relate to kids' learning and personal development "
L.G. Brandon

We are all products of our pasts, and the past is always with us, carried in innumerable ways - the way we speak, the colour of our eyes, the stories we know, the stories we tell. We need this baggage. Without a sense of history, both personal and social, we would be adrift.

History has much to offer students who are striving to learn about their country / world and developing a sense of themselves in it. Skilled teachers can help their students learn history and love it.

A huge amount of research since the mid 1980s has looked at the knowledge bases of teachers: one very clear finding is that effective teaching of history is grounded in the teacher's academic knowledge and understanding, and the values and beliefs that they reflect. This results in the teacher's orientation towards teaching history, how you teach it is grounded in what you know and understand about history, and how that can relate to kids' learning and personal development.

In order to attain history education or formation a purposive, planned process of learning is required. The ultimate objective of history education, i.e. historical consciousness, can only be reached by means of a phased and systematic pursuing of a number of educational aims which, in turn, are imperative conditions to bring about historical consciousness.

History, of course, has always been a controversial subject in the school curriculum. When we teach history, we choose some content and leave out other content; we choose textbooks with some perspectives and we neglect others. There is simply too much history for any pupil to learn or for any teacher to teach. Some selection has to be made.

The descriptive knowledge of facts remains essential for history education. A proper understanding of this knowledge of facts is based on knowledge of the frame of concepts that is used to render the story of history. From a didactic point of view it is equally important to make sure that they are understandable and manageable in the hands of pupils.

The message that emerges is clear. Good history teaching entails more than knowing about subject matter, subject-specific pedagogy and students. It requires teachers to address workplace circumstances that inhibit innovation, limit professional learning opportunities and constrain the development of supportive work environments.

Mackie, Emma-Louise

Attitudes to school history and “senses of the past” among South African learners: A grassroots approach to history education in South Africa

The main thrust of this paper will be to outline the findings of research conducted in 2003 and 2004 which research explored the attitudes to school history and “senses of the past” among a sample of Grade 12 learners in a selection of six schools in the Durban area. The findings of this research are directly relevant to answering the practical “how to” of teaching history in South Africa in the 21st century because they identify key areas of learners’ experiences of history that are often overlooked by history educators and history curriculum planners.

The thesis underpinning this research maintains that the historical and political context within which the teaching of school history in South Africa arose and developed has led history education authorities to view school history as a subject with problems for which they need to find solutions from the top down. Recent developments within western academic history have led a number of historians to acknowledge the significance of histories produced outside the realms of the academy. Some of their literature points to complex and diverse ways in which ordinary people make and use the past in their everyday lives. These developments are of particular relevance when one considers learners at school because school history education authorities have given very little attention to the ways in which learners make and use histories in their everyday lives.

The research reveals that learners' attitudes to school history as well as their "senses of the past" is shaped by a number of different factors and is not only restricted to their direct experience of history as taught in the classroom. It points to the importance of meeting learners where they are in their understanding of the past. Rather than bemoaning the fact that today's adolescents seem to have very little sense of the past, historians and history educators should perhaps begin to explore the idea that young people are just as much producers of pasts as they are learners of history. In this context, learners are seen equal participants in conversations about the past rather than recipients of an accepted version of history.

McMahon, Patrick

Is a History teacher relevant in the 21st century?

Essentially the paper will look at the good and the bad in history teaching, the highs and the lows, what teachers should be doing to achieve and what the various education departments/ employers etc should be doing to assist them. Perhaps not all teachers should survive! Those who do, need to employ their skills effectively and these may be different from what they were some years ago. The presentation is intended to be somewhat light-hearted and directly relevant to the practising teacher in the classroom.

Lelimo, Moloantoa

"How to" of History Teaching

This paper will focus on a dissection of History so as to try and minimize confusion about the nature of the subject. Following from this, light will be thrown on how the subject should be handled and taught to students, to make it very interesting to students and teachers alike. This will be done to trigger, hopefully, a lively debate. In the second part of this paper the characteristics of the subject will also be discussed.

Rika Odendaal

How to assess History in the FET Phase

A lot of emphasis is placed on training teachers how to plan and teach in accordance with the new NCS. I feel that not enough is done to make sure that teachers know how to assess continuously and effectively.

To shed more light on the topic, I would like to address the following aspects:

- Short intro to task requirements and the weightings thereof per term
- Confusion, misconception and criticism by teachers
- So what is then expected from assessing in the classroom?
- Ideas on how to implement required assessment tasks and strategies without compromising the so called standard.

My presentation will not be of an academic nature, but will concentrate on practical aspects as experienced by teachers inside the classroom.

Parsard, Nishana

Accredited skills development training courses for FET History and Geography Educators – why, what, how, when and where?

The Gauteng Department of Education (GDE) conducted training on the Further Education and Training (FET) National Curriculum Statement (NCS) for Grades 11 and 12 teachers in July 2006. The training sessions was intended to prepare teachers for the implementation of the NCS Grades 10-12 (General) curriculum policy in Grade 11 and 12 in the years 2007 and 2008, respectively. In this paper, the challenges that characterised the training of Grade 11 and 12 History and Geography teachers, in particular, are explored and, as a measure to address some of the challenges, a motivation for these teachers to receive accredited skills development training courses in the future, is advocated.

In the first part of the paper the key challenges that characterized the training of teachers in the subjects Geography and History are outlined. These challenges include, among others, the need to adopt a subject specific training model as opposed to a generic training model, the customisation of training materials and resources to meet the needs and competencies of the diverse groups of teachers in the district, and finally, the need to become increasingly responsive to subject assessment and learning programme development and design issues that was marginalized in previous orientation sessions.

In the second part of the paper, the views and perceptions of some of the district officials and teachers who conducted the training, as well as, those teachers who participated in the training are shared. These views were mainly extracted from discussions held with trainers and from evaluation forms that teachers were asked to respond to after the training was conducted.

Finally, accredited and subject specific skills development training courses for history and geography teachers in the Gauteng Province, is advocated and the benefits that these courses can offer the GDE in identifying teacher competencies to implement the FET NCS curriculum policy is outlined. The Policy on the Norms and Standards for Educators, in particular the seven roles of Educators, is recommended as an invaluable source document from which to develop and shape accredited training modules and related competencies. Processes that impact on quality assuring the accredited courses as well as aspects, such as, a subject specific portfolio that teachers will submit as part of the accreditation process and exemplars of moderation rubrics will be considered.

Pretorius, Fransjohan

Unfair “affirmative action” in South African historiography

The author expresses his concern that the Afrikaner does not figure in the “New History” books on South African history, except as the scapegoat and the villain. The Afrikaner is ignored particularly in the historiography covering the nineteenth century. To illustrate his point, a series of six school books entitled Turning points in history (2004) – a joint initiative of the South African History Project in the Department of Education and the Educating for Reconciliation Programme of the Institute for Justice and Reconciliation – will be discussed. The presenter of this paper is in favour of affirmative action in South African historiography in order to address the imbalances

of the past, but he finds that historiography has now gone to the other extreme. He refers to a joint statement by a group of Afrikaner leaders and a government deputation under Minister Essop Pahad, of the office of the State President, wherein it was agreed that a code for the just application of affirmative action should be developed, and pleads that historians should refrain from unfair, discriminatory views in their writing.

Ramzan, Abdul

Current challenges: History FET - implementing NCS and the implications thereof

Please note that we are at the moment dealing with the implementation of NCS (new curriculum) as well as NATED 550, which means the old system. Be mindful that NATED 550 will be phased out in 2007, which means that our grade 12 students of 2007 will be the last to write NATED 550 examinations. Based on this scenario, the following will be discussed:

(i) Current challenges within NATED 550

Teachers still experience problems with the approach to source based questions. The methodologies that they are using are not inline with OBE principles. As a result, many learners fail to produce good results in these questions. With regard to essays, the challenge is even bigger. We experience problems such as that learners cannot maintain a line of argument throughout the question. This poses very serious problems.

(ii) Challenges within NCS

Learning outcome 4 in the National Curriculum Statement. A practical approach to this learning outcome, and also the development of rubrics for assessment purposes, is needed.

Reuning, Samantha

How to teach about women in History in the FET phase

How does one teach about women in one of the most liberal countries in the world? Surely, this question is irrelevant in a democratic society, in which half the seats in parliament are occupied by women and there is even talk of a female president? Yet, women remain strangely absent from textbooks and when they do appear it is in their own section, removed from the mainstream text. In other words, they are "ghettoised". This seems to be an approach which is accepted by educators and learners who have been socially conditioned in a particular way. Consequently, the study of women in history remains an alternative approach removed from the mainstream syllabus. So then, how does one teach about women in the classroom and how can one's teaching reflect the liberal views which underpin South African society? Does one continue to teach women separately and thus, perpetuate this "ghettoised" view? Or does one give women a voice equal to that of men? This paper will try answer this question by investigating the different approaches one could adopt when teaching about women in the History classroom.

Siebörger, Rob

In the beginning.... Where to start in History teaching?

The paper has as its stimulus two completely separate, but closely related, professional experiences in which I was involved during 2005.

The first occurred while presenting workshops to curriculum advisers and teachers on the *Turning Points in History* series of booklets and CD. It was that, on more than one occasion, I was confronted by strident disagreement when I said that one had to begin with the content not the learning outcomes and assessment standards when teaching history.

The second took place when I disagreed with the majority of the members a committee about the way in which unit standard qualifications should be constructed in history. I maintained that when one studied history, the historical content had to be foregrounded, rather than the method or purpose of studying the history.

The paper will respond to both experiences by providing a practical example of where planning to teach history begins, based a video of a class being taught about slavery in Grade 7. It will be argued that the nature of history as a discipline and its narrative structure should determine how one plans and develops it in teaching.

Smuts, Edward

Create a usable sense of the past: Working with sources

Historians pose questions of the past; collect sources which they interpret by organising, analysing, evaluating and extracting relevant information in order to address the question; construct history based on the evidence from the sources in order to answer the questions that they have posed; and communicate their findings in a logical, systematic manner.

A fundamental goal of teaching history should therefore be to teach learners to be historians. Learners should be taught how to construct knowledge in history instead of being passive absorbers of historical information. The learner's ability to construct historical knowledge – doing history – should therefore be the primary focus of the assessment.

Learners are brought face to face with the past through an investigation in order to present their findings. They gain insights into the past by transforming the information (evidence) from their sources into a form that they can understand. The construction of knowledge needs to be based on the evidence and there need to be some accepted ways to interpret the evidence: looking at chronology; looking for change and continuity; cause and effect; similarity and difference.

Knowledge construction will therefore have an effect on the nature of teaching and learning as well as assessment in history. Matters that will be addressed in this paper will focus mainly on:

- The effect of knowledge construction on teaching and learning in history.
- The effective use of original sources requires careful attention to their educational purposes. Learners need to learn how historical knowledge is constructed and to use evidence to reach conclusions about issues that face them as citizens. In

this way they will also learn historical content. They must therefore always use sources within a context of enquiry. Such enquiry requires that learners develop and pursue meaningful questions, that they make informed choices about the evidence that can be used to answer those questions, and that they gain experience drawing conclusions from evidence.

- The scope of assessment of source work in history.
- The learner's performance in relation to the selected assessment standards and criteria should be the primary focus of the assessment while working with sources.

It is argued that historical sources should certainly be a centrepiece of the history classroom because they are the foundation of historical knowledge. It is also stated that by working with sources in an effective manner learners are enabled to create a usable sense of the past.

Steyn, Hennie and De Kock, Michelle

The use of the DBD (digital book disk) for effective teaching in History

To realize the enrichment of teaching and learning through the integration of ICT, the DBD was developed at the Potchefstroom Campus of the Northwest University. The DBD function on the DVD-basis and is played on any type of DVD-player. The material in the DBD is text-based and enriched with, for example, video clips, graphics and multimedia. This enables a higher level of 'true' reporting on historical facts and their implications.

The primary significance and purpose of History is to provide present day individuals with 'experience in a nutshell' and to assist these individuals to understand the complexity of the present world. To serve this role, History depends on information transfer about yesterday. Therefore, it is important to take cognisance of the development of communication, and particularly the ICT-revolution, that is characterising the daily lives of modern individuals. This paper will introduce the DBD (digital book disk) as affordable and robust electronic media to integrate the different communication genres and thus enriched the reporting on the history, the days of the past.

History reporting depends on communication or information transfer, which is presently to a large extent carried by the electronic media. Therefore, it is an imperative that historiography or historical writing will be influenced by the ICT-revolution. Although the majority of 'readers' of history already function within the world of the virtual image, historiography still relies heavily on the second phase of communication development.

The information sources, especially those used in education, the teaching of History in the CET and FET phases, are still primarily paper-based and the teaching strategies are primarily by means of the spoken and the written word. It is of the utmost importance that ICT should be used in the education of 21st century learners so that they are able to access and utilise information and communication resources necessary to prepare themselves for the modern world.

This paper will indicate:

- the need to modernize information transfer in the historiography
- explain how the DBD can serve as an affordable basis to incorporate the hypermedia in reporting on History.

Sutton Gill

The layering of History - A brief look at Eugenics, the Holocaust and Scientific racism in South Africa.

The Grade 11 curriculum touches on the development and impact of eugenics. Last year I had the privilege of attending a three-day workshop, run by Stephen Feinberg from the Holocaust Memorial Museum in Washington. The workshop was an eye-opener and prompted me to investigate the link between the eugenics movement in Europe, America and South Africa. The result was a new understanding of how the development of 'race thinking' affected the history of both South Africa and Germany. This paper outlines what I have discovered. Where possible I have added references, made by the press and politicians that reflect the influence of eugenics. This is by no means a comprehensive study, but rather an attempt to investigate these ideas further and begin a discussion. I find myself challenged to consider the question: how can I deconstruct 'race thinking' in the classroom?

Swaters, Albert

History – An exceptionally popular choice of subject in the high school – practical guidelines from a quarter of a century's vocational experience

It remains an irrefutable fact that the popularity of history as a subject has declined during the past twenty years. The subject is on its deathbed in the former Model-C schools, while the number of learners who take this subject in the "township schools" is also declining (especially with learners with an above average academic ability) – The statistical tendency of this subject during the past few years, in the former Model-C schools in Mpumalanga, is given. The profile of learners who take this subject at present is being considered. A number of reasons for the above mentioned are being discussed.

The reasons for the decline in the popularity of History as a subject are discussed. The emphasis remains, as personally experienced as educator, with principals, colleagues, learners and their parents.

The essence of this brief lecture is, however, to change the direction of this negative perception of History as subject so that it will become one of the most popular amongst the elective subjects at school. A brief reference to the statistics of such a success story of two high schools during the past few years, are made. The approach of the lecture stems from experience in practice. It is a proven recipe for success which can work in each and every high school. History teachers usually have an above average emotional intelligence. They are people-persons. This ability makes them good communicators, managers and masters of human relationships. It is, more or less, these abilities which can reverse the declining numbers of learners who take History as a subject drastically.

Van der Merwe, Liesl

The "how to" of History teaching through music

Correlation studies (1920); DBAE (Discipline-Based Arts Education) (1995); LTTA (Learning Through The Arts) (1999); Voices across time: American history through music (2002) and the organization of American Historians' magazine of history,

volume 19 number 4: "Teaching history with music" (2005) are all American initiatives promoting teaching history with music. The focus of this paper is on the questions why one should teach history with music in South Africa and how one could use music in teaching history in the new National Curriculum of South Africa. Practical classroom examples of how this could be done will be included. Teaching history with music must be considered in South Africa because music reflects the *emotional experiences* people had during and following historical events. Secondly, musical artefacts could be studied as *historical sources* that provide insight into different cultures of the past and the present. Thirdly, music and dance are ideal vehicles to use in *recreating* or enacting actual events. Fourthly, this method of teaching history ensures *inclusive history education* because music is one of the eight "learning styles" or modes of intelligence identified by educators. Lastly, using music to teach history also supports Learning Outcomes of the *National Curriculum Statement* (NCS). The NCS of Social Studies points out that music could be studied as social experiences over time, different knowledge focuses could be studied through music, music could convey answers, and music of the past and music of present could be compared. Learners might realize that there could be more than one version of the same event by comparing texts of songs with other documents. How could one teach history with music? Three different ways of linking disciplines or intelligences is presented and evaluated: connection, correlation and integration. Practical classroom examples of how songs and dances could be used to teach history in our unique South African setting and curriculum are discussed and demonstrated in this paper.

Van Eeden, Elize

"Vocational History" for the FET, Gr 10-12 phase: Possible themes, strategies and sources

Theodore Hamerow:

History is still young. In a few thousand years it may have developed into a study and art, embracing a thousand schools of thought, feeling and opinion, as multiform as the human mind...

This saying by Hamerow¹, was also complemented in 2000 by ministerial suggestions within the National Department of Education. It was for example suggested by the Ministerial Committee that Grades 10 and higher curricula should be more vocation-friendly.²

The dream about the possibility of a commercialised curriculum and knowledge being made a commodity is not so recent or even unique to South Africa or any specific country. The difficulty is that educators shy away from the actual possibility because of its complexity of implementation and to secure the life-long existence of a specific niche. Fact is that some disciplines don't have to be secured as niche areas in the GET and FET phases or/and can also accommodate an additional focus separate from the basic discipline. History as discipline does have all the "ingredients" to be utilized as a focussed field in which a historical focus in several vocations can be effectively hosted. The discussion to follow is an effort to exchange some thoughts on the 'the man-valued importance' of History in another, separate Learning Programme³ from Grades 10 to12.

Some key issues that will be addressed are:

- Impressionistic teaching scenarios on the present and the ideal future;
- The difference between History and Vocational History;

- A Learning Programme proposed as Practical/Commercial/Vocational History – FET level-themes, strategies and sources.

1 T.S. Hamerow, *Reflections on History and Historians* (Wisconsin University Press, USA, 1987).

2 S. Vally, "Teachers in South Africa...", L. Chisholm, S. Motala & S. Vally (Ed.), *South African policy review* (Heinemann:Sandown, 2003), pp. 581-582; P.T. Zeleza, *Critical issues in higher education and intellectual development in Africa* (Founders Lecture, University of South Africa, 7 Aug. 2006).

3 This proposal should be regarded as a working document to serve as a point of departure for implementing an additional focus to "traditional" History within a totally new Learning Programme. The purpose is not to replace "traditional" History, but to allow the two programmes to be simultaneously practised in the FET level Grades 10-12.

Verner, Jimmy

Relaxing with rubrics

The idea is to take a basic rubric worked out for the different LOs and ASes laid down for the study of history in the FET phase and look at ways of modifying this basic rubric to fit various tasks that have been set. Any activity that the learner is required to complete should link to at least one of the prescribed LOs and to one or more of its assessment standards, therefore these can form the basis of a general assessment rubric. The object of this workshop is to look at ways in which this basic rubric can be used for a variety of activities and that therefore teachers do not need to start from scratch each time they wish to assess the learners' work

The starting point is the LO with its three or four Assessment Standards which are taken as providing Adequate Achievement (more than 50%) then looking at the levels below and above that for each AS. Examples of Learner activities are then examined and analysed in terms of what outcomes are expected and so how the rubric should be used to assess this particular activity.

Wagana, Annie

Spirituality of women : A necessary change for moral development

The impact of moral degeneration is currently being felt around the globe. It is currently gripping all people across the spectrum of all cultures on the globe. Few members of these cultures can claim to be living a life free from stress caused by this kind of evil that is eating up the moral fibre of our society. However, given the fact that moral decay showed up shortly after God had created the earth from Chaos to Cosmos as the holy bible confirms this, we have to live with hope that this situation can be rectified in the near future. Who will, and how this will be done is going to be the focus of this paper's discussion.

The first part of this paper will focus on how God or the supernatural being developed and struggled with the human beings whom he had given special favours and they just failed to honour them due to submitting to Immoral behaviour he had warned them against. Further, the argument that this has now become like a pattern in human history will be emphasized to show that the forgiving God can still provide us with means to rectify immorality of this century.

The third part will be examining current trends that encourage serious moral degeneration of the 21st century. Further I will examine whether today we are hoping for God's mercy by embracing our extrasensory perceptions and accepting

them to help us venture deeply in spiritual experiences that face us daily. For instance the natural disasters point to a likelihood of renewing the face of the earth once again as he did in the past.

Since moral decay began as a gender related issue with Eve during creation, I will also apply that aspect of females as the people who can try to stop what they started. And that the spirituality of Women that leads them into counter-cultural type of life helps them to see other dimensions of concern in life better than their counterparts, the males. This is to elaborate on the fact that they are different from men in all aspects of life and the way they experience the supernatural spirit can make them better people to make the difference in society.

The conclusion will underscore the centrality of the Holy Spirit's work among women from the past years to this new millennium and the likely results of their effort among the entire human race.

Wahlberg, Barbara

Can the Oral History Research Project be used in a manner to aid South African Students in terms of moral growth, subject interest, reform and self empowerment?

This paper will form part of initial research that is presently being conducted in the field of History education. The paper will take a look into the positive, realistic affects of implementing an oral history research project, in schools that are under-resourced, through possible comparative studies.

The *Oral History Research Project* is a compulsory component of the National Curriculum Statement (NCS) in South Africa. This project is implemented in Grade 12 (and sometimes in Grade 11) and serves to encourage learners to research and discover local and surrounding histories and therefore to be a part of historical writing and to become active contributors to South Africa's History. In terms of "at-risk" learners (which can include aspects of: poverty, disruptive family lives and inadequate educational opportunities), this hypothesis aims at proving that through such initiatives and structured projects these learners can be a part of a historical process that will aid in moral growth, self empowerment and reform.

This research recognizes that projects of this nature usually require a great deal of money and resources which the average South African school does not have. The significance of an "oral" type of research is that it requires minimal resources and minimizes costs, due to the fact that the research is being constructed by the learners themselves and with members of their community. The benefits to those both involved in the historical recording process and the general community and population is of a high nature, and this will be examined and recorded further.

This paper will include initial key questions and discussion around using such a project as a tool for reform and development, and obstacles and accomplishments experienced thus far. This paper identifies the necessity for an Oral History that learners in schools can become an active part of.

Through structured and guided projects this study, hopes to call to the attention of oral historians, the importance of 'untold' community stories, which have been largely ignored, and allow for insights into experiences that could lead to understanding and reconciliation between the peoples of South Africa.

Warnich, Pieter

Secondary school History teachers assessing Outcomes-Based Education (OBE) as the main principle of the National Curriculum Statement (NCS): A case study

Next year will be ten years since the South African government's announcement of a new educational approach known as Outcomes-Based Education (OBE). With its implementation in 1998 many changes were brought to the history classroom which obviously affected the history teacher. The new approach encourages a competency-based, interactive and learner-centred methodology.

The case study undertaken concerns secondary History school teachers (n=85) assessing some aspects of OBE as the main principle of the NCS. Amongst other things, attitudes towards the new educational model as well as the problems still encountered to effectively implement the model, will be investigated. Some recommendations will be made in an effort to eradicate the problems experienced.

Wassermann Johan

The Historical consciousness of Afrikaner adolescents and its implications for History education: A case study

From 2006 onwards all learners within the South African Educational system would have started school after the fall of Apartheid. During the decade or so that has elapsed since Apartheid ended South Africans, including Afrikaner adolescents, have experienced the tumultuous changes that followed. Of the changes that took place two impacted greatly on Afrikaners: them losing their position/s of power and the crumbling of the dominant Afrikaner-Nationalist Historiography which had a tremendous impact on the History studied at school. Afrikaner adolescents, however, have never experienced the positions of power and dominance of the pre-1994 generations, but have merely heard the History of how it played itself out. In this case study the Historical consciousness of Afrikaner adolescents, and how it impacts on History Education will be investigated.

Williams, Titus

Teaching History in a multi-cultural school in South Africa.

South Africa has experienced some major changes in the past decade both on the political arena and in the education set-up. These changes had a great bearing on the teaching of history in schools. Teachers are now teaching learners from different cultures, religions and different backgrounds in the same classroom. As a teacher the challenge is even bigger due to the different interpretations of history and of historical events. Years before 1994, textbooks and resource material were all from a certain perspective of history both South-African and World history, which made it almost impossible for a teacher with another perspective or view to contradict the textbook or sources prescribed for the school or class. History teaching then was almost bound to get a teacher in trouble with the Education authorities if a different viewpoint was portrayed. It could easily be seen as instigating the learners or even presenting them with uncompleted, insufficient and not a representative historical knowledge. Teaching themes such as uprisings or any event of racial or cultural conflict provided debates and brought on a lot of questions which sometimes let emotions flare up in

class if not handled with an open-minded accommodative approach. By dealing with the views of Historians, journalists and oral memories from layman etc. on past content, might confuse learners and History teachers. In dealing with history themes, especially some controversial ones, many perspectives might prevail, based on more or little knowledge. In multi-cultural classes another additional challenge is the learner's experience based on different living environments and cultural heritage. These challenges will test the facilitating skills of the teacher on:

- teaching learners how to assess different interpretations;
- the value of exploring more sources for representative opinions

In this paper these two issues will be dealt with. History teachers need to come to the fore and help build the next generation, in such a way that the learners know where they come from and why certain decisions of the past have a bearing on the current state of affairs and the future.

Wilson, Jim

Decoding the Dominance Paradigm in Teaching of the Social Sciences and History: Towards creating a space for courageous contact in the classroom

This research calls for the acknowledgment and working through of the negative historical implications of "whiteness", which has underpinned the hubris of dominance in South Africa and which continues to interact with all other forms of socialization-including within the classroom.

Teachers of the social sciences and history, in particular, are challenged to examine those legitimizing myths of hegemony that lie at the heart of interaction between white teachers and students and those who are members of historically disadvantaged communities and who share no common experience of oppression. According to the paper, the best way of working across differences comes by acknowledging that a transformation of the oppressive dimension of schooling cannot happen unless there is a transformation of the language we use to speak about, and therefore comprehend, interpret, and criticize the process and purpose of domination.

This research also calls for the examination of the hidden and invisible agendas of racism, dominance and privilege through the use of a critical multicultural approach that promotes dialogue. It is cautioned, however, that "good will" and "conversation" are not sufficient to bring about understanding across differences. As teachers of Social Studies and History, we are called to engage students through a curriculum which is constructive and which grows and expands because of the contributions made by all people as communities of inquirers.

Zimmermann, Sven

The visual medium in the History classroom

As the History class journeys into the twenty-first century, it has had to adapt more and more, not only to the technological age but to the new generation in its teaching and learning environment.

The use of a visual medium in the classroom is nothing new and has always been used as something to brighten up the History teaching or add another element to the History classroom.

But no more than now, with the importance of a more visual generation and the presentation of different sources and interpretations of evidence has the visual medium become important.

The intention of this brief presentation is to present two different visual mediums: One the use of a DVD, *All Quiet on the Western Front*, to present the Horrors of World War One and its impact on the ordinary soldier and two the use of the overhead projector and photographs which symbolize the apartheid period.

Both of these visual strategies are at present in a prototype fashion as the activities tied to them are being presented to Grade 8 and 9 for the first time this year.

The use of the visual medium, not only presents a different slant to the History classroom but it also adapts itself to the Visual Generation, a generation who more than ever need to understand the importance of History and finally it provides the pupils with essential skills, like reviewing a visual interpretation, justifying their argument in their presentation of a photograph symbolizing apartheid and being able to manipulate and interact with the visual tools.

As Graeme Codrington (a generation expert) in his book MIND THE GAP, said "The definition of learning for the Millennial children is self-development and NOT memorizing facts. You need to help them to love learning."

What better way then to teach History by tapping into a strategy they understand and a strategy they will appreciate – The visual medium.