

**CHALLENGES EXPERIENCED BY LEARNERS DURING ASSESSMENT
WITH THE USE OF ENGLISH AS A LANGUAGE OF TEACHING AND
LEARNING HISTORY**

by

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PREFACE

People learn from one another, just as iron sharpens iron (Proverbs 27:17)

Weeping may remain for a night, but joy comes in the morning (Psalm 30:5b)

For with God nothing will be impossible (Luke 1:37)

DECLARATION

I hereby declare that the research topic “Challenges Experienced by Learners during Assessment with the Use of English as a Language of Teaching and Learning History” hereby submitted to the University of Limpopo, for the degree of Master of Education in Language Education has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Mrs J M Rapetsoa



Date

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Lastly, I would like to thank the Almighty God, who gave me knowledge, wisdom and life to run the race until I reached the mark. May all the Glory and Honour be given unto You.

ABSTRACT

This dissertation investigates the challenges that history learners in rural black schools are faced with during examinations with the use of English as a language of learning and teaching. The aim of the research is to investigate whether English, which is used as a language of learning and teaching in schools, is a barrier to the learning and teaching of history. It is believed that the use of English has implications on the results that learners obtain during summative assessment.

The literature revealed that any language of learning and teaching, which is not the mother tongue of learners, has an impact on the process of learning. Assessment, which determines whether the learning outcomes have been attained or not, is affected by factors such as the type of assessment, for example, formative or summative, the purpose of assessment and the rules and regulations that go along with assessment.

In order to gain a greater insight and comprehensive understanding of the research problem, that is, the challenges that are faced by learners during summative assessment, both the qualitative and quantitative approaches were used. A case study design was adopted. The research techniques employed were interviews, document analyses and observations.

The findings indicated that the environment in which the learners are learning second language has impact on the learners' language proficiency. They further indicate that assessment in itself poses challenge to learners, in addition to the challenges caused by the language barriers. It was also indicated that the educators and the learners prefer to use English as the language of learning and teaching, despite all the challenges they face when they use English.

The important findings were discussed with the aim of arriving at conclusions, shortcomings recommendations.

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 Introduction

The education system in South Africa has experienced a number of changes since the establishment of a new democratic government in 1994. The traditional curriculum, R550 was replaced in 1998 by Curriculum 2005 (C2005) which was pivoted on outcomes based education (OBE). In 2000, the Minister of Education tasked a committee to review the structure and design of C2005, and the result was the introduction of the Revised National Curriculum Statement (RNCS). The reason behind all these changes was to transform education and training in order to realize the aims of the democratic society and of the constitution (Chisholm, 2003:1). These changes affected mainly the language in education, which is explained in Language in Education Policy (1997), Language Policy for Higher Education (2002) and South African Schools Act (1996). The Department of Education is compelled by the new constitution of the Republic of South Africa to promote multilingualism and develop and respect all official languages used in the country. This is done as a way of recognizing cultural diversity which is a valuable national asset (Language in Education Policy, 1997).

The South African Schools Act (SASA) (1996) requires that the School Governing Body (SGB) should decide on the school's language policy. This advocacy by SASA is ignored in that schools maintain the status quo. Though English is used as the language of learning and teaching, the level of English proficiency in a classroom situation is not that good as one may expect. Lessons offered in English are encroached on most of the time by mother tongue. This is a practice among both educators and learners. One may then wonder that if learners and educators are used to switching between English and mother tongue during classroom activities, what will happen during formal assessment activities (tests and examinations), where learners will be required to use solely English. This study

therefore aims at investigating the challenges the learners are faced with during examinations, where they have to use English to answer their questions.

1.2 Background to the study

Language is an important tool of communication. Moshe Ozen, the secretary of Menashe Regional Council, maintains that languages are like souls – if you understand the language, you can understand the one standing before you much better (Roffe-Ofir, 2008: 2). This also applies in a school situation. Learners and educators communicate through language. Educators have to impart knowledge to the learners through a language and learners in turn, have to comprehend and acquire that knowledge through language.

This brings forth the issue of language of learning and teaching in schools. The Constitution of the Republic of South Africa, the government and the Department of Education recognize cultural diversity as an important national asset and have been tasked to promote multilingualism and develop official languages and respect for all languages used in the country. Despite a wide spectrum of opinions on approaches towards multilingual education, the right to choose the language of learning and teaching is vested in the individual (Language in Education Policy, July 1997).

African languages are associated with inferior education as noted in the National Education Policy Initiative (NEPI) Report:

Parents' memories of Bantu Education, combined with their perception of English as a gateway to better education, are making the majority of black parents favour English as a [language of learning and teaching] from the beginning of school, even if their children do not know the language before they go to school.

(NEPI, 1992:13)

In contrast De Klerk (2002:15) and Heugh (2002:16) argue in favour of mother tongue education, stating that there is comprehensive and convincing evidence (both local and international) which demonstrates the linguistic, academic and social advantages of

mother tongue education and bilingual schools, ensuring that all pupils have equal access not only to the school door but also to useful and meaningful engagement with the curriculum.

Adler and Reed (2002:75), on the other hand, emphasize the importance of considering the contextual differences between ‘second’ (in South Africa now commonly referred to as ‘additional’) language acquisition/learning and ‘foreign’ language learning. In the second language acquisition context, the language is spoken in the immediate environment of a learner, who has good opportunity to use the language for participation in natural communication situations. In a foreign language learning situation, the language is not spoken in the immediate environment of a learner, although mass media may provide opportunities for practising receptive skills. There is little or no opportunity for the learner to use the language in natural communication situations.

History educators in rural schools have to impart knowledge to the learners through the English language. This poses a challenge not only to educators who have learned English as a second language, but also to learners who learn English in a foreign language learning context. History content has to be conveyed and received through a foreign or second language. The impact of using a second language as the language of learning and teaching is realized during summative assessment activities, which come in the form of written tests and examinations. This is the most important stage in the process of teaching and learning.

Realizing the value of assessment in education, Dreyer (2008:79) states: “No matter how much effort we put into the teaching of our learners, it is assessment that really matters for them. They will learn what they think they are going to be tested on.” Written tests and examinations may take the form of an open-book assessment or closed-book assessment. Closed-book assessment requires the learner to rely on memory while open-book assessment can be implemented to determine the learner’s ability to use, compare, criticise and evaluate information in sources (Dreyer, 2008:91).

One can therefore say that what is assessed is determined by the Learning Outcomes (LOs). LO3 for history is about knowledge construction and communication (Department of Education, 2003c:12-13), whereby grade 12 learners will be expected to synthesise information about the past to develop, sustain and defend an independent line of argument. They will further be expected to communicate and present information reliably and accurately in writing and verbally. LO2 is about historical concepts where grade 12 learners are expected to have an informed understanding of key concepts as ways of analysing the past. They are further expected to understand and explain the dynamics of change in the context of power relations operating in societies. They will finally be expected to compare and contrast points of view/perspectives of the past and to draw their own conclusions based on evidence.

The two LOs and the form taken by tests and examinations indicate that both the knowledge of content and a fair command of English language play an important role during assessment. Communication cannot take place without a fair command of a language. On the other hand, content knowledge will help the learners to deal with concepts such as compare and contrast, criticise, evaluate, and synthesise information.

1.3 Problem Statement

This study examines the problems that learners encounter during activities of summative assessment, which come in the form of tests and examinations. They have to answer questions using only English language. The challenges they face are, either misunderstanding of questions due to the unfamiliar concepts used, or the inability to express themselves when answering questions due to the low level of English proficiency. What contributes to the low level of English proficiency among learners is the foreign language learning context they find themselves in because the language is not usually spoken in the immediate environment of learners.

The problem is further aggravated by the anxiety that goes along with summative assessment. The test or examination is carried out under strict supervision and it is time-

bound. Nitko (2004:308) maintains that the assessments and evaluations are likely to lead to increased emotional tension among students who are motivated to do well, and calls that test anxiety. The test anxiety rises when students perceive an assessment to be difficult.

Dreyer (2008:21) also acknowledges the anxiety that goes along with this type of assessment and calls that 'high-stakes' assessment, citing matric examinations as an example. They are becoming over-important or weighing too much in relation to Continuous Assessment (CASS). The assessment results are tested against a set of criteria that set out the minimum standard required to continue to a next grade or phase, or to fulfil the requirements of a certificate, diploma or degree.

Though the Department of Education has come up with a strategy of making things easier for the learners, by stating that decision on learners' progress must be based on more than one assessment and accepting CASS (Department of Education, 2003a:53), this does not reduce the anxiety which goes along with examinations. This is because examinations still carry a bigger percentage of marks (75%) compared to CASS (25%). It is because of this factor that summative assessment is usually a 'high-stakes' assessment event.

Learners then, faced with the problems of misunderstanding the questions, the low level of English proficiency, the time allocated for examination, test-anxiety, as well as strict supervision by invigilators, may turn out to be frustrated and resort to answering questions at random, not sure whether what they are giving is what is expected of them.

1.4 Aim of the Study

The aim of this study is to investigate whether English, which is used as a language of learning and teaching in schools, is a barrier to the learning and teaching of history.

1.5 Objectives

To attain the aim stated above, the following objectives need to be realized:

- To determine challenges that history learners face when they write examinations.
- To investigate strategies that could be adopted to assist learners to answer history questions.
- To investigate the perceptions of educators and learners on the use of English as a language of learning and teaching.

1.6 Research Questions

The research questions are:

- What are the challenges that history learners face when they write examination using English language?
- What are the strategies that can be adopted to assist the learners to answer history questions?
- What are the perceptions of educators and learners about the use of English as a language of learning and teaching in history?

1.7 Literature Review

Various studies were conducted on the use of English as a language of learning and teaching. Sources referred to here cover computer print-outs on available literature, journals, policy documents, and books that were surveyed as part of the research topic. Van der Walt, Mabule and De Beer (2001) acknowledge the importance of mother tongue education and see code switching as an instrument for letting First Language (L1) come into the education process. De Klerk (2002) and Heugh (2002) also argue for mother tongue instruction. Heugh (2001) is convinced that African languages have the capacity

to deliver quality education to the majority of South African learners, and that they will benefit enormously, if African languages are taken alongside English.

Machungo (1998:32), on the other hand, is not happy with the idea of employing mother tongue in the teaching-learning situation as he points out that “African languages, as vehicles of science and technology remain a goal far from being achieved”. Kieswetter (1995:168) together with Cummins and Swain (1986:105-108) argue convincingly against bilingual education by saying that learners will not make an effort to understand Second Language (L2), which is English. Ralenala (2003:150) supports the idea by stating that students are expected to read and study their content subjects and write their examinations in English (not their mother tongue) and if their teaching and learning is conducted in a mixed mode, they will not be fluent in either of the languages.

The Department of Education (2003a:3) has tried to reconcile the polarization on the issue of the language of teaching and learning. It acknowledges the fact that there are problems encountered during assessment when other languages, other than the mother tongue, are used as the language of learning and teaching. It states that “Learning in your L2 is a recognized barrier to learning, and all teachers who have such learners in their class should take cognizance of this...” Educators are advised to be fair when assessing tasks of learners with language barriers. The African National Congress Policy (1994), Language in Education Policy (July 1997) and Language Policy for Higher Education (November 2002) maintain that learners should be able to learn in languages which are conducive for thinking and learning.

NWREL (2003) shows evidence of the advantages of incorporating students’ native language into their instruction. Strategies have also been listed which include implicitly or explicitly the use of students’ native language to increase their understanding. Total Physical Response (TPR) developed by Asher in the 1970s is a language learning tool based on the relationship between language and its physical representation (NWREL, 2003:2). TPR lessons involve detailed series of consecutive actions accompanied by series of commands or instructions given by the teacher. There is also cooperative

learning which involves student participation in small group learning activities that promote positive interaction. NWREL (2003) also shows the importance of including the students' home culture in the classroom in the instruction of English language learners.

All these provide a clear indication that the importance of language in education cannot be underestimated. The researcher therefore intended going into the field to get the perceptions of educators and learners on the use of English as the language of learning and teaching history. She also probed the problems encountered by both the educators and learners when teaching and learning history through the sole use of English, and investigate the challenges that the learners face when they write their examinations.

1.8 Theoretical Framework

As stated in the literature review (cf.5), it is quite clear that researchers have studied language acquisition, language learning and the use of L2 as a vehicle for teaching and learning content subjects. Theories have been developed around these topics. They include the functionalist model of Nord (1997:17) which emphasizes the role played by translators to enable communication to take place between members of different cultural communities. This model has special interest in conveying, or rather, letting the message reach its destination without distortion.

Krashen's theory of comprehensible input (Krashen, 1986:62), Swain's theory of interaction (2005) and Cummins's theories of academic language and cognitively demanding communication (1991) are relevant to this study. Krashen's theory involves ways in which teachers can make content more understandable to their students. It focuses on enhancing comprehension rather than internalizing the target language. Swain's theory emphasizes comprehensible output. It is concerned with making efforts that will help learners to master the target language and even use it in real life situations. Cummins' theories are concerned with developing more advanced, higher order thinking skills as a student's competency increases.

The theories mentioned above give a clear indication that the issue of language in education has been studied for a long time. Strategies were even developed to overcome the issue of language as a barrier to the learning of content subjects. Realizing that there are still problems encountered in the history classes, where English is used as a language of learning and teaching, the researcher decided to conduct a study wherein the perceptions of educators and learners were investigated regarding the use of English in the teaching and learning of history. The researcher furthermore endeavoured to identify problems encountered and also try to come up with measures that can be used to assist the learners to overcome their problems.

The theoretical framework that was utilized in this study included the said theories of Krashen, Swain and Cummins. This is because the researcher is interested in determining whether the problems of learners are caused by the inability to understand the content, or the manner in which the message is conveyed. The researcher examined the possibility that the solution might be in the form of helping learners to master the target language and even develop higher order thinking skills.

1.9 Research Methodology

Methodology refers to the ways one collects and analyzes data. In a broader context, it refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem (McMillan & Schumacher, 2001:9-10). The researcher used the following methodology:

1.9.1 Design of the Study

The most common approaches used in research are qualitative and quantitative methodologies. A qualitative study is concerned with understanding rather than explanation; naturalistic observation rather than controlled measurement; and the subjective exploration of reality from the perspective of an insider as opposed to outsider perspective that is predominant in the quantitative paradigm. It is concerned with non-

statistical methods and small samples often purposively selected. It is research that elicits participant account of meaning, experience or perceptions (De Vos, 2002:79).

In contrast, quantitative study may be defined as an enquiry into a human or social problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine whether the predictive generalization of the theory holds true. This approach aims at measuring the social world objectively and to predict and control human behaviour (Creswell, 1994:1-2).

This research was conducted by using both the qualitative and quantitative approaches. The researcher was interested in eliciting the participants' account of experiences and perceptions with regard to the use of English as the language of learning and teaching history. Case study design was therefore employed in this study. The researcher was probing the learners' experience and perceptions towards the use of English as a language of learning and teaching, and analyzing their tests and examination scripts to see whether they consolidated what they were saying. Educators' perceptions and experience regarding the use of English were considered as well.

1.9.2 Population

The population of this study comprised learners and educators of schools in Capricorn District, Limpopo Province. Capricorn District has four hundred and sixteen schools. The District has been divided into seven clusters, which were further subdivided into thirty-two circuits. The researcher used two clusters out of a pool of seven. The two chosen clusters had thirty-six secondary schools and the researcher used three secondary schools as the research population. Learners who were doing history and educators offering history were used. A few schools were chosen with the intention of getting in-depth information on the problem under investigation. This is what McMillan and Schumacher (2001:398) refer to as qualitative research which uses the case study design, whereby data analysis focuses on one phenomenon, which the researcher selects to understand in depth regardless of the number of sites or participants used for the study.

1.9.3 Sampling

Purposeful sampling, which has the intention of selecting information rich cases for in-depth study (McMillan & Schumacher, 2001:400) was used to choose the three secondary schools as samples. The schools are situated in deep rural areas, where the socio-economic conditions are not favourable. Not all the houses in the areas have basic electricity and access to clean water. People there cannot access newspapers on a daily basis. Many schools have phased out history as a subject, so the schools which have been chosen are still offering history. The schools chosen are in the right context where English, which is used as a language of learning and teaching, is learned in a foreign language context. The researcher then used random sampling to get fifty percent of grade twelve history learners from each school and hundred percent of the educators offering history in grade twelve in each school.

1.9.4 Instruments

The researcher is quite aware that data sometimes lie deep within the minds and the attitudes, feelings and reactions of men or women. As with oil beneath the sea, the first problem is to devise a tool to probe below the surface (Leedy, 1997:191). A literature review was used as the bedrock for structuring interviews, observation and designing a tool for document analysis. Interviews, observation and document analysis were used as instruments for gathering data.

Documents are regarded as primary sources of historical research. Unlike chemistry and physics, history is not a science of direct observation. Historians and geologists interpret past events by the traces they have left, and deal with the evidence of man's past acts and thoughts. The historical method is therefore a process supplementary to observations, a process by which historians attempt to test the truthfulness of the reports of observations made by others (Cohen, Manion & Morrison, 2000:161). The researcher used document analysis as a way of observing what was actually happening during assessment. Learners' scripts, both tests and examination answers were examined as primary sources, to

determine whether the use of the language English had any impact in the answering of questions. The researcher also entered the examination center as an invigilator. The type of observation conducted was of the observer as participant (Maree, 2007:85), where the researcher was having an idea of the behaviours that she wanted to observe when examinations were written. Learners, as candidates and educators, as invigilators, were observed.

McMillan and Schumacher (2001:444) maintain that the selection of the interview strategy depends on the context and purpose to obtain the present perceptions of activities, roles, feelings, motivations, concerns, and thoughts. In this study, the researcher probed the minds of the participants in order to obtain their experiences and perceptions on the use of English as a language of learning and teaching history. The researcher used semi-structured interview schedule for this study. This entails the researcher broadly controlling the agenda and the process of the interview, whilst leaving interviewees free-within-limits to respond as they best saw fit (Briggs & Coleman, 2007:209). Interview schedules were designed for the educators and for the learners. Educators' questions focused on their perceptions towards teaching history in English, the problems they encounter and the solutions they come up with. The learners' questions were formulated in such a way that the researcher was able to get information on their perceptions of using English as a language of learning and teaching, and the solutions they were trying to invent when they faced problems.

1.9.5 Data Analysis

Data analysis involves organizing, accounting for and explaining the data, that is, making sense of the data in terms of participants' definitions of the situation, noting patterns, themes, categories, and regularities (Cohen et al. 2000:147). A coding system was developed whereby categories were designed to formulate conclusions. The researcher used a table devised in Briggs and Coleman (2007:289) as the data analysis tool. The table has three columns stating the source (file name), text (transcript of a document) and coding (devising themes).

The coding system, along with stages in the cyclical process of data analysis as stated by Sarantakos (1998:316), was used to analyse data gathered from the interviews. The first stage is data reduction, which involved careful reading of the recorded material, identification of the main themes of the studied process, and aspects such as behaviour. This was followed by the categorization of the material for the purpose of analysis or presentation. The second stage is data organization, a process in which information was assembled around certain themes and points, categorizing information in more specific terms and presenting the results in some form. The last stage, which is data interpretation, involved making decisions and drawing conclusions related to the research questions. The researcher analysed the interview records following these stages.

Content analysis and textual analysis were used in this study to interpret data gathered from the documents. With content analysis there was a count of the number of times a particular word or term was used. This represents quantitative analysis. With textual analysis the researcher concentrated on deriving an understanding from the qualitative significance of the words or terms (Briggs & Coleman, 2007:285).

1.10 Delimitation of the Study

Though it is desirable to have as large a research sample as possible (Borg & Gall, 1983:250), in order to generalize research results more reliably, this study was limited to grade 12 learners and educators only, who were involved in the subject, history. This study recognized the fact that problems encountered in the use of English as a language of learning and teaching may not be limited to history classes only, or even grade 12 classes. It may go beyond grade 12 classes and other subjects taught in English, where English is not a mother tongue of either the educator or the learners. This study thus considered grade 12 history classrooms as the area of focus. The study was delimited to three black secondary schools from a rural environment within the Capricorn District, in Limpopo Province. At each school, data were collected from all educators offering history in grade twelve, and fifty percent of learners chosen from each school. There were four educators and thirty three learners.

1.11 Ethical Considerations

The researcher is quite aware of the ethics in social research. Cohen, Manion and Marrison (2000:53) state that permission to carry out investigation must always be sought at an early stage. The researcher obtained permission from Limpopo Department of Education to carry out investigations at particular schools (see annexure A).

The researcher furthermore visited the selected schools to negotiate access by speaking to the headmaster and thereafter to the subjects. Besides asking them to co-operate, the researcher clarified necessary aspects such as the concepts of anonymity and confidentiality, informing the participants what was to be done with the information they provided and, explaining to them the purpose of the study. This is what Cohen et al. (2000:52, 57) call informed consent, where the researcher consults and seeks permission from those responsible for the prospective subjects, and then approach the subjects themselves.

1.12 Research Structure

The dissertation has been divided into five chapters to make the work systematic and manageable.

Chapter One is the orientation to the study. It gives a comprehensive background of the subject under investigation. The problem is formulated and the aim of the study set out. Research questions are clearly stated. A sample literature review which outlines the theoretical backing for the study is also given. The research methodology is described accordingly.

Chapter Two is on the contextualization of the study in the literature reviewed. It looks at language as a tool of communication. A historical background of language of learning and teaching in black schools prior 1994 was looked at. Then the researcher examined the language policy matters after the 1994 democratic elections. Language learning theories,

language of the classroom and assessment are reflected on. The ideas on learning that takes place through a target language are looked at. Finally, the researcher looked at the impact that the target language has, when used as a language of teaching and learning of history. The aim of providing such valuable and relevant information is to show the importance of language in education, and how the policy can be utilized to enhance language development and the language learning and teaching strategies.

Chapter Three is devoted to research design. Focus was on the target population and how the research sample was chosen. Research methodology and instruments were carefully explained in this chapter. Finally, an analysis of the data was presented.

Chapter Four focuses on the interpretation of data and gives a summary of findings from the literature survey and the empirical collection. Limitations of study are also presented in this chapter.

The study is brought to a conclusion with Chapter Five. This chapter comprises a brief overview of the study, and states the conclusions and recommendations made by the researcher. Finally, there are suggestions for further research.

1.13 Conclusion

The problem was stated as looking at the problems encountered by learners when learning history through English, more especially during assessment. The aim of the study and research questions addressed the same issue of obtaining the educators' and learners' perceptions on the use of English as a language of learning and teaching and consolidating that by looking at the assessment tasks of the learners. Methods and instruments were carefully selected to ensure that the researcher was able to extract the most relevant information. The data analysis was carefully structured to ensure that data were presented in a more understandable way. Ethical considerations and delimitations of the study were also stated. Finally, an outline of the research structure was presented.

The researcher hopes that the sketch of the study, as provided in this opening chapter has served as a mind map on this journey of research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter aims at giving a brief overview of English as a language of learning and teaching. The language context of the school will be considered while various language policies are outlined in relation to the language of learning and teaching. Thereafter, the problems experienced by learners when using a language other than their mother tongue as a language of learning, are discussed. Learning Outcomes (LOs) and Assessment Standards (ASs) are used as measuring sticks. Focus is on summative assessment tasks, which are in the form of tests and examinations, as they indicate the learners' progress towards the attainment of LOs or progress to the next phase/ level. There is also an outlook on how to integrate English and history LOs and ASs as a way of solving learners' language problems. The aim of providing such valuable and relevant information is to show the importance of language in education, and how the policy can be utilized to enhance language development and the language learning and teaching strategies that may be employed.

2.2 English as a language of learning and teaching

The trend in South African schools is that English is preferred as a language of learning and teaching. The second most common language used is Afrikaans. African languages are not used to teach and learn despite being offered official status by the South African government. In Limpopo Province, Capricorn District alone has four hundred and sixteen schools, which include both public and independent schools. Out of the four hundred and sixteen schools, eight schools (1.9%) are using Afrikaans as a language of learning and teaching, while the remaining four hundred and eight schools (98.1%) are using English. There is no school that is using any African language as a language of learning and teaching (Department of Education, 2010).

2.2.1 Historical background

As the result of South Africa's multilingual policy, the language used as medium of teaching and learning in schools is very controversial. Language policies for education in South Africa are highly politicized and are seldom, if ever, decided on educational grounds alone (Hartshorne, 1992:31). Hartshorne further indicates that as early as the 19th century (Milner period), the British used English as a tool to achieve 'anglicization' and to maintain political domination. In South Africa, from 1948, there was an enforcement in black education of dual medium instruction (English and Afrikaans), which was an attempt by the National Party (NP) government to establish the authority of Afrikaans. This attempt was met with consistent and powerful oppositions by students and came to a head in 1976, after twenty years of tension and conflict.

Mother tongue (MT) was by then limited to the first four years of schooling, as against the NP proposition of the first eight years. English was an overwhelmingly dominant medium thereafter, while Afrikaans ceased to be a compulsory subject for black pupils wishing to obtain a matriculation certificate (Hartshorne, 1992:32-33). According to policy document by Department of Education (1997:4), the situation is now different. Learners must offer at least one official language (including South African sign language) in grades one and two and at least two official languages from grade three onwards. One of these should be offered at home language (HL) level and the other must be a language of learning and teaching (LoLT), at least at First Additional Language (FAL) level.

Lemmer, Meier and Van Wyk (2006:52) maintain that besides English and Afrikaans as the former official languages, there are at least twenty-four other languages spoken in South Africa. They further agree that this language diversity has complicated the provision of South African education in various ways. Most South Africans are instructed through the medium of mother tongue during the foundation phase only. The onset of the intermediate phase often marks a transition to English as a language of

learning and teaching for all the learning areas. This transaction may cause many problems, for example, the disparity between the English proficiency of these children and the proficiency required of them in order to master all the learning areas through the medium of English.

The dawn of democracy in South Africa resulted in new policies on language as a way of solving the language crisis in schools. The African National Congress (ANC) Policy Document (1994), Language in Education Policy (July 1997) and Language Policy for Higher Education (November 2002) maintain that learners should be able to learn in languages which are conducive for thinking and learning. Furthermore, learners have the right to receive education in the language of their choice where such education is reasonably practicable. The South African Schools Act (1996) requires that the School Governing Body (SGB) should decide on the school's language policy.

Despite the freedom of language choice advocated by the various policies, there is an increasing tendency for non-English speaking South Africans to opt for English as their *lingua franca* in the broader community and workplace, and as their language of learning and teaching at schools and in higher education (Lemmer et al, 2006:52). The reasons for the preference of English are both political and ideological. Politically, black people are discouraged to use their mother tongue as the medium of instruction because of the marginalization and under-development of the African languages (Language Policy for Higher Education, November 2002), and the history of inferior education offered by Bantu education during the apartheid era (Sarinjeive, 1999:129), under the name of mother tongue education. Ideologically there is the belief that mother tongue instruction will deny school-leavers access to better job opportunities. A study by Ralenala (2003:143) also indicates that in South Africa today, for a person to be educated means, among other things, to be competent in the English language. Erasmus-Kritzinger, Swart, Hairbottle, Louw, and Van Der Merwe (2000:135) call it a language of wider communication, one of the world's most prominent commercial languages that is widely understood. It saves time and money, prevents confusion and frustration, and promotes logical thinking, effective studying, and better decision

making. Saranjeive (1999:136) agrees with Erasmus-Kritzinger et al. (2000) by stating that in South Africa, English is institutionally taken to be the panacea to solve all perceived language problems and the means by which to achieve all goals of 'daily living'.

Consequently, there is an increasing number of learners entering English-medium schools. These learners may lack the command of English that is necessary for success at school. When placed in classes where the ability to communicate fluently in idiomatic English is often assumed, the learners frequently find themselves at risk of underachievement, or falling behind their English-speaking classmates. Thus, learners are faced with a dual educational challenge: mastery of academic content through the medium of a language other than their mother tongue (Lemmer et al. 2006:52) and another challenge during summative assessment, which comes in the form of tests and examinations. They are expected to read, comprehend and answer questions solely in English. It sometimes becomes difficult for them to understand questions. Tests and examinations are written under strict supervision, where invigilators are not allowed to give learners assistance of any nature. The chief invigilator or appointee has the responsibility of ensuring that candidates answer the question paper in the language of instruction unless stated otherwise in the question paper. Again the invigilator is not allowed to invigilate the subject he/she is teaching at any grade, assist the candidate in answering the examination questions or draw attention to any error unless indicated in the errata (Department of Education, 2007:4-7).

Dreyer (2008:21) calls this 'high-stakes assessment', giving an example of matric examinations. This type of assessment is very crucial in determining learners' progress to the next class/level. Though Dreyer (2008:3) maintains that the evolution of assessment has ensured that there is a change from the once-off final examination that led to excessive competitiveness and stress, this element is still encountered in the present tests and examinations.

In the light of these trends, it is highly likely that regular classroom educators in South African schools will teach learners who are not proficient in the language of learning and teaching at one stage or another. Every educator has the responsibility of ensuring that the language acquisition of these learners is supported and enhanced in all school situations. Language acquisition should best be learned in a rich variety of contexts and not only in the formal language class. Special language classes, bridging classes and enrichment programmes should often be used to assist language development. To be most effective these interventions should form part of a whole school policy that supports language learning (Lemmer et al. 2006:53).

2.2.2 The language learning environment of schools

English language teachers have the responsibility of teaching English as an additional language. Teachers of mathematics, science and other content subjects are faced with the challenge of teaching their subjects in English while learners are learning English as a subject. Though Adler and Reed (2002:121) emphasize the acuteness of this challenge to primary school teachers, the challenge also affects secondary school teachers.

In South Africa there is an important contextual difference between the English language infrastructure of urban and rural school communities. In urban (and peri-urban) contexts, teachers and learners have opportunities to access English in the environment outside the school. Ringbom, in Adler and Reed (2002:73), calls this second language acquisition context, as the language is spoken in the immediate environment of the learner, who has good opportunities to use the language for participation in natural communication situations. This second language acquisition may or may not be supplemented by classroom teaching. It is thus appropriate to describe the classroom context as an additional language learning environment (ALLE) in which English is an additional or second language for learners (ESL).

In the more remote rural areas, where access to English outside the classroom is severely limited, the classroom context is more appropriately described as a foreign

language learning environment (FLLE) in which English is a foreign language (EFL). Here the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practising receptive skills. There is little or no opportunity for the learner to use the language in natural communication situations. In this context the teachers use a limited range of lexis, syntax, registers and genres (Adler & Reed, 2002:121).

One can conclude by stating that in rural schools, learners typically speak, read or write in English in the formal school context. Reading material (in any language) is limited to textbooks. There is a scarcity of reading resources. English in those schools as the language of learning and teaching (LoLT) can be described as a foreign language rather than additional language. Exposure to the language is almost entirely limited to the school context. The language learning context here can be regarded as FLLE. On the other hand, English language infrastructure in urban schools is more supportive of English as LoLT. In urban areas, there are, for example, far more environmental print, advertising billboards in English (and in other languages). Furthermore, teachers and learners have greater access to newspapers, magazines, television and to speakers of English. Here it is appropriate to describe English as an additional language because of the opportunities that many learners have to acquire the language informally outside the classroom. The context of learning here can be called ALLE. According to Adler and Reed (2002:74), these different language infrastructures have an impact on language practices such as code-switching.

Despite the language infrastructures mentioned above, there is a rapid growth of another paradigm, English as an international language (EIL) of communication, which has stimulated interesting but often controversial discussion about the status of English in its varieties of what is commonly called 'world Englishes' (Brown, 2000:192). The branch of English as an International Language (EIL) acknowledges the former two contexts of language learning, that is, English Foreign Language (EFL) and English Second Language (ESL). However, it looks at language learning from a different background.

Learning ESL, according to Brown (2000:193), is a process whereby a learner learns English within a culture where English is spoken natively. This may be clearly defined in the case of, say, an Arabic speaker learning English in the United States of America or the United Kingdom, where English is already an accepted and widely used language for education, government, or business within the country. There is yet another ESL context, for example, learning English in Scandinavia, where English has no official status but occupies such a high profile that virtually every educated person can communicate easily with native speakers of English.

Learning EFL implies the process of learning English in one's own culture with a few immediate opportunities to use the language within the environment of that culture, for example, a Japanese learning English in Japan. Another example may be that of learning English in India. Here learning English does not really involve taking on a new culture since one is acquiring Indian English in India. Kachru (1992:192) calls this Indianization of English that has led to a situation in which English has a few, if any, British cultural attributes. This process of 'nativization' or 'indigenization' of English has spread to an 'outer circle' of countries that include India, Singapore, the Philippines, Nigeria, Ghana, and others. In such contexts English is commonly learned by children at school age and is the medium for most of their primary, secondary and tertiary education.

Brown (2000:193) is doubtful of this branch of EIL stating that the spread of EIL has muddied the formerly clear waters that separated what is still referred to as English as a Second Language and English as a Foreign Language. However, this new branch has expanded the minds beyond studying and learning English from different contexts within one country. Therefore, to conclude this point, one can say that the learning of English can better be explained by the metaphor of a stem from which many branches develop. The stem would represent the 'world Englishes' and the branches would be English as a Home Language (EHL), English as a Second Language (ESL), English as a Foreign Language (EFL) and English as an International Language (EIL). To acquire

the essential skill, that is, the ability to use English correctly, which everyone must try to master, one has to know the branch from which he/she learns English. This will help in selecting the relevant theories of language acquisition and language learning which in turn will help in mastering English.

2.3 Language learning theories

Understanding second language acquisition can improve the ability of mainstream teachers to serve the culturally and linguistically diverse students in their classrooms. When teachers understand that learners are going through a predictable and sequential series of developmental stages, they will be able to predict and accept the learners' current stage, while modifying their instruction to encourage progression to the next stage. The researcher will therefore look at the stages of the second language acquisition (Haynes, 2005:1-4), Cummins's theory of language learning (Cummins, 1988:145-166), and Krashen's theory of second language learning (Krashen, 1987:20-21), to determine measures that need to be taken in order to help learners to master their target language. Mastery of the target language cannot be underestimated in the cognitive study of a content subject.

2.3.1 Stages of second language acquisition

Haynes (2005:1-4) and Hill and Bjork (2008) determine the predictable and sequential stages of language development, in which the learner progresses from no knowledge of a new language to a level of competency closely resembling that of a native speaker. The stages outlined by Haynes (2005:1-4) and Hill and Bjork (2008) are as follows:

The Silent/ Receptive or Preproduction stage is the first stage that can last from ten hours to six months. Learners often have up to five hundred receptive words, that is, words they can understand, but may not be comfortable using them. Learners can understand new words that are made comprehensible to them. This stage often involves a 'silent period' during which learners may not speak, but can respond using a variety

of strategies including pointing to an object, picture or person; performing an act such as standing up or closing a door; gesturing or nodding; or responding with a simple 'yes' or 'no'.

This is followed by the Early Production Stage that can last for another six months after the initial stage. Here learners have developed close to one thousand receptive or active words, which they are able to understand and use. During this stage learners can speak in one or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.

The third stage is called the Speech Emergence Stage that can last up to another year. Learners at this stage have developed up to approximately three thousand words and can use short phrases and simple sentences to communicate. They begin to use dialogue and can ask simple questions such as "Can I go to the rest room?" and are also able to answer questions. Learners may produce longer sentences, of about ten words with grammatical errors that can interfere with their communication.

The Intermediate Language Proficiency Stage, also known as Intermediate fluency, is the fourth stage. This may take up to one year after speech emergence. Learners have usually developed close to six thousand words and are beginning to make complex statements, stating opinions, asking for clarification, sharing their thoughts, and speaking at a greater length than in the previous stage.

The South African education system requires that the second language be introduced in the third year of formal schooling. This is grade three in the Foundation Phase (Language in Education Policy, 1997). In a period of three years, a language learner would have acquired approximately six thousand words and would be in a position of making complex sentences. This means that at the exit point of the Intermediate Phase, that is, grade six, the learner would have gone through the first four stages of language development, and would be in a position to make complex statements and speak at a great length.

The Advanced Language Proficiency Stage/Advanced Fluency, which is the fifth and final stage involves gaining advanced proficiency in a second language. This stage can take from five to seven years. By this stage learners have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support. Learners can speak English using grammar and vocabulary comparable to that of the same-age native speakers.

The fifth stage is equivalent to the Further Education and Training (FET) band of learning, that is, grades ten to twelve. At this stage it is expected that the learners should have acquired the highest level of language development that would enable them to participate in the grade level classroom activities. Despite the attainment of the fifth stage, Haynes (2005:3) indicates that occasional extra support is still required, especially in content areas such as history/ social studies and in writing.

2.3.2 Krashen's theory of second language learning

Krashen's 'Comprehensible Input' hypothesis (Krashen, 1981:103) suggests that learners acquire language by 'in taking' and understanding language that is a 'little beyond' their current level of competence. This hypothesis claims that an important condition for language acquisition to occur is that the acquirer understands the input language that contains structure a bit beyond his/ her current level of competence. If the acquirer is at stage/ level i , the input he/ she understands should contain $i + 1$. This means that the language that learners are exposed to should be just far enough beyond their current competence so that they can understand most of it but still be challenged to make progress. The corollary to this is that input should neither be so far beyond their reach that they are overwhelmed (like $i + 2$), nor so close to their current stage that they are not challenged at all ($i + 0$). A practical example cited is that of a preschool child who already understands the phrase "Get your crayon". By slightly altering the phrase to "Get my crayons" the teacher can provide an appropriate linguistic and cognitive challenge of ferrying new information that builds on prior knowledge and is therefore

comprehensible (Brown, 2000:278). Krashen therefore recommends that speaking should not be taught directly or very early in the language classroom. Speech will emerge once the acquirer has built up enough comprehensible inputs ($i + 1$) (Krashen, 1987:20).

With the Acquisition-Learning hypothesis, Krashen (1987:20) claims that adult second language learners have two means for internalizing the target language. The first is 'acquisition', that is, a subconscious and intuitive process of constructing the system of a language, not unlike a process used by a child to 'pick up' a language. The second means is a conscious learning process in which learners attend to form, figure out rules and are generally aware of their own process. Brown (2000:277-278) maintains that fluency in second language performance is due to what we have acquired, not what we have learned.

The Affective Filter Hypothesis (Brown, 2000:279) suggests that an individual's emotions can directly interfere with or assist in the learning of a new language. Learning a new language is different from learning other subjects because it requires public practice. Speaking in a new language can result in anxiety, embarrassment or anger. These negative emotions can create a kind of filter that blocks the learner's ability to process new or difficult words. Krashen (1987:21) further claims that the best acquisition will occur in environments where anxiety is low and defensiveness absent, or, in Krashen's terms, in contexts where the 'affective filter' is low.

Though Krashen's assumptions have been hotly disputed by Brown (1994:280) when indicating that second language learning cannot be simply defined as Krashen would claim, we cannot just throw away everything that he came up with. That will be like throwing away the baby with the bath water. The assumptions give us information on the conducive background for language learning, which can even be extended to the overall learning of the content subjects. Hypothesis on comprehensible input too can be compared to the teaching strategy of moving from the known to the unknown. This

strategy too cannot be limited to the learning of languages, but can also be useful in the learning of content subjects.

2.3.3 Cummins's theory of language learning

Cummins (1988:146) distinguishes between two types of language: basic interpersonal communications skills (BICS) and cognitive academic language proficiency (CALP). BICS refers to the conversational (surface) fluency while CALP refers to the language proficiency necessary to make efficient use of a formal learning situation (Verma, Corrigan & Firth, 1995:31-32). BICS consists of the “visible” aspects of language, such as pronunciation, basic vocabulary and grammar, which allows learners to converse fluently in undemanding everyday situations. However, BICS alone are not sufficient for academic success (Lemmer, Meier & Van Wyk, 2006:54).

Verma et al. (1995:32) concur with Lemmer et al. (2006:54) when stating that CALP, on the other hand, is the proficiency necessary to interpret a more complex, academic communication, making sense of it by relating to previous knowledge and experiences, and then creating new knowledge (or rejecting it). Learners learning a new language often experience difficulty with academic concepts and terminology because these terms and ideas are more abstract, and are less easily understood and experienced than ideas and terms used in social interaction. Cummins (1988:162) therefore distinguishes between context-embedded communication and context-reduced communication, whereby the former provides several communicative supports to the listener or reader such as gestures or vocal inflections, which help in making information comprehensible, while the latter provides fewer communicative clues to support understanding, for example, phone conversations which provide no visual clues.

Giving guidance on the assessment of bilingual children, Cummins (1988:162) used some key statements such as that learners experiencing difficulty with English because it is their second language should not be equated with learners with other special educational needs, and such learners should not be offered materials with reduced cognitive demand. He also explain that a child may perform badly on quite abstract

tasks in the classroom, where there is little support from the context. In this case it will be easy to assume that failure is due to learning difficulties rather than the lack of appropriate language skills in English. This is also stated in Verma et al. (1995:29-30).

On the basis of research carried out on immigrant children in Toronto, Cummins (1988) suggested that CALP proficiency levels are not usually reached until five to seven years after the child's introduction to the second language classroom irrespective of the child's age at entry, yet most children appear to be fluent at the BICS level within two years of entry (Verma et al. 1995:32). Based on the number of years needed to be proficient in the second language, more especially CALP, the researcher agrees with what is said by the stages of language acquisition, more especially the fifth and final stage (Advanced Language Proficiency Stage), which speaks about a period of five to seven years of language learning proficiency. Cummins further emphasizes the importance of the learning context which will be stimulative and supportive to learning. The acquisition of CALP and the context of learning should always be considered when assessment is done.

2.4 Theories on teaching and learning

Teaching strategies are of equal importance as learning theories, to both the educator and the learner on their way to attaining the target goal in education. Theories and strategies on teaching also need to be looked at, as a way of understanding the learners and the learning process, and trying to help them to overcome problems they may come across in the education process, more especially during assessment.

On the issue of integrating language and content, Carrasquillo and Rodriguez (1996:110) maintain that educators should note that limited English proficiency (LEP) students develop and strengthen English language skills while acquiring knowledge and skills in the content area subject. Therefore subject matter content should be interwoven into a language lesson. There is a need to recognize that the language used for academic instruction is different from the language used for social communication. This concurs with what Cummins (1988:146) calls BICS and CALP in the language learning theory.

The cognitive academic language proficiency of LEP mainstreamed students may not have been developed enough to cope with the demands of the social studies curriculum.

Classroom teachers need to be aware that cognitively demanding social studies content will only make sense to students when it is appropriately understood by students according to their level of language proficiency. It is not recommended that social studies content be simplified, on the contrary, what is recommended is that the content to be taught be challenging and interesting and that its delivery be done in a way that promotes cognitive development (Carrasquillo & Rodriguez, 1996:115).

Carrasquillo and Rodriguez (1996:163) state that familiarity with the learner's native language and cultural background has a positive influence on learners' learning process. Knowledge and appreciation of learners' cultural and linguistic diversity and their attention to learners' progress in all English instruction become important factors of educators' effectiveness in the classroom. This competency includes the understanding of the political, historical, economic, social and cultural backgrounds of learners in the classrooms. Educators need to be excellent at human relations skills, particularly in the area of culturally sensitive behaviours. Competent educators understand that positive self-concept and positive identification with one's culture is the basis of academic success.

The language environment of the school classroom needs to be natural to allow learners to participate in meaningful and purposeful language acts and events, because it is within the context of significant language use that learning occurs. This means that educators in mainstream classrooms should not discourage the use of native languages at home or in the classroom. On the contrary, its use should be encouraged so that parents and children have the opportunity to communicate using language for effective communication (Carrasquillo & Rodriguez, 1996:61).

Carrasquillo and Rodriguez (1996) came up with an instructional approach to language learning known as English as a second language (ESL), or English for speakers of other languages. The approach has been designed for those who have a primary language other than English, and are limited in English proficiency. The major objective of this

instructional approach is to prepare students to function successfully in classrooms where English is the medium of instruction for all subject areas. ESL instruction provides opportunities for learners to learn English systematically and cumulatively moving from concrete to abstract levels of language. It also includes instruction in all English communication skills. Learners need to develop the ability to understand native speakers of English in any situation, as well as the ability to read and write materials in English with comprehension and enjoyment (Carrasquillo & Rodriquez, 1996:70).

The teaching strategies mentioned above indicate that there is no way that language can be separated from content. Measures to help learners with limited English proficiency include the use of their native language, a special ESL programme, and the educators' familiarity with learners' native language and their cultural background. For assessment purposes educators need to ensure that learners have enough language proficiency to be able to understand the content being used for assessment. Most instruments test content concepts and language ability, particularly reading comprehension and writing. Due to the fact that language and content are intricately intertwined, it is difficult to isolate one feature from the other in the assessment process. Thus educators may not be sure whether a learner is simply unable to demonstrate knowledge because of a language barrier or whether, indeed, the learner does not know the content material assessed (Carrasquillo & Rodriquez, 1996:31). This is one reason that prompted the researcher to conduct this study, investigating the problems that the learners may be encountering during assessment and even trying to come up with solutions to this problem.

2.5 Factors that contribute to second language (L2) learning

Besides the language learning and teaching theories mentioned previously, and various backgrounds which influence the language learning, Kamper, Mahlobo and Lemmer (2003:165) indicate the role of the contextual and learner factors towards the development of L2. Under the contextual factors, there is status which refers to the position and role of the target language group as defined by other language groups. The target language group's social, economic, political, and technological dominance plays a significant role in making the language of the group more attractive to learn. There is

again the institutional support which refers to the degree to which the target language group is represented in mass media, religion, government, or industry. The higher the representation a group has in these institutions, the more frequent the use of its language is in them. The greater the exposure of the language, the higher the status it has in the community. Sociocultural factors also influence the degree of social enclosure and social cohesiveness of the ethno linguistic group. The lower the social cohesiveness and social enclosure of a group, the easier it is for such a group to learn L2. Finally the belief held in the community about the L2 as a tool of social and economic advancement is influential in facilitating or inhibiting the development of L2 proficiency (Kemper et al. 2003:165).

The home/family context also has an influence on the learner's development of proficiency in L2. This could be linked to the family's socioeconomic status. A higher socioeconomic status positively affects the family's ability to provide the resources which enrich language learning. Moreover, high parental aspirations for the learner, a positive value system and effective parent involvement in the learner's schooling enhances L2 acquisition (Kemper et al. 2005:165). Most of the learners in rural areas come from disadvantaged family backgrounds. Though parents may cherish high educational aspirations for children, they often lack the resources to actually support the learner's learning and become effectively involved in the school.

Kemper et al. (2003:166) further highlight the role of learner-factors in the development of L2 in terms of independent learner-factors and dependent learner-factors. Independent learner-factors include the learner's age, first language, language aptitude, intelligence, personality, and cognitive style. Dependent learner-factors include motivation, levels of confidence and anxiety regarding language learning, attitudes to the L2 as well as language learning strategies. Motivation may be integrative – the desire to learn L2 in order to communicate, interact with and become a member of the L2 community, or instrumental – driven by utilitarian purposes such as the desire to learn English in order to cope with the demands of society, find employment or improve social status. The learner's level of confidence in learning L2 functions interactively to heighten or lower feelings of anxiety. The greater the

confidence, the less anxious and more motivated the learners become to exert themselves to learn L2. The learner's attitude towards language learning involve the attitude towards the L2 cultural group, the value of the language and the enjoyment or lack thereof when learning, as well as a positive attitude towards the teacher (Kemper et al. 2003:166). This study was conducted in schools situated in rural areas, where most learners come from disadvantaged families and have a low socio-economic status.

2.6 Language of the classroom

Educators have the responsibility of educating learners from various backgrounds, whose level of English proficiency varies. Despite their varying levels of English proficiency, learners will be assessed, at the end, through the same task (examination). Adler, in Vorster (2008:34), identifies three language scenarios in a multilingual mathematics class. First, the urban-suburban areas where there is a strong English environment and many different main languages are found. Second, the additional language situation of urban or township contexts, with less English in the environment, a strong regional language and different indigenous languages present. Third, a foreign language situation where the learners mostly hear English at school and most of the learners have the same main language. This is often found in the rural areas. This study thus focused on the third group, where English is learned in a foreign language situation.

Lemmer et al. (2006:137) differentiate between social and instructional discourses. They regard the classroom as a social setting, where both social and instructional dialogues occur. Social discourse is everyday social interaction whose form and content include the use of casual language, starts and stops in regard to fluency, and ongoing composition. Language used in social discourse is said to be contextualized. Personalized language and slang occur. The context of the event would provide the necessary support for understanding the comment. Participants in the social discourse have equal status and equal responsibility for continuing the interaction. Social discourse is similar to what Adler and Reed (2002:79) refer to as informal language.

They refer to informal language as the kind that learners would use in their everyday lives to express their mathematical and scientific understanding.

Adler and Reed (2002:79) define formal mathematical or scientific language as the standard use of terminology which is usually developed within formal settings such as schools. In most classrooms both formal and informal language are used either in written or spoken form. Lemmer et al. (2006:137) call this instructional discourse whose purpose is to transmit and/or demonstrate knowledge. Form and content herein include more formal language, more reliance on linguistic cues to signal given or new information, less redundancy and less personalized language. Instructional discourse utilizes decontextualized language.

Language of the classroom, both formal and informal or social or instructional, indicate that both the learner, who is the native speaker of the language of learning and teaching (LoLT) and the L2 learner of LoLT (English) will face a challenge of a new language in the classroom. This is what Cummins (1988:146) refers to as Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS can be acquired while CALP should be learned. Educators teaching content subject have the dual task of teaching the discipline and the language (English) at the same time. L2 learners, on the other hand, have to cope with the new language of the discipline as well as the new language in which it is taught (English).

Adler and Reed (2002:79) suggest the possible routes to facilitate movement from informal spoken language to formal written language. The first route is to encourage learners to write down their informal utterances and then work on making the written language more self-sufficient. The second route will be to work on the formality and self-sufficiency of the spoken language prior to its being written down.

On the other hand, the language of the textbook is a challenge to learners as well. It is instructional, and often highly decontextualized. It has complex and unfamiliar sentence patterns that are not used in oral language (Lemmer et al. 2006:142). This extract from the history of Soweto, reflects a good example of extended noun phrases:

“The houses were built cheaply and had neither floor nor ceiling, no water tap, no electric lights, no parks, no sports ground, no banks. All shopping had to be done in Johannesburg. Public transport was especially inadequate and very expensive. People would now have to spend a quarter of their salary getting to work. *Not surprisingly most people did not want to move from the city centre.* Orlando represented loneliness and exile.”

(Seleti, Delius, Dyer, Naidoo, Nisbet, and Saunders, 1999:275)

There is again a good example of altered word order in the speech by Sobukwe at the founding of the Pan–Africanist Congress (PAC) on the 6th April 1959:

“The Africanists take the view that there is only one race to which we all belong, and that is the human race... *Against multiculturalism 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 Africa [sic] these very antagonisms and conflicts...”

(Seleti et al. 1999:310)

The speech by President Regan of the United States of America in January 1981 is an example of complex sentences with subordinate clauses:

“I know of no leader of the Soviet Union since the revolution, and including the present leadership that has more than once repeated in the various Communist congresses they hold, their determination that their goal must be the promotion of world revolution and a one-world Socialist or Communist state... the only morality they recognize is what will further their cause, meaning they reserve unto themselves the right to commit any crime, to lie, to cheat, in order to attain that.

(Seleti et al, 1999:181)

The use of specific vocabulary may also contribute to the language problem encountered by learners. Vocabulary refers to the ‘wording’ or the use of particular key concepts that have a specific meaning and value within a certain type of discourse (Fourie, 1996:97). In a particular discourse the meaning of a particular concept is

related to, and is dependent on other concepts and their use, thus forming a network of particular concepts. For example, in geography discourse the word north cannot be used without reference to the corresponding words south, east and west. The use of particular concepts reflects the ideology and presuppositions of the discourse. Words such as democracy, nationalization, free enterprise, colonialism, and terrorism have different meaning within various discourses, and their meanings are at the centre of a political struggle. Politics consists mainly of disputes and struggles over language. The words *terrorist* and *freedom fighter* may refer to the same person, but both words will not be used simultaneously within the same discourse. During the years in which the African National Congress (ANC) waged its liberation struggle against the South African regime, the mass media were prevented by law and social convention from referring to the activities of the ANC as a liberation struggle, but had to refer to the ANC as a terrorist organization (Fourie, 1996:98).

Sometimes it may not be easy for learners to understand the vocabulary used when a metaphor has been used in a sentence. Metaphors are concepts that allow us to understand one kind of thing in terms of another and are pervasive in texts. Lakoff and Johnson, in Fourie (ed.) (1996:98), use the metaphor of ‘argument and war’ to show many expressions that may be created by metaphor. “Your claims are *indefensible*,” “He *attacked* my arguments” “Her criticism was right on *target* ” “He *shot down* my arguments” “I never *won* an argument with him”. Argument can be conducted in such a way that one is engaged in a real combat. It is important for the learners to identify why a particular set of metaphors rather than another is used in a particular text and how they structure their understanding.

The various examples given reflect not only the various unfamiliar sentence patterns used in the textbook but also the complexity and the highly decontextualized form of language. These may make it difficult for the learners to understand the message conveyed. The learners have to start by reducing the language to informal language or social discourse in order to express their understanding of the content. This demands higher proficiency of CALP (the instructional or formal language). The informal language, for example, “Not surprisingly most people did not want to move from the

city centre” could be “It is not surprising that most people did not want to move from the city centre”. “Against multiracialism we have this objection” could be “We have an objection against multiracialism” or rather “We object to multiracialism.” The speech by American president, Reagan in January 1981 can be simplified in an informal language as “I do not know any leader of the Soviet Union, from the time of the revolution until now, who stated in the Communist Congress any goal other than the promotion of world revolution and one world Socialist or Communist state... the cause for which they are prepared to commit any crime, to lie, to cheat, in order to attain.” The situation is further aggravated by the fact that learners have a very limited background to activate, for example, lack of knowledge of the United States and its history, geography and current events. They resort to memorizing information for a test, but as it has no relevance for them the information will quickly be forgotten (Haynes, 2005:4).

2.7 Multilingual education

Mishra (2009:1) believes that when children are educated exclusively in non-mother tongue language, they are prevented access to education because of the linguistic, pedagogical and psychological barriers created. Thus, the exclusively non-mother tongue programmes violate the human right to education as expressed in United Nations (UN) Convention on the Rights of the Child adopted by the UN General Assembly on 20 November 1989 (UN Convention on the Rights of a Child, 1989:1).

The European Union (European Platform for Dutch Education, 1996) addresses this issue by recognizing multilingualism as an essential feature of European citizenship. The White Paper on education and training *Teaching and Learning. Towards the learning society*, as stated in European Commission (1996) outlines some courses of action in the perspective of lifelong learning. The purpose is to improve access to information and knowledge for everybody. Objective 4 of the White Paper (European Commission (1996) focuses on proficiency in three community languages, whereby all citizens should be able to communicate in two languages in addition to their mother tongue. The ability to communicate in three languages is considered essential for

helping European citizens to understand each other, and even prepares them for the requirements of the European labour market. As the promotion of foreign language learning is crucial, the White Paper proposes measures to achieve this goal, being able to encourage the early teaching of languages, and presenting teaching content in a foreign language as an innovative curricula and methodological development, and as a further step towards meeting learning needs (Grosser, in Masih (ed.), 1999:9-10). Grosser further believes that if a foreign language learning starts at an early stage, in secondary school, subjects can be taught in that foreign language. As this language becomes self-sustaining, another foreign language may be introduced into the secondary school curriculum.

Balladon (2006:49-50) states that in South Africa, one of the primary aims of public education, along with the transfer of knowledge and the development of intellectual abilities, is the promotion of the values necessary for personal growth and for nation-building. The values a nation chooses to promote are dependent on the social context. The present education policies in South Africa were formulated in the years around 1994 when democracy was instituted after decades of apartheid regime. The National Curriculum Statement (NCS) was therefore devised against the background of the need to create a democratic society, heal the divisions of the past and foster unity in diversity. It is within the context of cultural diversity and the need to promote tolerance and openness that the NCS committed itself to promoting multilingualism (Balladon, 2006:49-50). In terms of the new constitution of South Africa, the government and thus the Department of Education, recognizes that cultural diversity is a valuable national asset and hence is tasked, amongst other things, to promote multilingualism (Language in Education Policy, 1997). Multilingualism is further encouraged through the new constitution and given educational substance in South African Schools Act (SASA). The new language-in-education policy states the following:

Subject to any law dealing with language-in-education and the constitutional rights of learners, in determining the language policy of the school, the governing body must stipulate how the school will promote multilingualism through using more than one language of learning and teaching, and/or by offering additional languages as fully-

fledged subjects, and/or applying special immersion of language maintenance programmes...

(Department of Education, 1997:8)

Multilingual education can be successful if it gets full support not only from the government but even from the community. Ramirez, in Heugh and Siegruhn (eds) (1995:92), calls for 'meaningful education', where he stresses that education must be meaningful to all learners if we are serious about equal access to education. The old perception of making the pupil ready for the school is regarded as an inappropriate way of offering educational service. He further states that it is no use making sure that all children get to school, if when they get to school they cannot relate to or understand the educational process within the school. The minimum conditions for the establishment of multilingual programmes is that there is a genuine commitment to change and that teachers, and preferably the whole school community are able to recognize the value of the diversity of experience and knowledge which children bring into the classroom.

In countries such as New Zealand, some communities become intensely involved in the curricular activities of the school. They often facilitate lessons in the languages which the school would normally not be able to offer. On New Zealand's North Island, for example, there are many small communities of people from the Cook islands, Fiji and Samoa. Elders from these communities come into schools and spend a period of time, say a month, assisting the regular school staff to run in-depth multicultural and multilingual programmes. The elders share their knowledge of the language, history, legends, music, art, home-building technique, food, and ceremonies (Heugh and Siegruhn, 1995:93).

This approach best suits an integrated curriculum. Teachers who focus on geography, history, science, mathematics, art, music or any other content subject, can cooperate in order to benefit maximally from the input from the members of the community. The local community can add to the school's resources by bringing an authenticity and content to the classroom in a way that teachers cannot normally do.

Another alternative can be clustering of schools. Local clusters can cooperate with one another to do a number of things, ranging from sharing resources to producing locally-relevant materials to supplement prescribed textbooks, and marking examination in different languages. This could offer an opportunity to introduce multilingual models of education in schools gradually, within a cluster. If, for example, there is a school whose community has agreed to change, and which has a number of bilingual/bilingually-trained educators, then additional support may emerge from within the cluster of schools. The support might take the form of seconding bilingual/bilingually-trained educators to this school until the multilingual school has developed its multilingual programme sufficiently (Heugh & Siegruhn, 1995:93).

Twinning of schools can also be used in this regard – twinning a ‘privileged’ school and a township school, with resources such as library books flowing from the privileged to the township school and children from the township school using the facilities of the privileged school. This would mean that the language resources in township school and its surrounding community could be used in the other school, with teachers assisting in primary language support for African-language speakers and developing second language skills for non-African language speakers. Learners could be bused to the township where they could practise their newly acquired African-language skills and can be exposed to members of the community who could enrich their cultural experience, in the same way as elders do in New Zealand (Heugh & Siegruhn, 1995:94-95).

The ideas stated above indicate that multilingual education is a need in a democratic country. It contributes positively to a meaningful education and even helps in addressing multicultural programmes. Looking at the education system in New Zealand one can realize that we cannot separate multilingual education and multicultural education. Elders from the community serve the school as both multilingual and multicultural resources. Multicultural education, on the other hand, has the potential to broaden the learners’ knowledge of the world; to encourage the development of the analytical skills required to make comparisons, to validate other experiences, and to create a positive environment for the learning of other languages. Learners who are

learning content subjects through second language or foreign language can benefit from these types of programmes. The programme may not only help in developing the learners' CALP, but may even give the learners the opportunity to be assessed or to respond to assessment tasks in the language of their choice. Multicultural education will not only make a contribution on linguistic needs, but the content will also be assessed with ease through additional resources. The language problem faced by some of the South African learners, which leads to anxiety during tests and examinations, can be solved as learners will be in a position to answer examination question papers in the languages of their choice. Clustering of schools will also help in marking the papers which might be in different languages.

2.8 The value of assessment in schools

Assessment is one of the important activities in the teaching and learning programme and even in education and training system. It enables the assessors/educators to gauge the learners' progress towards the common goal, which is, the learning outcomes. Different types of assessment have different roles to play in the teaching-learning situation and in education and training system.

2.8.1 Defining assessment

Dreyer (2008:5) defines assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experience. This statement concurs with the definition given by Department of Education (2003c:35) which states that assessment is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Assessment, according to the two statements, is based on evidence of what the learner has learned. Judgement will be passed based on that evidence.

Since the introduction of Outcomes-Based Education in South Africa, assessment in education and training has undergone major changes. The areas targeted for change were the following as stated in Dreyer (2008:3):

- Learner achievement that was compared to that of other learners;
- Learner achievement that was reported in symbols and percentages;
- The once-off final examination that led to excessive competitiveness and stress;
- Teachers who tended to ‘exam-teach’;
- Past examination papers that replaced the curriculum and drove the teaching and learning process; and
- Tests and examinations that dominated assessment throughout the school.

These changes culminated in the introduction of various types of assessment; baseline, diagnostic, formative, and summative (Department of Education, 2003c:36). This study focuses on formative and summative assessment. Formative assessment determines the progress of learners towards achieving the outcomes and the appropriateness of learning acquired. It takes place during the learning process and it informs planning of future learning activities. Summative assessment determines the overall achievement of learners and learning success. It takes place at the end of a learning cycle, programme or phase (Dreyer, 2008:17).

While formative assessment can be seen as assessment *for* learning, summative assessment can be seen as assessment *of* learning. Summative assessment takes place after a learning event or period, usually a semester, year or phase of learning. The difference in assessment lies mainly in the fact that the assessment results are now tested against a set of criteria that set out the minimum standard required to continue to a next grade or phase or to fulfil the requirements of a certificate, diploma or degree. As a result of this, Dreyer (2008:23) calls summative assessment a more “high-stakes” assessment event.

2.8.2 The purpose of assessment

The purpose of assessment as stated in Department of Education (2003c:35) is to help learners to gauge the value of their learning. Again it gives them information about their own progress and enables them to take control of and make decisions about their learning. Assessment therefore provides information about whether teaching and learning is succeeding in getting closer to the specified learning outcomes. On the other hand, Dreyer (2008:6) states the purpose of assessment as to find out if instruction was effective, learners need more instruction, learners are ready for the next step taught, a different approach is required, and how instruction can be improved the next time the lesson is taught. In assessment teachers need to motivate learners to study and make steady progress, and determine whether or not a learner meets programme requirements (certification).

In grades ten and eleven, summative assessment is done with the purpose of promoting learners to the next grade and giving feedback to parents. In grade twelve it is done with the purpose of awarding an FET certificate. Marks obtained at the end of grade eleven and twelve are used for the purpose of awarding bursaries, selecting candidates for particular courses and providing feedback to parents and higher education institutions about learner performance. The marks obtained on the FET certificate determine whether a learner has matriculation exemption or not. It is thus clear that formative and summative assessments in grade twelve have far-reaching consequences for the future of the learners (Nieman, 2008:80).

There is a concern about high-stakes assessments such as the matric examinations which are becoming over-important or weighing too much in relation to continuous assessments. Dreyer (2008:22) states the other purpose and benefits of high-stakes assessment programmes as a means to assure that standards are taken seriously, motivate teaching of the standards and hold institutions accountable for learner performance. They are used to motivate learners to learn and increase emphasis on learner achievement, to identify learner strengths and weaknesses to target instruction,

to provide the same expectations and same basis of evaluation for all learners, to make it possible to monitor efforts by the institution to improve, and to provide information that can inform policymakers on the quality of education.

2.8.3 The assessor

Dreyer (2008:7) identify the instructors, teachers and lecturers as the assessors, as they are involved in the assessment of learners they teach. There are also moderators and external moderators who assess the work of learners they themselves did not teach. Dreyer (2008:7) further differentiates between the registered assessors – those who underwent specific standardized training, and non-registered assessors – those who did not undergo such training but may have learned how to assess through experiential learning. This shows that not all the assessors are equally well equipped for this task.

As the provider of General Education and Training (GET) and Further Education and Training (FET) learning programmes, the Department of Education (DoE) needs to know if the teaching taking place in schools is sound and if learners are learning successfully. Umalusi is the quality assurer that has to determine if the standard of learning taking place in schools is high enough to satisfy receivers of the certificated learners, such as higher education institutions and employers (Dreyer, 2008:11). This means that grade twelve learners have to answer tasks by the non-registered assessor as formative assessment, and those by the registered assessor as summative assessment.

2.8.4 Rules and regulations in assessment

Written tests and examinations may take the form of an open-book assessment or closed-book assessment. Closed-book assessment requires the learner to rely on memory. Though the application of skills can be tested, memory recall plays the biggest role. An open-book assessment can be implemented to determine the learners' ability to use, compare, criticize and evaluate information in sources (Nieman, 2008:91). Open-book assessment does not necessarily mean that learners will have to bring along their

resources (notes or textbooks) in the examination room, but sources, in the form of extract, cartoons, maps or any other, will be supplied with the question paper. In history, this is called an addendum. This means that learners will be supplied with a question paper and an addendum during a test or an examination. The question paper will comprise of various sections based on open-book and on closed-book.

During examinations invigilators are not allowed to give learners assistance of any nature. This is clearly stipulated in Department of Education (2007:4-7) which states that the Chief Invigilator or Appointee should ensure that candidates answer the question paper in the language of instruction unless stated otherwise on the question paper. The manual further states that no assistance of whatever nature will be offered to the candidates by the invigilator. It again states that the invigilator will not invigilate the subject that he/she teaches at any grade, assist the candidates in answering the examination questions, or draw attention to any error unless included in the errata. Violation of the rules and regulations will not be left unquestioned, but it will be dealt with as misconduct under applicable Acts or regulations. A candidate who assists another candidate may render him/herself liable for suspension from this and future examinations.

The manual does not take into consideration that which is stated in Department of Education (2003a:3) which has this to say on language:

Assessment must always be fair to learners and all possible barriers preventing learners from expressing their knowledge, skills and values in an assessment task, must be considered when creating, marking and moderating the assessment task. Such barriers may include an inability to express themselves in the language in which the learning, teaching and assessment is done. Learning in your second language is a recognized barrier to learning and all teachers who have such learners in their class should take cognizance of this...

Giving guidelines for developing written tests and examinations, Nieman (2008:92) states that questions should be stated in a language appropriate to subject matter and the learners. A written assessment should be fair and unbiased to all language abilities. Genesee (1994:175) also acknowledges that there are problems encountered during assessment, when learners are taught in second language. Educators may have difficulty in determining whether learners fail to perform as expected because they have not mastered the concepts, or they simply lack the linguistic resources to demonstrate what they have learned.

In spite of what is said by the various documents on assessment, the Department of Education (2007) is the one that is used in the examination venues. The officials from the Department of Education check the running of examinations with an instrument based on the manual.

2.8.5 The contents assessed

What is assessed in history is determined by the Learning Outcomes (LOs) and the Assessment Standards (ASs). The Department of Education (2003c:10) explains the scope of history when stating that learners who study history use the insights and skills of historians. They analyse sources and evidence, and study different interpretations, divergent opinions and voices. By so doing they are taught to think in a rigorous and critical manner about society. Instruction number four from the question paper (Department of Education, 2008a:1) reads thus: “In answering of questions candidates are required to demonstrate application of knowledge, skills and insight.”

LO1 concerns developing the learners’ enquiry skills. Grade twelve learners are expected to demonstrate an ability to work independently, formulating enquiry questions and gathering, analyzing, interpreting and evaluating relevant evidence to answer questions. The LO is further subdivided into ASs, with AS3 saying that we know the learner is working towards the attainment of LO1 when he/she is able to interpret and evaluate information from the sources (Department of Education,

2003c:16-17). The LO and AS stated above goes hand in hand with LO2 and AS2 in Department of Education (2003b:24-25). LO2 is based on reading and viewing. The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts. We know the learner is working towards the attainment of LO when he/she is able to (AS2) evaluate the meaning of a wide range of written, visual, audio, and audio-visual texts. The learner will be able to find relevant information and detail in texts, explain the writer's/narrator's/character's viewpoint and give supporting evidence from the text, explain the socio-political and cultural background of texts, and give and motivate personal responses to texts with conviction (Department of Education, 2003c:17).

LO1, AS4 in history states that we know the learner is working towards achieving LO when he/she is able to engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence. This is similar to LO2 AS3 in English First Additional Language (FAL) which says that the learner will be able to evaluate how language and images may reflect and shape values and attitudes in texts (Department of Education, 2003b:27). The learner will be able to explain socio-cultural and political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues; the learner will again be able to recognize and explain the nature of bias, prejudice and discrimination.

Assessment tasks that address these LOs and ASs are usually based on written and visual tasks. In history the addendum will comprise of texts, pictures and cartoons. The question paper will consist of questions based on that. English FAL also addresses these tasks in paper one (language) and paper three (creative and functional writings). To attain the above LOs and ASs, the learner needs to have a cognitive knowledge of content and also a good command of a language.

LO3 in history is based on knowledge construction and communication. Grade twelve learners are expected to synthesize information about the past to develop, sustain and

defend an independent line of historical argument. They are expected to communicate and present information reliably and accurately in writing and verbally (Department of Education, 2003c:13). AS4 states that we know the learner is attaining the LO when he/she is able to communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, and oral presentation (Department of Education, 2003c:21). This is similar to LO1 in English which is based on listening and speaking. The learner is able to listen and speak for a variety of purposes, audiences and contexts. ASs related are AS3 and AS4 which states that the learner will be able to demonstrate the skills of listening to and delivering fluent and expressive oral presentations and demonstrate critical awareness of language use in oral situations (Department of Education, 2003b:19-21).

LOs and ASs set for history and English (FAL) are integrated. To display their knowledge of content and skills of analyzing, interpreting, evaluating and synthesizing, learners need to be efficient in the language of learning and teaching (LoLT), English. Activities in formative assessment may include oral presentation while summative assessment in history consists solely of written activities. A learner whose level of cognitive academic language proficiency (CALP) is still lower may find it difficult to interpret the question, or rather, translate it into a basic interpersonal communication skill (BICS), which is the informal or social language, so that he/she may start working on the answer. As examinations are time bound the learner may start experiencing anxiety.

2.8.6 The impact of assessment on learners

Nieman (2008:79) states that no matter how much effort we put into the teaching of our learners, it is assessment that really matters to them. They will learn what they think they are going to be tested on. Different types of assessment have different implications to the learners. The effect of assessment for learning, that is, formative assessment, as it plays out in the classroom, is that learners keep learning and remain confident that they

can continue to learn at productive levels if they keep trying to learn. Formative assessment helps learners not to give up in frustration or hopelessness. It tells the learners where they are, for example, Point A, how to get from Point A to the desired outcome (that is, how to close the gap between where they are and where they are going (Dreyer, 2008:13).

How learners perceive being evaluated varies widely and those perceptions affect learners' performance on assessment. Some learners are motivated to perform well while others do not care. Among learners who are motivated to do well, assessments and evaluations are likely to lead to increased emotional tension, that Nitko (2004:308) calls test anxiety. Nitko believes that learners' perceptions of evaluation situations shape their reactions to them. Some well-motivated learners may perceive these evaluation situations as challenges, while other equally well-motivated learners perceive them as threats. Learners who accept assessments and evaluations as challenges have thoughts that are task-directed. Their thoughts and actions are focused on completing the tasks and thereby reduce any tensions that are associated with them. Learners who perceive assessments and evaluations as threats have task-irrelevant thoughts. They are self-preoccupied, centering on what could happen if they fail, on their own helplessness, and sometimes on a desire to escape from the situation as quickly as possible. Nitko (2004:309) further explains that learners' test anxiety rise when they perceive an assessment to be difficult. This, in most of the times, affects at-risk learners. Test anxiety may disturb the learners' cognitive ability to recall the knowledge they have on a particular subject. It may also impact negatively on learners' results. Jacobs, Vakalisa and Gawe (2004:308) also acknowledge the impact assessment has on learners by stating that when young people repeat a grade, they lose confidence in themselves as learners. This is especially true when learners spend several years in one grade. They therefore encourage that only in rare cases should a learner repeat a grade. OBE is based on the belief that all learners can succeed and feel positive about themselves.

2.8.7 Limitations of summative assessments as high-stakes assessment

On addressing the issue of reliability in learners' performances, the Department of Education (2003c:37) came up with the issue of continuous assessment (CASS). CASS is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. Various kinds of instruments and methods such as tests, examinations, projects, assignments, oral, written and performance assessments are included.

Despite the introduction of CASS, high-stakes assessment still plays a major role in determining the final results of the learner. CASS comprises twenty-five percent of the learners' final marks, while the examination comprises seventy-five percent. It is therefore not surprising that this assessment goes along with test anxiety. Dreyer (2008:22) identifies some limitations of high-stakes assessment, saying it places too much emphasis on a single test score, which may not reflect true changes in learner achievement. The tests are unfair to low socio-economic learners and schools. Too much time is spent on preparing learners to take the test. Nationwide assessment leads to a more narrow nationwide curriculum, and finally high-stakes assessment does not provide information that can improve instruction. In spite of these limitations Dreyer (2008:22) states that Umalusi, the quality assurer, is fully aware of these shortcomings and is in the process of developing a more suitable high-stakes assessment for the cohort of matriculants involved in the National Curriculum Statement (NCS) for the FET band.

2.9 Conclusion

This chapter focused on looking at English as a language of learning and teaching in schools, where English is not the mother tongue of learners. Various theories on language learning, multilingualism and on teaching were looked at, even considering various types of contexts in which the language is learned. Problems that are experienced by learners when learning through second language or foreign language

were also stated. Assessment in schools as an integral part of learning was scrutinized as well.

The literature reviewed shows that the issue of language in education, more especially the language of learning and teaching has far reaching implications. The native speaker, the second language learner and the foreign language learner have to face the new language in the classroom. The level at which the learner will cope will vary according to the context from which the learner is learning. The foreign language learner is the most disadvantaged among all groups.

With the information collected, the researcher, in the next chapter, devices tools to gather empirical data, investigating whether English is really a barrier to the learning and teaching of history. The researcher engages in this study to investigate the perceptions of educators and learners about the use of English as a language of learning and teaching in history, the strategies that could be adopted to assist learners to answer history questions, and measures that could be taken to improve learners' performance in the learning of history.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study, as has been earlier stated, is to investigate through learners' response to examination questions whether English which is used as a language of learning and teaching in schools, is a barrier to the learning and teaching of history. Chapter two outlined the literature review, wherein the language learning theories, language learning environment, assessment and its value were explained. The chapter was presented as a conceptual framework for the empirical research. Chapter Three is devoted to research method and design. The research strategy, methods of data collection and data processing techniques are described.

3.2 Research methodology

Mouton (1996:107) defines research design as a set of guidelines and instructions to be followed in addressing the research problem. Welman, Kruger and Mitchell (2005:52) concur when stating that it is a plan according to which we obtain research participants (subjects) and collect information from them. Research design could be viewed as a blueprint of the research project that precedes the actual research process. In it we describe what we are going to do with the participants, with a view to reaching conclusions about the research problem. Research design in this study, focuses on specifying the approach, the method, the population, the sample and sampling methods, and the way in which data were gathered and analyzed.

The researcher conducted this research using the qualitative approach. The quantitative approach was also not out ruled, as the researcher had to use numbers at certain stages during the research. Qualitative study is concerned with understanding rather than explanation: naturalistic observation rather than controlled measurement; and a subjective

exploration of reality from the perspective of an insider as opposed to the outsider perspective that is predominant in the quantitative paradigm (De Vos, 2002:79). In contrast, quantitative study may be defined as an enquiry into a human or social problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalization of the theory holds true. This approach aims at measuring the social world objectively and to predict and control human behaviour (Creswell, 1994:1-2). Though this study was highly qualitative, quantitative techniques were employed, more especially during sampling and data analysis.

With regard to the time dimension, the researcher conducted a cross-sectional study, which entails describing something at a given time (Babbie, 1998:100). Nkatini (2005:28) also indicates that in a cross-sectional study all data are collected at the same time. This means that the researcher will go to the field once, collect data using different tools and thereafter do the data analysis.

3.3 Research design

The researcher used case study design in this research work. Cohen, Manion and Morrison (2000:181-182) define case study as a specific instance designed to illustrate a more general principle. It is a study of an instance in action. It strives to portray 'what it is like' to be in a particular situation, to catch the close-up reality and 'thick description of participants' lived experiences of, thoughts about, and feelings for a situation. Welman et al. (2005:193) continue to explain that in a case study research, a limited number of units of analysis are studied intensively. The units of analysis include individuals, groups, institutions, personal documents and records. In this study the researcher used both humans and personal documents, as units of analysis.

Maree (2007:76) states that case study is not aimed at providing a generalizing conclusion but to gain greater insight and understanding of the dynamics of a specific situation. A well-selected case constitutes a dew-drop in which the world is reflected.

Such a singularity is a concentration of the global in the local. Cohen et al. (2000:185) also concur when stating that case study aims at probing deeply and analyzing intensively the multifarious phenomena that constitute the life cycle of a unit with the view to establish generalizations about the wider population to which that unit belongs. This means that although case study is not aimed at generalizing, it may well be a reflection of what is happening generally. That is why Cohen et al. (2000:182) mention that in a case study generalization can take various forms, for example, from a single instance to a class of instances that it represents.

Briggs and Coleman (2007:145-148) mention different end-points for a research case study. The first end-point is story-telling and picture-drawing case studies, which are both analytical accounts of educational events, projects, programmes or systems aimed at illuminating theory. The second end-point is theory-seeking and theory-testing case studies leading to fuzzy general predictions. Here the prediction is referred to as fuzzy because, instead of trying to state 'what works' it states 'what may work'. The last end-point is evaluative case studies, the enquiries which set out to explore some educational programme, system, project or event in order to focus on its worthwhileness. It may be formative (helping the development of a programme) or summative (in assessing it after the event). It draws on theoretical notions but is not necessarily intended to contribute to the development of theory.

The researcher conducted a case study in three schools with the purpose of getting a greater insight into and understanding of dynamics of the situation there (Maree, 2007:76). She came into contact with the sampled learners and educators to find out about their lived experiences and perceptions on the use of English as a language of learning and teaching history. After getting their perceptions on the subject through the interviews, the researcher went on to observe the behaviours during examinations that may throw light into the issue of the use of English as a language of learning and teaching. To triangulate the data gathered through interviews and observations, the researcher went on to look at the learners' test and examination scripts to see as to whether what is contained therein consolidate what has already been said by the

participants. Though the researchers focus of this case study will be on theory-seeking and theory-testing end-point, that will lead to fuzzy general predictions, she will not rule out any outcome that may be evaluated, descriptive or picture-drawing in nature.

3.4 Target population

De Vos (2002:190) and Welman et al. (2005:52-53) define the population as the total set from which the individual or units of the study are chosen. It is the totality of persons, events, organization units, case records or other sampling units with which a research problem is concerned. It is a full set of cases from which a sample is taken. The target population of this study include learners and educators of secondary schools in Capricorn District, Limpopo Province. The Capricorn District has seven clusters, which have a total of thirty-two circuits. Three schools were chosen from the circuits Bochum West, Mogoshi and Moloto in Bochum and Kone-Kwena clusters, as the research population. History learners and educators offering history formed the sample.

3.5 Research sample

Nkatini (2005:38) and De Vos (2002:191) define sample as part of the target population that has been selected for study. It is a subset of measurement drawn from a population in which the researcher is interested. We study the sample in an effort to understand the population from which it is drawn. This means that we are interested in describing the sample not primarily as an end in itself, but rather as a means for helping us to explain some facet of the population. Sampling should therefore be understood as a technical counting or measurement device that is used to explain how specific information is selected and collected from which data will be drawn. Maree (2007:79) defines sampling as the process used to select portions of the population for study. This means that after identifying the research population, the researcher started working on the research sample.

The researcher is aware of the fact that qualitative research is based on non-probability and purposive sampling rather than probability or random sampling approaches. In purposive sampling, participants are selected because of some defining characteristics that make them the holders of the data needed for the study. Sampling decisions are therefore made for the explicit purpose of obtaining the richest possible source of information to answer the research questions. McMillan and Schumacher (2001:400) and Bailey (1987:94) agree by stating that purposive sampling has the intention of selecting the information rich cases for study in depth. De Vos (2002:198) added by stating that this type of sampling is based on the judgment of the researcher, in that, a sample is composed of elements which contain the most characteristics, representative or typical attributes of the population.

Stratified purposive sampling whereby participants are selected according to preselected criteria relevant to a particular research question was used in this study. Three secondary schools were chosen as samples. This is because the schools are situated in deep rural areas, where the socio-economic condition is not favourable. Not all the houses in the areas have basic electricity and access to clean water. People there cannot access newspapers on a daily basis. Again, as many schools have phased out the subject history, the schools which have been chosen are still offering history. The schools are considered to be situated in the right context where English, which is used as the language of learning and teaching, is learned in a foreign language context.

The first school (BM) had the total population of thirty learners. Fifteen learners, making fifty percent, were sampled for interviews. The second school (MM) had a total population of fifteen learners. Eight learners, making fifty-three percent were taken as subjects. The last school (MK) had a total population of twenty learners. Ten learners, making fifty percent were selected as subjects. The total population from the three schools is sixty-five, out of which a sample of thirty-three learners (50,8%) was selected for interviews. As for the educators' interviews, all educators who were offering history in the three schools were taken as subjects. There was one educator in school BM, one in

school MM, and two educators in school MK. The sample was made out of a total population of four educators.

The researcher is quite aware of the serious flaw that may be caused by the strategy on the sample size as stated in Maree (2007:79), that the sample size may or may not be fixed prior to the data collection, and very often depends on the resources and time available to the researcher. This may result in the data not being saturated. The researcher used random sampling to get fifty percent of grade twelve history learners from each school and hundred percent of educators offering history in grade twelve in each school. The result was that there was a sample of thirty-three learners out of the population of sixty-five, that is, 50.8%. To counter the threat in purposive sampling, that of data not being saturated, the researcher remained flexible in sample size so as to reach theoretical saturation. Theoretical saturation is the point in data collection when new data no longer bring additional insights to the research question (Maree, 2007:79).

As the researcher has also used documents as research instruments, sampling for the documents was also considered. Units of analysis that were used are learners' tests and examination scripts. The researcher used the scripts of those learners considered as research sample so as to consolidate what has been written in the scripts with what the respondents state in the interviews. The researcher verified, as according to steps in content analysis sampling (Neuman, 1997:277) that scripts were written on that day of assessment and that a question paper and memorandum were accompanying those scripts. This helped the researcher in the process of data analysis. The sample selected for learners interviews were taken to be the target population in document analysis. A sample of four examination scripts were taken from each school for in depth study, making a total of twelve scripts, and three test scripts from each school, making a total of nine scripts. Twenty-one scripts were taken as a sample from a population of sixty-six scripts (thirty-three exam- and thirty-three test scripts), making it 31.8%.

3.6 Research Instruments

After the researcher had identified the sample from which she would be gathering data, the choice of research instruments, which is sometimes referred to as techniques, was necessary. The researcher decided to use the instruments as follows:

3.6.1 Interviews

Briggs and Coleman (2007:208) define interviews in educational research as conversations with a purpose, that purpose being to find out what is in somebody else's mind, but not to put things there. Interviews aim to explore the respondents' views in ways that cannot be achieved by other forms of research and report the findings in as near as it can reasonably be done in the respondents' own words.

The researcher used semi-structured interview schedules for this study. This entailed the researcher broadly controlling the agenda and processing the interview, whilst leaving the interviewees free within limits, to respond as they best saw fit. The interview schedule was largely determined in terms of sequence and wording (Briggs & Coleman, 2007:209). The researcher, who was the interviewer, posed open-ended questions that allowed both the interviewer and interviewee to discuss the given topic in detail (Nkatini, 2005:30).

This type of schedule required open-ended questions where there is no selection from a given range of responses. Respondents were answering the questions in their own words. Open-ended questions also supplied a frame of reference for respondents' answers, and also put a minimum of restraint on respondents' answers and their expressions. The researcher decided to use this type of interview because of the advantage that it posed. Cohen et al. (2000:275) maintain that they are flexible; they allow the interviewer to use prompts (statements which enable the interviewer to clarify topics or questions) and probes (statements which enable the interviewer to ask respondents to extend, elaborate, add to, provide detail for, clarify or qualify their response). The prompts and probes were

intended to help the interviewer to go into more depth, or clear up any misunderstandings. Open-ended items enabled the interviewer to test the limits of the respondents' knowledge, encourage co-operation and help establish rapport, and they allowed the interviewer to make a truer assessment of what the respondent really believes. The open-ended items can even result in unexpected or unanticipated answers which may suggest hitherto unthought-of relationships or hypotheses. Interview schedules were designed for the learners and for the educators. They are attached as Annexures B and C.

The researcher was aware of some of the important issues to be considered by an interviewer, such as briefing the respondents as to the nature and purpose of the interview, attempting to make the respondent feel at ease and even explaining the manner in which recording of responses will be done. Where necessary, respondents were kept from rambling away from the essence of a question, but not at the sacrifice of courtesy. The researcher did not forget to consider the attitude carried by non-verbal communication, that is, facial and bodily expression (Cohen et al. 2000:279).

Recording is another important factor to be considered in an interview. Cohen et al. (2000:281) acknowledge that in recording, though the use of audio-tape recorder might be unobtrusive, it might also constrain the respondent. Video-tapes too might yield more accurate data, but might even be more constraining, with its connotation of surveillance. The environment might be less threatening if there is none of any mechanical means of recording the interview. The reliability of the data might rely on the memory of the interviewer. The researcher discarded the mechanical means of recording and relied on memory and making concise notes during the interview.

3.6.2 Document analysis

Document analysis can be one of the tools employed in a case study approach. It provides a window for the researcher to read between the lines of official discourse and then triangulate information through interviews, observations or questionnaires. Documents

offer a lens to interpret events in order to gain insights into the relationship between the written and unwritten, spoken and virtual, public and private, and past and present (Briggs & Coleman, 2007:278-279). In this study, the researcher used learners' tests and examination scripts as documents to be analyzed, together with the question papers and memoranda for the concerned assessment activities. The focus of analysis was the way the learners were using English language when they were answering history questions. These documents are classified as primary sources, as they do not provide any interpretation or analysis of the event.

When analyzing the documents, the researcher started with the literal reading of the text, and then moved to interpretation, which involves both content and textual analysis. Content analysis, which is a form of quantitative analysis, requires a count of the number of times a particular word or image is used (Briggs & Coleman, 2007:285). The basic goal of content analysis as stated by Bailey (1987:300) is to take a verbal, non-qualitative document and transform it into quantitative data. Then the results of content analysis can generally be presented in tables containing frequencies or percentages, in the same manner as survey data. The researcher finally looked for similarities and differences in the text that would corroborate or disconfirm theory as according to Maree (2007:102).

On the other hand, textual analysis which concentrates on deriving an understanding from the qualitative significance of the words and images was also used. The researcher employed discourse analysis as well, which according to Maree (2007:102), focuses on the meaning of the spoken and the written word, and the reason why it is the way it is. The researcher classified data and read for embedded meanings as required by both content and textual analyses. The results were presented in tables and in words.

There is an element of generalization of findings in document analysis. This is confirmed by Briggs and Coleman (2007:287) who state that data from the document can be used to highlight a range of perspectives on a particular event, activity, group or individual and can further be utilized to determine the representativeness of such a document. They

further indicate that as documents exist in social, political and economic context, they can contribute to the construction of later contexts.

3.6.3 Observation

Observation is a systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. It is an everyday activity whereby we use our senses and our intuition to gather bits of data. As qualitative gathering technique, observation is used to enable the researcher to gain a deeper insight and understanding of the phenomenon being observed (Maree, 2007:84). This is one of the data gathering techniques that was employed in this study.

The type of observation that was used was the one of observer as participant. The researcher got into the situation as invigilator, but not forgetting her role as an observer in the situation. She did not influence the dynamics of the setting, as stipulated by Maree (2007:85). The researcher went into the examination centre fully prepared, knowing the behaviour that she wanted to observe. The behaviours are connected to the research aim, which is to investigate, through learners' response to examination questions, whether English, which is used as a language of learning in schools, is a barrier to the learning and teaching of history.

The researcher as invigilator was observing if the candidates were asking questions that were related to language. She was again looking at the level of relevancy when learners were answering questions (based mainly on the observation of instructions), and finally, while packaging the examination scripts, scanned the scripts of the candidates who finished earlier than others and of those who finished late (in the last fifteen minutes of the examination). As no material is allowed in an examination centre except those that are examination-related, the observer also shared at the end of the examination session, information with other invigilators and candidates on how the examination was conducted. The questions mostly focused on language. This was done informally to consolidate what had been observed.

3.7 Triangulation

In a case study whichever technique is used to collect data, the concern is not merely to describe what is being observed, but to search, in an inductive fashion, for recurring patterns and consistent regularities. Triangulation is often used to discern these patterns (Welman et al. 2005:194). Triangulation is therefore, the important aspect to be considered when conducting a case study. To corroborate the findings, the researcher used three approaches; document analysis, semi-structured interviews and observation to investigate the challenges experienced by learners when they use English as a language of learning and teaching history. To confirm what has been said in the interviews, observation of learners during examination session was conducted. The researcher went on to analyse their test and examination scripts. This was done to determine whether there was concurrence between what the subjects reveal and what they actually practice.

3.8 Data analysis

Data analysis involves sorting, categorizing, evaluating, comparing, synthesizing, and contemplating the coded data as well as reviewing the raw and recorded data (Neuman, 1997:427). The strategy that was adopted in data analysis was that of developing a coding system that permitted the development of categories that could be used to formulate conclusions. The researcher used ethnographic content analysis, an approach developed by Athleid, in Briggs and Coleman (2007:288), whereby data were constantly revised to assist with conceptualization, interpretation and the development of a narrative. This type of analysis was focused on data gathered from history question papers, memoranda and learners' scripts. Annexure E is an example of data analysis tool that was used to analyse data.

The source section in the table was meant to record the reference number, location and file name. Column two of the text contained a transcript of a document, and the third column, that of coding, was for devising themes from multiple readings of similar documents as well as the relevant literature. The fourth column was coined in the original

three-column table wherein the researcher recorded any questions that arose for a researcher to further check or verify; to make a note of links with possible relevant literature and to record the 'count' of key words (Briggs & Coleman, 2007:290).

The researcher further used the stages in the cyclical process of data analysis as stated in Sarantakos (1998:316) to analyze data gathered from the interviews and observation. The first stage, data reduction, involved careful reading of the recorded material, identification of the main themes of the studied process, behaviour, and categorization of the material for the purpose of analysis or presentation. The second stage, data organization, was the process of assembling information around certain themes and points, categorizing information in more specific terms and presenting the results in some form. The last stage, data interpretation, involved making decisions and drawing conclusions related to the research questions. Data from observations and interviews were analyzed according to this process.

3.9 Conclusion

This chapter is based on research methodology. It provided the research design employed in this study, target population and samples, research techniques that were used to gather data, and methods of data analysis. The chapter focused on ways of collecting, interpreting and analyzing data so that the aims and objectives of research, as stated in chapter one may be achieved. All these formed bedrock for the next chapter, which focused on the presentation and interpretation of collected data. The aim was to see to it that the interpreted data are readable and accessible to the readers of this study.

CHAPTER 4

INTERPRETATION OF DATA AND FINDINGS

4.1 Introduction

The aim of this chapter is to present the data gathered from the empirical investigation. Data from educators and learners interviews were transcribed and interpreted. There was also the analysis and interpretation of data from the documents, which are the learners' test and examination scripts. History question papers and memoranda for the assessment tasks stated above were used as part of the documents to be analysed and interpreted. Data from the observations were presented and interpreted. The empirical data were compared with what has been stated in the literature survey. The interpretation of the empirical data was looked at, against the aim of the study, which is, to investigate through learners' responses to examination questions whether English, which is used as a language of learning and teaching in schools, is a barrier to the learning and teaching of history. The objectives of this study and research questions were considered. They include determining the challenges that history learners face when they write examinations, the ways in which learners' performance can be improved, strategies that could be adopted to assist them to answer history questions, and the perceptions of both the educators and the learners about the use of English as a language of learning and teaching.

The researcher examined the manner in which the respondents, as foreign language learners, were coping with the new language of the classroom and the language of the textbook. The researcher also looked at the impact of the instructions on the question papers and the general examination rules have on the performance of the learners. She then determined, through the results of the assessment activities, whether the purpose of assessment had been attained or not. The empirical data were compared with what was stated in the literature survey. All these were done in order to come up with a comprehensive summary of findings. Finally, the limitations of the study were presented. The aim of providing the interpretation of data and the findings was to determine whether the research aim and objectives were attained, and whether the research questions were answered.

4.2 Interpretation of responses from educators' interviews

The interview schedule was designed for the educators with the aim of getting from them the challenges that the learners face during examination, the strategies that would help learners to answer questions and also make them to improve their performance in history, and their perceptions on the use of English as language of learning and teaching. Various questions were asked, based on English as the language of learning and of teaching. The researcher aimed at getting educators' views on the objectives of this study, and determines whether the use of English poses a challenge to the learners. The researcher believed that educators' experiences of teaching learners and marking their scripts will give an indication whether the use of English, which has been learned in a foreign language context, poses a challenge to learners, especially during examinations.

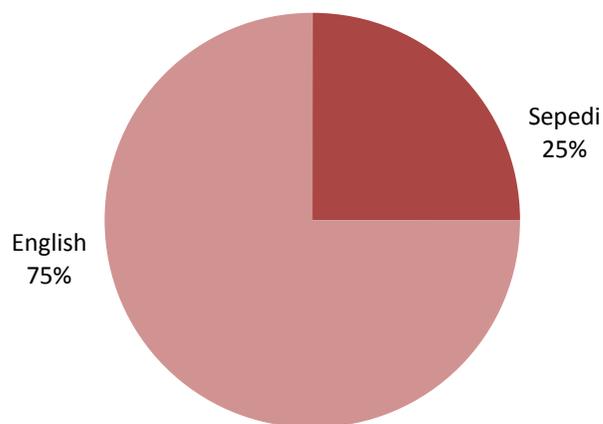
To get the educators' perceptions on the use of English as a language of learning and teaching in rural black schools, the interviewer asked the respondents about the language of learning and teaching that they would prefer. One respondent (25%) recommended the use of Sepedi for the benefit of the learners. Two respondents (50%) recommended the use of English, and a switch to Sepedi when the need arise. The last respondent (25%) recommended the sole use of English, emphasizing the fact that it will be possible if learners are taught to read at lower grades. In trying to establish their attitude towards code switching (a shift between English and mother tongue in a single discourse, or rather, the shifting by speakers between two languages (Finch, 2000:210), three respondents (75%) reflected a positive attitude, saying that code switching is of benefit to learners. The third respondent went on to explain that it might also have its disadvantages, as learners might have problems when studying alone. One respondent (25%) was against code switching, stating that learners will not be able to express themselves in English. This is similar to what has been stated in the literature review (Chapter One) in which, Ralenala (2003:150) stated that students are expected to read and study their content subjects and write their examination in English (not their mother tongue) and if the teaching and learning is conducted in a mixed mode; they will not be fluent in any of the languages. The respondents were further asked to give their views on what they think would be learners' preference on the

language of learning and teaching. All four respondents (100%) concurred that learners would prefer to use their mother tongue, Sepedi, as it is comprehensible to them.

Respondents were then asked about the advice they would give to learners regarding the language of learning and teaching. Three respondents (75%) indicated that they would advise learners to opt for English, stating that it is an international language. The learners will not struggle at institutions of higher learning, and moreover, Sepedi does not have all historical concepts. One respondent (25%) indicated that he would advise learners to use Sepedi as they will understand whatever they are taught. When asked about the language that the learners would prefer to use as language of learning and teaching, they all indicated that learners would prefer to study history in their mother tongue, Sepedi. Three respondents (75%) stated that learners should be encouraged to use English, while one respondent (25%) showed preference for mother tongue.

Examining the advice the educators would give to learners on the language of learning and teaching; 75% of respondents would prefer English and 25% would prefer Sepedi. Concerning their attitude towards code switching; 75% preferred code switching and 25% would prefer Sepedi. Examining their perception on the use of English as a language of learning and teaching; 50% of the respondents preferred English, but would also accommodate the use of mother tongue. Twenty-five percent of the respondents preferred the sole use of English, and the other 25% preferred the use of Sepedi only. The perceptions of educators on the use of English as a language of learning and teaching can be summarized on the pie chart below.

Figure 4.1 Educators' perceptions with the use of English as a language of learning and teaching history.



It can be concluded that, according to three respondents, there are problems encountered when English is used as a language of learning and teaching. Two of the three respondents therefore recommended that the switching of codes between Sepedi and English should be encouraged. The third respondent felt it would be better if learners could use their mother tongue as the language of learning and teaching. The last respondent indicated that the status quo should be maintained by using English as language of learning and teaching. The only thing that could be done to help learners with their language problem is to improve their reading skills at lower grades.

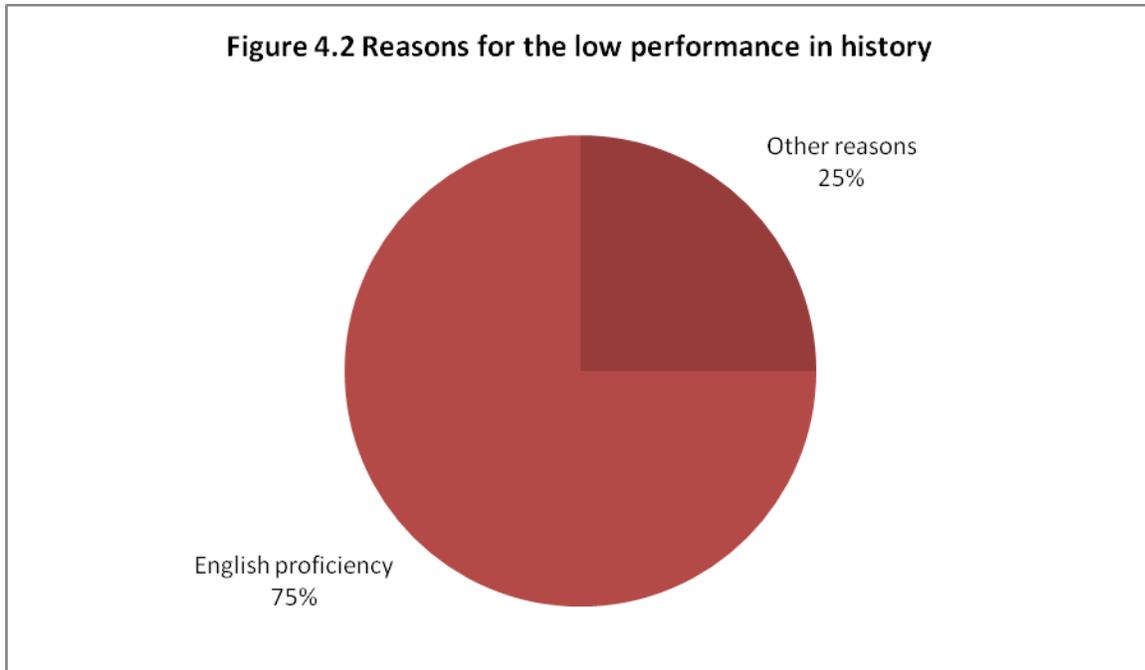
The researcher went on to find out whether English is a barrier to the learning and teaching of history. The respondents shared their experiences of assessing learners' activities. When asked whether low performance can be associated with the inability to understand the language used in question papers, all four respondents (100%) agreed, stating that most of the time the learners come across unfamiliar concepts which make it difficult for them to understand questions. One respondent explained that another reason could be that learners have not studied sufficiently. When asked about other factors that hinder learners from obtaining good marks, three respondents (75%) indicated that negative elements on the side of learners, such as laziness, ignorance and lack of dedication, are the causes. One respondent (25%) indicated that language affects them, especially in extended writing. The interviewer asked them about the type of

questions that learners enjoy answering. Two respondents (50%) indicated that they enjoy answering short questions, as they do not demand much language from the learners. The learners even have the impression that such questions were easy. The other 50% of the respondents indicated that they enjoy answering extended writing as answers in extended writing are not specific as in short questions. Learners have a chance of giving their own point of view.

The respondents were asked about reasons that force learners to answer extended writings in point form, or telegraphic style. Fifty percent of the respondents indicated that the main reason could be inadequate language proficiency, which results in memorization of answers. Learners would just give back what they have memorized, without looking at what is demanded by the question. The other 50% indicated that learners may be encouraged to answer in point form as they are allowed to do so in other subjects. The respondents were then asked about the results they can predict when the learner has written a lengthy extended writing response. One respondent (25%) indicated that positive results can be expected, while the remaining respondents (75%) indicated that length cannot tell anything, what counts most is the structure of the essay and the relevancy of the content.

The responses outlined here indicate that English as a language of learning and teaching can be a barrier to the learning of history, although there are other reasons that cannot be overlooked. The pie chart below (figure 4.2) is a summary of the factors that educators say contribute to learners' lower performance in history.

Figure 4.2 Reasons for the low performance in history



All the respondents agreed that language has a negative effect on the learners' performance. As for the type of questions the learners would prefer to answer, 50% of the respondents preferred source based questions while another 50% preferred extended writing. Beside the language factor, 75% of respondents mentioned negative factors on the side of the learners as the cause of low performance, while 25% still emphasized the issue of low proficiency in English.

The interviewer then asked respondents for their thoughts on how to help the learners with the challenges they face. Two respondents (50%) indicated that educators should instil in learners the spirit of working independently, while one (25%) stated that learners should even be helped to develop love for their subject. The last respondent (25%) had no comment on the issue. Most times respondents indicated that unfamiliar concepts are a problem to learners. The interviewer asked them how they would help the learners to deal with this problem. All the respondents (100%) indicated that the use of a dictionary is very important, as well as the use of the glossary section in the text book. Two respondents went on to emphasize that the educator should also explain the concepts to learners before asking them to use their dictionaries. The responses provided indicate that educators are doing their best to enhance learners' understanding and improve their performance in history.

Finally, the respondents were asked on the strategies that could be used to assist learners to answer questions in history. Responses that were given include the issue of preparing an answer by sticking to the right format of an essay, preceded by a mind map. To make sure that candidates are answering in line with what is required by the question, they should continuously refer to the topic. Another way would be to start with the essay they understand most. They can show all the components required in the essay then try to build on the one they do not understand. As for the learners who are less gifted, all respondents stated that educators should go the 'extra mile' to help them. They may be given additional tasks related to their development, and be encouraged to work with the gifted ones when given group activities.

4.3 Interpretation of responses from learners' interviews

Just as the educators' interview schedule, learners were asked questions revolving around English as a language of learning and teaching. The research aim and research questions formed the bedrock for the questions. The questions asked aimed at enquiring from the learners whether the challenges they are faced with when they write examination can be associated with the use of English as a language of learning and teaching. The use of English was looked at throughout the whole pedagogical process. Learners' perception on the use of English as language of learning and teaching was also looked at.

The first question that the interviewer asked was about the language that the learners would expect to hear from their fellow learners during classroom activities, for example when brainstorming ideas, making presentations and answering oral questions. Thirty respondents (91%) indicated that the language they would expect to hear is English, while three respondents (9%) indicated that they are not surprised with the use of the mother tongue. The interviewer asked them about their feelings if there is an interchange between English and Sepedi. Eighteen respondents (55%) indicated that they will not be happy with that, while fifteen respondents (45%) indicated that they will not have any problem with the interchange between two languages. The former respondents, (55%), indicated that learners should be encouraged to use English as it is the medium of instruction in schools, and it is even an international language. One respondent went further stating that learners should rather try to learn Afrikaans.

The respondents were then asked the second question whether, if they were teachers, they would allow their learners to switch between Sepedi and English in their class. Nineteen respondents (58%) stated that they would definitely not allow that. They forwarded various reasons to motivate their answers. They indicated that English is not only an official language but also an international language. It is used everywhere and makes communication easy across different cultures. It is a popular language used by most institutions of higher learning, and it is the language of the work place. Schools offer their subjects in English and careers associated with history demand a good command of English language. Learners should be given an opportunity to practise English with their peers in the classroom, in a way they will notice their mistakes and correct them. Fourteen respondents (42%) indicated that they will not have any problem if learners switch between English and Sepedi. The reasons forwarded were that, as English is not their mother tongue, learners face a challenge of unfamiliar concepts. Furthermore, the level of English proficiency is still low amongst most of the learners. The use of mother tongue will help to enhance their level of understanding. Some indicated that switching to mother tongue will help to save time rather than explaining the concept in different sentences trying to make the learners understand. Learners will understand quicker if the concept is taught or explained in their mother tongue. Switching should be done in the best interest of learners.

In the third question, the respondents were put in the shoes of the headmasters. They were asked for their opinion; if they were the headmasters, and they are approached by the learners, asking for their permission to learn history in mother tongue. Twenty-nine respondents (88%) indicated that they would discourage learners to use Sepedi as the language of learning history. Two respondents (6%) stated that they would encourage them to go on using Sepedi, while one respondent (3%) stated that he would tell them to go and ask for permission from the higher authority, that is, the education department. The last respondent (3%) was undecided about this issue.

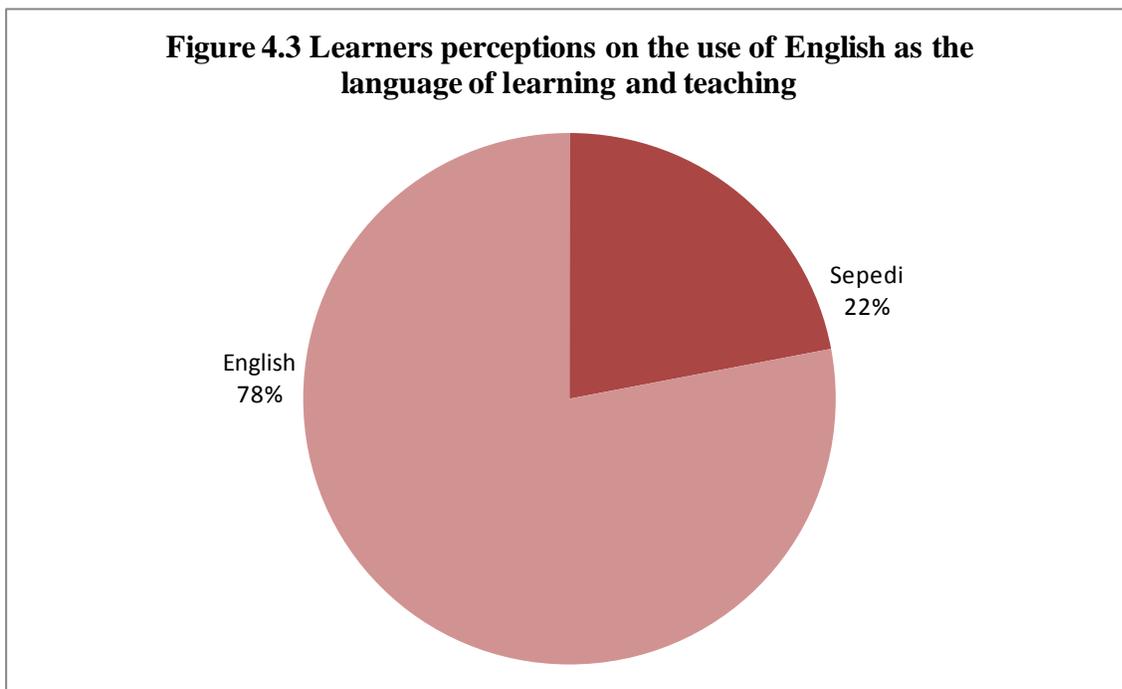
The respondents who stated that they would encourage the use of Sepedi indicated that history will be easy for learners if it is learned through Sepedi, and that they will understand everything. The respondents who indicated that they will not encourage learners to learn history through

Sepedi forwarded many reasons for their opinions. They stated that mother tongue is only useful until matric (grade 12) level, thereafter everything is in English. Some of the views are as follows: The belief that mother tongue can enhance the understanding of history is just a myth. Sepedi is not an international language and it also does not have sufficient words for history concepts. English, besides being the medium of instruction, is the most popular and the international language. It is the language used in higher institutions of learning. Interviews that determine access to schools, work places and even bursaries are conducted in English. When you visit other countries, you must have a good command of English. It makes communication easier across different cultures. Learners will never find joy in history if they do it in mother tongue. History has more to do with politics and government, so the most popular language used there is English. These respondents acknowledge the fact that the level of English proficiency among learners is low, and hence, they state that it is not easy to learn a new language, learners should just be patient. They align themselves with the saying that 'practice makes perfect'. They encourage learners to keep on practising English. They even encourage them to seek help to improve their level of English, rather than opting for learning history in Sepedi.

Finally, the interviewer asked the respondents about the marks they would obtain if they have to write a history test in their mother tongue. Twenty-eight respondents (85%) indicated that they would obtain level seven, that is, between eighty and hundred percent. Two respondents (6%) stated that they would obtain level six, which is between seventy and seventy-nine percent, and the other two (6%) indicated that they would obtain level four which is between fifty and fifty-nine percent. The last respondent (6%) stated that he would get level three which is between forty and forty-nine percent.

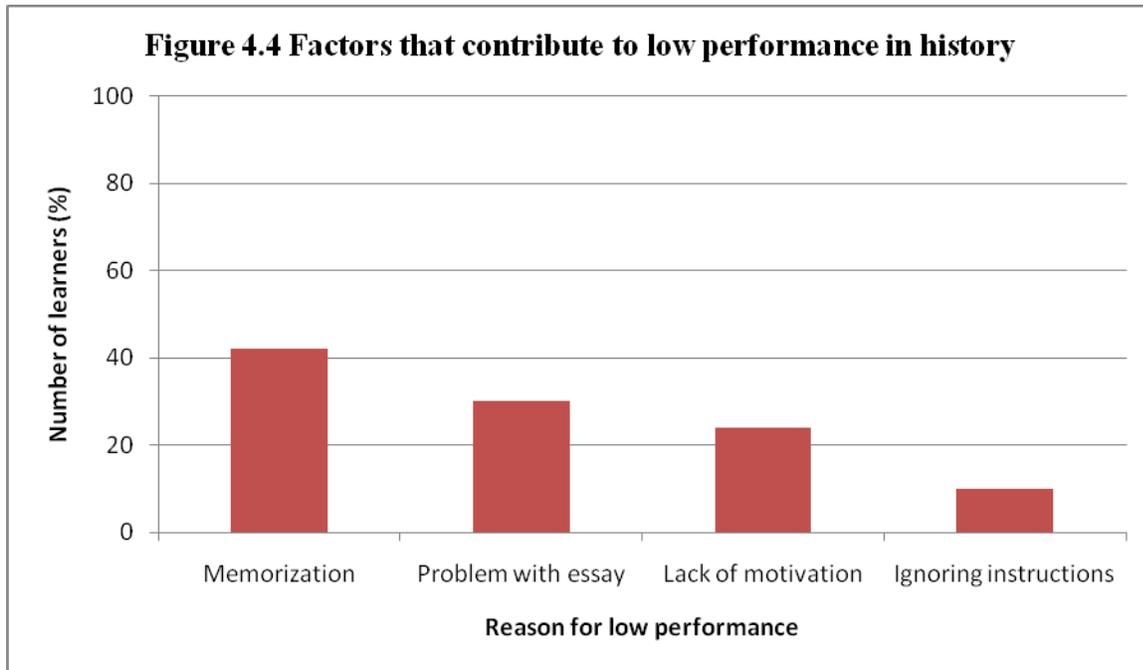
Responses from a set of four questions forwarded here show that most learners prefer to use English as a language of learning and teaching instead of their mother tongue, Sepedi. What is very interesting is the fact that they agree that if they can use Sepedi as their language of learning history, their performance in the subject will be excellent. Despite that, they showed more interest in learning through English than Sepedi. Thirty out of thirty-three respondents preferred to use English during classroom activities. Twenty-nine out of thirty-three respondents would prefer to maintain the status quo by learning history in English. They showed that they would not

support any idea of changing from English as a language of learning and teaching to mother tongue. Eighteen respondents out of thirty-three showed that they are not happy when there is a switch between English and Sepedi during classroom activities. All respondents indicated that they would obtain higher marks if they were to write history tests in their mother tongue. The pie chart below (figure 4.3) gives the summary of learners' perceptions on the use of English as a language of learning and teaching history, based on the responses from the four questions asked.



When trying to obtain the respondents' opinions on what could be the reasons that cause learners not to perform well in history, they gave different reasons. Fourteen learners (42%) said this is due to memorization. Memorization, in most cases, can be associated with a language problem. Learners tend to memorize that which they do not understand. This is further emphasized by the responses from ten respondents (30%), who stated that learners do have a problem in answering extended writing (essays). If they do not understand what is expected of them, they just answer at random. Eight respondents (24%) indicated that lower performance in history is due to the fact that learners are not intrinsically motivated. They have a negative attitude towards the subject and some are just lazy. The last respondent (3%) indicated that in most cases, learners ignore instructions and they are penalized for that. Responses provided by twenty-four respondents can

be associated with a language problem, while that of nine respondents can be associated with a lack of motivation. Figure 4.4 shows a summary of reasons that contribute to lower performance in history.



The interviewer then asked the respondents about the type of question they would answer last when writing a history examination. This question was deliberately asked as most of the educators encourage their learners to start answering the questions they know best and tackle those that they do not understand last. Twenty-three respondents (70%) indicated that they start with the source-based questions and answer the extended writing (essays) last. They indicated that when they do extended writing, they are guided by the sources. One respondent even said: *“You don’t have to think hard, you just have to pick words from sources and build the essay.”* Some respondents indicated that extended writing is complicated; you have to think hard to get what the question requires you to do. It is time consuming and needs to be answered last. Five respondents (15%) indicated that they start with extended writing and answer source-based questions last. Reasons forwarded were, *“So that I should not forget the essay”*, *“I use common sense to answer these questions”*, *“Most of the source-based questions are based on essays”* and *“More time should be given to the essay as it carries more marks”*.

The responses provided indicate that some learners are learning by memorizing rather than understanding. This can probably be what makes them write down what they have memorized first, and then go further to answer the questions that appeal to their understanding. For the respondents who start with the source-based questions first, and then write the extended writing, it is likely that they may fall into the trap of rewriting the extracts as they appear in the addendum, cover the required length of the extended writing, and leave it to the marker to select what is relevant out of the whole body of facts. Three respondents (9%) indicated that they just follow the order of the questions as they appear on the question paper. The last two respondents (6%) indicated that they start by answering any type of question from the chapters they like most. Responses given by 70% of respondents show that learners are encountering a language problem. They are struggling to get what the question requires from them and ultimately, some just pick words from the sources to write their essays. It can be said that the very same element encroaches in the other five respondents (15%), who have to write what they have memorized before they forget. They then answer source-based questions using the information from the extended writing and extracts provided. The other five respondents (15%) did not have any particular type of questions that they know most. They just answer as they are supposed to write a test.

Asked about the type of questions they enjoy answering, seventeen respondents (52%) indicated that they prefer the source-based questions, whilst fifteen respondents (45%) indicated that they prefer the extended writing. The last respondent (3%) specified the topic he likes most in history, that is, the cold war. Those who prefer source-based questions indicated that you do not have to think hard as answers are in the sources. Sources are also easy to understand, and if you get the answer wrong, you do not lose marks. Those who prefer extended writing indicated that the memorandum for marking an extended writing is flexible; you can put in your opinion or use your own knowledge. Extended writing also throws light onto the whole theme. If you can answer an essay well from that theme; you will not encounter any problem when you have to answer source-based questions. They finally indicated that extended writing carries more marks if answered well.

As the source-based questions have cartoons and extracts, the interviewer asked the respondents which ones are simpler to answer. Twenty respondents (61%) indicated that they prefer the questions based on extracts, as most answers to the questions are in the extract. Learners just have to read the extracts with understanding, or even translate them into their mother tongue, and then answering is made easy. Thirteen respondents (39%) indicated that they enjoy the challenge they get from the cartoons. They said it is not easy to get an answer as you have to associate the heading, pictures, words written, and words uttered in order to get a clear picture of the cartoon. They felt that the cartoons appeal to your skill of analysis and interpretation.

The responses provided here indicate that although the language of learning may seem to be a problem in the learning of history, there are learners who do not have this problem and they even enjoy answering questions that challenge them. The researcher has even learned, as an educator, that in most cases, learners who enjoy extended writing are the learners who do not have a language problem. They can easily express themselves in the language of learning and teaching (English) and therefore, they find it easy to answer extended writing. Learners who prefer source-based questions are generally the ones with language problems. In most cases, their extended writing is written in telegraphic style. This is also consolidated by the source-based questions where extracts are generally preferred to cartoons. Learners can get guidance for their answers from the words that are given in the extract. A pie chart (figure 4.5) gives a summary of the type of questions learners prefer to answer first, or rather, which are more understandable in a history question paper. Figure 4.6 indicates the type of sources the learners enjoy answering.

Figure 4.5 Type of questions learners would prefer to answer first in a question paper

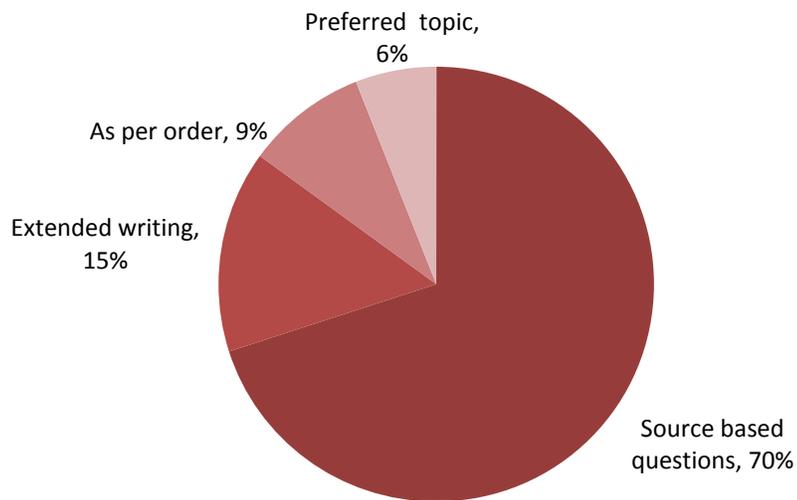
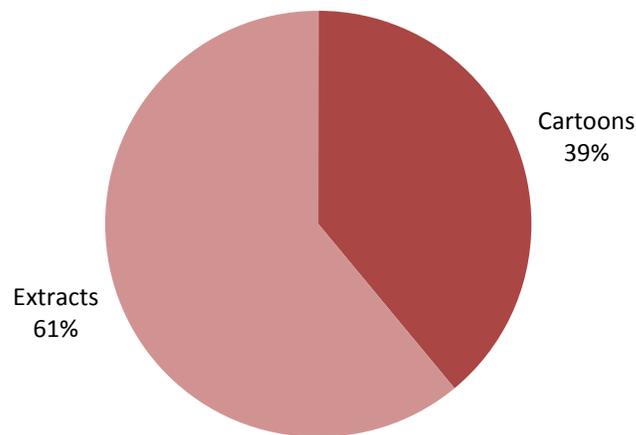


Figure 4.6 Type of sources that the learners enjoy answering



The other set of questions on the interview schedule were aimed at investigating ways in which learners can improve their performance in history. The respondents were asked how their educators are helping them to understand sections which seem to be difficult to them. Thirteen respondents (39%) indicated that educators repeat the lesson, giving practical examples that can

be associated with the topic. Ten respondents (30%) indicated that their educators give them individual attention. Six respondents (18%) indicated that their educators explain again, this time using the mother tongue. Two respondents (6%) stated that their educators would give them activities on that section or topic, which are treated as a group. Responses from the last two respondents (6%) were not relevant to the question.

The respondents were further asked about what advice they would give to other learners in order to obtain more marks in an extended writing. In their responses, eleven respondents (33%) stated that the knowledge of the content is very important; nine respondents (27%) indicated that it is through adhering to the structure of the essay and the required length, while five respondents (15%) stated that the understanding of the question and the use of simple language are helpful. Eight respondents (24%) said they were not sure, as some even stated *“I don’t know really, as I am not obtaining more marks”*, *“I just don’t know why”*, *“It is too difficult”*. Finally, they were asked about measures that would help learners to get good marks in history. Fourteen respondents (42%) indicated that history demands that someone should work hard, and that they should not study only for the purpose of writing a test or an examination. Eleven respondents (33%) indicated that it is important to have a clear knowledge and understanding of content, four respondents (12%) stated that it is important to have a good relationship with your educator, while the last three respondents (9%) stated that learners should pay more attention to essays.

There were some questions which the interviewer asked with the aim of devising the strategies that will help learners to answer history questions. Asked about the questions that are the simplest, that which a learner may start with when writing a test or an examination, twenty-six respondents (79%) indicated that they are the source-based questions, while five respondents (15%) stated that they are the extended writing. The other two respondents (6%) stated that it is any type of question from the chapters they like most. The reasons given by the respondents who liked source-based questions were that there is no need to think hard as answers are in the sources, and that sources are easier to understand. Some even indicated that if you get the answer wrong, you do not lose many marks. Sources also guide you in the content of an essay. Those who preferred to start with extended writing indicated that they start with an essay before they forget it. They stated: *“Essays need fresh mind”*; *“If answered well they carry more marks”*;

“The memorandum is flexible, giving you an opportunity to give your own opinion and knowledge”. The respondents who preferred to start with the source-based questions further indicated that essays need more time and concentration, they are not easy, and that you will get guidance from the sources. Those who preferred to start with the extended writings indicated that source-based questions are not challenging, they just need common sense to answer. They also indicated that most sources are based on the essays. According to them, essays well answered will throw light onto the sources.

Asked about the ‘tips’ the respondents received from their educators, which they found useful during the examination, twenty-nine respondents (88%) stated that they were encouraged to follow instructions and make sure that they understand the questions. Two respondents (6%) stated that they were advised not to leave any question unattempted, and the other two respondents (6%) emphasized that they did revision through previous question papers. The respondents were then asked about the ‘tips’ they will give to their fellow learners that may help during an examination. Eighteen respondents (55%) indicated that they should study hard but with understanding. They should make sure that they concentrate on the facts. Four respondents (12%) stated that if they are not sure about what the question wants, they should just write information from the sources and everything they know about the topic. Five respondents (15%) stated that they should choose essays they understand most, not forgetting to start with a mind map. Three respondents (9%) stated that learners should seek help from their educators and gifted learners, and have memoranda of previous question papers. The bar graph (figure 4.7) shows learners’ sequence of answering questions in a history question paper. This is according to the order of simplicity of the questions.

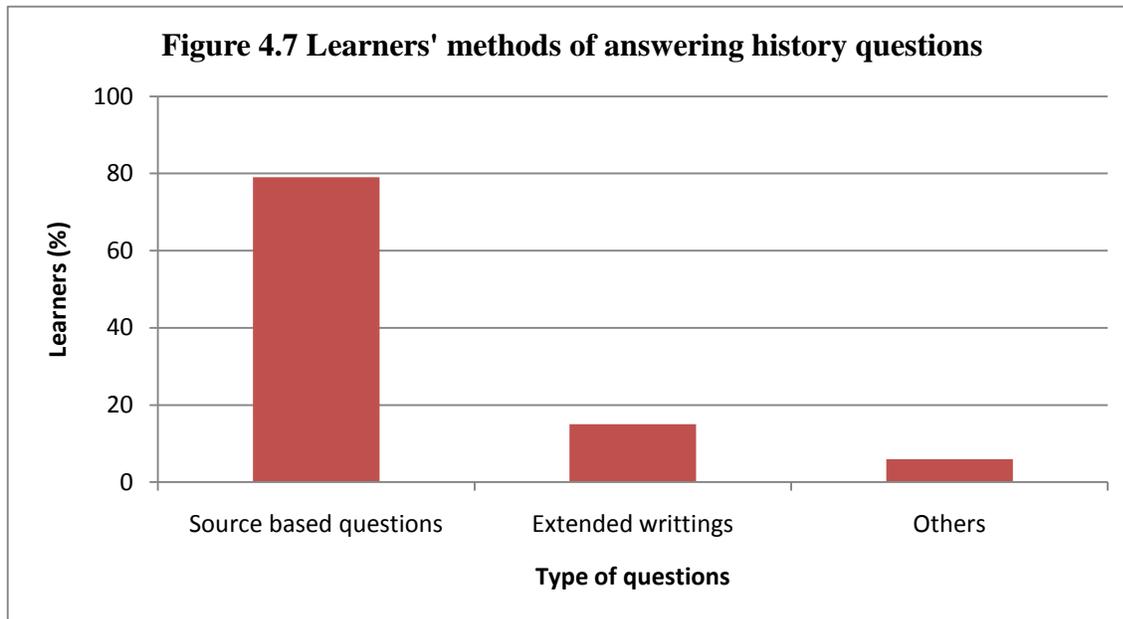


Figure 4.7 shows that most learners prefer source-based questions rather than extended writing. This implies that answering source-based questions is easier than answering extended writing. One can even note that there is integration between the source-based questions and extended writing. In order to get good marks in history, the respondents were of the opinion that learners should not ignore the integration and should work hard in preparation for the test or examination. They should have a good knowledge of the content, and above all, adhere to the required structure when dealing with an extended writing.

4.4 Interpretation of data from documents

Documents, that is, test and examination scripts were analysed according data analysis tool (Annexure E). The tool contains the source column, text column, coding column, and reference column. Column one is the source section. The letters that appear therein, for example, BM1, refer to the name of the school from which the units of analysis, in this case, test or examination script was taken. The number next to the letters refers to the learner's name, or rather, the owner of the script. This source section is used as a reference number, according to the criteria devised by Scott (1990). Column two is the text section and contains a transcript of the document. It is the qualitative historical data correctly reproduced from the original. No words have been omitted, capital letters were retained, and the language remained unaltered. It contains data in the

form of questions from the question papers and answers from the answer sheets. Column three is the coding section. It contains the key words or themes that have been extracted from the document text and were devised from multiple readings of similar documents as well as relevant literature. Column four, which is optional according to Scott (1990)'s criteria, has been used as a column for comments. This column is used for recording any questions that arose for the researcher to further check or verify; to make a note of links with possible relevant literature, or to record the 'count' of key words (content analysis) (Fitzgerald, in Briggs & Coleman(eds.), 2007:290). The researcher used content analysis, which works with the counting of words; textual analysis, which aims at deriving understanding from the words and images, and discourse analysis, which focus on the meaning of written and spoken words (Maree, 2007:102).

4.4.1 Analysis of data from test and examination scripts

Tests and examinations are summative assessment written under strict supervision. The researcher used tests scripts and examination scripts to determine the challenge that is faced by learners during assessment when using English as a language of learning and teaching. In the schools which were sampled, the subject teacher was the invigilator during tests. Learners received clarities at all times in case of misunderstanding. No outsiders, for example, officials from the Department of Education, head of department at the school or principal interrupted the assessment activity. The situation was different when learners were writing examinations. As stated in Chapter Two, they were writing under strict supervision of invigilators, who were not subject teachers, and they reminded candidates of examination rules and regulations before the writing session began. Invigilators knew nothing about the subject matter. The chief invigilator, who is the principal, and officials from the department of education, would pop into the examination centre to monitor how the examination was being conducted. The candidates also used a special venue, not the usual classes they use when writing tests or attending their lessons. They observed the seating arrangement (one meter apart), as stipulated in Department of Education (2007:3). One would indicate that all these arrangements could lead to anxiety in some learners. The researcher therefore assumes that learners' performance in tests would be better than in an examination.

Twenty-four scripts were analysed, twelve test scripts and twelve examination scripts. There were four test scripts from each of the three schools. The researcher analysed the extended writings (essay-type questions) separately and later analysed the source-based questions (short questions). They reflect the following:

4.4.1.1 Analysis of the extended writing (essays)

The candidates were expected to write an essay of about two pages, which carries thirty marks (Department of Education (a), 2008:4). The researcher was of the opinion that the length of an essay that the learner has written would determine his/her knowledge of content. If the learner obtains good marks, that will mean that the learner experiences less or no challenge during examination. Marker's comments will also indicate if the learners had clear understanding of what was expected of them. Table 4.1 represents data from the test scripts.

Table 4.1 Data from test scripts

Source	No of pages/ length	Marks obtained	Percentage	Marker's comments
MM1	1	11	37	C2, P2
MM2	1	16	53	C4, P3
MM3	1	14	47	C4, P3
MM4	1.5	20	67	C5, P5
BM1	1.5	08	27	C1, P1
BM2	1.5	18	60	C5, P6
BM3	1.5	17	57	C5, P5
BM4	1.5	22	73	C6, P7
MK1	2	05	17	C1, P1
MK2	1.5	05	17	C1, P1
MK3	1.5	03	10	C1, P1
MK4	1.5	03	10	C1, P1

Table 4.2 Data from examination scripts

Source	No of pages/ Length	Marks obtained	Percentage	Marker's comments
MM1	1.7	16	53	C3, P4
MM2	1	19	63	C5, P4
MM3	1.4	08	27	C1, P1
MM4	1.5	20	67	C5, P4
BM1	1.5	15	50	C4, P4
BM2	2	17	57	C4, P4
BM3	2	20	67	C5, P5
BM4	2	20	67	C5, P5
MK1	2	11	37	C2, P2
MK2	2	00	00	C1, P1
MK3	1	04	13	C1, P1
MK4	2	11	37	C2, P2

The number stated in the first column, 1, for example, means the length of an essay is one page, 1.4 means almost one and a half pages, 1.5 means one and half pages, 1.7 means almost two pages, and 2 means two pages. Marker's comments are summarized as follows:

P stands for presentation and C for content. C1 means the question is not answered, inadequate content, totally irrelevant, while P1 means there is little analysis and historical explanation. There is no structure. C2 means the content is sparse, the question is inadequately addressed. P2 means there is an attempt to structure the answer, there is also an attempt at developing an argument. C3 means content selection does not always relate, there are omissions in coverage, and P3 means the argument is planned and constructed, evidence has been used to support the argument, and conclusion reached is based on evidence. C4 means question is recognizable in answer though there are some omissions. P4 means the argument is planned and constructed, there is evidence used and even an independent conclusion. C5 means the question has been

answered to a great extent; the content has been adequately covered and is relevant. P5 means the writing is structured with a clear argument and conclusion drawn from evidence, and even reached independent conclusion. C6 means question has been answered, with content selection that is relevant to a line of argument. P6 means the essay is well planned and structured. There is a well-balanced argument and the candidate has sustained and defended the argument throughout (Department of Education, 2008b:7). Marker's comments in table 4.2 indicate that seven learners (58%) presented good extended writing, three learners (25%) presenting moderate ones while the extended writings of the last two learners (17%) were not satisfactory.

In table 4.1, one learner out of twelve (MK1) managed to write an essay of the required length. The length does not reflect the knowledge of the content. That learner obtained 17%, the lowest level meaning that the learner has not achieved the required goal. Eight learners wrote an essay of one and half pages, which is almost the required length. One learner obtained 73% (meritorious achievement), two learners 60% and 67% (substantial achievement), and one 57% (adequate achievement). The remaining four learners obtained less than 30% (not yet achieved). The last three learners who wrote an essay of one page managed to pass with adequate achievement (53%), moderate achievement (47%) and elementary achievement (37%). These figures reflect that the length of an essay does not have any relationship with the knowledge of the content.

In table 4.2, six learners managed to write an essay of the required length, that is, two pages. Three were almost at the required length at 1.7 and 1.5 pages. Five learners out of six managed to attain the achievement status, although at different levels, and one was unable to achieve it at all. All three learners who wrote an essay of almost the required length managed to achieve at substantial and adequate levels. The last three learners wrote essays which are half of the expected length. Two of them managed to pass with substantial and adequate level, while one was unable to achieve. The learner with the lowest score, 0%, wrote an essay of the required length, two pages. The second last learner, who obtained 13%, wrote an essay which is half of the required length. This emphasizes what has been deduced from the test results, that there is no relationship between the length of an extended writing and the knowledge of the content.

To measure the correlation between the length of an extended writing and the marks the learners obtained in extended writing, the researcher used scatter plot, which is the graphic representation of the relationship between variables and Pearson r , which is defined by Bernstein, Foxcroft, McCallum, Schultheiss, Seymour, Stead, and Southey (2005:78) as a way to measure the relationship between variables. The correlation can range from -1.00 to $+1.00$. A high positive value, for example, 0.85 , 0.90 , 0.96 represent a high positive relationship, while low positive value, for example, 0.15 , 0.20 , 0.08 represent a low positive relationship. A moderate negative value, for example, -0.40 , -0.37 , -0.52 represent a moderate negative relationship. A value of 0 denotes no relationship. The strength of a relationship becomes higher as the correlation approaches either $+1$ or -1 from 0 (Schumacher & McMillan, 1993:215). The result of Pearson r in the test scripts is -0.28 , which represent a low negative relationship and in the examination scripts is 0.09 . Test results show low negative relationship while examination results show low positive relationship.

To consolidate the results of Pearson r on the relationship between the two variables, length of an extended writing and the marks obtained in that extended writing, the researcher used scatter graphs. The scatter graph denotes a relationship between variables if an increase in the length of an extended writing determines an increase in the marks the learner obtains, or a decrease in the length of an extended writing means a decrease in the marks the learner obtains. The two scatter graphs used, (figure 4.8 and figure 4.9) help to determine whether there is a positive relationship, that is, as the scores of one variable increase, so do the scores of the other variable. It can also mean that as the scores of one variable decrease, so do the scores of the other variable. We have a negative relationship if the scores in one variable can increase while the scores in the other variable are decreasing (Bernstein et al, 2005:79-80).

The Pearson r representation of the information above is represented by the calculation below:

Table 4.3 Pearson r of test scripts

Source	X (No of pages)	X ²	Y (Marks obtained)	Y ²	X.Y
MM1	1	1	37	1369	37
MM2	1	1	53	2809	53
MM3	1	1	47	2209	47
MM4	1.5	2.25	67	4489	100.5
BM1	1.5	2.25	27	729	40.5
BM2	1.5	2.25	60	3600	90
BM3	1.5	2.25	57	3249	85.5
BM4	1.5	2.25	73	5329	109.5
MK1	2	4	17	289	34
MK2	1.5	2.25	17	289	25.5
MK3	1.5	2.25	10	100	15
MK4	1.5	2.25	10	100	15
	$\Sigma X = 17$ $(\Sigma X)^2 = 289$	$\Sigma X^2 = 25$	$\Sigma Y = 475$ $(\Sigma Y)^2 = 225$ 625	$\Sigma Y^2 = 24$ 561	$\Sigma X.Y =$ 625.5

$$\begin{aligned}
 \text{Pearson } r &= \frac{N\overline{XY} - (\overline{EX})(\overline{EY})}{\sqrt{N\overline{EX^2} - (\overline{EX})^2} \cdot \sqrt{N\overline{EY^2} - (\overline{EY})^2}} \\
 &= \frac{12(652.5) - (17)(475)}{\sqrt{12(25) - 289} \cdot \sqrt{12(24561) - 225625}} \\
 &= \frac{7830 - 8075}{\sqrt{300 - 289} \cdot \sqrt{294732 - 225625}} \\
 &= \frac{-245}{\sqrt{11} \cdot \sqrt{69107}} \\
 &= \frac{-245}{(3.32) \cdot (262.88)}
 \end{aligned}$$

$\frac{-245}{872.76}$
 -0.28

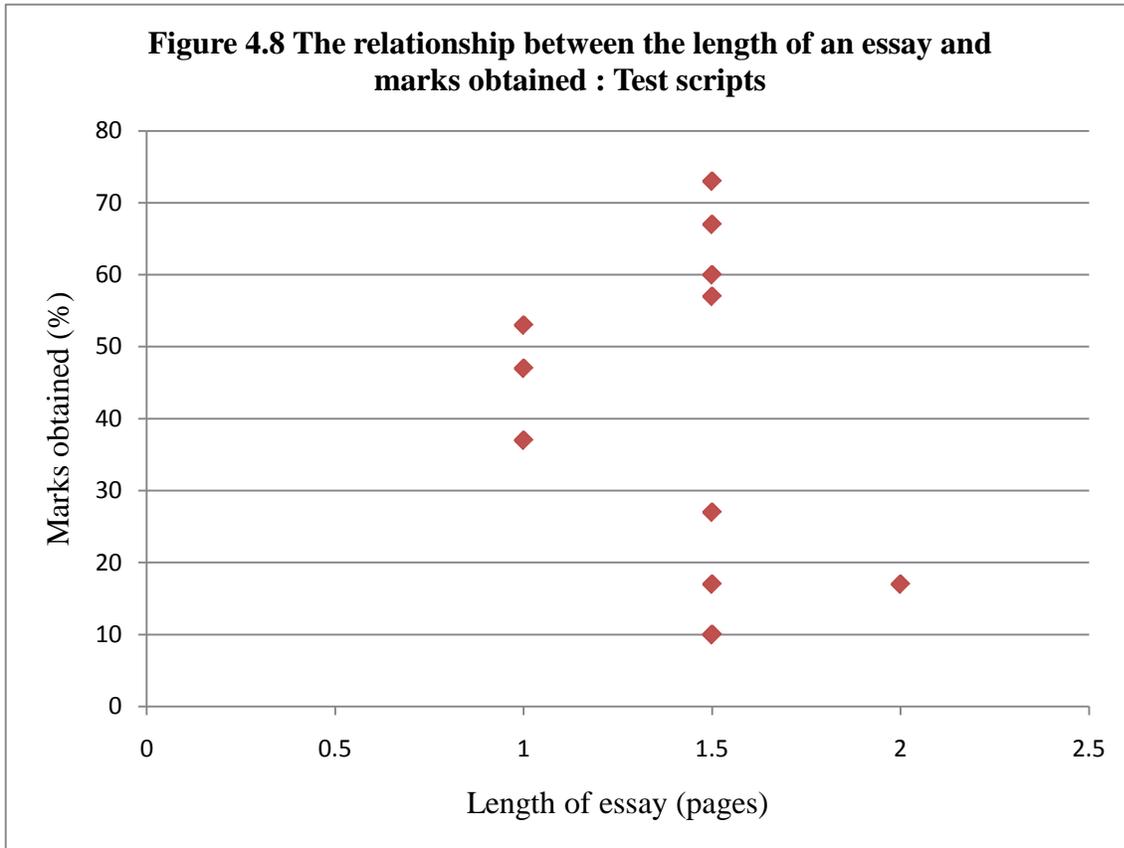
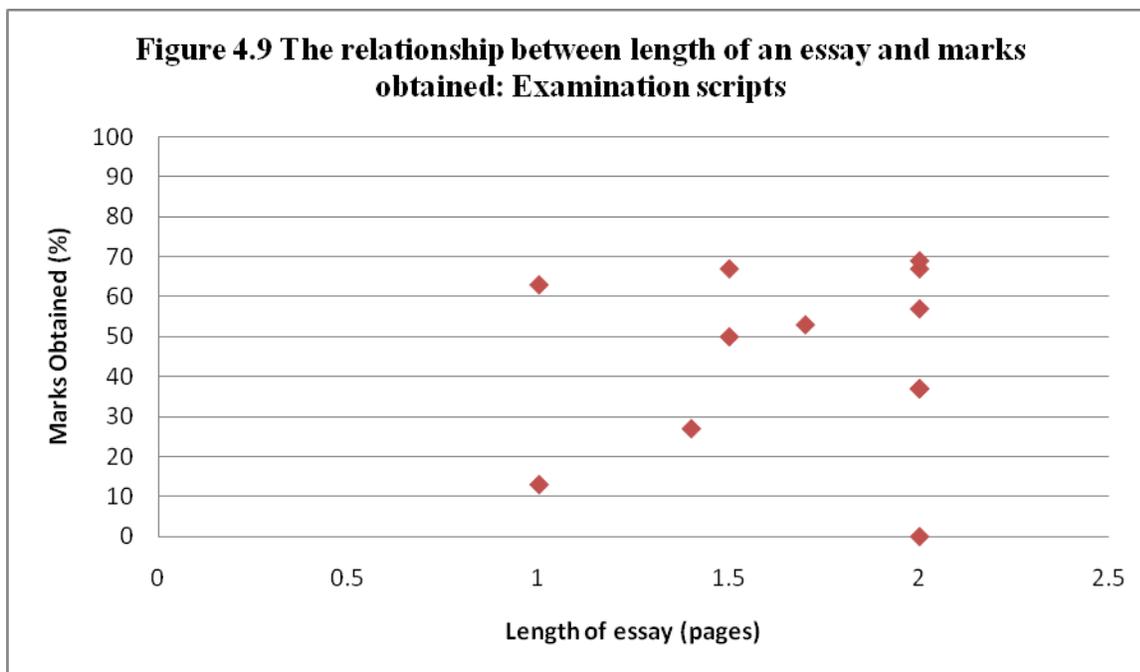


Table 4.4 Pearson r of examination scripts

Source	X (No of pages)	X ²	Y (Marks obtained)	Y ²	X.Y
MM1	1.7	2.89	53	2809	90.1
MM2	1	1	63	3969	63
MM3	1.4	1.96	27	792	37.8
MM4	1.5	2.25	67	4489	100.5
BM1	1.5	2.25	50	2500	75
BM2	2	4	57	3249	114
BM3	2	4	67	4489	134
BM4	2	4	67	4489	134
MK1	2	4	37	1369	74
MK2	2	4	00	-	00
MK3	1	1	13	169	13
MK4	2	4	37	1369	74
	$\Sigma X = 20.1$ $(\Sigma X)^2 =$ 404.01	$\Sigma X^2 = 35.35$	$\Sigma Y = 538$ $(\Sigma Y)^2 = 289$ 444	$\Sigma Y^2 = 29$ 630	$\Sigma X.Y =$ 909.4

$$\begin{aligned}
 \text{Pearson } r &= \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N \Sigma X^2 - (\Sigma X)^2} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2}} \\
 &= \frac{12(909.4) - (20.1)(538)}{\sqrt{12(35.35) - 404.01} \sqrt{12(29630) - 289444}} \\
 &= \frac{10912.8 - 10813.8}{\sqrt{424.2 - 404.01} \sqrt{355560 - 289444}} \\
 &= \frac{99}{\sqrt{20.19} \sqrt{66116}} \\
 &= \frac{99}{(4.49)(257.13)} \\
 &= \frac{99}{1154.51} \\
 &= 0.09
 \end{aligned}$$



In the two scatter graphs, the scores are scattered and do not form a band stretching diagonally from top left to bottom right, or from bottom left to top right. It means there is no pattern of a positive or negative relationship. The graphs therefore show that there is no relationship between the length of an extended writing and the marks obtained for that extended writing. The length of an extended writing does not reflect the learner's knowledge of content.

The next variable that was looked at from the extended writing was that of the use of key concepts with understanding. The researcher transcribed two paragraphs from the extended writings of each learner, which were most relevant to the question. On this point, she was guided by the number of ticks that were reflected in the paragraph. The researcher believed that in those paragraphs, the language proficiency of learners would be reflected by the number of key concepts used. Content analysis was used to determine the language proficiency of the learners. The learner who can understand and use key concepts correctly will not encounter any language problem when learning the content of history. Tables 4.5 and 4.6 give a schematic representation of those data:

Table 4.5 Key concepts as used in test essays

Source	Concepts used	No. of concepts	Marks obtained
MM1	Human rights abuses, victims, perpetrators, amnesty	04	37%
MM2	Banned, exile, armed struggle	03	53%
MM3	Super power, military alliance, political ideologies, capitalism, communism	05	47%
MM4	Transition, township violence, massacre, mass action, organizational structure, political party, liberation movement	07	67%
BM1	World communism, alliance	02	27%
BM2	Anti-communist stronghold, world communism, treaty of friendship, uneasy alliance, communist giants, ideology	06	57%
BM3	Anti-communist stronghold, world communism, treaty of friendship, uneasy alliance, communist giants, ideology	06	57%
BM4	Communism, treaty of friendship, anti-communist stronghold, nuclear weapons, soni-soviet split	05	73%
MK1	Communism, capitalism	02	17%
MK2	Emigrated, Berlin blockade, divided world	03	10%
MK3	-	00	10%
MK4	Reform, hot-point in the cold war, allies, blockade	04	10%

The researcher recorded the key concepts on each source used in a single paragraph. The concepts were counted and then the researcher looked for the mode. The mode is defined by Behr (1983:19) and De Vos, Fouché and Venter in De Vos, Strydom, Fouché and Delpont (eds) (2002:235) as the score that occurs most often or has the highest frequency in the distribution.

The mode in table 4.3 is five. All learners who used five key concepts were able to achieve, but at different levels. Those who used more than five concepts were also able to achieve. From the six learners who used less than five concepts, only one learner managed to achieve at an

adequate level. The remaining five learners could not achieve. Figure 4.10 gives a summary of the data above.

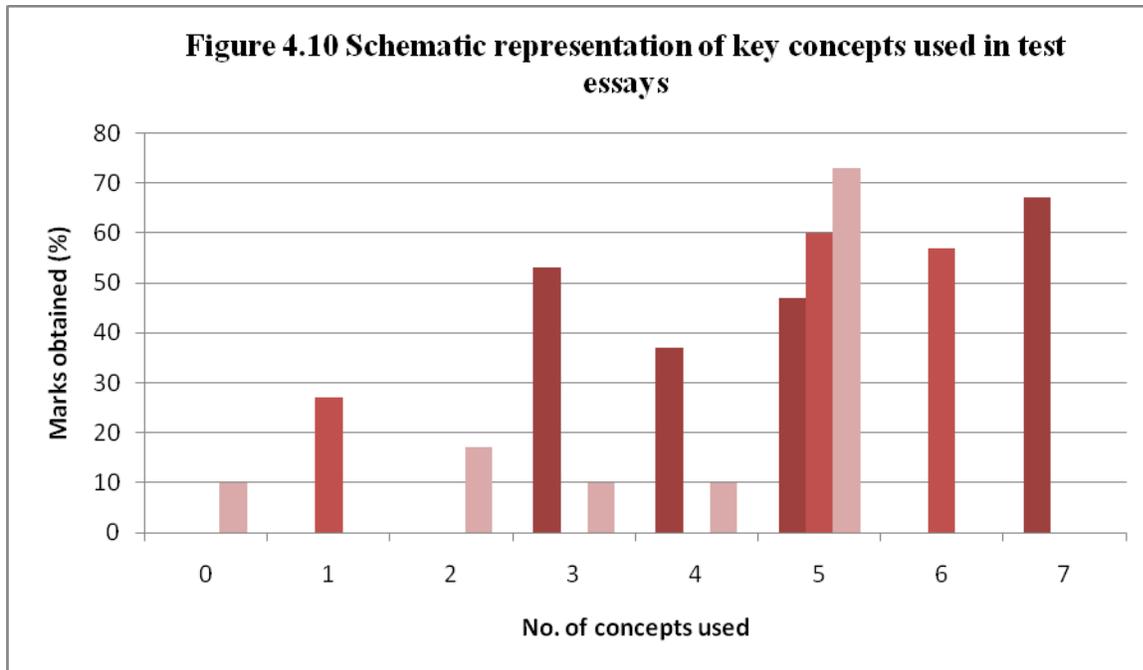
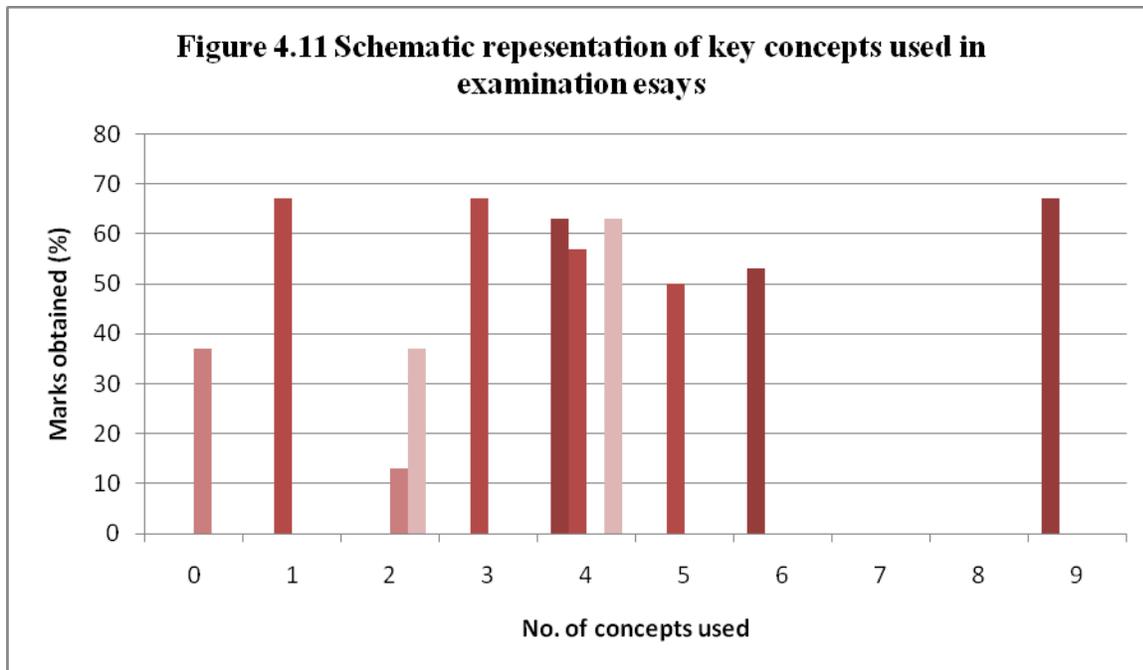


Table 4.6 Key concepts used in examination essays

Source	Concepts used	No. of concepts	Marks obtained
MM1	TRC, democratic state, perpetrators, victims, minority, democratic government	06	53%
MM2	Reformed, negotiate, unbanned, majority rule	04	63%
MM3	Communist, production, collapsed, apartheid system	04	27%
MM4	Human rights violation, testimony, perpetrators, disclosure, political motivation, amnesty, prosecution, allege, apartheid regime	09	67%
BM1	Exclusivity, infuse, evil reign, complicity	04	57%
BM2	Tranquility, citizenship rights, whirlwinds, justice, militancy	05	50%
BM3	Bankrupt	01	67%
BM4	Condemned, death strip, border guards	03	67%
MK1	-	00	37%
MK2	Campaign, tricameral elections, racial groups, mobilizing	04	00%
MK3	Democracy, freedom of speech	02	13%
MK4	Right to vote, struggle	02	37%

The mode for this table is four. Two learners who used four concepts were able to obtain adequate and substantial achievement while the other two did not. All learners who used more than four concepts were able to obtain adequate achievement. Two learners with less than four concepts obtained elementary achievement while one could not achieve. There is a tally in substantial achievement between the learner who used nine concepts and the one who used only one concept. All learners who used more than four concepts were able to achieve, even those who used less than four concepts, except for one who used two concepts and was unable to achieve.



The results of this test show that knowledge and understanding of key concepts has a positive effect to the learning of history. Learners' understandings of key concepts correlate with their level of content knowledge. Though the case is different in the examination results, where most of the learners were able to achieve, the learners with the most concepts obtained better marks.

For the learners to answer the questions correctly, they must be able to answer what the question tags, for example, what, when, where or the guiding words, for example, analyse, evaluate, compare, require them to do. The question tags/guiding words that were used in the extended writing were how, explain, evaluate, discuss, how far do you agree. Learners' answers reflected that they were guided by question tags/guiding words. This showed that the learners did not encounter any problem in understanding that which was required by the question. The researcher looked also at the language errors the learners were making, and determined whether they had an impact on the learners' presentation of their answers. The researcher further tried to differentiate between the errors and the mistakes made by the learners as they were answering their questions. Kilfoil and Van der Walt (1997:93) define a mistake as a slip of the tongue or pen, the type of mistake generally made by people even when they speak in their first language. An error is defined as a consistent 'mistake' which shows that the learner has not yet internalized or

redefined the specific rule of which the mistake is evidence. Errors provide valuable information for the teacher and indicate how far students have progressed on the way to fluent and almost error-free language use. The researcher also looked at the type of sentences that the learners used. This was done to determine whether the mistakes or errors are made in specific types of sentences or they are made randomly. Extracts were transcribed from the learners' answers and thereafter analysed. These were the last variables that were looked at in the extended writings of the learners.

4.4.1.1.1 Extracts from the test scripts

In the extracts below, the researcher highlighted the incorrect words by using italic typing. The researcher then analysed those words to determine whether they are errors or mistakes.

MM2 The negotiations were *distap* by violence. The ANC *were* banned and their *leader* were taken in *preson*. The other *leader* were in exile. The support of Inkatha by the government...

MM3 USSR *made* Warsaw Pact and USA *made* the Truman Doctrine. The mistrust (feel on *trus*) was *both they* want to produce and *spreed its* belief because USA was *belief* in *capital* and USSR was communist state.

MK1 *The* West Berlin was situated in the East Germany *were* we find that *the* East Germany ruled by the communist country. Stalin came up with a plan to stop the USA when they try to *passed* through the border of East Berlin to transport food and fuel to the Western Berlin people in East Germany. The problem *startes* there. *Because* Stalin closed all the surface roads and canals at the aim of the USA *can not* get inside Germany and give their people food and fuel in West Berlin. The aim of Stalin to close all surface road and canals is that he want to control *the* West Berlin and *the* East Berlin because we *found* Berlin in a communist sector.

MK3 *Because* all of them they want *dropping* a missile to Berlin. *The* Berlin was the capital of Germany posed a problem, because it was situated in the Soviet zone. *So that*, Berlin was also *divide* and *this* two country was there to *dividing* Berlin into four *zone*. Each zone was occupied by the USA, the Soviet Union, France and Britain.

BM4 In 1960 the Soviet Union abruptly withdrew and cancelled all aid. The 1960, *were* former border rivalry, clashes and bitterness between the two countries. In 1965 China *produce* their

own nuclear weapons. In 1964 India and Pakistan *were* clashed. The break between two countries is called soni-soviet split.

The common errors that are highlighted in the extracts can be grouped as those caused by the improper use of the conjunctions, the auxiliary verbs, tense, nouns/pronouns, singular/plural form, and the articles. Misspelling was taken as a mistake, as it could be rectified when the learners had time to edit their work. The mistakes were therefore not used to gauge learners' level of English proficiency. The table below shows a summary of the learners' work from which the researcher depicted either errors or mistakes. The number stated under the column of errors shows the number of different types of errors that were obtained from the extract. If the errors from the extract were that of tense and conjunction, then the number, 2, will appear in that column. In the column of mistakes, the number of words which have been misspelled will be put in. Table 4.5 below represents a summary of errors and mistakes from the test scripts.

Table 4.7 Summary of errors and mistakes from the test scripts

Source	Errors	Mistakes
MK1	3	1
MK3	3	0
MM2	1	1
MM3	1	1
BM4	2	0
TOTAL	10	3

This table shows that learners' work is dominated by errors rather than mistakes. This means that although learners are in the last stage of language development, the Advanced Language Proficiency stage, as stated in the literature review, they have not yet acquired the target language. Learners at this stage are expected to speak and write English using grammar and vocabulary to that of the same-age native speakers (Haynes, 2005:3). The learners are in the interlanguage stage, which is described by Kilfoil and Van der Walt (1997:93-94) as the stage in which the learners can communicate to some extent but are marred by frequent errors. It is a

form of a target language that is somewhere between no knowledge at all and the required proficiency. What should be noted is the fact that out of the work of twelve learners, errors were found in the works of five learners. This means that five learners, 42%, still need help in language development, while the work of the other seven, 58%, is error-free, with a few mistakes. One can therefore say that the use of foreign language, as a language of learning and teaching, is one of the challenges learners are faced with when they are learning.

4.4.1.1.2 Extracts from examination scripts

MM1 The TRC main aim was to unite *Whites races, Coloureds races, Indians races and blacks (Africans) races*. It was when South Africa was Democratic state under the President Nelson Rolihlahla Madiba Mandela. People (many of them were whites) *telling* their stories that they *are* abusive. People who were telling their stories were not going to be *jailed* or killed even if you have *being* killing people.

MM2 De Klerk did not *expet* his reforms to lead to black majority rule. ANC *starts* to keep *precion* to *receded* and white people want to keep power in *his* hands. The National Party *know* become weak cause *his* leader make reform so people who *has* in the party *they* don't like reform for black people.

MM3 National Party under the leadership of de Klerk *was fear* Communist because when Communist *part* can come to South Africa their production in industries and mine *were* not going to be fast as they know. De Klerk *was collapse* to apartheid system to give freedom *from* different parties.

MK1 The capital city of Germany was known as Berlin also divided into two *zone* which was East Berlin and West Berlin. Berlin *it* was at the side of East Germany which *is* controlled by the USSR *by* the leadership Stalin. West Germany was *control* by the leadership Roosevelt.

MK3 *But at* time goes on the East try *to crossing* from East to West Germany, to see what do they enjoy in the West. Many people *they* all cross *in* the West. What makes them to cross they want some jobs. They know that in West they have free world. Their democracy is not perfect, they didn't enjoy freedom of speech.

MK4 Germany *have* two sections which is West Berlin and East Berlin. Now comes the problem of movement of people from one place to another. *Because* people were now *straggule* about the

better jobs, food and clothes. People in East Berlin enjoy their freedom, have *righ* to vote and have *a* better job and opportunities. So people in the East *liking* for the better life in the West Berlin, so start to move from East to West. West get money from Marshall Plan while East did not get.

BM2 The African-American had *a* hoped that their aims will become true, they *believe* in God that one day they *will going* to be a student from Mississippi they will get peace so soon to be at the same level with White to *be* participate in the parliament to lead people as *a* freedom people.

BM3 The economy of the continent was *harsh* bankrupt *were* people from other countries such as Ethiopia and others were dead from hunger or poverty *stricken*. People are always lacking in doing something possible. The government was full of non trained people, teaching was uneasy, technology was impossible and farming was uncivilized.

Table 4.6 gives a summary of the transcript from examination scripts and the errors and mistakes that were detected.

Table 4.8 Summary of errors and mistakes from the examination scripts

Source	Errors	Mistakes
MM1	3	0
MM2	2	1
MM3	2	1
MK1	3	0
MK3	4	0
MK4	3	1
BM2	3	0
BM3	0	1
TOTAL	20	4

The results that are reflected in the examination scripts are similar to what was found in the test scripts. There are more errors than mistakes in the learners' works. The learners have not yet attained the Advanced Language Proficiency stage. They are still in the interlanguage stage. The

errors that were detected here were the improper use of articles, auxiliary verbs, prepositions, pronouns, plural forms, tense, and beginning sentences with conjunctions.

In the test and examination scripts, learners used three types of sentences when answering their questions. They used simple sentences which are described by Russel (1993:73) and Finch (2002:117) as sentences which consist of a single clause. The compound sentences were also used and they consist of two or more simple sentences, usually joined together by conjunctions (Russel, 1993:89) and (Lutrin and Pincus, 2007:6). There were also the complex sentences which are described by Russel (1993:89) and Lutrin and Pincus (2007:6) as sentences containing one main clause or thought and one or more subordinate clauses which provide additional information. They are joined by subordinate conjunctions. Errors in simple sentences were, in most cases, that of singular/plural form and tense (test scripts MM2, MM3, BM4, and examination script MM1). Errors found in compound and complex sentences were that of improper use of articles, auxiliary verbs, prepositions, pronouns and conjunctions (test scripts MK1, MK3, and examination scripts MM2, MM3, MK1, MK3, MK4, BM2 and BM3). The data presented here indicate that most errors could be avoided if the learners can be encouraged to use simple sentences in their activities.

4.5 Interpretation of data from observations

The researcher observed candidates of the sampled schools as they were writing their trial examination. Observations were made when the learners were writing first and second paper, with a duration of three hours each. The observer wanted to record the language that is used in the examination centre, looking at both the candidates and the invigilators. The learners were allowed into the examination centre thirty minutes before the actual starting time of that session. After fifteen minutes, when they were all seated, the chief invigilator opened satchels of the question papers, went through them with the help of other invigilators to verify that it was the right paper that was to be written. The invigilators then distributed the question papers to the candidates. The chief invigilator welcomed candidates to the session of the examination and asked one of the invigilators to pray. A prayer was conducted in the mother tongue in school MM. The same process was also done in school MK, but here the prayer was conducted in English. School BM followed this procedure but no prayer was said.

Candidates were to fill in the information on the answer sheets. In school MM, the chief invigilator instructed the candidates to fill in all the information. He used the English language to communicate the message. Switches between the two languages were noted as he was clarifying some items; *“Put in your name in the column for the examination number. In the centre number column you must state your class, 12A or 12B. Le swanetše go tlwaela go tlatša dilo tše ga botse (You must get used to fill in the information properly). If you can’t do the right thing now you are likely to make mistakes even in the final year examination.”* In school MK the instruction was communicated in English and there was no clarity given. The chief invigilator of school BM used the English language, but had to switch to Sepedi when telling the candidates to indicate their various classes; *“Bona,(Look,) there is the column where you are supposed to write the centre number, ngwala class yeo o tsenago ka go yona (please indicate the class from which you are), either 12A or 12B.”*

The third step was to go through the instructions with the chief invigilator. In all three schools instructions were read as they appeared in the question paper, but the switching of codes was noted in all three schools when explanations were done. Some candidates needed clarity on the instruction that states they should leave a line between sub-sections, and clarity was given in the mother tongue. In all the centers, there was a clock that was hung against the wall. Time was also written on the chalkboard from the starting hour to the end of the session. Invigilators instructed candidates to start writing. This was done in English in all the centers. The candidates were further reminded of time after the first hour had expired. Invigilators did this in English but the invigilator in school MM went further to say *“Ge o feditše o ka sepela” “You are free to leave the examination centre if you have finished writing”*. The candidates were again notified after the second hour had expired. As the candidates are not allowed to leave the examination centre in the last fifteen minutes of the examination session, they were notified that they were in the last fifteen minutes of the examination session, and told that no one is allowed to leave the examination centre. This was done in English in the three schools.

There were two candidates who called for the invigilator’s assistance. The first candidate spoke his mother tongue *“Ke kgopela go ya toilet” “May I please go to the rest room”*. The other

candidate also used his mother tongue “*Ke kgopela bukana e nngwe*” “*I am asking for the second answer booklet*”.

The researcher collected the examination material of the candidates who had finished writing earlier. She was interested in the candidates’ observation of instructions as they appeared in the question paper. All the candidates were able to answer as per instruction, blank spaces left could be for the questions that the candidates did not know the answers to. Then she checked the material of the candidates who finished writing in the last fifteen minutes of the examination session. Of the six answer books examined, three candidates answered more than the required number of questions. Two answer booklets were from the centre MK and one from the centre BM. The instruction of leaving a line between subsections answered was observed in three answer booklets.

Table 4.9 Language(s) used in the examination centre

Activities	Schools		
	BM	MM	MK
1. Opening prayer	Not done	Sepedi	English
2. Filling in answer booklets	English & Sepedi	English	English
3. Instructions on question paper	English & Sepedi	English & Sepedi	English & Sepedi
4. Time factor	English	English & Sepedi	English
5. Questions from the candidates	—	Sepedi	Sepedi

In all the three centers observed, the two languages, English and Sepedi were used interchangeably by both the chief invigilator and some invigilators. One is therefore, not surprised to hear the learners using the mother tongue when they communicate with their invigilators. The problem of the candidates who were not carrying out instructions cannot be associated with the issue of not understanding the English language, as the instructions were also explained in their mother tongue.

4.6 Summary of findings from literature review

The literature review in this study focused on the aim of the study, which is, determining whether English that is used as a language of learning and teaching, is a barrier to the learning and teaching of history. South African Policies and Acts centered on language issues in schools were looked at (Language in Education Policy 1997, Language Policy for Higher Education 2002 and South African Schools Act 84 of 1996), and it is interesting to note that they acknowledge the use of other official languages, other than English, as languages of learning and teaching in schools. There are some studies which show that researchers are not happy with mother tongue education, bilingual education or even incorporating mother tongue in the process of learning and teaching (Machungo 1998, Kieswetter 1995, Cummins & Swain 1986, and Ralenala 2003). The language learning theories of Krashen and Swain and the language learning environments of schools were also looked at. Krashen's theory of comprehensible input focused on the way in which educators can make content more understandable to learners. It is more interested in enhancing comprehension than internalizing the target language (Krashen, 1986:62). Swain's theory of comprehensible output (2005) is concerned with making efforts that will help the learners to master the target language and even the use in real life situations.

The language learning environments of schools were looked at, and the contextual difference between the English language infrastructure of the urban school community and rural school community was outlined. This shows how language learners from rural communities could be disadvantaged when compared to those from urban communities. Looking at the language of the textbook and language of the classroom, one realizes that learners from both communities can face a challenge in the process of learning history. Cummins (1988:146) differentiates between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). Learners have to acquire CALP in order to perform well in their studies. On the other hand, the stages of the second language acquisition as stated in Haynes (2005:1-4) and in Hill and Bjork (2008), indicate that learners in grade twelve should be in the final stage of language acquisition, that is, the Advanced Language Proficiency Stage, also known as Advanced Fluency. Learners in this stage have developed some specialized content area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support. They can

even speak English using grammar and vocabulary comparable to that of same-age native speakers.

The assessment in schools was examined against this background. This was done in order to determine whether or not English poses a challenge to learners as they are writing their examinations. Nitko (2004:308) indicated that performance of learners on assessment activities is determined by the way they perceive that evaluation. Some learners are motivated to perform well in assessment and others do not care. For those who are motivated to perform well, assessment and evaluations may lead to increased emotional tension which Nitko (2004) calls test anxiety. Test anxiety rises when they perceive an assessment to be difficult. This test anxiety may disturb learners' cognitive ability to recall the knowledge they have on a particular subject, and even impact negatively on their results (Nitko, 2004:309).

Data provided here indicate that black secondary schools from rural environment prefer English as the language of learning and teaching. The same data show that although learners from rural environments may be disadvantaged in language proficiency when compared to learners from urban environments, both require CALP to meet the challenges of learning the new content. The final stage of second language acquisition shows that the learner at this stage has English grammar and vocabulary comparable to that of same-age native speakers. This means that the level of BICS in learners from different environments is expected to be the same. One can say that BICS can be useful when learners are learning a new language while CALP is required when learners have to learn a content subject. This can be associated with the theories of Krashen and Swain. Krashen's theory of comprehensible input (1987) can be employed in the process of learning and teaching content subjects, while Swain's theory of interaction, which emphasizes comprehensible output (2005) can be used when a new language is learned or taught. Finally, the literature survey indicated that despite the issue of language proficiency, assessment in itself is a problem to learners. There is test anxiety that may hinder the learners to perform well.

4.7 Summary of findings from educators' interviews

The questions in the educators' interview schedule were aimed at obtaining from the educators' point of view, the challenges that learners with during examinations when they use English as a language of learning and teaching, their perceptions on the use of English as a language of learning and of teaching, their attitude towards code switching, and the strategies that could be adopted to help learners to perform well. The responses showed that most educators (75%) prefer the use of English as the language of learning and teaching in place of Sepedi. Examining whether or not English, which is a foreign language to the learners, poses a challenge to learners as they are answering questions, most reasons forwarded (58%) show that low performance in history can be associated with inadequate language proficiency, while 42% showed there are reasons for low performance other than the language proficiency. To make up for the shortfall of English proficiency, seventy-five percent of respondents showed a positive attitude towards code switching. They acknowledge the fact that English proficiency among learners is not yet adequate, and as a result, code switching can be used to enhance their comprehension. On the issue of helping learners to perform well, respondents stated that learners should be motivated to work hard and have a love for their subject. They further indicated that learners should be taught the correct way of answering extended writing, be given extra work and even be encouraged to come to their teachers when they are encountering problems. Data obtained here show that there is a problem when a language, other than mother tongue is used as a language of learning and teaching. Despite this, the respondents preferred to use English as a language of learning and teaching, and were looking for some other ways that may be employed to make up for the shortfall of lower level of English proficiency.

4.8 Summary of findings from learners' interviews

The interview schedule for the learners aimed at obtaining the learners' views whether the challenges they are faced with when they write examination can be associated with the use of English as the language of learning and teaching, their perceptions on the use of English as a language of learning and teaching, their attitude towards code switching, and the strategies that could be used to help fellow learners to improve their performance in history. Seventy-eight

percent of the respondents showed that the challenges they face during examination cannot be associated with the use of English as a language of learning and teaching. Twenty-two percent of learners opted to use their mother tongue, Sepedi, for their studies. The interviewer wanted to know whether low performance can be associated with the use of English, which is not their mother tongue. Most of the respondents (73%) mentioned factors that can be associated with language, which make it difficult for learners to perform well, while the remaining respondents (27%) mentioned different factors. This means that most of the learners believe that English is a barrier to the teaching and learning of history. On the issue of code switching, 55% of the respondents indicated that they are not happy when there are switches between English and Sepedi during classroom activities. The remaining 45% indicated that they will not have any problem if there is an interchange between two languages. Various strategies were given on how to tackle history question paper; including the issue of answering extended writing with the help of source based questions, never leaving any question unattempted, and going through the instructions thoroughly. The responses given show that learners are sometimes encountering problems when they use English as a language of learning and of teaching. Sometimes it is difficult for them to understand what the question requires from them. In that case, most of them just write everything they know about that particular topic. In spite of the challenges they came across during summative assessment, the respondents indicated that they would like to learn history through the medium of English.

4.9 Summary of findings from documents

The documents that were analysed were history tests and examination scripts of grade twelve learners in the sampled schools. The aim was to determine the challenges faced by learners during assessment when they use English as a language of learning and teaching. The researcher was of the opinion that learners who write lengthy extended writing do not have a problem with the use of the English language, and their language proficiency would be reflected by their knowledge of the content. The two scatter graphs provided (figure 4.8 and figure 4.9) showed that there is no relationship between the length of an extended writing and knowledge of the content.

The other variable that was looked at was the use of key concepts with understanding. In the test scripts, learners who used more key concepts (above the mode) in their extended writing were able to obtain more marks. The case was different in the examination scripts, where there was no relationship between the number of key concepts used and the knowledge of the content. Test results showed that knowledge and understanding of key concepts has a positive effect on the learning of history. Learners understanding of key concepts correlate with their level of content knowledge. What was again noted was the fact that learners responded well to the question tags and the guiding words. This means that they did not encounter any problems in understanding that which was required by the question.

Looking at their language proficiency, the researcher found that learners' work was dominated by errors rather than mistakes. The errors reflected in the work of some learners (42%) show that learners have not yet reached the final stage of language acquisition, that is, the Advanced Language Proficiency Stage. During this stage, learners are expected to speak English using grammar and vocabulary comparable to that of the same-age native speakers. They are still in the interlanguage stage, where they can communicate to some extent but are marred by frequent errors. The work of other learners (58%) is error-free. This means that occasional extra support is required to improve learners' language proficiency and understanding of the content areas.

4.10 Summary of findings from observations

The aim of the observations was to record the behavioural patterns of the candidates and the invigilators that could be associated with language during examination session. Such behaviour could be noted as the candidates will be asking questions that are related to language, language that is used by invigilators and candidates in examination room, and any other noted behaviour that could be related to language. The researcher as observer also wanted to record the use of any language, other than English, or the switch between English and mother tongue. What was noted is that the chief invigilator and some invigilators used English to communicate with the candidates, but there were times when they were switching codes or even using mother tongue, to explain some instructions to the candidates. Candidates who happened to seek assistance used mother tongue when they communicated with their invigilators. Though instructions were fully

explained to the candidates, even in their mother tongue, there were some candidates who answered more questions than required. This could be associated with ignorance rather than a lack of understanding.

4.11 Limitations of study

Despite the pedagogical advantages posed by mother tongue education, bilingual education or code switching as stated in the literature review, learners are still faced with another challenge in their pedagogical journey. Their level of language acquisition falls behind when compared to what is expected of them in the stages of second language acquisition. Most of them are not anywhere near the target language. This may be aggravated by the educators' use of mother tongue and the permission the learners get, for using mother tongue or switching codes during classroom activities. If an educator is using mixed modes when teaching, learners will never be sure of what they are studying when they are on their own. They will wait for someone to assure them through code switching. Educators, learners and policy makers seem to be more interested in content knowledge instead of internalizing the target language. One then wonders whether the learners will ever get any chance for improving their language acquisition in the institution of higher learning or at the work place. If not, then one can foresee the transfer of inadequate language into the coming generations.

4.12 Conclusion

This chapter focused on presentation and interpretation of data that were collected through the interviews, observations and from documents. Data analysed indicated that most respondents are happy with the use of English as a language of learning and teaching history. Educators acknowledge the fact that the level of language proficiency among learners is low. Instead of using another language that is more understandable to learners, they opt for looking for other ways to improve their level of proficiency in English. Code switching between English and Sepedi is recommended as one way of helping to enhance learners' understanding. Learners, on the other hand, showed preference for learning history through the medium of English despite the challenges they come across. They even indicated some measures that could be taken to help

learners when they are faced with a language challenge during examinations. Through document analysis, the researcher was able to get a clear reflection of the learners' level of language proficiency. Interpretation of data and findings presented in this chapter will enable the researcher to present her own point of view in the form of conclusions in the next chapter. The chapter will again embark on recommendations as possible solutions to the challenges that are faced by the learners when writing their examinations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study as discussed in chapter one, is to investigate whether English, which is used as a language of learning and teaching in schools, is a barrier to the learning and teaching of history. The literature survey in Chapter Two has clearly indicated various language learning theories and different language learning contexts. The purpose of assessment and the challenges that are faced by learners during summative assessment with regard to language have also been stated. In this last chapter the researcher aimed at giving an overview of the study, followed by conclusions that can be drawn from the findings. Some recommendations that are considered helpful to educators and learners are stated and suggestions for further research are put forward as well.

5.2 Overview of the study

The aim of the study above and the research problem mentioned in Chapter One (1.3) served as the researcher's point of departure in this study. The objectives of the study, which needed to be realised in order to attain the research aim were stated as:

- To determine challenges that history learners face when they write examinations using English language
- To investigate strategies that could be adopted to assist learners to answer history questions
- To investigate the perceptions of educators and learners on the use of English as a language of learning and teaching.

Chapter Two outlined an in-depth literature study to highlight the various language learning theories, the impact of the different environments in which the language is learned, the new language which the learners come across in the classroom, and the challenges they are faced with during summative assessment (examinations). Chapter Three was devoted to the empirical research design, wherein target population, research sample, research instruments, and data analysis were stated. Triangulation was also included. The collected data were presented, analysed and interpreted in Chapter Four. Findings from data gathered through literature review, interviews, observations and document analysis were also summarised.

Chapter Five presents the researcher's conclusions on the research study, recommendations and areas for further research.

5.3 Brief review and conclusions

During the literature survey and the empirical investigation, important themes and topics, which were discussed in Chapters Two and Four emerged. The themes and topics, as stated below, are briefly reviewed and integrated with previous theories.

- Stages of second language acquisition
- Language learning environment of schools
- Impact of assessment on learners
- Language learning theories

To explore this study, the researcher gathered data from the existing literature and also empirical study. The literature survey enabled the researcher to realise that acquiring or learning a second or foreign language is a long process which requires a period of eight to ten years. This is according to the stages of language development as stated in Haynes (2005) and Hill and Bjork (2008). The researcher has again realised that it is during the last stage of language development (the Advanced Language Proficiency stage), which comes between the eighth and tenth year after the introduction of a new language, that learners have developed some specialised content-area vocabulary and can participate fully in grade-level classroom activities.

The environment in which learners learn the language also has an impact on the language development of learners. Learners who learn English in an urban context, who have the opportunity to access the language in the environment outside the school, differ in language development when compared to the learners in the rural context, where access to English outside the classroom is severely limited. Hence Adler and Reed (2002:73) differentiate between the classroom contexts as an additional language learning environment, for learners in urban communities, and a foreign language learning environment for learners in rural communities. In an additional language learning environment, the learners are exposed to the English language in their immediate environment, while in a foreign language learning environment, English language is not spoken in the immediate environment of learners.

Besides the challenge of the language learning environment, the learners are also faced with assessment as another challenge. Assessment can lead to increased emotional tension known

as test anxiety. This is common among students who are motivated to perform well (Nitko, 2004:308). Nitko explains the implication assessments have on learners. The test anxiety in learners rises when they perceive an assessment to be difficult, and this may disturb the learners' cognitive ability to recall the knowledge they have on a particular subject. Jacobs, Vakalisa and Gawe (2004:308) also state how repeating a grade is impacting negatively on learners, as they lose confidence in themselves as learners.

The language learning theories relevant for this study were:

- Krashen's theory of comprehensible input (Krashen, 1986:2), which involves ways in which teachers can make content more understandable to their learners
- Swain's theory of interaction (2005), which emphasises comprehensible output, and make efforts to help the learners to master the target language and thus, use it in real life situations, and
- Cummins's theories of academic language and cognitively demanding communication (Cummins, 1991), are concerned with developing more advanced, higher order thinking skills as students' competency increases.

The literature survey and the empirical study have enabled the researcher to realise that studying through any language, other than the mother tongue, is a challenge to learners. Educators and learners tend to switch codes in the learning process, or even use mother tongue to express their ideas. Despite that problem, educators prefer to offer history through the medium of English and learners also prefer to learn history in English rather than in their mother tongue. The researcher therefore concludes by saying that the impact of the language of learning and teaching in the didactical situation can neither be overemphasized nor underestimated in the process of effective teaching and learning of all learners whose first language is not the prescribed medium of instruction of any particular subject.

5.4 Recommendations on important findings

The literature survey and empirical data have shown that parents, educators and learners prefer to use English as the language of learning and teaching despite the fact that the language proficiency among learners is low. The researcher therefore recommends that:

- Language educators should work together with the educators of the content subjects to improve the level of learners' language;

- Language educators should acquaint themselves with the different stages in language acquisition, so that they will be able to identify the level of their learners' language, and thus, help them;
- The use of code switching in the didactical situation should be minimized, and the use of mother tongue be discouraged;
- Learners should be encouraged to use the language of learning and teaching in the school premises;
- Media centres should be developed in schools, whereby learners will be encouraged to read not only for learning purposes, but for pleasure. This could help to improve their language;
- The Department of Education should introduce some projects that will encourage learners to read, thus, enhancing their language proficiency.

To realise the objectives of this study, which have been stated as to determine the challenges that learners face during examinations, to investigate strategies that could be adopted to assist learners to answer history questions, and to improve their performance, the researcher recommends that:

- Audio-visual aids should be used in schools. Educators can buy history video cassettes that can be shown to learners so that they can consolidate what they have heard and what they see. Learners can also be taken to visit museums, where they will be exposed to history visual and audio-visual aids.
- Learners should be encouraged to identify new concepts and their meaning in a new theme before the educator can come to teach about that.
- Educators can give learners activities to work on as a group, and also give individual attention or extra support to learners who are lagging behind.
- Educators should make sure that learners know from the onset what is expected from them at the end of the theme, that is, the learning outcomes (LOs) and assessment standards (ASs). This will encourage learners and even motivate them to work independently to realise the learning outcomes and assessment standards.
- Educators should teach learners about the tactics of answering questions, for example, identifying key words from an essay type question, working on a mind map, and answering the question.
- Educators should make sure that learners sometimes write papers that are not set internally, so that they can be exposed to external papers even before they write their

examinations. This may also help to reduce the test anxiety experienced by learners during examinations.

Another factor that was highlighted in the literature survey as a factor that contributes to low performance in history was the emotional tension caused by assessments and evaluations, known as test anxiety. Nitko (2004:309) stated that test anxiety may disturb the learners' cognitive ability to recall the knowledge they have on a particular subject. The researcher has realised, from her experience as an educator, that anxiety is more common in examinations than in tests. The recommendations are, therefore, that:

- Educators should explain the purpose of assessment to learners. Learners should be able to differentiate between formative assessment, that is, assessment for learning and summative assessment which is assessment of learning (as explained in Chapter Two, 2.8.1). They should perceive assessment as a way to gauge the value of their learning rather than a punitive measure.
- Educators can even help to ease the test anxiety by preparing learners to get used to the examination environment. They can formalise all the tests that the learners are writing, by running the test sessions just as an examination session, and also following the prescribed time table.
- There should be occasional extra support to learners to enhance their language proficiency and their content knowledge.

5.5 Suggestions for further research

It is recommended that further research studies be done on the same topic, but including more respondents from urban and semi-urban areas, who do not learn English as a foreign language, but as a second or additional language. Another avenue that needs to be researched is the challenge posed by the second language which is used as a language of learning and teaching that the learners are faced with at institutions of higher learning. Further research can even be done on measures that could be taken to help the learners to reach the last stage of language development, that is, the Advanced Language Proficiency stage, in Further Education and Training (FET) band.

5.6 Conclusion

The objectives of this study have been attained through the scientific procedures of research. The literature survey and empirical investigation have indicated the important role that is

played by language in the didactic situation, and the challenges the learners are faced with when they have to use any language that is not their mother tongue when they are learning. The research methodology stated the ways of collecting, interpreting and analysing data in order to attain the aims and objectives of this study. This was done to ensure that data are readable and accessible to readers of this study. The findings have indicated that there are challenges that learners come across during summative assessment, when they use English as a language of learning and teaching instead of their mother tongue. Learners and educators outline the social, economic and political advantages of the English language. They opted to look for other methods of improving learners' language other than changing it. The recommendations in this study therefore emphasized that different measures should be taken to help learners to improve their language proficiency. Strategies were mentioned that would help learners to answer the questions correctly and also improve their performance in history. Finally, there were recommendations made that would help to ease test anxiety among learners which is caused by 'high-stakes' assessments. The researcher then highlighted further areas of research which are associated with the topic of this study.

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ANNEXURE A



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

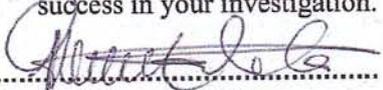
Enquires: Moyana P, Telephone: 015 290 7984 e-mail: MoyanaP@edu.limpopo.gov.za

Ms Rapetsoa JM
799 Zones 4
Seshego
0742

Dear Researcher

Request for Permission to Conduct Research

1. Your letter of request bears reference.
2. The Department wishes to inform you that you are granted permission to conduct research at the Following schools: Mmalotlo Sec School in Bochum West, Maowaneng Sec School in Mogoshi, and Khwinana Sec School in Moloto Circuit in Limpopo Province. The title of your research project is the perceptions of educators and learners regarding the use of English as a language of learning and teaching history.
3. The following conditions should be observed.
 - a. The research should not have any financial implications for Limpopo Department of Education.
 - b. Arrangements should be made with both the Circuits Office and the schools concerning the conduct of the study. Care should be not to disrupt the academic programme at the schools.
 - c. The study should be conducted during the first three terms of the calendar year as schools would be preparing themselves for the final end of year examinations during the fourth term.
 - d. The research is conducted in line with ethics in research. In particular, the principle of voluntary participation in this research should be respected.
 - e. You share with the Department, the final product of your study upon completion of the research assignment.
4. You are expected to produce this letter at schools/offices where you will be conducting your research, as evidence that permission for this activity has been granted.
5. The Department appreciates the contribution that you wish to make and wishes you success in your investigation.


.....
Head of Department

09/07/2008
.....
Date

ANNEXURE B

INTERVIEW QUESTIONS FOR EDUCATORS

1. Do you think switching from English to mother tongue (Sepedi) when offering a history lesson help to enhance learners' comprehension?

2. Do learners sometimes switch from English to mother tongue during classroom activities (for example, discussions, presentations and answering oral questions)?

3. When marking the learners' scripts, do you sometimes come across Sepedi words?

4. Do you think switches from English to Sepedi benefits or disadvantage the learners?

Probe: Can you tell us how?

5. Suppose Sepedi has just been introduced at your school to be used as a medium of teaching history in class B. Class A still continue to use English as their medium of instruction. Which class do you think will enjoy the support of most learners?

Probe: Can you explain why?

6. Suppose some learners come to you looking for your advice as to whether they should attend class A, where English is used as a medium of instruction or class B, where Sepedi is used as a medium of instruction. What advice would you give them?

7. If you were to meet the Head of Department to discuss language issue at schools, what recommendation would you make with regard to the language of teaching history in rural black schools?

8. Do you think the problem of learners who get lower marks in their tests or examinations can be attributed to the learner's inability to understand the English language used in the paper?

Probe: What can be done to help those learners?

9. Besides the language problem, what can be the other problems that hinder learners from obtaining good marks in their tests or examinations?

10. Do you think learners visit either the glossary section in their books or their dictionaries regularly to familiarize themselves with the history concepts?

11. We know that history paper consist of source-based (short) questions and extended writing (essay) questions. Which type of questions do you think your learners are more comfortable in answering?

Probe: What could be the actual reason that makes them to be more comfortable with this type of questions?

12. Between the cartoon-based questions and the extract-based questions, which ones do you think learners score high marks in?

Probe: What could be the reason?

13. What do you do to help learners to know the concepts used mainly in history, which are not common in English or other subjects (for example, Cold war, Revolution, Uhuru)?

14. Can you share with us any hints that you give to your learners on how to tackle a test or examination question paper?

15. Suppose a learner came across an extended writing (essay) question which he/ she does not understand well in an examination. He/ she is obliged by the instruction to answer that question. What tip would you give to that learner when attempting to answer such a question?

16. Do learners who write lengthy pieces of extended writings (essays) get it right always?

17. Some learners answer their essay questions in a telegraphic style/ point form. What could be the actual reason that makes them to write this way?

18. What tips would you give to your learners to work on maximum marks when answering an extended writing (essay) questions in history?

19. We know it is normal for a class to have learners who are gifted and those who are less gifted/ time-takers. What strategies would you use to help the less gifted to obtain a pass in their test or examination?

20. Is there anything that you would like to share with us regarding the teaching of history?

ANNEXURE C

INTERVIEW QUESTIONS FOR THE LEARNERS

1. Which activity do you enjoy most during your history lesson? Is it when your teacher is offering a lesson, when you are engaged in group discussions, or when you are writing a test?

Probe: What is it that is more interesting?

2. Do learners sometimes switch from English to Sepedi during classroom activities? (for example, when you are brainstorming ideas, making presentations, or when you are answering oral questions)

Probe: What could be the actual reason for the switch?

3. If you were a teacher would you allow your learners to make such switches?

Probe: Can you tell why?

4. Do you sometimes find yourself struggling to give an answer to a question because of the inability to use the language, English?

5. If you were to answer history question paper in your mother tongue, what percentage do you think you would obtain in that test?

6. Suppose you are a head at a particular school. Learners approach you telling you that they would like to do history in their mother tongue. What advice would you give them?

7. Do you ever visit your teachers to get tips on how to answer the questions in tests and examinations?

Probe: What was the most helpful tip that you were given?

8. How does your teacher help you when you do not understand a certain portion when he/ she is teaching?

9. History questions come in the form of source-based (short questions) and extended writings (essays). Which type of questions do you enjoy answering?

Probe: Can you share what is more interesting with this type of questions?

10. How do you familiarize yourself with the concepts used mainly in history and not common in English or other subjects? (for example, Cold war, Revolution, Uhuru?)

11. In the source-based questions (that is, the extracts and the cartoons), which ones do you find more interesting when answering?

Probe: What hint would you give to someone who is struggling to get them right?

12. What is the actual length of your answer when answering a normal essay type question that has been allocated thirty marks?

13. What do you think is the secret of obtaining more marks in an essay type question?

14. What hint would you give to someone who is struggling to answer an extended writing (essay) question in history test?

15. Suppose you come across a question which you do not understand properly in an examination, and you are forced by instruction to answer that question. How would you tackle that?

16. What type of questions do you answer last when writing your history examination paper?

Probe: Why do you answer this type of questions at the end?

17. As a learner, you must have realized that there are some learners who are struggling to obtain a pass mark in history test. Where do you think lies the problem?

18. A new learner has arrived in your school. Realising that you are from a history class he/ she decided to befriend him-/ herself with you. You later realized that he is doing history and what he/ she wants from you are the tips on how to pass history. What will you say to him/ her?

ANNEXURE D

OBSERVATION UNIT

The purpose of this observation unit is to record the behavioural patterns of the candidates and chief invigilator/ invigilators during the examination session that could be related to language.

The observer will record the use of mother tongue or switches between the two codes, English and Sepedi during that session.

Chief invigilator/ invigilators	Candidates
1. Language used when prayer is made	1. Language used when asking questions about instructions
2. Language used when assisting candidates to fill in the information required on the outside page of the answer booklet.	2. Language used when asking questions about the content of the subject.
3. Language used when reading and explaining instructions which appear on the question paper for the candidates.	3. Observing instructions when answering the paper.
4. Bringing time factor to the attention of candidates	4. Any other noted behaviour
5. Language used to remind candidates of examination rules	

ANNEXURE E

DATA ANALYSIS TOOL

SOURCE	TEXT		CODING	COMMENTS
	QUESTIONS	ANSWERS		
MM4	3.6.1 Discuss the pressures faced by the South African government in the 1990s, which finally led to South Africa emerging as a democracy.	<p>The Truth and Reconciliation Commission (TRC) was established in 1995, under the chairmanship of Archbishop Desmond Tutu. Its aims were to investigate the causes and the extend of human rights violation between 1960 and 1994, hear testimony from victims and perpetrators and where there was full disclosure and political motivation was clearly present, and granting amnesty to perpetrators from prosecution or civil.</p> <p>The Truth and Reconciliation Commission was a process of <i>reaviling</i> the truth about what had happened in the past.</p>	<p>Establishment of TRC under Tutu</p> <p>Aims: causes and extent of human rights violation.</p> <p>Testimony from victims and disclosure from perpetrators</p> <p>Amnesty – no prosecution or judgement</p> <p>Ultimate end – nation building process</p>	<p>Sentence patterns – Good</p> <p>Used key concepts with understanding – (8 concepts) TRC, human rights violation, testimony, perpetrators, disclosure, political motivation, amnesty, prosecution.</p>
MM4	<p>4.2.1 According to the source and your own knowledge, explain why you think Mthimkhulu's story was unusual.</p> <p>4.2.2 Identify the victim and the perpetrator of violence as shown in Source 4B.</p> <p>4.2.3 State and motivate to</p>	<p>4.2.1 A <i>Scret</i> is unusual to keep for more than 20 years.</p> <p>4.2.2 Victim - Sipiwo Perpetrator - Gideon Niewoudt</p> <p>4.2.3 - Helps promoting Nation-Building</p> <p>- Free perpetrators</p> <p>- No justice</p>	<ul style="list-style-type: none"> - secret kept for over twenty years - Sipiwo and Gideon Niewoudt - Impact – forget and be united 	<p>Relevancy – follow question tags</p> <p>Mark allocation – Length of an answer correlate with mark allocation</p> <p>Answering style – telegraphic style with correct answers.</p>

DATA ANALYSIS TOOL

	what extent telling the truth was healing for the perpetrator and the victim.			
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87
150

Grade 12 A

History P2

PREPARATORY EXAMINATION

10 September 2008

QUESTION 3: HOW DID PN BOTHA'S TOTAL STRATEGY CONTRIBUTE TO THE CRISIS OF THE 1980?

3.1.1 a) Reform - Basically Mean Changes

b) Repression - To violate other people's emotions.

3.1.2 Besides the Writing on the Chest, the Map also shows that the Figure in the Source is a South African.

3.1.3 The person indicated with the black Cap was on an angry mood.

3.2.1 - The Tricameral government was the government which was established by the National Party in order to exclude the blacks from the government.

- It was the government which consist of three races.

3.2.2 Three races that were part of the tricameral parliament were:

i) Whites

ii) Indians

iii) Coloureds.

3.2.3 - This Source is useful to a historian studying the history of the 1980, because it shows how Black were isolated from the government.

- Also informs about which race was ruling in the tricameral government.

3.3.1 - Albertina Sisulu, one of the uDF Presidents, addressed a Conference and criticised the government's policy of reforms.

- She demanded the release of Nelson Mandela and Walter Sisulu.

- She also stressed the Multiracial nature of the uDF.

3.3.2 Albertina Sisulu was concerned about the release of Nelson Mandela and Walter Sisulu because:

- She was the wife of Walter Sisulu.

- Nelson Mandela was a close friend of Albertina's husband.

3.3.3 Albertina Sisulu viewed the government issue of a tricameral Parliament as the policy of divide and rule.

3.4.1 Two Foreign Movements that were supported by the South African government were:
i) RENAMO
ii) UNITA

3.4.2. This source is useful to a historian studying P.W. Botha's reform policies in the 1980s because:

- It shows which foreign movements were supported by the South African government
- It also shows the measures which were taken by the South African government to prevent neighbouring countries from supporting the South African liberation movements.

3.4.3 Roles which played by foreign countries in the ANC are:

- Accommodated political leaders in exile
- Helped the ANC to destabilise the Socialist government

3.4.4 Limitations which are displayed by sources 3A, 3B, 3C and 3D are Political Movements.

3.5 The total strategy was launched by the National Party. It was consist of three races. The Whites, Indians and the Coloureds. Blacks were totally excluded from the government as

leaves they were totally excluded, the UDF's Campaign boycotted the Tricameral Elections started in July 1987. UDF leaders travelled throughout the country mobilising people and addressing meetings.

[55] words

14

3.6 Extended Meeting.

3.6.1 The Pressures forced by the South African government in the 1990, which finally led to South Africa emerging as a Democracy.

The Truth and Reconciliation Commission (TRC) was established in 1995, under the Chairmanship of Archbishop Desmond Tutu. Its aims were to investigate the causes and the extent of human rights violations between 1960 and 1994, hear testimony from victims and perpetrators and where there was full disclosure and political motivation was clearly present, and granting amnesty to perpetrators from prosecution or civil.

Paragraph 1

The Truth and Reconciliation Commission was a process of revealing the truth about what had happened in the past. The TRC was not a court of law. It could not prosecute or hand out judgement. Tutu stressed that only after knowing what had happened, this will help to develop the process of Nation-Building.

2

Separate amnesty hearings were held for this purpose. If perpetrators did not make use of this opportunity, it was made clear; they would be liable for prosecution. The TRC was also asked to suggest how victims could be compensated through reparation.

3

Not everybody was satisfied with the work of the Truth and Reconciliation Commission, there were some different thoughts about it. Some people believed that telling the truth will help to promote the process of Nation Building while others believed that it would result in a witch-hunt which would re-open old wounds which were beginning to heal.

4

Other people thought justice must be done more. Stating the fact that telling the truth would just set the criminals to walk free without punishment. People came before the TRC to ~~show~~ show remorse for what they did and testify that

5

They were prompted under a political motive.

6 F. W. de Klerk was also Governor of the TRC for alleging that he was responsible for human-rights violation while he was President. He claimed that he did not know of these, and when told of them, had acted against them. Other leading figures in the apartheid regimes - Cabinet ministers, generals and judges, for example - largely escaped the net of the TRC.

7 Few of them testified and none was punished. Many perpetrators appeared before the TRC, they often deplored the fact that the politicians who ordered them, were not being tried or even asked to appear before the TRC.

QUESTION 4: WAS THE TRC (TRUTH AND RECONCILIATION COMMISSION) SUCCESSFUL IN BRINGING RECONCILIATION IN SOUTH AFRICA?

4.1.1 Two leading Commissioners of the TRC were:

- Desmond Tutu
- Alex Boraine

4.1.2 The Main task of the TRC were:

- To examine human rights abuses on all sides between 1960-1994
- Hear testimony from victims and perpetrators
- Where there was full testimony disclosure and Political Motivation was clearly present, grant perpetrators amnesty from prosecution or civil rights.
- To encourage truth-telling.

4.1.3 - It was criticized as they thought justice was not done.

- They want revenge to victims.

4.1.4 - Telling your story to the TRC, you will be granted amnesty and not repeat your mistakes

- It was stressed that only after knowing the truth about what happened in the past, it would help to promote Nation-Building.

4.2.1 A Secret is unusual to keep for more than 20 years.

4.2.2 Victim - Siphiwe

Perpetrator - Gideon Ndwounde

4.2.3 - Helps Promoting Nation-Building.

- Free perpetrators
- No justice

4.2.4 I agree with the views of Churchill Mxenge, because his brother and sister were killed on purpose not accidentally

- Forgiving the perpetrators will not bring the victim's life again.

4.2.5. ~~It~~ felt that the killer was justified in taking Sifuyana's life.

- Never again would anyone be able to say they didn't know.

4.3.1 Albie Sachs is convinced that the TRC made an immeasurable contribution to 'humanising' South Africa

4.3.2 - Some refused to testify

- Some often deplored the fact that the politicians, who had given them their orders, were not being tried or even asked to appear before the TRC.

4.4 The work of the TRC was to examine human rights abuses on all sides between 1960 and 1994, hear testimony from the victims and perpetrators and, where there was full disclosure and political motivation was clearly present, grant amnesty to perpetrators from court action. Apart from that, it was to encourage truth-telling.

[53] Words

4.5 Extended Reading

4.5.1 The formation and Nature of the work of the TRC

As soon as one the National Party decided to take actions against the opposing Political parties. The Political leaders were detained, they were imprisoned while others were killed. Nelson Mandela is one of the most famous Political leaders who was imprisoned for 27 years in Robben Island.

When the National Party decided to take actions against the opposing Political parties, the political leaders did not stop liberating their Country towards Democracy. They decided to operate their liberation struggle in exile so that they cannot be seen by the government police.

Leaders like Nelson Mandela, Walter Sisulu, Govan Mbeki, Joe Slovo and others operated their liberation struggle in exile. They also formed the Military wing called Ukhonto We Sizwe (MK) to use it as an instrument to fight against National Party.

As the ANC was operating in exile it was an instrument of the Communist expansion in Southern Africa. It received finance, the Advice and the Moral Support from the Soviet Union. When the Russian government collapsed the AP decided to hold negotiations with the ANC. Political leaders were released from jail and Political parties were unbanned in February 1992.

Lastly on April 27 1994 Nelson Mandela became the first Black President of South Africa.

EXAMINATION QUESTION PAPER



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

PREPARATORY EXAMINATION 2008

MARKS: 150

TIME: 3 hours

This question paper consists of 10 pages and an addendum of 12 pages.

INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before deciding on which questions to answer.

1. This question paper consists of FOUR questions based on the prescribed content framework for 2008 which is as follows:

QUESTION 1: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR ON SOUTH AFRICA?

QUESTION 2: WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR ON AFRICA: REFLECTION AND RE-IMAGINING THE NATION IN THE 1990s?

QUESTION 3: HOW DID SOUTH AFRICA EMERGE AS A DEMOCRACY FROM THE CRISIS OF THE 1990s?

QUESTION 4: DEALING WITH THE PAST AND FACING THE FUTURE: THE WORK OF THE TRC.

2. Each question counts 75 marks and begins with a key question.
3. Candidates are required to answer TWO questions. Each question consists of both the source-based questions which counts 45 marks and the extended writing which counts 30 marks.
4. In the answering of questions, candidates are required to demonstrate application of knowledge, skills and insight.
5. Rewriting of the sources as answers will be to the disadvantage of candidates.
6. Write neatly and legibly.

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4. In the answering of questions, candidates are required to demonstrate application of knowledge, skills and insight.
5. Rewriting of the sources as answers will be to the disadvantage of candidates.
6. Write neatly and legibly.

QUESTION 1: HOW DID SOUTH AFRICA BENEFIT FROM THE COLLAPSE OF THE USSR IN 1989?

Study Sources 1A, 1B, 1C and 1D to answer the following questions.

1.1 Study Source 1A.

- 1.1.1 What made it easier for De Klerk to negotiate with the ANC? (1 x 2) (2)
- 1.1.2 Explain how the ANC benefited from the USSR. (2 x 1) (2)
- 1.1.3 Why would you refer to the ANC as an instrument of the Expansionism of Russia in Southern Africa? (2 x 2) (4)
- 1.1.4 What do you understand by the line 'When this fell away, the carpet was also pulled out from under the ANC'? (2 x 2) (4)

1.2

Refer to Source 1B.

- 1.2.1 What makes the speech on 2 February an important historical event? (1 x 2) (2)
- 1.2.2 Using the source, explain whether De Klerk and Gorbachev were aware of the consequences of their actions. (1 x 2) (2)
- 1.2.3 Explain the similarities and differences in the initiatives undertaken by De Klerk in South Africa and Gorbachev in the Soviet Union. (3 x 2) (6)

1.3 Use Source 1C.

- 1.3.1 Define *nationalisation*. (1 x 3) (3)
- 1.3.2 How did the 1991 congress of the ANC resolve the dilemma on economic policies? (2 x 2) (4)
- 1.3.3 Explain how the collapse of communist systems and a weakened South African economy influenced ANC thinking. (2 x 2) (4)

1.4 Refer to Source 1D.

- 1.4.1 What evidence in Source 1D suggests that the IMF and the World Bank wanted to influence the new democracy? (1 x 2) (2)
- 1.4.2 Why did South Africa require a loan from the IMF? (2 x 1) (2)
- 1.4.3 According to the source and your own knowledge, why do you think the IMF needed an undertaking from a 'legitimate' body? (1 x 2) (2)

1.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) and explain how South Africa was forced to abandon the policy of apartheid. (6)

1.6 **EXTENDED WRITING**
(Your response should be about TWO pages in length.)

Answer QUESTION 1.6.1 OR QUESTION 1.6.2.

1.6.1 Discuss how the collapse of USSR contributed to the downfall of the apartheid regime in South Africa. (30)

1.6.2 Use all the sources and your own knowledge to write an article for your school's History magazine in which you evaluate the contribution of the collapse of USSR to South Africa's freedom. (30)
[75]

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION IMPACT ON ZAIRE (DEMOCRATIC REPUBLIC OF THE CONGO)?

Study Sources 2A, 2B and 2C and answer the following questions.

2.1 Refer to Source 2A.

- 2.1.1 What impact did the collapse of the Soviet Union have on relations between the United States and the DRC? (1 x 2) (2)
- 2.1.2 Why was the name of Zaire changed to the Democratic Republic of the Congo? (1 x 2) (2)
- 2.1.3 Explain why Mobutu decided to introduce reforms in 1990. (2 x 2) (4)
- 2.1.4 How useful would this source be to a historian studying the impact of the fall of the Soviet Union on the DRC? (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Why do you think this article is entitled 'Deadly Legacy'? (1 x 3) (3)
- 2.2.2 What role, according to the source, did the USA play in the civil war in the DRC? (2 x 2) (4)
- 2.2.3 Explain how Mobutu used his alliance with the USA for selfish motives. (2 x 2) (4)
- 2.2.4 What do you think are the limitations of this source for a historian studying the impact of the collapse of the Soviet Union on the DRC? (2 x 2) (4)

2.3 Read through Source 2C.

- 2.3.1 To what extent does Source 2C complement what is being said in Source 2B regarding Mobutu? (2 x 2) (4)
- 2.3.2 According to the source what role did the USA play in overthrowing Mobutu? (2 x 2) (4)
- 2.3.3 To what extent do you agree with the statement: 'The Congo rebellion was the brainchild of Washington from the very start'? (2 x 2) (4)

- 2.4** Using the information from the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the impact of the role of the USA in the DRC. (6)

2.5 **EXTENDED WRITING**
(Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 2.6.1 OR 2.6.2.

2.6.1 Explain the factors which contributed to the fall of Mobutu Sese Seko (30)

OR

2.6.2 Write an article for a history magazine, *History Today*, analysing how the collapse of the Soviet Union led to the fall of Mobutu Sese Seko. (30)
[75]

QUESTION 3: HOW DID PW BOTHA'S TOTAL STRATEGY CONTRIBUTE TO THE CRISIS OF THE 1980s?

Study Sources 3A, 3B, 3C and 3D and answer the following questions.

3.1 Use Source 3A.

3.1.1 Explain the following historical concepts:

- (a) Reform (1)
(b) Repression (1)

3.1.2 Besides the writing on his chest, what else shows that the figure in the source is a South African? (1 x 2) (2)

3.1.3 What do you think was the mood of the person indicated with the black cap? (1 x 2) (2)

3.2 Refer to Source 3B.

3.2.1 Explain what was the *tricameral government*. (2 x 2) (4)

3.2.2 Identify THREE races that were part of the tricameral parliament. (3 x 1) (3)

3.2.3 How useful is this source to a historian studying the history of South Africa in the 1980? (2 x 2) (4)

3.3 Consult Source 3C.

3.3.1 What evidence in the source suggests that Albertina Sisulu was a UDF activist? (3 x 2) (6)

3.3.2 Why was Albertina Sisulu so concerned about the release of Nelson Mandela and Walter Sisulu? (2 x 2) (4)

3.3.3 What was Albertina Sisulu's view on the government issue of a tricameral parliament? (1 x 2) (2)

3.4 Study Source 3D.

3.4.1 Name TWO foreign movements that were supported by the South African government. (1 x 2) (2)

3.4.2 How useful is the source to a historian studying PW Botha's reform policies in the 1980's? (2 x 2) (4)

3.4.3 Explain the role played by foreign countries in the ANC. (2 x 1) (2)

3.4.4 What limitations are displayed by Sources 3A, 3B, 3C and 3D? (1 x 2) (2)

3.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (60 words) in which you explain the success/failure of the total strategy. (6)

3.6 **EXTENDED WRITING**
(Your response should be about TWO pages in length.)

Answer QUESTION 3.6.1 OR QUESTION 3.6.2

3.6.1 Discuss the pressures faced by the South African government in the 1990s, which finally led to South Africa emerging as a democracy. (30)

OR

3.6.2 Using the information from the sources and your own knowledge, write a letter to your friend who left South Africa in the late 1980s and explain to him/her how the new South Africa emerged. (30)
[75]

QUESTION 4: WAS THE TRC (TRUTH AND RECONCILIATION COMMISSION) SUCCESSFUL IN BRINGING RECONCILIATION IN SOUTH AFRICA?

Study Sources 4A, 4B, 4C and 4D and answer the following questions.

4.1 Refer to Source 4A.

- 4.1.1 Identify TWO leading commissioners of the TRC. (2 x 1) (2)
- 4.1.2 What were the main tasks of the TRC? (4 x 1) (4)
- 4.1.3 Explain why the TRC was criticised. (2 x 2) (4)
- 4.1.4 Explain what was the link between the TRC and nation-building. (2 x 2) (4)

4.2 Use Source 4B.

- 4.2.1 According to the source and your own knowledge, explain why you think Mthimkhulu's story was unusual. (1 x 2) (2)
- 4.2.2 Identify the victim and the perpetrator of violence as shown in Source 4B. (1 x 2) (2)
- 4.2.3 State and motivate to what extent telling the truth was healing for the perpetrator and the victim. (3 x 1) (3)
- 4.2.4 According to Source 4B and your own knowledge, explain whether you agree with the views of Churchill Mxenge regarding the work of the TRC. (2 x 1) (2)
- 4.2.5 Explain how Joyce Mthimkhulu felt about confronting Gideon Niewoudt. (2 x 2) (4)

4.3 Use Source 4C and 4D.

- 4.3.1 What evidence is there in the source that shows Albie Sachs supported the work of the TRC? (1 x 2) (2)
- 4.3.2 Why do you think the TRC was not effective in its attempt to heal the divided nation? (2 x 2) (4)
- 4.3.3 What are the limitations of Source 4D to a historian studying the TRC? (1 x 2) (2)
- 4.3.4 Refer to Source 4B and Source 4C and explain how the two sources contrast each other. (2 x 2) (4)

4.4 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) and examine the work of the TRC. (6)

4.5 **EXTENDED WRITING**
(Your response should be about TWO pages in length.)

Answer QUESTION 4.5.1 OR QUESTION 4.5.2.

4.5.1 Discuss the formation and nature of the work of the TRC. (30)

OR

4.5.2 Using all the sources and your own knowledge, write an article for your school magazine and evaluate critically the work of the TRC. (30)
[75]

TOTAL: 150



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P2

ADDENDUM

PREPARATORY EXAMINATION 2008

This addendum consists of 12 pages.

QUESTION 1: HOW DID SOUTH AFRICA BENEFIT FROM THE COLLAPSE OF THE USSR IN 1989?**SOURCE 1A**

This extract is taken from *The Ancient Diplomacy of Liberation*. It explains De Klerk's motivation for reforms.

President FW de Klerk remarked to his brother Willem that the collapse of the communist ideology in Russia made it easier for him to negotiate with the ANC.

The decline and collapse of communism in Eastern Europe and Russia created a new situation. Prior to this the ANC was an instrument of the expansionism of Russia in southern Africa. When this fell away the carpet was also pulled out from under the ANC. The basis of their finances, their advice and moral support had caved in. It is as if the Lord has brought dispensation a turning point in world history. We had to seize the opportunity ... The risk that they could be the Trojan horse of world power has decreased drastically.

SOURCE 1B

This is an extract from *Tomorrow is Another Country* by Alistair Sparks in which he describes the impact of De Klerk's speech.

At home, there was a mixture of trauma, exhilaration, and disbelief as different groups struggled to come to terms with a change so profound. Abroad, there was a sense of wonderment and relief. Here, so soon after Mikhail Gorbachev's perestroika 'restructuring' revolution was another miracle of reform: at a stroke South Africa and all it symbolised was transformed. The 2 February speech was to race relations everywhere what the collapse of the Berlin Wall was to communism. It signalled the end of the world's last racial oligarchy.

Just as Gorbachev could not have known that his restructuring of the Soviet system would lead to the loss of his Eastern European empire, the collapse of communism, and the dismemberment of the Soviet Union itself, so too, De Klerk did not expect his reforms to lead to black majority rule and the end of Afrikaner nationalism before the end of the decade.

SOURCE 1C

William Beinart, a historian, wrote in 1994:

Both the collapse of communist systems and the realities of a weakened South African economy influenced ANC economic thinking. Ideas such as the nationalisation of mines have been delayed. The difficulty of running so complex an industry, of dealing with powerful and politicised unions and of stabilising the labour force have made the potential costs of state responsibility more apparent. By 1991 Congress tended to stress 'growth with redistribution' and a mixed economy rather than nationalisation.

SOURCE 1D

The following extract is taken from *Africa: A Modern History*. It reflects how the IMF (International Monetary Fund) and the World Bank set conditions for the granting of the loan to South Africa.

Strenuous attempts by the World Bank and the IMF to influence the new democracy's policies finally bore fruit in November 1993, when ANC negotiators signed an 850 million dollar IMF Compensatory and Contingency Financing Facility. ... The loan was intended to support South Africa's balance of payments following the decline in agricultural exports and the increase in imports caused by a prolonged drought. As a condition of the loan, the IMF required an undertaking by a 'legitimate' body that the economy would be responsibly managed and that South Africa would sign the General Agreement on Tariffs and Trade (GATT), thus locking the ANC into prudent economic policies.

QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION IMPACT ON ZAIRE (DEMOCRATIC REPUBLIC OF THE CONGO)?**SOURCE 2A**

The following source discusses the effects of the collapse of the Soviet Union on Zaire.

Following the collapse of the Soviet Union, US relations with Kinshasa cooled, as Mobutu was no longer deemed necessary as a Cold War ally, and his opponents within Zaire stepped up demands for reform. This atmosphere contributed to Mobutu's declaring the Third Republic in 1990, whose constitution was supposed to pave the way for democratic reform. The reforms turned out to be largely cosmetic, and Mobutu's rule continued until conflict forced him to flee Zaire in 1997. The name of the nation was returned to the Democratic Republic of the Congo, as the name Zaire carried strong connections to the rule of Mobutu.

SOURCE 2B

The following report appeared in the *Arms Trade Resource Center* in January 2000.

Deadly Legacy:

US Arms to Africa and the Congo War by William D Hartung and Bridget Moix of the Arms Trade Resource Center

- **Finding 1 – Due to the continuing legacies of its Cold War policies toward Africa, the US bears some responsibility for the cycles of violence and economic problems plaguing the continent.** Throughout the Cold War (1950 – 1989), the US delivered over \$1,5 billion worth of weaponry to Africa. Many of the top US arms clients – Liberia, Somalia, the Sudan, and Zaire (now the Democratic Republic of the Congo or DRC) – have turned out to be the top basket cases of the 1990s in terms of violence, instability and economic collapse.
- **Finding 2 – The ongoing civil war in the Democratic Republic of the Congo (formerly Zaire) is a prime example of the devastating legacy of US arms sales policy on Africa.** The US prolonged the rule of Zairian dictator Mobutu Sese Soko by providing more than \$300 million in weapons and \$100 million in military training. Mobutu used his US-supplied arsenal to repress his own people and plunder his nation's economy for three decades, until his brutal regime was overthrown by Laurent Kabila's forces in 1997. When Kabila took power, the Clinton administration quickly offered military support by developing a plan for new training operations with the armed forces.

SOURCE 2C

The following article entitled *US Machinations in the Congo* by SR Shearer focuses on the United States of America's actions in the Congo.

The Canadian Center for Policy Alternatives elaborates on its report on US machinations in the Congo:

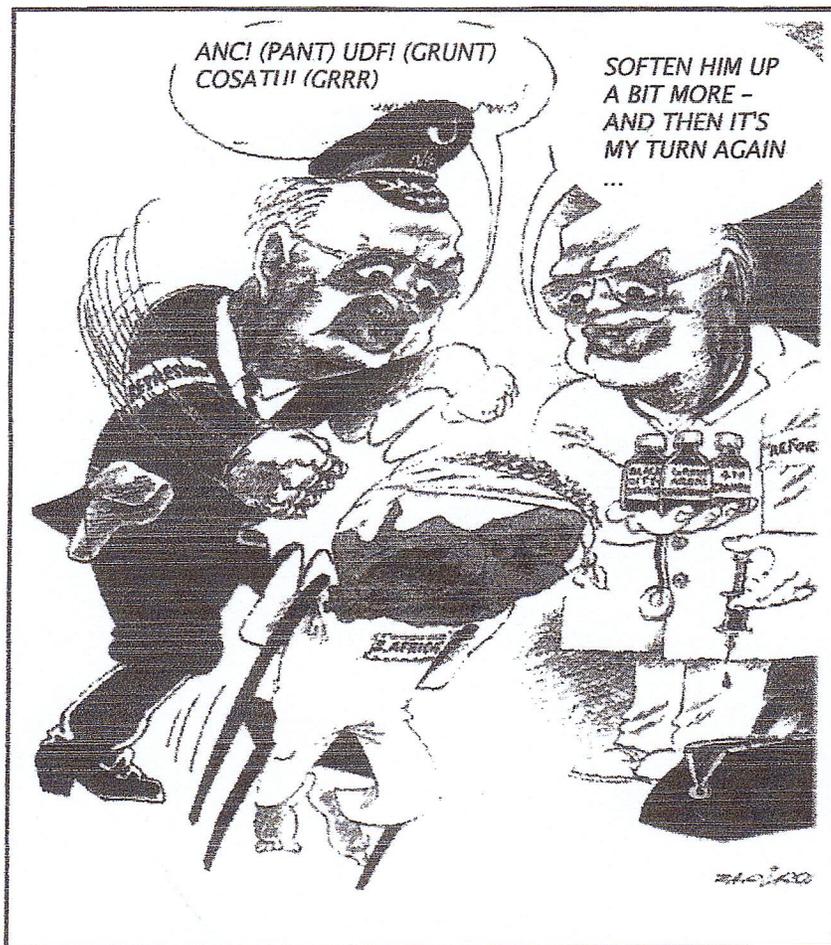
'Mobutu's unlimited greed was his undoing. As long as he shared the looting with the US [and its European lackeys], the Belgians, the French, the British, the Dutch and the various Western corporations, which dominated the Congo economy, the US supported him. But, as one observer put it, "when he kept too much for himself and became an embarrassment the US was ready to see him overthrown". In October 1996, the Rwandan army along with Ugandan troops [all under the direction of the CIA] invaded Zaire [the Congo] and by May 1997 had taken over the country and forced Mobutu to flee. To give the invasion the cover of a local rebellion, the Tutsi Rwandan forces called themselves the Alliance of Democratic Forces for the Liberation of Congo-Zaire (ADFL) ... [But] as the *Wall Street Journal* admitted, 'Many Africans [correctly concluded that] the Congo rebellion was the brainchild of Washington from the very start'. Rwanda and Uganda are the US's 'staunchest allies in the region'. Paul Kagame, the Rwandan leader, was trained at the US Army Command and General Staff College at Fort Leavenworth, Kansas. US Special Forces had been training the Rwandan army since 1994 in counterinsurgency, combat and psychological operations. This included instructions about fighting in the Congo. Rwandan soldiers were also trained at Fort Bragg, North Carolina (US), in July – August 1996 (just before the invasion), in land navigation, rifle marksmanship, patrolling and small-unit leadership.'

Following the collapse of the Soviet Union, US relations with Kinshasa cooled, as Mobutu was no longer deemed necessary as a Cold War ally, and his opponents within Zaire stepped up demands for reform. This atmosphere contributed to Mobutu's declaring the Third Republic in 1990, whose constitution was supposed to pave the way for democratic reform. The reforms turned out to be largely cosmetic, and Mobutu's rule continued until conflict forced him to flee Zaire in 1997. The name of the nation was returned to the Democratic Republic of the Congo, as the name *Zaire* carried strong connections to the rule of Mobutu.

QUESTION 3: HOW DID PW BOTHA'S TOTAL STRATEGY CONTRIBUTE TO THE CRISIS OF THE 1980s?

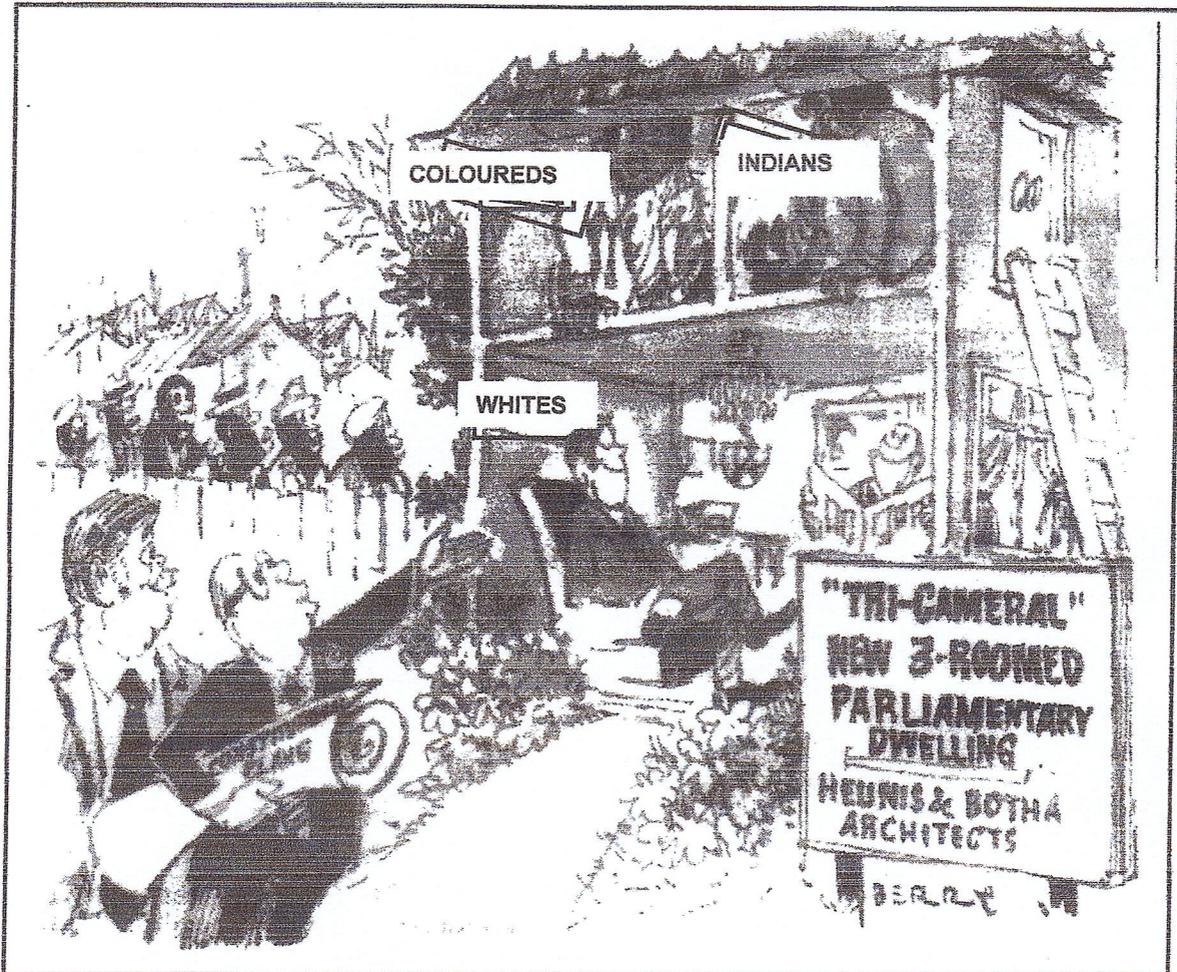
SOURCE 3A

The following is a cartoon by Zapiro which shows that 'the government introduced some limited reforms in the hope that this would defuse internal resistance. Black trade unions were legally recognised for the first time.' It shows the two sides of Botha: as a military man and as a doctor.



SOURCE 3B

This cartoon is taken from *Shuters History* depicting a cartoonist's fun impression of the Tricameral Parliament.



SOURCE 3C

This is an extract from *Making History* by H Claire, et al., in which the reaction of blacks towards the Tricameral Parliament is described.

The UDF's campaign to boycott the Tricameral Elections started in July 1984. UDF leaders travelled throughout the country mobilising people and addressing meetings. Speakers from different religious and racial groups shared the platform and spoke with one voice, denouncing the Tricameral Parliament. In July 1984, in Kimberley, Albertina Sisulu, one of the presidents of the UDF, addressed a conference and criticised the government's policy of reforms and demanded the release of Nelson Mandela and Walter Sisulu. She also stressed the multiracial nature of the UDF and criticised the government's policy of divide and rule. The UDF changed the political landscape in South Africa and captured the imagination of thousands of people. It instilled a passion for resistance and rekindled the struggle of the 1970's. The UDF planned programmes of action against the Tricameral System and pass laws and took the lead in the anti-apartheid struggle within the country.

SOURCE 3D

The following extract is from *In Search of History* by J Bottaro, P Visser, et al. The government supported neighbouring movements which were fighting SA liberation movements.

The Government tried to prevent neighbouring countries from supporting South African liberation movements by launching cross border raids on suspected ANC bases, South African political leaders in exile were targeted, and several were killed or injured. The South African Defence Force (SADF) also supported opposition guerrilla groups, such as RENAMO in Mozambique and UNITA in Angola, in an attempt to 'destabilise' the socialist governments in these countries.

QUESTION 4: WAS THE TRC (TRUTH AND RECONCILIATION COMMISSION) SUCCESSFUL IN BRINGING RECONCILIATION IN SOUTH AFRICA?

SOURCE 4A

The following is an extract describing the composition and the task of the TRC. It has been taken from *Every Step of the Way, HSRC Report 2004*.

THE FUNCTIONS OF THE TRC

The TRC came into being early in 1996, under the joint leadership of Archbishop Desmond Tutu and former cleric and liberal politician Alex Boraine. Other commissioners spanned the racial and political spectrum. Its task was to examine human rights abuses on all sides between 1960 and 1994, hear testimony from victims and perpetrators and, where there was full disclosure and political motivation was clearly present, grant perpetrators amnesty from prosecution or civil action. The objective was to encourage truth-telling. Separate amnesty hearings were held for this purpose. If perpetrators did not make use of this opportunity, it was made clear; they would be liable for prosecution. The TRC was also asked to suggest how victims could be compensated through reparations.

SOURCE 4B

The following two extracts have been taken from *Every Step of the Way*. They show stories told to the TRC.

EXTRACT 1: The story of Joyce Mthimkhulu

All she had was some of his hair – a fistful of it, but just hair. Joyce Mthimkhulu had kept this human remnant for more than 20 years. What was hard for Joyce Mthimkhulu was that after all these years, after all the pain and anguish and unanswered questions, the truth about her son's fate required her to confront, to be with the man who had sealed it. And know that the truth would set him free ... it was hard. But for Joyce Mthimkhulu, never again would anyone be able to say that Gideon Niewoudt, policeman and killer, was justified in taking Sphiwo's life and never again would anyone be able to say they didn't know.

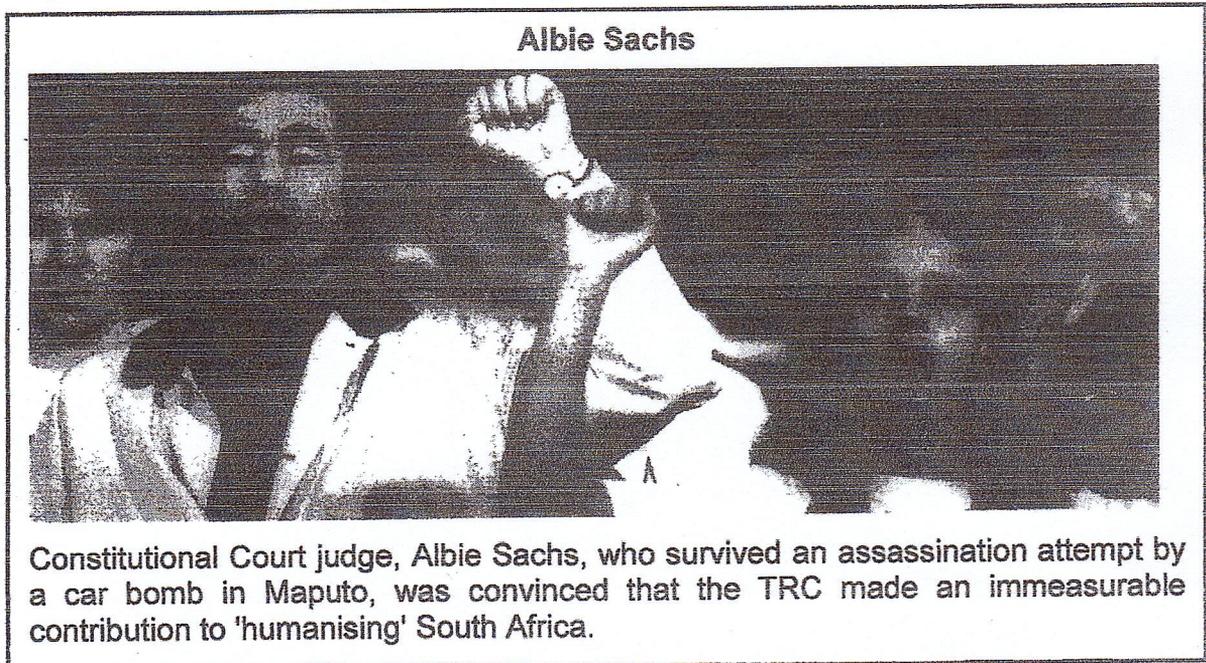
EXTRACT 2: The Mxenge family story

A comment on the TRC by Churchill Mxenge, whose brother and sister-in-law were killed by apartheid era security officers.

As it is now, they are simply forcing it [the TRC system of amnesty for those who confess] down our throats, and this is what we are objecting to. We are saying that justice must be done more; especially when we've got a government that we've waited more than ten years to take action against the criminals.

SOURCE 4C

The following is a photograph of Albie Sachs, a Constitutional Court judge, taken from *Newspaper History of South Africa*.

**SOURCE 4D**

The following extract has been taken from *Looking into the Past*. It talks about De Klerk's views on the work of the TRC.

FW de Klerk was also critical of the TRC for alleging that he was responsible for human-rights violations while he was president. He claimed that he did not know of these, and when told of them, had acted against them. Other leading figures in the apartheid regime – cabinet ministers, generals and judges, for example – largely escaped the net of the TRC. Few of them testified and none was punished. When perpetrators appeared before the TRC, they often deplored the fact that the politicians, who had given them their orders, were not being tried or even asked to appear before the TRC.

ACKNOWLEDGEMENTS

Extracts and visual sources used in this addendum were taken from the following publications:

1. Bottaro, J & Visser, P. 1999. *In Search of History Grade 12*. Cape Town: Oxford University Press
2. Dialmini Netal. 2007. *Shuters History 12*. Shuter & Shooter publishers
3. Ministry of Education. 2004. *Every Step of the Way: The Journey to Freedom in South Africa*. Cape Town, HSRC Press
4. Spemier J & Proctok A. 2007. *New Africa History 12, Working with evidence from the past*. New Africa Books (Pty) Ltd
5. SACP Discussion document, 1989, *Has socialism failed?*
6. Newspapers, *Unbreakable Thread, Now racialism in South Africa*
7. Claire H, Deftereos R, et al. *Making History 2007*. Cape Town

EXAMINATION MEMORANDUM



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P2
MEMORANDUM
SEPTEMBER 2008
PREPARATORY EXAMINATIONS**

MARKS: 150

TIME: 3 hours

This memorandum consists of 24 pages.

QUESTION 1: SOURCE-BASED QUESTIONS

1. The following Learning Outcomes and Assessment Standards were used to assess candidates in this question paper:

Learning Outcomes	Assessment Standards The ability of the learner to:
Learning Outcome 1 (Historical enquiry)	<ol style="list-style-type: none"> 1. Formulate questions to analyse concepts for investigation within the context of what is being studied. (Not for examination purposes). 2. Access a variety of relevant sources of information in order to carry out an investigation. (Not for examination purposes). 3. Interpret and evaluate information and data from sources. 4. Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.
Learning Outcome 2 (Historical concepts)	<ol style="list-style-type: none"> 1. Analyse historical concepts as social constructs. 2. Examine and explain the dynamics of changing power relations within the societies studied. 3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.
Learning Outcome 3 (Knowledge construction and communication)	<ol style="list-style-type: none"> 1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data. 2. Synthesise information to construct an original argument using evidence to support the argument. 3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed. 4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral) debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation.

1.2 The following levels of questions were used to assess source-based questions.

LEVELS OF SOURCE-BASED QUESTIONS	
LEVEL 1 (L 1)	<ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts.
LEVEL 2 (L 2)	<ul style="list-style-type: none"> • Categorise appropriate or relevant source of information provided to answer the questions raised. • Analyse the information and data gathered from a variety of sources. • Evaluate the sources of information provided to assess the appropriateness of the sources for the task.
LEVEL 3 (L 3)	<ul style="list-style-type: none"> • Interpret and evaluate information and data from the sources • Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available. • Analyse historical concepts as social constructs. • Examine and explain the dynamics of changing power relations within the aspects of societies studied. • Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events. • Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

1.3 The following table indicates how to assess source-based questions.

<ul style="list-style-type: none"> • In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples. • In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed. • In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
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QUESTION 2: EXTENDED WRITING

2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS**Level 1**

- Discuss or describe according to a given line of argument set out in the extended writing question.
- Plan and construct an argument based on evidence, using the evidence to reach a conclusion.

Level 2

- Synthesise information to construct an original argument using evidence to support the argument.
- Sustain and defend a coherent and balanced argument with evidence.
- Write clearly and coherently in constructing the argument.

2.2 Marking of extended writing

- markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre
- candidates may have any other relevant introduction and or conclusion than those included in a specific extended writing marking guideline
- in assessing the open-ended source-based questions candidates should be given credit for any other relevant response

Global assessment of extended writing

The extended writing will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of extended writing credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- the construction of argument;
- the appropriate selection of factual evidence to support such argument; and
- the learner's interpretation of the question.

Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
 - introduction, main aspects and conclusion not properly contextualised

- wrong statement
- irrelevant statement



- repetition

R

- analysis

A√

- interpretation

I√

4. The matrix

4.1 Use of analytical matrix in the marking of extended writing (refer to page 6)

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- 4.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- 4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18-19
P	LEVEL 5	

4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)
The given rubric which takes into account both content and presentation should be used in the marking of extended writing

C & P	LEVEL 5	18 - 20
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Grade 12 extended writing analytic matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well-balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempted to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

Grade 12 Holistic Rubric to assess extended writing (such as report, newspaper article, etc.)

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 - 30	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 - 23	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources. Uses all or most of the sources Selects relevant sources Quotes selectively Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 - 20	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good but with lapses. Makes a not altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
4 Moderate 50 – 59% 15 - 17	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and "tag" on focus
3 Adequate 40 – 49% 12 - 14	Poor attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes no effort to consider counter-argument – or exceptionally weak attempt Easily characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 - 39% 09 - 11	Uses only one or two sources Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 - 8	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor

QUESTION 1 WHAT WAS THE IMPACT OF THE COLLAPSE OF USSR IN SA?

1.1

1.1.1 *[Extraction of information from the source L1 LO1 (AS 3)]*

- The collapse of communist ideology in USSR (1x2) (2)

1.1.2 *[Extraction relevant information from the source –L1 LO1 AS.3]*

- Financial
- Moral
- Advice (any 2) (2x1) (2)

1.1.3 *[Analysis of information from the source – L2 Lo1 AS3]*

- ANC received aid from USSR
- ANC worked together with SACP
- USSR spread Communism Ideology through aid (2x2) (4)

1.1.4 *[Interpretation and Evaluation of information from the source - L3 L01 (AS 3)]*

- Russian aid to ANC came to an end
- ANC was compelled to negotiate
- Any other relevant response (2x2) (4)

1.2

1.2.1 *[Examination and explanation of the dynamics of changing power relations - L3 LO2 AS2]*

- Political watershed in SA
- Brought about a new dispensation in SA
- Any one response (1x2) (2)

1.2.2 *[Analysis of information from the source – L2 LO1 AS3]*

- they were not aware
- De Klerk did not expect is reforms to lead to black majority rule
- Gorbachev could not have known that restructuring would lead to the collapse of communism (1x2) (2)

1.2.3 *[Comparison and contrast interpretations of perspectives L3 LO2 AS3]*

Similarities

- De Klerk and Gorbachev both embarked on policies of reform.
- In both SA and Russia there was a sense of trauma, excitement
- In SA there was an end to apartheid, while in Europe the Berlin Wall had collapsed

Differences

- Gorbachev did not expect to lose parts of Eastern Europe
- Gorbachev did not expect reforms would lead to the collapse of communism and the breaking up of the Soviet Union while De Klerk did not expect black majority rule in SA
- De Klerk did not expect the end of Afrikaner nationalism (any 2 x 2) (6)

1.3.1 *[Explanation of historical concepts – L1 LO2 AS1]*

- An economic policy whereby the government takes over major industries (3)

1.3.2 *[Analysis of information from the source L2 LO1 AS3]*

1.3.3

- Stressed growth with redistribution
- Stressed mixed economy rather than nationalisation (2x2) (4)

1.3.4 *[Examination and explanation of the dynamics of changing power relations L3 LO2 AS 2]*

- Nationalisation of mines was delayed
- Negotiated settlement was given chance by both ANC and apartheid govt.
- ANC settled for mixed economy
- Any relevant response (4)

1.4

1.4.1 *[Analysis of the information and data gathered from a variety of Sources L2-LO1 AS3]*

When ANC negotiators signed an 850 million dollar IMF compensatory and contingency financing facility. (1x2) (2)

1.4.2 *[Analysis of information and data from the sources L2 L03 AS2].*

- To support SA's balance of payments following the decline in agricultural exports
- Increase in import caused by a prolonged drought (2x1) (2)

1.4.3 *[Synthesis of information to construct an original argument L3 L03 AS2]*

- So that the economy would be responsibly managed
- South Africa would sign the General Agreement on Tariffs and Trade (GATT)
- Any other relevant response (1x2) (2)

1.5 [Analysis of information and data gathered from a variety of Source L2 L01 AS3]

- Collapse of communism
- South Africa had to re-look her international position
- Dismemberment of the Soviet Union
- International organisations such as UNO
- Political pressure within and outside the country
- Any other relevant response

(6)

LEVEL 1	<ul style="list-style-type: none"> ▪ Cannot extract evidence or extract evidence from the sources in a very elementary manner ▪ Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> ▪ Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic ▪ Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> ▪ Extract relevant evidence from the sources ▪ Extracted evidence – relates well to the topic ▪ Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 – 6

1.6 EXTENDED WRITING

1.6.1 [Interpretation, analysis and synthesis of evidence L1 & 2 L01 AS3 & 4 LO2 AS1, 2 & 3 LO3 AS1 2, 3 & 4]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how the downfall of USSR contributed to the ending of apartheid in South Africa.

MAIN ASPECTS:

- Introduction: Candidates should discuss how the collapse of USSR contributed to the downfall of the apartheid regime in South Africa.

ELABORATION:

- South Africa could not use Communism as a threat to justify apartheid
- Could not rely on pro-western capitalist countries to curb liberation movements that sided with communist states
- Changes of leadership
- De Klerk's reaction
- Pressure from the former allies
- Unbanning of political organisation
- Allies of South Africa became her enemies.
- The position of South Africa was now strategically insignificant.

(30)

CONCLUSION: Candidates should tie up their argument by discussing how

MEMORANDUM

the collapse of USSR impacted on South Africa.

OR

1.6.2 [Examination and explanation of the dynamics of changing power relations
L01 AS 3 & 4 L02 AS1, 2, 3 L03 AS 1, 2,3]

Candidates should include the following aspects in their response

SYNOPSIS

Candidates should take a specific stance and support that line of argument with relevant substantiation. Responses should focus on the collapse of the USSR and how it contributed to the ending of apartheid regime in South Africa.

- Introduction: Candidates should indicate how the downfall of the USSR influenced the end of apartheid in South Africa.

ELABORATION:

- Pressure on South Africa to end apartheid
- South Africa could no longer rely on Western backing for "anti-communist"
- Mounting tensions within the National Party itself
- Change of National Party leadership in 1989
- ANC high expectations on nationalisation of key assets
- Shift in the balance of power
- Any other relevant information
- The NP wanted to control the pace of change and dismantle apartheid but still retain some power for itself
- The NP believed that the ANC was politically weak after being banned for 30 years
- Sanctions and disinvestments were having serious effects the economy
- The defeat of South African forces in Angola by Cuban, Angolan and SWAPO forces
- Conclusion: Candidates should tie up their argument by focusing on the events that happen in the USSR which had an impact on ending apartheid in South Africa.

(30)
[75]

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QUESTION 2: HOW DID THE COLLAPSE OF THE SOVIET UNION IMPACT ON THE AFRICAN STATES LIKE ZAIRE (NOW THE DEMOCRATIC REPUBLIC OF CONGO)?

- 2.1
- 2.1.1 *[Extraction of evidence from Source 2A – L1 – LO1; AS3]*
- U.S relations with Kinshasa cooled
 - Zaire no longer necessary as a Cold war ally
- (any 1 x 2) (2)
- 2.1.2 *[Analyse historical concepts from Source 2A- L1- LO2; AS1]*
- The name had strong connotations with Mobutu's rule
- (any 1 x 2) (2)
- 2.1.3 *[Explanation of concepts from Source 2B – L1 – LO2; AS2, 3]*
- To declare a third republic in 1990
 - To pass a constitution for democratic reforms
- (2 x 2) (4)
- 2.1.4 *[Interpret and analyse information from Source 2A – L2 – LO1; AS3]*
- Paved the way for democratic reform
 - Contributed to change in name from Zaire to DRC
- (any 2 x 2) (4)
- 2.2
- 2.2.1 *[Interpret and evaluate evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*
- The Civil War in the Congo was a result of the sales of arms from the US
Leaving a legacy of violence and brutality
- (1 x 3) (3)
- 2.2.2 *[Interpretation of evidence from Source 2B – L1 – LO1; AS3; LO2; AS2]*
- They sold arms to both Mobutu and Kabila creating a division between these men.
 - They supported the brutal regimes of Mobutu and Kabila
 - Offered military support by developing a plan for new training operations with the armed forces
 - Provided \$300 million in weapons and \$100 million in military training
- (2 x 2) (4)
- 2.2.3
- 2.2.4
- 2.3.1 *[Extraction of evidence from Source 2C – L1-LO1; AS3]*
- Both sources reflect Mobutus' brutality
 - Both sources reflect U.S. involvement
- (2 x 2) (4)
- 2.3.2 *[Interpretation and analyse evidence from Source 2C – L2 – LO1; AS 3]*
- Under the direction of the CIA the Rwandan and Ugandan troops were trained to invade Zaire
- 2.3.3 *[Interpretation and analysis of evidence from Source 2C – L2 – LO1; AS3/4]*
- The Rwandan leader was trained at the U.S. army command
 - The U.S. special forces have been training the Rwandan army
 - Rwandan soldiers were trained in North Carolina
- (2 x 2) (4)

2.5 [Interpretation, analysis and synthesis of evidence from all sources - L2 – LO1 (AS3, 4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should focus on the following aspects in their response:

- Mobutu no longer an ally of the West
- Mobutu lost support of the U.S.
- U.S. trained personnel to overthrow Mobutu
- U.S. supports Kabila
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic • Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 – 6

(6)
(45)

2.6 EXTENDED WRITING

2.6.1 [Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1- 3 – LO 2; AS 2,3; LO3; AS1, 2, 3 &4]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should take a specific stance and support that line of argument with relevant substantiation. Responses should focus on the fall of Mobutu Sese Seko
MAIN ASPECTS

- Introduction: Candidates should indicate their viewpoint and show how they intend supporting it.

ELABORATION

- Focus on collapse of Soviet Union Mobutu no longer deemed necessary as Cold War ally
- The impact of the Cold War on the Congo
- The end of the Cold War
- Brutality of Mobutu's regime
- U.S. relations with Zaire cools
- U.S. supports Mobutu's overthrow

MEMORANDUM

- The fall of Mobutu
 - Any other relevant point

 - Conclusion: Candidates should tie up their argument by focusing on the factors that contributed to the fall of Mobutu Sese Seko.
- (30)

Use the matrix on page 6 in this document to assess this extended writing

2.6.2 *[Analysis, synthesis and the ability to construct a coherent argument based on evidence – L1- 3 – LO 2; AS 2,3; LO3; AS1,2, 3 &4]*

Candidates should include the following aspects in their response:

SYNOPSIS

In writing this article candidates need to indicate how the collapse of the Soviet Union led to the fall of Mobutu Sese Seko.

MAIN ASPECTS

Introduction: Candidates should highlight how the collapse of the Soviet Union led to the fall of Mobutu Sese Seko.

ELABORATION

- Outline the USSR's economic and political influence in Zaire
- Focus on Zaire's reliance on the USSR for support
- The ending of the Cold War
- The impact of the end of the Cold War on Zaire
- Political and economic instability in Zaire
- U.S. influence in the fall of Mobutu
- Any other relevant point

Conclusion: Candidates should tie up their argument by highlighting how the collapse of the Soviet Union led to the fall of Mobutu Sese Seko. (30)

Use the matrix on page 6 in this document to assess this extended writing [75]

QUESTION 3: HOW DID P.W. BOTHA'S TOTAL STRATEGY CONTRIBUTE TO THE CRISIS OF THE 1980's?

3.1 Refer to source 3A.

3.1.1 *[Explanation of historical concepts L1&L2 AS'S 1&2]*

(a)

- Social changes to improve living conditions / change.
- Remove unfairness.
- Any other relevant response.

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(b)

- Political system that allows no freedom.
- To be hard-in control.
- To be cruel-control or law.
- Any other relevant answer.

Any 2 (2x1) (2)

3.1.2 [Extraction of information from the Source L1– Lo1AS3]

- Map on the face

(1x2) (2)

3.1.3 [Interpretation of the information – a Source L3 – Lo1 AS3]

- Angry
- Harsh
- Cruel
- Paying revenge
- Any other relevant answer

Any 3 (1x3) (3)

3.2 Refer to Source 3B

3.2.1 [Analysing historical concepts evidence from the Source L1–Lo1
AS 3: Lo 2 AS 2]

- Form of Parliament created after a new Constitution in 1983.
- Three chamber parliament.
- Separate Parliament for White, Coloured and Indian representatives.
- Parliament that excluded Blacks.
- Constitution which ensured that power remained in the hands of white parliament
- Any other relevant response.

Any 2 (2x2) (4)

3.2.2 [Extraction of information from the Source 3 L1-Lo1 AS1]

- Whites
- Coloureds
- Indians

(3x1) (3)

3.2.3 [Evaluate the usefulness of the Source 3A L2-Lo1 AS4]

- Useful because it gives information to readers.
- Show some importance.
- Gives good evidence.
- Good for background details.

(2x2) (4)

3.3

3.3.1 [Extraction of Relevant data L1 LO1 AS3]

- She was one of the President of UDF
- Criticism of government policy reforms
- Stressed the multiracial nature
- Demanded the release of Nelson Mandela and Walter Sisulu
- Any other relevant response

(any 3x2) (6)

3.3.2 [Interpretation and evaluation of information L3 LO1 AS3]

- UDF was the sister organisation of the ANC
 - She was annoyed by the Tricameral Parliament
 - Any other Relevant response 2x2 (4)
- 3.3.3 *[Comparison and contrasting of peoples action L3 LO2 AS3]*
- Divide and Rule policy
 - Continuation of apartheid
 - Any other relevant response 1x2 (2)
- 3.4 Study Source 3D
- 3.4.1 *[Extraction of relevant data l1 lo1 as3]*
- RENAMO and UNITA 2x1 (2)
- 3.4.2 *[Evaluation of information to assess its usefulness it is useful L3 L01 AS4]*
- useful**
- There is expenditure from SADF
 - Borders were raided in search of South African activists
 - Many activists were killed and injured
 - Any other relevant responses
- Not useful**
- The events in the source happed outside South Africa and it is biased in favour of the South African Government.
 - The author relied on government propaganda as source.
 - The candidate come up with any other relevant responses (2x2) (4)
- 3.4.3 *[Analyses of information L2 LO1 AS4]*
- Acted as Asylum (Refugee / protection) (1x2) (2)
- 3.4.4 *[Analysis interpretation of data using evidence from sources LO1 AS3 LO2 AS3]*
- Bias (1x2) (2)
- 3.5 *[Interpretation, analysing, evaluation and synthesizing data L3, L02 (AS2) L01 (AS 4)]*
- The candidate should look at the attempts by apartheid government
- South African Government tried to prevent neighbouring countries form supporting liberation movement.
 - By launching cross border raid on suspected ANC bases.
 - South African political leaders in exile were targeted.
 - Several were killed and injured
 - SADF supported guerrilla groups

MEMORANDUM

The candidates should conclude whether these were successes or failures. (6)

LEVEL 1	<ul style="list-style-type: none">▪ Cannot extract evidence or extract evidence from the sources in a very elementary manner▪ Use evidence partially to report on topic or cannot report on topic	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none">▪ Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic▪ Use evidence from sources in a very basic manner	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none">▪ Extract relevant evidence from the sources▪ Extracted evidence – relates well to the topic▪ Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic	Marks: 4 – 6

3.6 EXTENDED WRITING

3.6.1 *[Analysis, synthesis and the ability to construct a coherent argument bases on evidence L1 –L3 LO2 (AS 2 & 3) LO3 (AS2 & 3)]*

SYNOPSIS

Candidates should focus on the internal and external pressure responsible for driving South African government in the 1990's to emerge as a democracy.

MAIN ASPECTS:

- Introduction: Candidates should focus on stating both external and internal pressure which forced the government and the ANC to negotiate.

ELABORATION

INTERNAL PRESSURES

- Tricameral parliament
- UDF
- Sebokeng
- Boipatong
- Business leaders – affected by sanction
- Economic crisis – values of the and
- COSATU and MDA Activities

EXTERNAL PRESSURE

- UNO
- International sanctions and boycotts
- Common wealth
- Angolan crisis Cuito – Cuanavalle

CONCLUSION: Candidates should tie their argument by showing how the latter – put

MEMORANDUM

pressure on South African government.

OR

3.6.2 [*Comparison and contrasting interpretations and perspectives of people's actions to draw independent conclusions* L1-3 L02 (AS3) L03 (AS1)]

Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should outline the process that led to the new democratic South Africa from 1990 to 1994.

MAIN ASPECT:

- Introduction: Candidate should introduce a friend to a political process from negotiations, violence to transition.

ELABORATION:

- Broad outline the unbanning of political parties and leader such as Nelson Mandela
- NP's reasons for negotiation
- Process of negotiations, brining together adversaries (e.g. Groote Schuur Minute, Pretoria Minute Codesa I and II, white only referendum
- Transitional Executive Council
- Transaction not peaceful e.g. emergence of COSAG, Violence in Boipatong, Natal and elsewhere, right-wing activities and the role of Apla, death of Chris Hani (show how this attempted to derail the process of negotiations.)
- *Any relevant information.*

CONCLUSION: Candidates should tie up their argument with relevant conclusion.

(30)

[75]

USE MATRIX ON PAGE 7 IN THIS DOCUMENT TO ASSESS THIS EXTENDED WRITING.

QUESTION 4: WAS THE TRC (TRUTH AND RECONCILIATION COMMISSION) SUCCESSFUL IN BRINGING RECONCILIATION IN SOUTH AFRICA?

4.1

4.1.1 *[Extraction of relevant information from Source 4A – L1- L0; AS3 &4]*

- Archbishop Desmond Tutu
- Alex Boraine (2x1) (2)

4.1.2 *[Extraction of relevant information from Source 4A – L1- L0; AS 3 & 4]*

- Examine human right abuses on all sides between 1960 and 1994.
- Hear testimony from victims and perpetrators.
- Grant perpetrators amnesty from prosecution / civil action where there was full disclosure and political motivation was clearly presented
- Suggest how victims could be compensated (4x1) (4)

4.1.3 *[Analysis of data from Source 1C – L1 & 2 - L01 (AS 3); L02 (AS 3); L03 (AS2)]*

- Some believed that there should be war crimes tribunals like Nuremberg trials of Nazi was criminals.
- Others believed that a truth commission could result in a witch-hunt which would reopen old wounds that were beginning to heal.
- Perpetrators of gross human rights violations escaped punishment.
- People believed that they should have been tried in a court of law for their crimes.
- Many people found it difficult to accept that men who were guilty of appalling crimes be allowed to walk free; simply because they had made a public confession.
- Not all those who applied for amnesty displayed remorse for their action.
- Some offenders such as P. W. Botha' refused to give evidence. (2x2)(4)

4.1.4 *[Compare and contrast interpretation of events from the Source L2 L01 (AS3)]*

- TRC's aim was to overcome the past through confession and forgiveness.
- South Africans could be reconciled to each other to build a new nation.
- The new constitution supported the idea of national unity based on reconciliation and the reconstruction of society. (2x2) (4)

MEMORANDUM

4.2

4.2.1 *[Interpretation and evaluation of the information provided in the Source L3-L01 (AS3)]*

- She had not heard truth about her son for many years
- All she had was some of his hair
- She had to endure pain of confronting the man who has sealed the fate of her son. (1x2) (2)

4.2.2 *[Extraction of evidence from Source 4B L01 AS 3]*

- Sphiwo Mthimkulu (victim)
- Gideon Nieuwoudt (perpetrator) (1x2) (2)

4.2.3 *[Interpretation and evaluation from Source L2 L01 (AS3)]*

- Any response from the candidate: the candidates must state what extent he/she believes healing took place and motivate the answer. (1x3) (3)

4.2.4. *[Comparison and contrast of information from 4B. L2 L01 AS 3 L02 (AS 3)]*

AGREE

- The TRC system of amnesty for those who confess is imposed (forced down victims throat)
- The government, after ten years in power, should have taken action against criminals. (2x1) (2)

DISAGREE

Any relevant motivation.

4.2.5 *[Interpretation of evidence from Source 4B. L3 L02 (AS 3) L03 (AS 1 &2)]*

- Pain and anguish and unanswered questions
- Long wait of 20 years for the truth to come out. (2x2) (4)

4.3

4.3.1 *[Extraction of evidence from Source 4C LI LOI (AS 3) LO 3 (AS 2)]*

- Albie Sachs was convinced that the TRC made an immeasurable contribution to 'humanising' South Africa. (1x2) (2)

4.3.2 *[Interpretation and evaluation of information from Source 4D
L3 L01 (AS3) L02 (AS3)]*

- The TRC allowed the leading figures of apartheid government to escape the net of the TRC
- The perpetrators remained dissatisfied with amnesty system.
- Many deeds by both the apartheid government and liberation movement were unaccounted for. (2x2) (4)

4.3.3 *[Evaluation of evidence from the Source L2 L01 (AS3) L02 (AS3)]*

- Many perpetrators could not come up with full disclosure
- The TRC was unable to equate atrocities of apartheid and atrocities of the liberation movement.
- The ANC delayed to formally respond to commissions recommendation and other relevant answers. (1x2) (2)

4.3.4 *[Comparing and contrasting interpretations of events from the Source L3 L02 (AS3)]*

- In Source 4B the stories from application show dissatisfaction over TRC.
- In Source 4C Albie Sachs show satisfaction over the work of the TRC. (2x2) (4)

4.4 *[Interpretation, analysis and synthesis of evidence from Source 4A, 4B and 4C L3-LO2 (AS2); LO3 (AS1)]*

- Reason for the formation – TRC
- TRC was opened to hear both the perpetrator and the victim
- How was the TRC viewed in South Africa
- The significance of the TRC in healing the wound of the past. (6)

LEVEL 1	<ul style="list-style-type: none"> ▪ Cannot extract evidence or extract evidence from the sources in a very elementary manner ▪ Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
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LEVEL 3	<ul style="list-style-type: none"> ▪ Extract relevant evidence from the sources ▪ Extracted evidence – relates well to the topic ▪ Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 – 6

4.5 EXTENDED WRITING

4.5.1 [*Analysis, synthesis and the ability to construct a coherent argument based on evidence* L1- L3 – LO2 (AS 2, 3) L03(AS1, 2, 3 & 4)]

Candidates should include the following aspect in their responses:

SYNOPSIS:

Candidates should discuss the reasons for the establishment of the TRC. Outline the role played by the TRC in healing South Africa from its divided past.

MAIN ASPECTS:

- Introduction: Candidates should discuss the work of the TRC in trying to heal Africa's past.

ELABORATION:

The learners should focus on:

- Formation of the TRC
- Aims of the TRC
- Recommendations by TRC
- Failure to address amnesty, punishment and compensation.
- Equity between just cause and unjust cause

(30)

CONCLUSION: Candidate should tie up their argument with the relevant conclusion

OR

4.5.2 [*Sustain and defend a coherent and balanced argument with evidence* L2 – L3 (AS 3 , 4)]

Candidates should include the following aspects in their response

SYNOPSIS

In writing this article candidates need to take a particular line of argument in support or against the TRC's work. They should focus outcomes of the hearing and its effectiveness.

- Introduction: Candidates should also argue the significant running points of TRC process.

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ELABORATION:

Candidates should focus on:

- TRC failure to deal with many human right violations
- Activities involving apartheid government agents ignored
- TRC misleading report about the nature of gross human right violations
- TRC incapacity to punish the perpetrators of violence
- TRC failure to compensate the victims satisfaction

CONCLUSION: Candidates should tie up their argument with a relevant conclusion.

(30)
[75]

USE MATRIX ON PAGE 7 IN THIS DOCUMENT TO ASSESS THIS EXTENDED WRITING.

TOTAL MARKS: 150