

Viva History learner's book Grade 12

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Each chapter starts with a useful timeline. Chapter 1 (pp. 1-63) focuses on the Cold War. The broad overview of the Cold War is covered, including important factors such as the Marshall Plan, Trumann Doctrine and the Berlin crisis. The map. (p. 4) does show the Soviet's encirclement by the USA,

however, a student who does not have Geography or who is not familiar with a globe, might find this map difficult to understand. The concepts Containment, Iron Curtain and brinkmanship were not clearly defined. There should also be a clear explanation of capitalism and communism to recap the content that they have learned in Grade 11. Looking at the prescribed content for the 2009 Examination Guidelines⁴ there is a lack of covering the prescribed content such as no clear explanation as to why conflict and tension emerged. The Truman Doctrine and Marshall Plan is briefly discussed and without the proper background it might be difficult for the student to understand these policies within context of the Cold War. Berlin (pp. 7-9) is only briefly discussed. More detail is needed about the Berlin Blockade and the Berlin Airlift and why this can be seen as the first flashpoint of the Cold War. The first case study covers China, however, not enough content is given about the Cultural Revolution, it is merely mentioned (p. 25) in passing. Furthermore, no mention is made about the changing relationship with neighbouring states Tibet, India and Taiwan. There are also no mention of exactly to what extent China became a superpower by the time of Mao's death; how China tried to improve relations with the US nor is there mention of China's economic liberalisation. The extension of the Cold War is discussed in Unit 3 (pp. 29-53) starting with Cuba and then the second prescribed case study on Vietnam. The section on Vietnam does not provide adequate content to study for the Examinations. It also lacks proper background information. Also included in this unit is the Middle East and Angola. Angola should rather be placed under Topic 2, entitled since it is one of the prescribed topics for a case study. The authors also included mediation attempts with reference to the Congo (p. 54) that is interesting information, however, it is not prescribed in CAPS anymore.

Chapter 2 (pp. 64-111) looks at Independent Africa and there are two comparative case studies namely Congo and Tanzania. Socialism and self-reliance is explained using Tanzania (p. 81) as an example, however, it only consists of two sources explaining the model. Kenya is used as an example of a capitalist model (p. 82) and it is not prescribed in the CAPS document. Angola (p. 50), as mentioned before, is discussed under Cold War. With regard to the 2009 Examination Guidelines this chapter is lacking substantial content to make this a viable option for the student to study.

⁴ Department: Education Republic of South Africa, *History Grade 12 Examination Guidelines 2009* (National Senior Certificate, 2009).

Chapter 3 (pp. 112- 172) covers Civil Society Protest Movements. Thorough background is provided. Reference is made to women's liberation and feminist movements, however, no mention is made about women's identity in South Africa as prescribed by the CAPS. The first case study covers the US Civil Rights Movement (pp. 120 – 131) and most of the prescribed themes are covered, mostly by making use of sources. School desegregation, specifically Little Rock and the Selma-Montgomery marches are not mentioned. The Birmingham campaign is described using a source. This can be used to develop skills for understanding and interpreting sources, however, once again; content is needed to clearly define the importance of the Birmingham campaign and the Letter from Birmingham. Furthermore, the significance of the Civil Rights Movement, the Civil Rights Act of 1964 and the Voting Act of 1965 is not emphasised. The second case study covers the Black Power Movement (pp. 132- 136) including the role of Stokely Carmichael, Malcolm X and the Black Panthers. Although the second case study does have some interesting sources, it still lacks substantial content. Carmichael, Malcolm X and the Black Panthers each are discussed in a page or less. No mention is made about the significance of the Black Power Movement. Other topics that are also covered include World Nuclear Disarmament and Peace Movements, but no clear link is made with the Cuban missile crisis and the Cold War. Student Movements (pp. 138-143) and Women's movements (pp. 153-155) are also discussed. The content of this chapter is not substantial enough according to the 2009 Examination Guidelines, nor is it for the new CAPS.

Topic 4 in the CAPS document deals with Civil Resistance in South Africa. In the term textbook Black Consciousness is discussed in Chapter 3. There is no clear background about changes that occurred in South Africa in the 1970s as prescribed in the 2009 Examination Guidelines. The aims of the Black Consciousness Movement (pp. 156-157) are clearly defined, but the role of Steve Biko is underplayed and there is only one source (p. 158) of an interview with Steve Biko. Very little information is provided on the Soweto Uprising (p. 160) and no reference is made to the effect of the Soweto Uprising. The reaction of the apartheid state to the Black Consciousness Movement and Steve Biko are not clearly defined. The impact of the Black Consciousness Movement and Steve Biko on South African politics (p. 163) is briefly mentioned. Not enough information is given about the crisis of apartheid in the 1980s.

Furthermore the crisis of apartheid is discussed in Chapter 5, Unit 1 (pp. 200-215) and therefore it is out of sequence. This will lead to confusion for the students. Although the authors discuss the UDF and provide sources to better understand the UDF, better reference could be made about the reasons as to why the UDF was established. There is, however, a very informative piece about the Rubicon speech (p. 215), but this should have been placed before the UDF so that the student can fully understand cause and effect. Although CAPS do not prescribe the role of the church, it would appear better if there was more than one sentence (p. 202) in the textbook. It does not clearly define the role of churches. Mention could have been made to Archbishop Desmond Tutu and Reverent Beyers Naudé. No mention is made about the Mass Democratic Movement, End Conscription Campaign and the Black Sash. There is also a lack of information pertaining to international response to apartheid. The collapse of apartheid is briefly discussed and the authors mainly made use of sources and well structured activities that will help the student to engage critically with the sources. The Third Force is also discussed by making use of sources and the activity structured around the sources will help the student to judge the usefulness of the sources and to carefully analyse different interpretations.

Unit 4 (pp. 243- 253) covers the Truth and Reconciliation Commission (TRC). The authors gave a good background description of the TRC and they referred back to the Nuremburg Trials (p. 243). They also focussed on similar commissions that were set up in Argentina and Chile (p. 244). This is excellent for the student to understand where the concept came from and to gain better understanding of world affairs. They might have also referred to the commission set up in Rwanda after the genocide, since it will show cause and effect and relate back to Rwanda that was mentioned under Eugenics in the Grade 11 textbook. Captain Brian Victor Mitchell (p. 248) is used as an example for the case study. The evaluation of the work of the TRC (p. 252) is inadequate. It must clearly define the successes, criticisms and limitations.

Chapter 4 (pp. 173- 195) covers the end of the Cold War and the impact it had on South Africa. Gorbachev's reforms are briefly mentioned (p. 181) and there is no significant reference to Poland and the Berlin Wall. Furthermore, there is also no clear reference to the reasons for the disintegration of the Soviet Union under Gorbachev's reforms. The role that the collapse of communism played to end apartheid (pp. 176- 184) is discussed and it is linked well to the topic, however, more elaboration is needed on this theme. With regard to

the 2009 Examination Guideline the prescribed section on the dominance of the USA (pp. 192-195) is not covered in detail. Also included in this chapter under Unit 2 is the impact that the collapse of communism had on Africa, however, this is not a prescribed theme for CAPS anymore. As for the 2009 Examination Guidelines this unit does not provide enough information at all. Instead of discussing Guinea- as prescribed, the authors discussed Guinea-Bissau (pp. 188-191). The authors also only focused on West Africa, leaving out North Africa and Central Africa. One of the prescribed countries for this section is Angola, and there is no reference to Angola. Angola will be tested in 2013 before CAPS are implemented at Matric level.

Chapter 6 (pp. 260-310) elaborates on globalisation and it is linked to the emergence of the new world order theme, which does relate to the prescribed content of CAPS. This chapter is clear and it includes a variety of examples and sources e.g. referring to the influence of American culture (p. 285) by using photos of South African teenagers and Japanese teenagers. They wear the same clothes reflecting the American influence. Mention is also made of extremists, e.g. Greenpeace (p. 303) that then leads to the case study of extremism in protest (p. 304) and this relates to Civil Society Protests.

Chapter 7 focuses on ideologies and debates around heritage. A thorough chapter including a tangible unit about palaeontology, archaeology and genetics, however, it is not a main objective for the new CAPS document. The requirement for heritage is reduced to an assignment in Grade 10.

The content in this textbook does not follow the topics as stipulated in the 2009 Examination Guidelines nor the CAPS document. This will lead the students to be confused and they might leave out important sections when they study. Furthermore, it is also a concern that so many themes as prescribed by CAPS is either inadequately addressed or not even mentioned. This means, once again, that the teacher will have to compile extra notes in order to cover all of the CAPS requirements. Hopefully the new CAPS based textbook will be geared for the objectives set out by CAPS and not lack in content as its predecessor.