

Viva History Learner's book Grade 11

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The first three chapters (pp. 1- 101) does not relate to the new prescribed content of the CAPS document. It is still based on the old NCS curriculum² namely the world in 1850, Imperialism and responses to colonialism in Africa and Asia. These topics were already taken out in 2007 according to Circular 56/2007³, however, these topics are still covered in great detail in the textbook. The topics are interesting, but they are irrelevant for the old curriculum as well as the CAPS curriculum.

Chapter 5 (pp. 136-170) introduces a broad background about Russian society, the Crimean War and World War I, however, if it is compared to the CAPS document, these aspects are not a prerequisite. Even for the old curriculum it would be too much background. This chapter is lacking prescribed information e.g. no proper link is made between the 1905 and 1917 revolutions. As a matter of fact, the 1905 revolution is not discussed in great detail, which is strange taking into account the time spend on the broad background. The reasons for the 1917 revolutions could be more clearly defined. Furthermore, the latter part of the CAPS requirements is not adhered to. Lenin and the challenge to capitalism (p. 159) are not clearly defined. Nationalisation is listed in bullet form, however, the student need to understand why nationalisation would go against rugged capitalism. War Communism and the New Economic policy is also discussed in bullet form, however, it might be easier for the student to actually see clearly defined information about how War Communism forced communistic ideals, whereas the New Economic Policy was a 'temporary compromise' with capitalism. The student needs to understand the latter concept, since it is a practical example of communism versus capitalism. The student also needs to understand why the rich peasants (kulaks) a new social class, went against traditional socialistic beliefs. Very little is stated about Trotsky and Stalin (p. 167) and their power struggle. The whole section about Stalin and the Five Year Plans in particular

2 This textbook was written in the mind frame for the NCS old curriculum. It is therefore, for the most part, outdated and only selected information can be used for the new CAPS document.

3 Department of Education, *Circular 6/2007 Amendments to the Grade 11 and 12 History subject assessment guidelines* (Gauteng Provincial Government, Department of Education, Johannesburg, 2007).

collectivisation and industrialisation is not clearly discussed. The great purges and the show trials are not mentioned. The treatment of women under Stalin is not discussed and lastly no mention is made of how the Five Year Plans were interrupted because of the Second World War. Stalin's modernisation of the Soviet Union is of the utmost importance due to the impact it will have on the beginning of the Cold War. The student might not be able to understand how the Soviet Union became a superpower if he or she does not understand Stalinism. Little analysis is made of how communism challenged capitalism (p. 169). Unfortunately the student is deprived from grasping the deep-rooted conflict between communistic and capitalistic ideas. If the student does not grasp the animosities between these two ideologies at Grade 11 level, they will not be able to fully understand the Cold War in Matric. This chapter does not provide enough information, not for the old curriculum and neither for the new CAPS. Another matter of concern in this particular chapter is the pixelated pictures (pp. 142, 147, 161). It is unacceptable to have such poor quality pictures displayed in a textbook of this calibre.

Chapter 6 (pp. 171- 210) deals with the crisis of capitalism in the USA and the emergence of fascist economies. Although the authors focused more on the Great Depression and the New Deal, they did not provide substantial detail about the nature of capitalism, thus, also making it difficult for the students to fully understand the tensions that emerged after the Second World War leading to the Cold War. The American Dream and 1920s economical boom (pp. 174-175) is also not discussed in detail. It might not have been such a big problem for the old curriculum, however, it is prescribed for the new CAPS. The themes that are left out and not broadly covered, are themes prescribed by the CAPS document. The authors did mention Hoover (pp. 182-183) and some of his efforts to rescue the economy. Roosevelt's New Deal (pp. 184 – 187) specifically referring to relief, recovery and reform is not discussed, which is a pity, since it forms the core of the New Deal and the establishment of the Alphabet Agencies. Also, little mention is made of the US economic recovery due to the outbreak of the Second World War. Even for the old curriculum more elaboration is needed about the reconstruction (p. 203) and rise of the Nazis in Germany. Within the Japan (p. 208) section the authors linked the fascist ideas in Japan and Nazism in Germany. This relates to cause and effect. The authors connected the information to the specific values as prescribed by the old curriculum and CAPS document (p. 8) therefore encouraging the student to uphold the South African Constitution.

E.g. in Chapter 6 the authors looked at ‘respect and support of those with different abilities’ (p. 184) and they referred to Roosevelt who suffered from polio and he could barely stand without support, however, despite this he was still the President of the United States of America. These links will reinforce the ideas of democracy and responsibility.

Chapter 4 (pp. 102- 135) covers racist ideology. The authors provide quite an in depth background about the theories and practices around pseudo-scientific racism and then they make a wonderful link with dioramas and the display of humans in museums (pp. 109- 112). This brings in to question on whether or not humans can be displayed. It is still a relevant and pressing matter e.g. human remains of Native Americans that are still kept at museums and not returned to the people for proper burial rites. What is lacking is a proper explanation as to why terms like ‘Eskimos’, ‘Hottentot’ and ‘Bushman’ (pp. 108 and 110) are terms that are no longer in use and furthermore the explanation must be given why these people are now known respectively as Inuit, Khoikhoi and San. An interesting topic, namely craniometry (pp. 113-114), is discussed in more detail that will assist the students to understand the pseudo-scientific misunderstanding of intelligence. Social Darwinism in the USA, Britain and Europe (pp. 117-120) are not discussed in detail and no mention is made of race and eugenic practices in Namibia, which is prescribed in the CAPS document. This section, however, would be sufficient to use for the old curriculum.

The prescribed case study on Australia (pp. 121- 124) focuses on the ‘White Australia Policy’ and does not provide greater detail of the colonisation of Australia; ‘racial suicide and racial decay’; children from Britain sent to boost the white population and no mention is made of the ‘stolen generation’ and the Cook and Neville’s assimilation programme. This section is mostly source-based and it will help the student to apply a variety of skills to analyse the sources, however, more substantial content would be advisable. The lack of content in this section makes it void of the objectives as set out by the CAPS document and even for the old curriculum that specifically prescribed how Aborigines were affected by scientific racism.

With regard to the second case study on Nazi Germany (pp. 129-134) the information lacks content and substantial detail. Although mention is made of the Roma people it is merely a paragraph and no mention is made of the Sinti. However, the authors did make an interesting connotation to the Rwanda genocide and they did refer to the value of honouring human beings

(p. 134), however, the information is not substantial enough to be able to formulate a well-planned and structured argument for an essay. The latter part of the CAPS requirements such as choices that people made are not mentioned at all. For the old curriculum the latter part was not prescribed. The authors did make a connotation to the values by stating how people who were disabled and had hereditary diseases were persecuted (p. 134). This is encouraging, since it teaches lateral thinking and it will help the student to realise the importance of human rights and dignity for all.

In the CAPS document, Topic 5 entitled Nationalisms in South Africa, focuses on the Middle East and Africa. Chapter 7 (pp. 211-239) covers most of this topic. The authors start off with Pan Africanism. Unit 2 (pp. 220-230) focuses on South Africa and the authors discuss English jingoism, African nationalism, Afrikaner nationalism, the Indian and 'Coloured' people. What is lacking in this section is the origins of nationalism, the role of the middle class and the theory of nationalism as an imagined community. More elaboration is also needed on the rise of African and Afrikaner nationalism, since this is what the focus is on in the CAPS document. With regard to the old curriculum, the same applies but more detail is needed about the Indian and Coloured people as well. The majority of the information is source-based, which is helpful with the activities, however, a better balance should be made between sources and content. The authors then continue the radicalisation of Pan-Africanism (pp. 231-234). An interesting section is Unit 4 (pp. 235-239), where the authors link nationalism, heritage and identity, however, they left out two important prescribed case studies on the Middle East and Ghana.

The final CAPS prescribed topic, entitled apartheid South Africa, is covered in Chapter 8 (pp. 240- 273). The authors explained social, economic and political segregation and then they discussed apartheid as a form of neo-colonial power. The authors noted the political and economic aspects of apartheid. However, in this section most of the prescribed content is not covered. For example, mention is made of the start of the armed struggle (p. 266) referring to Cato Manor and then a brief reference to Sharpeville. No reference is made to the Rivonia Trial and how that affected the resistance. If one looks at the content as prescribed by the old curriculum the concepts of segregation (p. 243), apartheid (pp. 251-259), resistance (pp. 260-267) are discussed. The authors focus in the values sections on non-racialism and democracy. With regard to the resistance to apartheid (p. 247) prior to 1948 more elaboration is needed. No reference was made to the prescribed key

question of the role of the international community (UNO) in the fight against apartheid. Furthermore, little reference was made to the last key question about the role that resistance played against human rights violations of the world (pp. 268-270).

Chapter 10 (pp. 294-311) looks at the changes in the world from 1850 to 1950. This is quite a good chapter giving the student a bird's eye view of the major events in the world and it will help the student to understand cause and effect. Very useful tables summarising major political systems of the world are used in this chapter.

Although the extra chapters (Chapter 9 and 10) are intriguing, it is not part of the prescribed old curriculum and/or CAPS, and therefore it is actually a waste to have these sections, unless it is to be used for enrichment. Chapter 9 might be used this year as a foundation for the prescribed Heritage assignment as required in the old curriculum. Greater care should have been taken to follow the guidelines of the old curriculum and CAPS document that prescribes what needs to be set out in the textbook. A History teacher using this textbook will still have to do additional research and compile extra notes for her/ his students in order to cover all the given content of the CAPS document. This is not why the CAPS document was compiled. The implementation of CAPS is to make the content more accessible, and easier for the teachers, but if the textbooks are lacking in content; the teachers are still at square one. The new CAPS based textbook will adhere more to the original goals of CAPS.