

Grade 7 English Worksheet

Assessment Task: Interview - Youth Day

Each learner receives a copy of the passage.

Listen attentively as the passage is read by the educator.

Underline the words you don't know the meaning of.

Learners and teacher draw up a list of vocabulary of unknown words. Go through all unknown words. These are written down in their books with a translation into their home language.

The passage is read a second time to learners. (Listen and Read)

Learners read through the questions posed and answer them briefly. (One-word answers are sufficient.)

YOUTH DAY – 16 June 1976

On the morning of 16 June 1976 students marched from different schools in Soweto to Orlando Stadium to protest against Afrikaans as a medium of instruction in their schools. At this stage, 50 police arrived to find 20 000 protestors singing the Sesotho version of the national anthem.

The protest was peaceful, some children held placards with slogans which showed that they were against the government's policy. After a while, the police shot a teargas canister into the crowd which caused them to move back but not break up. With no other warning, the police fired directly into the crowd killing their first victim, Hector Petersen, age 13. Shocked and angered, students reacted by throwing bricks and stones. Throughout Soweto, the protest that started as a peaceful march turned into a general attack against Apartheid in the township. Beer halls and property were destroyed, as were white owned businesses and vehicles.

Police reinforcements poured into Soweto. On 18 June the Prime Minister, John Vorster, promised that law and order would be kept at all costs. By the end of the third day of the uprising about 500 students had been killed, many more injured and hundreds detained without trial. The uprising started on 16 June had far-reaching consequences.

Firstly, it greatly influenced the way black South Africans thought and felt about their oppression. From 1976, the Apartheid state faced ever-increasing resistance to its pass laws, forced removals, education, and housing and homeland policies. This was a turning point.

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A second effect was that students started leaving the country to join the ranks of the liberation movements in exile. There were negative economic consequences for South Africa. This country found itself increasingly isolated, deeper in debt and further from a solution to its problems. The significance of the day today is that, on 16 June we remember the young people of our country and their contribution to the struggle for equality. There are still enormous problems to be faced in creating an education system which is equal, non-racial and free.

Question 1:

Answer these questions after going through the passage a second time:

- a) When did the protest by the youth take place?
- b) Where did the protest take place?
- c) How many students did the police first come across?
- d) Who was the first child killed in these riots?
- e) What is 16 June known as today?

[5]

Question 2:

Divide the class into two groups of about five learners each.

Group A needs to look at events of the day from the viewpoint of the students.

Group B needs to view events of the day from the viewpoint of the government/ police.

Group A and B answer the same five questions.

Each learner chooses one question to report back on.

Give at least two points in your answer.

Each member of the group will be required to stand in front of the class and explain:

- Why they behaved the way they did.
- How they felt events of the day turned out.
- How the riot affected them.
- Whether the day was important in our history or not.
- Could they have reacted in any other way?

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Learners look at the rubric to see how their peers will assess them:

Criteria:	4 Excellent	3 Good	2 Satisfactory	1 Not achieved
Sentences well constructed.				
Points/arguments raised.				
Pronunciation/fluency.				
Audible. Spoke to us respectfully.				
Total: [20]				

Question 3:

Many of your parents/relatives were and are still affected by Apartheid. You are going to interview a person who lived during the Apartheid era (1948–1990).

- Ask permission before interviewing as the person must want to be interviewed.
- Think of five questions you would like answered about the Apartheid Era. (Try not to include too many questions that the answer is yes/no.)
- Write these questions down on the questionnaire sheet.
- Record the answers given to your questions.
- Report back to the class – give one interesting answer that you were given in the interview which you found interesting and would like to share with the class. You will need to tell the class the question you asked.
- Draw up the questionnaire below in your book leaving two lines between each answer and response.

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Questionnaire for Interview:

Name of person being interviewed: _____

Interviewer: _____

Questions I plan to ask: (e.g. How did the laws affect you? How do you feel about June 16?
What differences are there today compared to then?)

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

[5]

Answers I was given:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

[5]

Feedback to class – the one interesting thing I learned was:

- a) _____

[5]

Question 4:

When the feedback sessions are over- conclude the theme by discussing orally:

- a) What do you think would have happened if the children never rioted on 16 June?
- b) Do you have any suggestions as to how else the children could have protested?
- c) How would you feel if all your lessons were taught in your second language?
- d) What other holidays make us remember Apartheid?

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Question 5:

Educator shows famous picture of Hector Peterson being carried on 16 June 1976.

Ask learners to respond orally to the following questions:

- a) What do you feel when you look at this picture?
- b) Why do you think this picture made other countries turn against South Africa?

Question 6:

Listen to a song about not needing education: “We don’t need no Education” by Pink Floyd.

Translate the first verse of the song into your home language.

[5]

“We don’t need no education
We don’t need no thought control
No dark sarcasm in the classroom
Teachers leave us kinds alone”

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Suggested Solutions

Question number	Possible marks	Solution
1.	5	a) 16 June 1976 b) To complain about Afrikaans being the medium of instruction. c) 20.000 d) Hector Petersen e) Youth Day
2.	20	Learners fill in rubric
3.	20	<p><u>Name of person being interviewed:</u> Albert Ngwenya <u>Interviewer:</u> Thando Ngwenya (Learner's name) <u>Questions I plan to ask:</u></p> a) What was school like? b) Did any laws affect you? c) What was the worst thing about Apartheid? d) How did you feel about June 16 th ? e) What do you enjoy most now that Apartheid is over? [5]
		<p><u>Answers I was given:</u> Open</p> a) Poor conditions, unqualified teachers, few books, etc. b) Yes- Pass laws c) The fact that I had to carry a Pass Book. d) I was involved ... e) Freedom for all – more opportunities now. [5]
		<p>Feedback to class – the two interesting things I learned were: Didn't realise Pass laws were so terrible ... Education was terrible because ... [10]</p>
4.		Class Discussion
5.		Class Discussion
6.	5 (Translate)	We don't need no education, We don't need no thought control No dark sarcasm in the classroom, Teachers leave those kids alone

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		Hey teachers leave those kids alone.
	Total: 50 marks	

Appendix of Assessment Tools

Question 3:

Rubric for feedback to class: Completed by Educator. Circle number in each row. Tall – total 20. [Divide by 2. Mark = 10 marks]

	Excellent 4	Good 3	Satisfactory 2	Not Achieved 1
Well prepared	4	3	2	1
Pace and fluency	4	3	2	1
Vocabulary	4	3	2	1
Sentence construction	4	3	2	1
Total 20 – [convert to 10]				