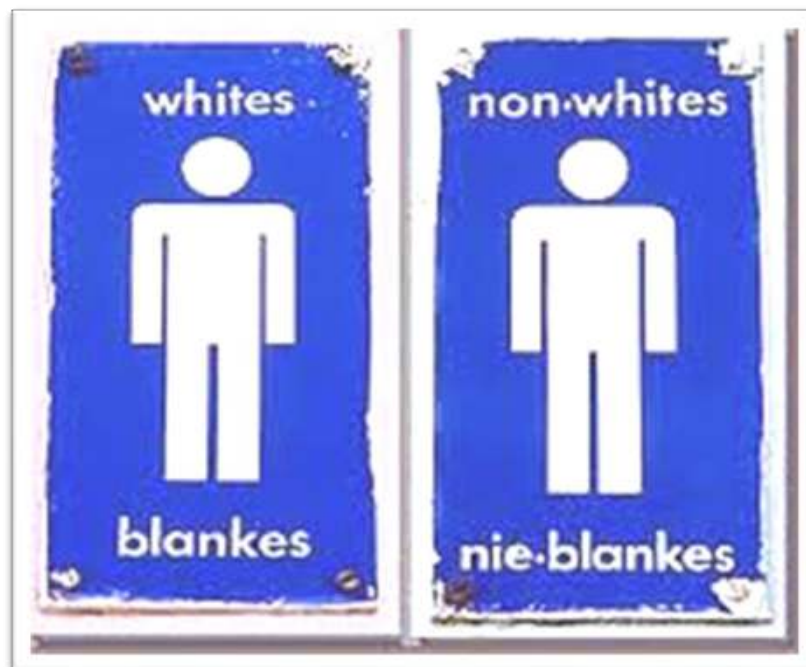




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*How apartheid affected people's lives
and how people responded
Grade 9 Term 3 Project*



PROJECTS FOR SENIOR PHASE

What is a Project?

A project is a planned task given to learners to apply knowledge gained in class. Projects are practical, comprehensive and open-ended and are done over a period of time. They allow learners to apply skills, knowledge and strategies, thus developing competencies essential for future learning. Projects make the content more concrete for learners in that way the curriculum is enhanced and strengthened. Projects may involve investigation and / or design, this allows learners to build models, compile reports, write essays, design posters and also give presentations.

In Social Sciences learners had to complete ONE project in either History or Geography in a grade in a given year. Grade 9 learners do a history project in the third term. Projects should be started towards the beginning of the term and learners are to understand the topic question of the project before attempting it. The educator can break up the project into little parts for easy monitoring, guiding and correcting learners' efforts (progress).

The project guideline (exemplar) below sets the minimum standard required for doing a grade 9 project. Teachers are allowed to pitch the standard of their projects higher, taking into account learners' cognitive development and teacher's guidance and support.

SOURCES

Bottaro J, et al, Oxford Successful Social Sciences, Grade 9, Oxford University Press, 2013
 Carr D, et al, Our World, Our Society, Grade 9, Vivlia
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 Friedman M, et al, Solutions for all Social Sciences, Grade 9, Macmillan, 2013
 Hambly, Anthony and Allwood Jill, Spot On Social Sciences, Grade 9, Heinemann, 2012
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 Ranby, P and Johannesson, B, Platinum Social Sciences, Grade 9, Maskew Miller Longman, 2012

Grade 9 Project – History Term 3

Topic: How apartheid affected people's lives and how people responded

The project has **two parts**

Part One of the Project: A written research task

Choose one apartheid law and write as much as you can about the law in your own words. Use textbooks, library books, encyclopaedias, reliable website on the internet, etc. Research all about the law i.e. when and why the law was passed, what powers it gave the government. How people felt about it and how they responded. Do not forget to write where you get the information (bibliography). Your written report must include illustrations i.e. drawings, pictures, photographs, cartoons, maps, etc. These illustrations must be relevant and include captions or titles and brief explanations

Laws you can choose from: Group Areas Act (1950), Population Registration Act (1950), Separate Amenities Act (1953), Bantu Education Act (1953), Prohibition of Mixed Marriages Act (1949) & Morality Act (1950), Native Abolition Of Passes Act (1951), Homeland Policy, Compulsory military service for white boys and men

Structure of a written research task

1. **Introduction:** State the law you have researched and reason/s why you chose it
2. **Body:** Write 3 paragraphs of 8 – 10 lines
 - Paragraph 1: When the law was passed, implemented and why?
 - Paragraph 2: What changed with the law being put in place (implemented)?
 - Paragraph 3: What attitudes people had towards the law? How people responded?
3. **Conclusion:** Why you think this law is interesting or important to know?

Part Two of the Project: Oral History task

The learner had to find out more about the law from someone whose life was affected by it. Finding the information this way is called Oral History because you are to interview one person to find out how this law affected the person. For your project to be successful look at the following

- Discuss what kind of person will be suitable for interview i.e. a person who was directly affected by the law
- Develop 10 questions for interview ranging from easy to make the person relax to more in depth questions for more information
- Hand in your interview questions to your teacher for correction and guidance.
- Conduct the interview. Ask your prepared questions, but be flexible. If your interviewee mention something interesting that you have not thought about ask for more details
- Write down notes during interview to remind you what the interviewee said
- At the end of the interview thank your interviewee for his /her time
- Write a short story about the person you interviewed - **focus** on how the person was affected by the law and how the person responded to the law
- Your own reflection on the experience of doing the project including what was interesting, how it made you rethink your own views and anything relevant

Steps and timeframes to do the project

Step 1: A written research about the law. (2 weeks)

Step 2: Writing a bibliography

Step 3: Oral History (4 weeks)

- Finding a person to interview
- Developing 10 questions for interview
- Conducting an interview
- Writing a short story about the interviewee
- Your own reflection

The format of the Project

Present your work on A4 sheets of paper stapled together. You may include relevant drawings or pictures to enhance the understanding of the topic

1. Cover Page: (pp1)
 - Surname, name and grade
 - Topic: How apartheid affected people's lives and how people responded
 - Appropriate illustrations or relevant picture/s
2. Table of Content (pp2)
3. Your chosen apartheid law (Your written research) (pp3 - 4)
4. Bibliography (pp4 -5)
5. Interview questions and rough notes taken during interview
6. The story about the interview (Oral History) (pp 6 – 7)
7. Your reflection on the experience (pp 8)

ASSESSMENT OF THE PROJECT

1. Assessment of Written Research

Name of the Learner _____ Grade 9 _____

Criteria	0 -1 mark	2 marks	3 marks	4 marks	5 marks	Learner Marks
Introduction	Irrelevant introduction	Poor introduction	Adequate introduction	Clear introduction	Very good and relevant introduction	
Law and Meaning	Law not fully understand	Poorly explained	Adequate explanation of the law	Good analysis of the law	Excellent analysis of the law	
Effects of the law	Not fully understanding effects of the law	Little understanding of the effects	Adequate understanding of the effect	Good understanding of the effects	Excellent understanding of the effects	
People's response to the law	No understanding of person's response	Little understanding of the person's response	Adequate understanding of the person's response	Good understanding of the person's response	Excellent understanding of the person's response	
Own remark / conclusion	No real understanding about the situation	Little understanding with gaps	Fair understanding	Good understanding	Excellent and insightful remark	
6.Bibliography	No bibliography	Very few sources and errors in bibliography	Adequate sources used with few errors in bibliography	Good sources with minor errors in bibliography	Excellent and varied sources used; correct bibliography	
					TOTAL	/30

2. Assessment of the Oral History

Name of the Learner _____ Grade 9 _____

Criteria	1 mark	2 marks	3 marks	4 marks	5 marks	Learner Marks
Interviewee	Person interviewed not appropriate	Person interviewed but lack information	Person interviewed was appropriate	Good choice and assisted the learner with the project	Excellent choice and elicited information for the learner	
Interview questions	Questions not enough and most not appropriate	Enough questions but some not appropriate	Questions open-ended, fair and sufficient	Questions appropriate and open-ended	Questions open-ended, appropriate and informative	
Presentation of the information from the interview	Information was not accurately transcribed	Information show a lot of gaps	Information was accurate, analysed and correctly organised	Information was well analysed, and correctly organised	Information exceptional analysed and coherently organised	
Cover page, Table of Content, inclusion of interview questions and rough notes	Some elements not there and some not correct	Some elements there but haphazardly presented and not impressive	Most elements there with minor errors and satisfactory presented	All elements there and well presented	All elements evident, excellently presented	
Self-reflection	Comments not appropriate for the topic	Comments show some lack of understanding	Comments show fair understanding	Comments show depth of thought and understanding of the topic	Comments show excellent show of depth and understanding	
Neatness	Overall project is not neat	Project has elements that are not neatly presented	Project is fairly neat	Project is impressive	Project is excellently presented and very neat	
TOTAL						/30