

**DEPARTMENT OF BASIC EDUCATION  
NKOSI ALBERT LUTHULI ORAL HISTORY COMPETITION,  
28 SEPTEMBER - 01 OCTOBER 2012, PRETORIA**

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*'Those who cannot remember the past are condemned to repeat it.'*  
*George Santayana 1905*

**INTRODUCTION:**

The Department of Basic Education (DBE) has committed itself during the 2012 academic year, to participate and co-ordinate the commemoration of anniversaries of events that are of historical significance in schools.

This campaign gives South African learners an opportunity to celebrate, and at the same time review, the progress we as a nation has made in building a better and more united South Africa and in the strengthening of our democracy. The celebration and commemoration of key national and international days in education is an important aspect of our struggle against apartheid oppression the history of which we dare not forget. While the commemoration of the lives of key individuals who contributed greatly to shaping our young democracy and teaching about them in our classrooms, we also look to oral history to unearth those untold stories that hitherto have received little recognition.

The DBE, in partnership with South African History Online, has invited secondary school learners from Grade 8 – 11 to participate in the Nkosi Albert Luthuli Oral History Competition. The competition, inaugurated in 2005, is named after Albert John Luthuli, Nobel Prize laureate, educationist, and former President-General of the African National Congress. This competition forms part of the Department's contribution to the strengthening of the teaching and learning of History in schools. In 2012, the Department will host the 7<sup>th</sup> edition of the Nkosi Albert Luthuli Oral History competition. This national event will be preceded by provincial elimination rounds in which learners will submit written portfolios on their oral history projects, followed by oral presentations of their work.

Participating learners and teachers who competed successfully in their provincial elimination rounds, will be invited to Pretoria to compete at the national finals. For the 7<sup>th</sup> edition, a total of seven (7) learners per province will be invited to the national finals. In addition, each province will be required to send three (3) of their best teachers, who took part in the provincial round, as well as a chaperone. In other words, eleven (11) people from each participating province will be invited to the national finals, with the DBE carrying the full costs of travel and accommodation.

All participating learners, teachers, provincial co-ordinators and adjudicators are expected to arrive in Pretoria in the afternoon of Friday 28 September 2012. Adjudication will be conducted over two days i.e. from 29 September 2012 - 30 September 2012, with the prize-

giving ceremony and gala dinner to be staged in the evening of Sunday 30 September 2012. Official date of departure will be in the morning after breakfast on Monday 01 October 2012.

Learners and teachers are advised to visit the South African History Online (SAHO) website for information on oral history research at [www.sahistory.org.za](http://www.sahistory.org.za) and the South African History Archives website [www.saha.org.za](http://www.saha.org.za).

### **COMPETITION FOR LEARNERS:**

Learners will be required to research and prepare a presentation or a documentary film or video on one of the following topics:

#### **1. Lives of Courage: Unsung heroes and heroines**

The role of ordinary men/ women in the struggle for freedom and democracy or anyone who made a difference by bringing about change through community upliftment projects and/or development. Learners should focus on those men/ women who were not publicly acknowledged but who were catalysts for positive change.

#### **2. Life stories of ordinary people in commemorating the liberation struggle in South Africa.**

Since this is an oral history project, learners must elicit life stories of people in the community which illustrate how important moments and events in our history became manifest in the day to day life among ordinary people in their communities. For example, learners could ask how the slogan "freedom now, education later" affected schooling in their communities or how life was impacted by the disinvestment campaign (economic and cultural boycott).

#### **3. The history of my community**

Learners could do a project on the history of their communities, which may cover the history of key sites such as buildings, schools, places of worship, burial sites, monuments, statues etc. The interviews will be a major source of obtaining data for this topic.

#### **4. The history of my school**

The learner is expected to interview members of the community who were involved in the establishment of the school. They could also interview former learners of the school and establish how the school is linked to local history.

### **Please note the following:**

- The project must be based on oral history research;

- Learners should be assisted in their choice of person/persons to be interviewed;
- Learners should be strongly guided to choose a person / persons from their local community;
- Learners should be advised to interview at least 2-3 people;
- Adjudication will be weighted in terms of depth of research;
- Mode of presentation will be of secondary importance;
- Learners can present in any of the official languages, however, learners making a presentation in any language other than English, must be assisted by their teacher in giving notice to the organisers within 7 days of the event;
- Learners must submit a portfolio documenting all their research;
- Except under highly exceptional circumstances, all portfolios submitted must be in both written and electronic format (scanned). The latter is to enable the uploading of the portfolio onto DBE Curriculum website and the SAHO website; and
- Written portfolios will be returned to learners soon after the conclusion of the adjudication process.

#### **CRITERIA:**

Learners will be expected to do TWO things:

1. Give an oral presentation or video documentary of his/her oral research to a panel of adjudicators (It is not intended to be a dramatic presentation nor poetry reading); and
2. Prepare a portfolio in written form. The portfolio must include the following:
  - Portfolios must show evidence of research;
  - Learners may develop posters for the portfolio;
  - Learners should interview a member or members of the community and should be able to show evidence of the interviews, for example: letters to interviewees, transcripts of interviews or tape recordings;
  - These should include the lists of questions posed to the interviewees and their responses – either in written form or on a tape recording; and
  - **Interviews may be conducted and recorded in any of the official languages.**

***Portfolios must also show evidence of reflection and should give attention to the following:***

- Learners should make it clear why they chose the persons they interviewed, show a clear understanding of the historical context in which the individual worked and how the information from the interview relates to the historical context or how it helps us understand events from a personal perspective;
- Learners should include a personal reflection on what they have learnt about the possibilities for individuals to bring about change in society, and what they have learnt personally from carrying out the oral history research and the value of oral history research in helping us to understand our history/past; and
- Learners must acknowledge all sources used in their portfolios. Bibliographies should be included. Plagiarism will be heavily penalised.

### **COMPETITION FOR TEACHERS:**

Teachers from secondary schools entering the competition will be required to develop a work plan on how they planned and set up the oral history project in the classroom. Each teacher will be required to give a presentation of his/her portfolio to a panel of adjudicators and be prepared for a panel discussion on it.

#### ***Teachers should include the following in their portfolio:***

- How the oral history project was introduced in the classroom;
- The oral history project should be linked to the local community;
- What explanation was given to learners about choosing and approaching possible interviewees, preparing for and conducting interviews and using the interview as evidence to reach conclusions about the contribution of that individual;
- What interventions the teachers made in assisting learners to complete the project;
- What the teacher felt the learners gained from doing an oral history investigation; and
- A range of examples of learners' work.

### **Provincial Adjudication Processes**

- Adjudication will take place at provincial level in August – September 2012, with districts holding their own elimination rounds much earlier, i.e. between April and June 2012;
- Provinces will send adjudication dates for both district and provincial rounds to the DBE;

- The DBE will send officials to support the provincial adjudication processes and compile a National Report;
- The DBE will also contribute to the adjudication of provincial winners;
- Panels of adjudicators comprising of historians and heritage practitioners should be appointed for the provincial adjudications; and
- Provinces should identify such persons from Higher Education Institutions and other heritage organisations such as museums.

### LEARNER ADJUDICATION GRID:

<b>WRITTEN PORTFOLIO = 60%</b>	<b>Total</b>	<b>Mark allocated</b>
<b>Criterion (1)</b> Well formulated questions relevant to the project	10	
<b>Criterion (2)</b> Use of a variety of sources of evidence and information (Type of evidence presented e.g. Transcripts, photos, maps etc).	10	
<b>Criterion (3)</b> Knowledge and understanding of the historical period	10	
<b>Criterion (4)</b> Impact of the subject matter on the history of the school	10	
<b>Criterion (5)</b> Outline and sequencing of the portfolio	10	
<b>Criterion (6)</b> Creativity in developing the portfolio	10	

<b>ORAL PRESENTATION = 40%</b>	<b>Total</b>	<b>Mark allocated</b>
<b>Criterion (1)</b> Audibility, structure and cohesion	10	
<b>Criterion (2)</b> Pace, fluency and tone	10	
<b>Criterion (3)</b> Body language, gesture and eye contact	10	
<b>Criterion (4)</b> Creativity, including use of audio-visual aids	10	
<b>Criterion (5)</b> Reflection on lessons learned from the research process	10	

<b>TOTAL MARKS</b>		
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