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HERITAGE INVESTIGATION TOPICS FOR GRADE 10 2026

1. QUESTION FOCUS: LAND ACT OF 1913.

BACKGROUND:

The Natives Land Act of 1913 led to many changes in the lives of South African people especially the indigenous people. Black people's lives were changed socially as well as economically. There were also political changes as well.

RESEARCH TOPIC

Many changes occurred in South Africa because of the Natives Land Act of 1913.
This affected people's lives both socially and economically.
In the light of these statements conduct and write a report on a heritage investigation on the following topic. The Social and Economic changes brought by the Natives Land Act of 1913 in South Africa

KEY QUESTION

Critically discuss the Social and Economic impact brought about by the Natives Land Act of 1913. **(Use your local area as point of reference)**

AIMS

- To investigate how the Natives Land Act of 1913 led to social and economic changes in the lives of South African people.
- To investigate how people's lives in your local area were affected by the Natives Land Act of 1913.

SKILLS TO BE LEARNT

- Collection of data
- Analysis of data
- Organisation of data
- Evaluation of information
- Construction of argument

A INTRODUCTION

- Introduce the topic.
- Adopt a line of argument for your topic using key words from the topic
- Briefly explain why the Act was introduced.

B BODY

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South Africa before 1913 – how South Africans lived before 1913

- Native Land Act of 1913 why was it introduced.
- Brief description of changes in South Africa because of the Act.
- Economic changes of people's lives in **your local area** because of the Act.

C CONCLUSION

How did the Native Land Act of 1913 affect **people in your local area.**

D REFLECTIONS

What one has learnt from conducting the research

E BIBLIOGRAPHY

List of references used

Can be books, internet sources or a person

INDIVIDUAL WORK

TOTAL MARK: 50

TIME ALLOCATION: 3 WÈEKS

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2. QUESTION FOCUS: COLONIAL EXPANSION AFTER 1750

BACKGROUND:

The discovery of gold and diamonds in many parts of South Africa led to economic and social changes in the country. The migrant labour system introduced to reduce labour shortages had an impact on the black communities.

RESEARCH TOPIC

In the light of the above statement, write a heritage investigation on the following topic:

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The impact of migrant labour system in Black communities.

KEY QUESTION

How did the migrant labour system negatively affect the livelihoods **of blacks in your community?**

AIMS

- To investigate on what the migrant labour system was about.
- To focus on how lives of the black people were negatively affected by the migrant labour system
- To investigate the negative impact of the migrant labour system on the livelihoods of black communities **focusing on your local area.**

SKILLS TO BE LEARNT

- Collection of data
- Analysis of data
- Organisation of data
- Evaluation of information
- Construction of argument

A INTRODUCTION

- Brief description of the migrant labour system.
- Briefly explanation of demands put on people's lives by of the migrant labour system.

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B BODY

- Explain how the migrant labour system operated.
- How were black people's lives negatively affected?

C CONCLUSION

General negative impact of migrant labour system.

D REFLECTIONS

What one has learnt from conducting the research

E BIBLIOGRAPHY

List of references used

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INDIVIDUAL WORK

TOTAL MARK: 50

TIME ALLOCATION: 3 WÈEKS

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3. QUESTION FOCUS: HERITAGE INVESTIGATION

BACKGROUND:

People's lives are a reflection of their **Tangible** and **Intangible heritage**. The way which they celebrate and show sadness is influenced by their heritage.

RESEARCH TOPIC

In each area there is both tangible and intangible heritage unique to the local people of that area. These manifests themselves in the lives people live and rejoice or show sadness.

In the light of this statement write a heritage investigation on the following topic: The tangible OR intangible heritage sites in your local area.

KEY QUESTION

What is the historical importance of the intangible heritage or tangible heritage sites in your area?

(Learners are expected to identify and focus on **ONE aspect of heritage that is important in their local area)**

AIMS

- To investigate the tangible and intangible heritage
- To investigate the historical importance of tangible and intangible heritage in your local area
- To find out the history behind tangible and intangible heritage of your local area

SKILLS TO BE LEARNT

- Collection of data
- Analysis of data
- Organisation of data
- Evaluation of information

- Construction of argument

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A INTRODUCTION

Focus on topic

Briefly discuss why tangible and intangible heritage is important

Mention types of these heritage found in your local area

Use key words from the topic as a guide to structure the line of argument

B BODY

- Tangible heritage in your local area and its historic importance
- Intangible heritage in your area and its historic importance

C CONCLUSION

Historic importance of tangible and intangible heritage

D REFLECTIONS

What one has learnt from conducting the research

E BIBLIOGRAPHY

List of references used

Can be books, internet sources or a person

INDIVIDUAL WORK

TOTAL MARK: 50

TIME ALLOCATION: 3 WÈEKS

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GENERAL INFORMATION

Basic questions learners need to ask when preparing for heritage task

- What is the historical subject we want to investigate?
- What are our goals in undertaking this project?
- What uses do we envision for the information that we collect
- Who can provide us with the information on the subject
- What kind and amount of background research should we conduct

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Suggestions on how to go about conducting a heritage project

- Analyse the key question provided.
- Learners must discuss and agree on the heritage site to be visited.
- Thorough research in the school library, or on the internet about heritage on the topic chosen
- Learners must make notes during their research using their own words (Information from the sources must not be used as it is)
- Learners must do text referencing to avoid plagiarism
- Teachers must provide a clear worded task for the learners i.e. the task must include time frames for each stage of the assignment e.g. dates for the submission of the first draft and second draft and final document (action plan)
- At each stage, the teacher must monitor the learners and give feedback
- Reflections (what the learner has learnt in the process)
- Finally, the learner must write the assignment
- A list of references must be provided at the end
- When typing your final document, use Arial ,Font size 12 and 1,5 spacing

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Before you submit your Heritage Research project **check if you have complied with the following requirements**

- ✓ Cover Page
- ✓ Learner Details
- ✓ Research Topic:
- ✓ Key Question:
- ✓ Date

- ✓ Table of Contents: Contains what is inside the Heritage research and must be designed properly.

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- ✓ Project Plan: An activity plan that contains the to-do list

DATE	ACTIVITY	RESPONSIBILITY	TIME-FRAME
19/09/2019	SITE VISIT	TEACHER AND LEARNERS	2 HOURS

- ✓ Abstract: An executive summary of there research. Entails what the research problem was, how it is to be investigated and what was found.
- ✓ Introduction: Described the research problem and how it will be approached
- ✓ Background: A historical background to the topic
- ✓ Methodology: Use the site visit and interview conducted as primary source, use books and websites to study further about the topic
- ✓ Central Argument/Main Body: Must contain an introduction, body of evidence and conclusions
- ✓ Recommendations
- ✓ Conclusion
- ✓ Reflections
- ✓ References
- ✓ Interview Questions and Schedule
- ✓ Interview Evidence-transcripts, tape recordings
- ✓ Site Visit Evidence-pictures, videos
- ✓ Ethics Appraisal

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GUIDELINES ON HOW TO WRITE A BIBLIOGRAPHY

Research should include the list of sources to which reference has been made in the report.

The purpose of the list is to enable the reader to consult these sources. Only sources that have been consulted and have been referred to directly in the report should appear on the list.

These must be arranged alphabetically according to the author's surname.

FOR A BOOK

- Author (last name and Initials). Year of Publication. Title of the book, Publishers and Place of publication

  Example

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- Welman C et al (2005). Research Methodology,Third Edition.Oxford University Publishers : Cape Town.

  (If there is more than one author, there is no need to write ball of them but instead write the first author and write "et al".

FOR INTERNET SOURCE

- Website, Title of the article, Access Date
- Example: www.sahistory.org.za.Xenophic violence in South Africa. Accessed 16 January 2019.

FOR A PERSON

- Full name (last name first). Occupation, date of interview
- Example: Mrs Mpahlwa L. ANC Veteran. 25 July 2018

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	LEVEL	LEVEL	LEVEL	LEVEL
CRITERIA	**4**	**3**	**2**	**1**
Formulation of the key question	The key question is clear, appropriate and shows full understanding of the investigation	The key question is appropriate to the investigation.	The key question is not appropriate to the investigation	There is no overall key question.
MARKS	4	3	2	0 - 1
Identification and selection of sources	The information and data selected from the heritage sources is fully relevant	The information and data selected from the heritage sources is relevant	The information and data selected from the heritage sources is relevant to a certain extent.	The information and data selected from the heritage sources is not relevant
MARKS	4	3	2	0 - 1
Explanation of different interpretations	Discussion is fully based on the evidence from the sources consulted	Discussion is based on the evidence from the sources consulted	Discussion is partially based on the evidence from the sources consulted	Discussion is not based on the evidence from the sources consulted
MARKS	4	3	2	0 - 1
Planning and construction of argument	The discussion is well-planned and constructed and sustains the line of arguments	The discussion is well-planned and constructed	The discussion is well-planned and constructed to a certain extent	The discussion is not planned
MARKS	4	3	2	0 - 1
Presentation	The presentation is fully coherent and presented logically and chronologically	The presentation is coherent and presented logically and chronologically	The presentation is not coherent, logical and chronological	The presentation is full of flaws
MARKS	7 - 8	5 - 6	3 - 4	0 - 2
Definition of heritage and public representations	The meaning of heritage and public representations has been fully explained and examples given	The meaning of heritage and public representations has been explained	The meaning of heritage and public representations has been explained to a certain extent	The meaning of heritage and public representations has not been explained at all
MARKS	10	8 - 9	5 - 7	0 - 4
Importance of conservation	The importance of conservation of heritage sites and public representations has been fully explained and preventative measures given.	The importance of conservation of heritage sites and public representations has been explained.	The importance of conservation of heritage sites and public representations has been explained to a certain extent.	the importance of conservation of heritage sites and public representations has not been explained.
MARKS	7 - 8	5 - 6	3 - 4	0 - 2
Role of KS and IKS	The meaning of knowledge systems, including indigenous knowledge systems has been fully explained and examples given.	The meaning of knowledge systems, including indigenous knowledge systems has been explained.	The meaning of knowledge systems, including indigenous knowledge systems has been explained to a certain extent.	The meaning of knowledge systems, including indigenous knowledge systems has not been explained.
MARKS	4	3	2	0 - 1
Conclusion	Conclusion reached has been based on the evidence	Conclusion reached has been based on the evidence to a certain extent	Conclusion reached is not based on the evidence	No conclusion reached
MARKS	4	3	2	0 - 1
Totals	=	=	=	**50**