



## Human and Social Sciences: HSSC4

### LESSON No: 6

#### Unit Standard: 115471

Welcome again to our exciting lesson. Remember that the previous lesson was based on historical events (115471SO1). I think it is better that we include the other event before starting with a new theme. Let us briefly look at the Soweto uprising.

#### Topic 1: The Soweto uprising.

To understand the Soweto uprising of 1976, we first need to understand the Black Consciousness Movement. **Black Consciousness Movement** was started by Steve Biko in 1969. Its aim was to encourage black people to believe in themselves so that they can be able to regain dignity and power. They were encouraged to be proud of their blackness. The idea meant that black people would be more and more resistant (refuse) to the inferior position in the society. This consciousness (being aware of who you are) thinking spread to many black universities and schools. Steve Biko was banned in 1973. This means that he was not allowed to make speeches/ talk to people in public.

Students began to show their anger against the Bantu **Education Act of 1953**. This act made it possible to provide poor (inferior) education to black children as compared to white children. There was shortage of classrooms, there were no teaching and learning resources, children in classes were many and teachers were not qualified.

The **use of Afrikaans** as the medium of instructions (using Afrikaans to teach) was the immediate (closer/nearer) cause of the Soweto uprising. Students were angry that Afrikaans will be used in schools alongside with English.

On the morning of 16<sup>th</sup> June 1976 I, school children in Soweto went on a protest march. The march started peacefully and was planned to end up at Orlando stadium. Teboho 'Tsietsi' Mashinini was one the main leaders of the protest march. On their way they were met with heavily armed police who shot at them. Hector Peterson was the first child to be shot by the police. He was picked up by Mbuyisa Makhubo...176 to 700 students were killed and more than 1000 were injured.

The picture of **Hector Peterson** being carried became the most famous to countries abroad (oversee). Many countries criticised (were against) South Africa. Protest marches and violence spread across the country. Let's move to the new theme for now.





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**Theme:** Identify and record information graphically...

**Topic:** (2) Record information graphically using a map

(3) Interpreting and analysing data.

This theme does not have content knowledge that you need to learn. You only have to acquire important skills (knowing how to do things). This is an important part that carries more marks in the examination. You may be given a map, graph or table full of information (data) where you only study and answer questions.

In this section, you have to give the answer that is given on the information (data) you are working with. All answers are with you. Yours is just to be careful.

**Note the following:**

### **Map.**

At this time, you will never get a big map (topographical map) where calculations will be required. You may only receive a simple full map of South Africa or map of any place showing information such as the economy, population, vegetation etc.

In each map, some small signs that represent each information will be given. These signs are called **keys**. They will help you to **interpret** (read or understand) the map. The keys or signs are used because it will always be difficult to write words or sentences on the map. The keys or sentences stand for the words or sentences. The scale of the map may be given. The **scale** shows how big is the map in real life compared to one that is on paper (drawing /map). If they say, 1:50 000, it means 1cm on the map is the same as 50 000 cm on the ground.

### **Graphs**

You may get any type of a graph. Graphs usually show 2 sides (Horizontal 'downward' line and vertical 'upward'). You must read the graph carefully to understand what it is about. You need to read both lines carefully. Numbers on the graph may be in percentages or other units such as cm, mm etc. .Check how the numbers follow one another (the break in between).

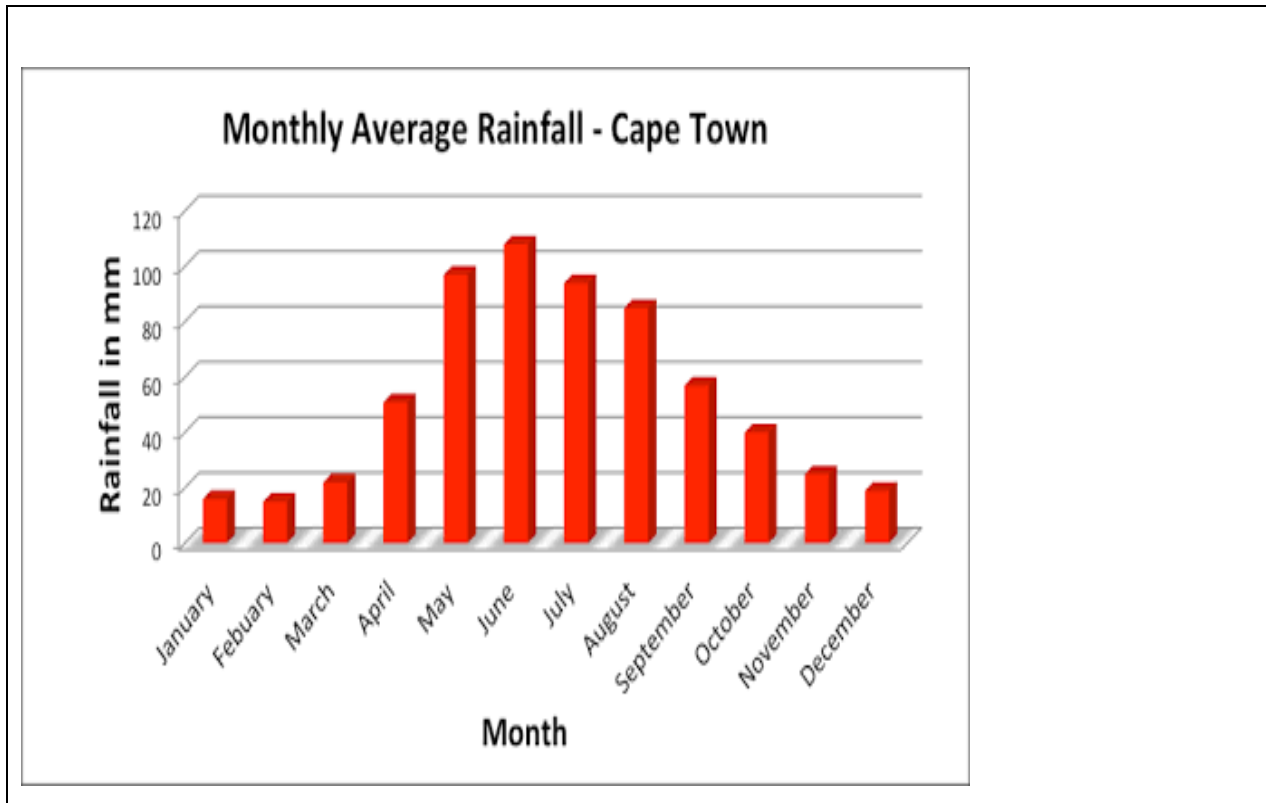
### **Tables**

Tables are almost the same as graphs but they look much easier... In most tables, comparisons are needed. Try the following activities.



### Activity 1.1

1.1 Study the graph below and answer the questions that follow:



1.1 What does the graph represent?

1.2 Name the month in which Cape Town received the highest rainfall.

1.3 What was the average rainfall for Cape Town in March?

1.4 In which season does Cape Town receive rainfall?

1.5 Name any two economic advantages of the rainfall season for the city of Cape Town.

1.6 Name any two months that you think the city of Cape Town is likely to experience serious shortage of water.

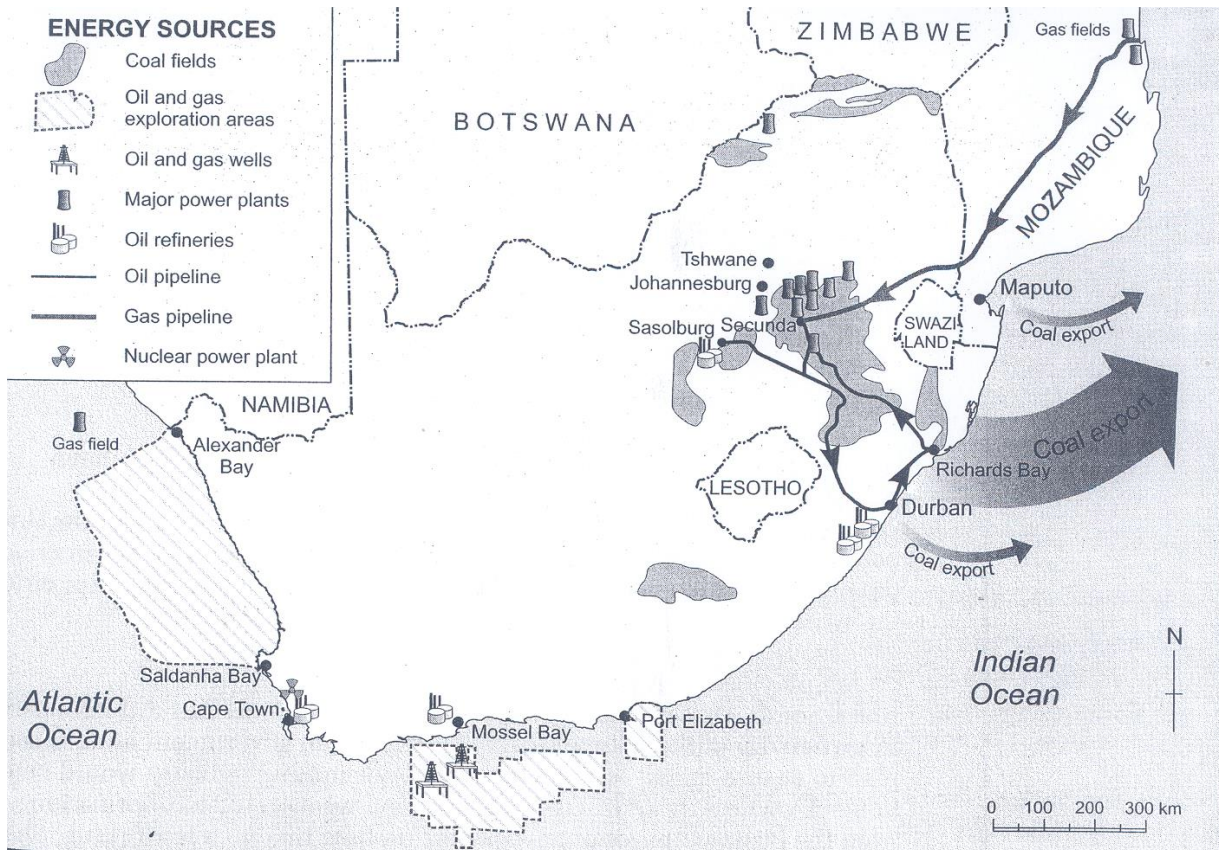
1.7 How would you advise the City council of Cape Town on the problem you mentioned above?

1.8 Name the instrument that was used to measure the monthly average rainfall for Cape Town.



## Activity 1.2

1.2 The following map shows the different energy sources in South Africa. Study the map and answer the questions that follow.



1.2.1 Which resources are mined in Mossel Bay and Secunda?

1.2.2. How will our lives be affected if the resource oil is depleted (runs dry) Mention TWO effects?

1.2.3 How will our lives be affected if the resource gas is depleted (runs dry) Mention TWO effects?

1.2.4. Where does Mossel Bay get its oil and gas?

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