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Cohen, Susan

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Table E37. General Ordinary: Standard 7: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 103	22	1	1	1		
BG 111	25	2	2	2		
IB 117	28	3	3.5		3.5	
WB 95	28	3	3.5			3.5
WG 73	31	5	5			5
BG 82	32	6	6.5	6.5		
WG 91	32	6	6.5			6.5
IG 107	33	8	8		8	
WB 77	40	9	9			9
BG 120	42	10	10	10		
IB 70	43	11	11		11	
IG 87	44	12	12.5		12.5	
WB 84	44	12	12.5			12.5
BG 98	47	14	14	14		
BB 84	49	15	15.5	15.5		
BG 119	48	16	15.5	15.5		
WB 74	51	17	17			17
WG 78	58	18	18			18
BB 102	57	19	19	19		
BG 101	60	20	20	20		
BG 71	69	21	21	21		
WB 108	80	22	22			22
BC 99	81	23	23.5	23.5		
IB 110	81	23	23.5		23.5	
WB 76	82	25	25			25
IG 118	83	26	26		26	
WG 88	84	27	27			27
BB 97	85	28	28	28		
BG 116	88	29	29	29		
WB 90	87	30	30			30
BG 81	89	31	31	31		
IB 105	70	32	32.5		32.5	
WB 92	70	32	32.5			32.5
WG 99	71	34	34			34
WB 72	72	35	35			35
IB 108	73	36	37		37	
WB 109	73	36	37			37
WB 114	73	36	37			37
WG 75	74	39	39			39
BG 85	76	40	40	40		
BB 96	77	41	41	41		
WB 100	78	42	42			42
BG 89	81	43	43	43		
WB 93	83	44	44.5			44.5
WB 86	83	44	44.5			44.5
WG 113	92	46	46			46
WB 80	94	47	47			47
WB 121	95	48	48			48
IG 115	99	49	49		49	

Table E38. General Science: Standard 7: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 111	25	1	1	1		
BG 103	32	2	2	2		
IB 117	35	3	3		3	
WG 05	39	4	4			4
BG 120	40	5	5.5	5.5		
IB 07	40	5	5.5		5.5	
WG 04	42	7	7			7
IB 107	43	8	8.5		8.5	
WG 01	43	8	8.5			8.5
WB 123	47	10	10			10
WB 77	48	11	11.5			11.5
WG 73	48	11	11.5			11.5
BB 02	48	13	13	13		
BB 03	51	14	14	14		
BG 101	52	15	15	15		
BG 09	53	16	16.5	16.5		
WB 78	53	16	16.5			16.5
WB 124	54	18	18			18
BG 115	55	19	19	19		
WB 76	58	20	20.5			20.5
WG 00	58	20	20.5			20.5
BB 07	57	22	22.5	22.5		
BG 110	57	22	22.5	22.5		
IB 70	58	24	24		24	
BB 04	60	25	25	25		
BB 71	61	26	26	26		
BB 102	62	27	27.5	27.5		
IB 100	62	27	27.5		27.5	
BG 122	64	29	29	29		
BG 81	65	30	30.5	30.5		
WB 100	65	30	30.5			30.5
WB 114	67	32	32			32
BG 85	69	33	33.5	33.5		
WG 09	69	33	33.5			33.5
BG 89	70	35	35	35		
WB 100	71	36	36			36
WB 92	73	37	37.5			37.5
WG 88	73	37	37.5			37.5
IB 110	74	39	39.5		39.5	
WG 75	74	39	39.5			39.5
BB 00	75	41	41.5	41.5		
WB 109	75	41	41.5			41.5
IG 119	76	43	43		43	
WB 72	80	44	44			44
WB 88	82	45	45			45
WB 121	85	46	46			46
WB 83	90	47	47			47
IB 118	87	48	48		48	
WB 90	90	49	49.5			49.5
WG 113	90	49	49.5			49.5

Table 230. Physical Science: Standard 7: Third term.

Student	Mark(s)	Rank	Corrected	Black	Indian	White
BG 111	10	1	1	1		
BG 109	27	2	2	2		
WG [illegible]	28	3	3			3
WG 91	24	4	4			4
IG 97	25	5	5.5		5.5	
WG 94	25	5	5.5			5.5
BG 120	40	7	7	0		
IG 117	40	7	8		0	
WG 123	40	7	8			8
BG 82	41	10	10	10		
WG 73	42	11	11			11
WG 80	44	12	12			12
WG 124	44	13	13			13
B 77	45	14	14.5			14.5
WG 78	45	14	14.5			14.5
IG 107	46	16	16		16	
BG 97	47	17	17	17		
BG 99	48	18	18	18		
BG 98	51	19	19	19		
BG 116	52	20	20.5	20.5		
BG 110	53	20	20.5	20.5		
BG 101	56	22	22	22		
IG 100	57	23	23		23	
BG 94	61	24	24.5	24.5		
WG 78	61	24	24.5			24.5
BG 91	62	26	26.5	26.5		
IG 70	62	26	26.5		26.5	
BG 71	63	28	28.5	28.5		
WG 99	63	28	28.5			28.5
BG 102	66	30	30.5	30.5		
BG 95	66	30	30.5	30.5		
IG 110	67	32	32		32	
BG 89	70	33	34.5	34.5		
BG 122	70	33	34.5	34.5		
WG 108	70	33	34.5			34.5
WG 88	70	33	34.5			34.5
WG 114	71	37	37			37
WG 75	72	38	38			38
IG 118	75	39	39.5		39.5	
WG 100	75	39	39.5			39.5
BG 96	78	41	41	41		
WG 72	80	42	42.5			42.5
WG 109	80	42	42.5			42.5
WG 92	82	44	42.5			42.5
WG 93	87	45	45			45
WG 88	89	46	46			46
IG 118	90	47	48.5		48.5	
WG 90	90	47	48.5			48.5
WG 121	90	47	48.5			48.5

Table 040. Physical Science: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 100	44	1	1	1		
BG 150	45	2	2		2	
BB 100	47	3	3		3	
BG 134	98	4	4			4
GB 105	93	5	5	5		
BB 160	92	6	6	6		
BB 160	58	8	8	8		
BB 177	88	8	8	8		
BB 151	90	9	9	9		
BG 170	80	10	10		10	
BB 120	81	11	11	11		
BB 155	84	12	12.5	12.5		
BB 150	84	12	12.5	12.5		
WB 140	86	14	14			14
BE 161	87	15	16	16		
BB 167	87	15	16	16		
WB 100	87	16	16			16
BB 120	88	18	18.5	18.5		
WB 121	88	18	18.5			18.5
BB 150	89	20	20	20		
BB 102	70	21	21	21		
IB 143	72	22	22.5		22.5	
WB 150	72	22	22.5			22.5
WB 146	73	24	24			24
BB 104	74	25	25.5	25.5		
WB 144	74	25	25.5			25.5
WB 102	77	27	27			27
WB 139	79	28	28.5			28.5
WB 173	79	28	28.5			28.5
BB 150	81	30	30	30		
IB 142	93	31	31		31	
WB 154	85	32	32			32
WB 147	90	33	33.5			33.5
WB 140	96	33	33.5			33.5
WB 140	80	35	35			35
WB 122	91	36	36			36

Table E41. Physical Science: Standard 8: Third Term

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WB 184	89	1	1			1
BG 186	41	2	2.5	2.5		
IB 180	41	2	2.5		2.5	
BG 188	43	4	4	4		
WB 184	45	5	5			5
BB 136	40	6	6	6		
IB 159	49	7	7		7	
BB 151	50	8	8	8		
BB 181	59	9	9.5	9.5		
BG 185	53	9	9.5	9.5		
BB 155	54	11	12	12		
IB 175	54	11	12		12	
WB 131	54	11	12			12
WG 182	56	14	14			14
BB 159	57	15	16	16		
BB 162	57	15	16	16		
WB 146	57	15	16			16
BB 169	60	18	18	18		
BB 188	69	19	19	19		
BB 187	60	20	20	20		
WB 180	61	21	21			21
BG 158	62	22	22.5	22.5		
BG 177	62	22	22.5	22.5		
BG 150	63	24	24	24		
WG 144	64	25	25			25
IB 143	66	26	26		26	
WB 135	69	27	27.5			27.5
WB 145	69	27	27.5			27.5
WG 173	70	29	29			29
IB 142	71	30	31		31	
WB 152	71	30	31			31
WG 150	71	30	31			31
WG 132	77	33	33			33
BB 184	78	34	34.5	34.5		
WG 140	78	34	34.5			34.5
WB 149	83	36	36.5			36.5
WG 154	83	36	36.5			36.5
WB 147	84	38	38			38

Table 642. Physical Science: Standard 9: First term. (Part 1)

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 261	12	1	1	1		
WB 259	14	2	2	2		
IB 194	24	3	3		3	
WB 241	27	4	4.5			4.5
WB 228	27	4	4.5			4.5
BB 228	32	6	7	7		
BB 238	32	6	7	7		
IB 232	32	6	7		7	
WB 105	33	9	9			9
BB 229	35	10	10.5	10.5		
WB 202	35	10	10.5			10.5
IB 231	36	12	12.5		12.5	
IB 203	36	12	12.5		12.5	
BB 234	41	14	15.5	15.5		
BB 227	41	14	15.5	15.5		
BB 255	41	14	15.5	15.5		
IB 244	41	14	15.5		15.5	
WB 260	42	18	18			18
BB 224	43	19	19	19		
BB 208	44	20	21	21		
IB 221	44	20	21		21	
IB 250	44	20	21		21	
BB 250	46	23	23.5	23.5		
IB 198	46	23	23.5		23.5	
BB 192	48	25	25	25		
BB 238	49	26	27.5	27.5		
WB 251	49	26	27.5			27.5
WB 256	49	26	27.5			27.5
WB 246	50	28	27.5			27.5
WB 257	51	30	30			30
IB 208	53	31	31.5		31.5	
WB 247	53	31	31.5			31.5
BB 223	54	33	34.5	34.5		
IB 199	54	33	34.5		34.5	
WB 205	54	33	34.5			34.5
WB 215	54	33	34.5			34.5
WB 213	55	37	37			37
IB 242	58	38	38.5		38.5	
WB 210	58	38	38.5			38.5
BB 240	57	40	41	41		
IB 190	57	40	41		41	
WB 206	57	40	41			41
BB 239	58	43	43.5	43.5		
WB 217	58	43	43.5			43.5
IB 204	63	45	45		45	
BB 201	64	46	46	46		
WB 191	66	47	47			47
WB 248	68	48	48			48
BB 218	68	48	49.5	49.5		

Table E42. Physical Science: Standard 9: First term. (Part 2)

Student	Mark(%)	Rank	Corrected	Black	Indian	White
[illegible] 282	69	48	48.5			48.5
ED 197	70	51	51		51	
WJ 200	71	52	52.5			52.5
[illegible] 250	71	52	52.5			52.5
OD 220	72	54	54	54		
[illegible] 184	70	55	56			56
[illegible] 215	70	56	56			56
[illegible] 237	70	56	56			56
[illegible] 245	77	58	58		58	
EB 207	82	59	59		59	
[illegible] 254	83	60	60		60	

Table E48. Physical Science: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 230	28	1	1.5	1.5		
WG 256	28	1	1.5			1.5
BB 220	31	3	3	3		
IG 193	33	4	4.5		4.5	
WG 195	33	4	4.5			4.5
BB 226	36	6	6.5	6.5		
WG 241	36	6	6.5			6.5
BB 209	37	8	8			8
IG 199	38	9	9		9	
BG 234	40	10	10	10		
BG 230	42	11	12.5	12.5		
BG 255	42	11	12.5	12.5		
IG 242	42	11	12.5		12.5	
WG 249	42	11	12.5			12.5
IG 244	43	13	15		15	
IB 250	44	16	17.5		17.5	
IG 243	44	16	17.5		17.5	
WG 202	44	16	17.5			17.5
WG 200	44	16	17.5			17.5
WG 213	46	20	20			20
WG 217	47	21	21			21
IG 203	48	22	22		22	
BG 224	51	23	23	23		
IG 190	53	24	24.5		24.5	
WG 247	53	24	24.5			24.5
BG 240	54	26	26	26		
WG 205	57	27	27			27
WG 210	58	28	28			28
WG 262	61	29	29			29
BG 233	62	30	31	31		
IG 204	62	30	31		31	
WG 215	62	30	31			31
WG 191	64	33	33			33
BG 223	65	34	34	34		
WG 257	68	35	35			35
BB 233	68	36	36	36		
BG 201	71	37	38	38		
IG 197	71	37	38		38	
WG 248	71	37	38			38
BG 229	72	40	40.5	40.5		
IG 245	72	40	40.5		40.5	
WG 237	75	42	42			42
IG 254	80	43	43		43	
WG 196	82	44	44			44
WG 200	83	45	45			45
IG 207	86	46	46		46	
WG 219	87	47	47			47

Table E44. Physical Science (JHS MS): Standard 10: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 301	28	1	1		1	
WB 300	27	2	2			2
IB 275	32	3	3		3	
WB 303	37	4	4			4
WB 290	38	5	5			5
WB 297	40	6	6			6
IB 276	47	7	7		7	
BG 292	51	8	8	8		
WB 272	52	9	9			9
IB 287	55	10	10		10	
IB 286	61	11	11		11	
IB 270	69	12	12		12	
WB 281	70	13	13			13

Table E45. Physical Science (JHS MS): Standard 10: Second term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 301	37	1	1		1	
IB 275	42	2	2		2	
IB 270	93	3	3		3	
WB 300	55	4	4			4
WB 303	90	5	5			5
WB 272	98	6	6.5			6.5
WB 297	50	6	6.5			6.5
WB 290	62	8	8			8
BG 292	69	9	9	9		
IB 287	70	10	10		10	
IB 279	78	11	11		11	
WB 281	82	12	12			12
Totals:			78.0	9	27	42.0

Table E48. Biology: Standard 7: Third Term.

Student	Mark(S)	Rank	Corrected	Black	Indian	White
BG 111	30	1	1.5	1.5		
IB 117	30	1	1.5		1.5	
BG 103	39	3	3	3		
BG 120	40	4	4	4		
IG 87	43	5	5		5	
WG 94	47	6	6			6
BG 101	48	7	7	7		
IB 107	50	8	8.5		8.5	
WB 76	50	8	8.5			8.5
WG 77	50	8	8.5			8.5
WG 95	50	8	8.5			8.5
WG 91	52	12	12			12
BB 93	54	13	14.5	14.5		
IB 70	54	13	14.5		14.5	
WB 123	54	13	14.5			14.5
WG 79	54	13	14.5			14.5
BG 98	55	17	17	17		
BG 115	56	18	18	18		
BB 82	57	19	19	19		
BB 71	58	20	21	21		
BB 102	58	20	21	21		
BG 122	58	20	21	21		
BB 94	59	23	23	23		
WB 78	60	24	24.5			24.5
WG 100	60	24	24.5			24.5
BG 110	61	26	26	26		
WB 82	63	27	27.5			27.5
WB 114	63	27	27.5			27.5
WG 124	64	29	29			29
WB 100	65	30	30			30
BB 97	67	31	31.5	31.5		
IB 109	67	31	31.5		31.5	
BG 91	68	33	33.5	33.5		
WG 80	68	33	33.5			33.5
BG 89	70	35	35.5	35.5		
WB 109	70	35	35.5			35.5
BB 90	72	37	38	38		
BG 95	72	37	38	38		
WB 72	72	37	38			38
WG 99	74	40	40			40
WB 86	75	41	42			42
WG 75	75	41	42			42
WG 88	75	41	42			42
IG 119	77	44	44		44	
IB 110	80	45	45.5		45.5	
WB 121	80	45	45.5			45.5
IB IIB	84	47	47.5		47.5	
WB 83	84	47	47.5			47.5
WB 80	90	49	49.5			49.5
WG 119	90	49	49.5			49.5

Table E/7. Biology: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 151	50	1	1	1		
WG 197	41	2	2			2
BB 169	47	3	4	4		
WG 194	47	3	4			4
WG 180	47	3	4			4
BG 165	45	6	6.5	6.5		
IG 193	45	6	6.5		6.5	
BG 153	50	8	8	8		
BG 171	55	9	9	9		
WG 186	50	10	10			10
BG 164	59	11	11.5	11.5		
WG 172	50	11	11.5			11.5
PG 158	62	13	14	14		
BG 177	62	13	14	14		
IG 175	62	13	14		14	
AG 155	64	16	16	16		
BG 192	66	17	17	17		
BG 190	67	18	18	18		
WG 179	90	19	19			19
WG 191	70	20	20			20
WG 190	71	21	21			21
WC 152	74	22	22			22
WG 185	79	23	23			23
WG 188	77	24	24			24
IG 142	80	25	25.5		25.5	
WG 148	80	25	25.5			25.
IG 141	81	27	27		27	
WG 149	83	29	29			29
WG 147	84	29	29			29
WG 146	90	30	30			30

Table E46. Biology: Standard 8: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 169	91	1	1		1	
WB 184	89	2	2			2
WB 134	44	3	3			3
BB 188	45	4	4	4		
BB 171	40	5	5.5	5.5		
IB 178	48	5	5.5		5.5	
BB 151	50	7	8	8		
BB 185	50	7	8	8		
WB 188	56	7	8			8
WB 180	52	10	10			10
BB 182	54	11	11.5	11.5		
WB 136	54	11	11.5			11.5
WB 185	56	13	13			13
IB 141	57	14	14		14	
BB 165	58	15	15	15		
BB 195	59	16	16	16		
BB 158	61	17	17	17		
BB 177	63	18	18.5	18.5		
WB 172	62	18	18.5			18.5
WB 183	64	20	20			20
WB 140	66	21	21.5			21.5
WB 183	66	21	21.5			21.5
BB 153	69	23	23	23		
BB 164	73	24	25	25		
WB 181	73	24	25			25
WB 152	73	24	25			25
IB 142	77	27	27		27	
WB 150	78	28	28.5			28.5
WB 173	78	28	28.5			28.5
WB 147	81	30	30			30
WB 140	84	31	31.5			31.5
WB 148	81	31	31.5			31.5

Table E49. Biology : Standard 9 : First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 201	25	1	1	1		
WG 222	27	2	2			2
IG 232	30	3	3		3	
BG 238	36	4	4	4		
IG 194	38	5	5		5	
CG 227	42	6	6.5	6.5		
IG 221	42	6	6.5		6.5	
BG 216	44	8	8	8		
BG 229	45	9	9	9		
IG 199	48	10	11		11	
WG 225	48	10	11			11
WG 258	48	10	11			11
WG 250	50	13	13			13
BG 224	56	14	15	15		
BG 230	56	14	15	15		
IG 214	56	14	15		15	
IG 190	58	17	18		18	
IG 248	58	17	18		18	
WG 251	58	17	18			18
BG 255	60	20	20.5	20.5		
WG 247	68	20	20.5			20.5
BG 218	68	22	22.5	22.5		
WG 211	68	22	22.5			22.5
BG 236	68	24	24.5	24.5		
WG 215	69	24	24.5			24.5
WG 220	67	26	26			26
BG 233	70	27	28	28		
IG 204	70	27	28		28	
WG 210	70	27	28			28
BG 201	72	30	30	30		
BG 240	74	31	31.5	31.5		
WG 212	74	31	31.5			31.5
NG 223	76	33	33	33		
WG 217	77	34	34			34
IG 245	78	35	35		35	
WG 198	80	36	36			36
WG 257	81	37	37			37
IG 207	83	38	38		38	
WG 196	86	39	39			39
WG 219	91	40	40			40

Table E50. Biology: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WB 250	25	1	1			1
IG 100	30	2	2		2	
BB 230	32	3	3	3		
IG 221	35	4	4		4	
WB 211	40	5	5			5
BB 224	44	6	6	6		
BG 236	48	7	7	7		
BG 259	50	8	8	8		
IG 249	50	8	8		8	
IG 204	50	8	8		8	
WB 210	53	11	11			11
BB 208	54	12	12	12		
BB 223	56	13	13	13		
BG 240	56	14	14.5	14.5		
IG 204	56	14	14.5		14.5	
WG 207	57	16	16			16
BB 201	60	17	17.5	17.5		
BG 208	60	17	17.5	17.5		
IG 100	62	19	19		19	
WB 225	64	20	20			20
WG 212	66	21	21.5			21.5
WG 215	66	21	21.5			21.5
WG 210	70	23	23.5			23.5
WG 257	70	23	23.5			23.5
IG 207	73	25	25		25	
WG 198	76	26	26			26
IG 248	77	27	27		27	
WG 196	88	28	28			28
WG 210	85	29	29			29

Table E51. Biology (JSS HG): Standard 10: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WG 253	27	1	1			1
IG 271	28	2	2		2	
WG 302	37	3	3			3
WG 277	52	4	4			4
WG 298	53	5	5			5
WG 296	57	6	6			6
WG 303	63	7	7			7
BG 292	70	8	8	8		
WG 272	72	9	9.5			9.5
WG 305	72	9	9.5			9.5
WG 304	76	11	11			11
IG 286	77	12	12		12	

Table E52. Biology JNB (NG): Standard 10: Second term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
NG 284	98	1	1			1
NG 302	49	2	2			2
NG 277	47	3	3			3
NG 288	48	4	4			4
NB 290	52	5	5			5
BG 292	90	0	0	0		
NB 272	93	7	7			7
NG 304	98	8	8			8
NB 302	73	9	9			9
NG 305	70	10	10			10
IB 299	80	11	11		11	

Table E53. French: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
NB 93	50	1	1.5			1.5
NG 39	50	1	1.5			1.5
NG 24	97	3	3			3
BB 41	80	4	4	4		
IB 27	72	5	5		5	
BB 57	89	6	6	6		
BB 84	87	7	7	7		
NB 36	91	8	8.5			8.5
NG 40	91	8	8.5			8.5

Table E54. French: Standard 8: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 53	34	1	1.5	1.5		
IB 27	34	1	1.5		1.5	
NB 63	36	3	3			3
NG 39	45	4	4			4
IB 87	44	5	5		5	
NG 24	45	6	6			6
BB 84	91	7	7	7		
BB 57	71	8	8	8		
NB 40	77	9	9			9
BB 41	79	10	10	10		
NG 36	84	11	11			11

Table E55. French: Standard 7: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WA 91	66	1	1			1
IB 112	47	2	2		2	
WB 95	69	3	3			3
IB 100	66	4	4		4	
BB 89	67	5	5	5		
WB 75	60	6	6			6
WB 114	78	7	7			7
WB 88	75	8	8			8
WB 89	76	9	9			9
WB 121	68	10	10			10
BB 91	91	11	11.5	11.5		
WB 100	91	11	11.5			11.5
WB 72	66	13	13			13
BB 88	88	14	14			14

Table E56. French: Standard 7: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 108	98	1	1		1	
WB 124	95	2	2			2
WB 90	60	3	3.5			3.5
WB 114	90	3	3.5			3.5
BB 89	87	5	5	5		
BB 91	80	6	6	6		
WB 88	70	7	7			7
WB 121	71	8	8			8
WB 72	70	9	9			9
WB 89	79	10	10			10
WB 109	88	11	11			11

Table E57. French: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 185	40			1		
IB 141	50	2	2		2	
WB 140	70	3	3			3
WB 148	80	4	4.5			4.5
WB 154	80	4	4.5			4.5
WB 147	90	6	6			6

Table E59. French: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 185	41	1	1	1		
IG 141	53	2	2		2	
WG 140	70	3	3			3
WG 140	70	4	4			4
WG 140	62	5	5			5
WG 154	89	6	6			6
WG 193	99	7	7			7

Table E60. French: Standard 9: First term.

Student	Mark(%)	Rank	Corrected	Indian	White
WG 202	20	1	1		1
IG 204	40	2	2	2	
WG 257	40	3	3		3
IG 244	54	4	4	4	
WG 237	64	5	5		5
WG 196	84	6	6		6
WG 210	99	7	7		7

Table E60. French: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Indian	White
IG 204	40	1	1	1	
WG 202	45	2	2		2
IG 244	55	3	3	3	
WG 257	65	4	4		4
WG 237	80	5	5		5
WG 196	80	6	6		6
WG 210	99	7	7		7

Table E61. French: Standard 10: First term.

Student	Mark(%)	Rank	Corrected	Indian	White
IB 295	45	1	1	1	
IB 298	57	2	2	2	
WG 294	61	3	3		3
WG 277	71	4	4		4
WG 290	78	5	5		5
WG 281	80	6	6		6

Table E62. French: Standard 10: Second term.

Student	Mark(%)	Rank	Corrected	Indian	White
IB 28	45	1	1	1	
WG 204	57	2	2		2
IG 208	61	3	3	3	
WG 280	66	4	4		4
WG 277	71	5	5		5
WG 291	76	6	6		6

Table E63. Art: Standard 7: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WG 92	55	1	1.5			1.5
WG 72	55	1	1.5			1.5
BG 111	60	3	3.5	3.5		
BG 120	60	3	3.5	3.5		
BG 112	65	5	6.5	6.5		
IB 117	65	5	6.5		6.5	
IG 119	65	5	6.5		6.5	
WG 70	65	5	6.5			6.5
BG 115	70	8	11	11		
IB 103	70	8	11		11	
IG 87	70	8	11		11	
WG 100	70	8	11			11
WG 84	70	8	11			11
WG 99	75	14	14.5			14.5
WG 113	75	14	14.5			14.5

Table 264. Art: Standard 7: Third Term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WG 73	80	1	1			1
IG 87	82	2	2		2	
BG 120	80	3	3.5	3.5		
WB 84	80	3	3.5			3.5
BB 102	81	5	5.5	5.5		
WB 92	81	5	5.5			5.5
WG 80	82	7	7			7
BG 116	83	8	8	8		
IG 110	84	9	9		9	
WB 70	85	10	10.5			10.5
WG 77	85	10	10.5			10.5
IB 117	86	12	12		12	
BG 115	70	13	13.5	13.5		
WG 95	70	13	13.5			13.5
IG 119	71	15	15		15	
BG 122	73	16	17	17		
WB 75	73	16	17			17
WG 118	73	16	17			17
WB 130	75	18	18			18

Table 265. Art: Standard 8: First Term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 135	42	1	1.5	1.5		
WB 172	42	1	1.5			1.5
WB 134	43	3	3			3
WB 137	44	4	4			4
WG 170	55	5	5			5
WB 100	60	6	6			6
IB 130	68	7	7		7	
WB 132	68	8	8			8
WB 145	70	9	9			9
BB 107	71	10	10	10		
WB 154	75	11	11			11
IB 178	76	12	12.5		12.5	
WG 140	76	12	12.5			12.5

Table E66. Art: Standard 8: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BG 135	80	1	1	1		
WB 137	41	2	2			2
WB 134	56	3	3			3
WB 126	60	4	4			4
WG 179	50	5	5			5
WB 145	61	6	6			6
WG 100	62	7	7			7
WB 172	65	8	8			8
BB 187	69	9	9	9		
IB 135	73	10	11		11	
WG 132	73	10	11			11
WG 140	73	10	11			11
WG 154	74	12	13			13
IB 178	78	14	14		14	

Table E67. Art: Standard 9: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 254	40	1	1.5	1.5		
WB 213	40	1	1.5			1.5
WB 248	64	3	3			3
WB 206	66	4	4			4
WG 226	71	5	5			5
WB 240	72	6	6			6
WG 215	73	7	7.5			7.5
WG 247	73	7	7.5			7.5
WB 198	74	9	8			8
IB 254	77	10	10		10	

Table E68. Art. Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WB 260	31	1	1			1
WG 259	35	2	2			2
WB 213	45	3	3			3
BB 234	49	4	4	4		
WB 240	51	5	5			5
WG 226	65	6	6			6
WB 248	68	7	7.5			7.5
WG 237	66	7	7.5			7.5
IB 254	69	9	9.5		9.5	
WB 198	69	9	9.5			9.5
WG 215	71	11	11			11
WG 247	72	12	12			12

Table E69. Speech and Drama: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WB 180	91	1	1			1
EG 170	85	2	2	2		
WB 179	84	3	3			3
BB 151	85	4	4	4		
BB 187	80	5	5	5		
BG 186	80	6	6	6		
IG 180	70	7	8		8	
BB 177	70	7	8	8		
IG 141	70	7	8		8	
WG 144	72	10	10.5			10.5
WG 183	72	10	10.5			10.5
CG 150	74	12	12	12		
WB 182	78	13	13			13
IG 178	79	14	14.5		14.5	
WB 148	78	14	14.5			14.5

Table E70. Speech and Drama: Standard 8: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 187	20	1	1	1		
BG 170	90	2	2.5	2.5		
WB 185	90	2	2.5			2.5
BB 151	84	4	4	4		
WB 184	89	5	5			5
WG 179	44	6	6			6
BG 186	85	7	7	7		
IG 141	81	8	8		8	
BG 190	85	9	9			9
BG 156	88	10	10			10
IG 180	70	11	11.5		11.5	
WG 183	70	11	11.5			11.5
BG 177	73	13	13	13		
WG 183	74	14	14			14
WG 144	75	15	15.5			15.5
WG 148	75	15	15.5			15.5
WG 174	76	17	17			17
IB 178	80	18	18.5		18.5	
WG 132	80	18	18.5			18.5

Table E71. Speech and Drama: Standard 9: First term.

Student	Mark(%)	Rank	Corrected	Black	White
BB 230	97	1	1	1	
WG 222	93	2	2		2
BG 214	93	3	3	3	
WG 257	91	4	4		4
WG 211	92	5	5		5
BB 234	77	6	6	6	
BG 218	78	7	7.5	7.5	
WG 251	78	7	7.5		7.5
BB .	30	9	9	9	

Table E72. Speech and Drama: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	White
BB 230	92	1	1	1	
BG 214	94	2	2	2	
WG 257	91	3	3		3
WG 222	92	4	4		4
WG 211	90	5	5		5
BB 234	85	6	6	6	
BB 239	70	7	7	7	
WG 251	78	8	8		8

Table E78. Cultural Studies: Standard 7: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 111	99	1	1	1		
[illegible] 103	98	2	2	2		
IG 97	94	3	3		3	
WB 94	46	4	4			4
IG 117	42	5	5.5		5.5	
WB 90	48	5	5.5			5.5
BG 120	49	7	7	7		
WG 73	50	8	8			8
IG 110	92	9	9.5		9.5	
BG 88	92	9	9.5	9.5		
BB 71	53	11	11	11		
BB 87	55	12	14.5	14.5		
WB 74	55	12	14.5			14.5
WB 70	55	12	14.5			14.5
BG 85	55	12	14.5	14.5		
BG 110	55	12	14.5	14.5		
WG 98	55	12	14.5			14.5
BG 89	58	18	18	18		
BG 102	58	18	18	18		
BB 82	58	20	21.5	21.5		
IB 118	55	20	21.5		21.5	
WB 78	58	20	21.5			21.5
WB 92	58	20	21.5			21.5
WB 100	60	24	24.5			24.5
WG 113	60	24	24.5			24.5
IB 105	61	26	26		26	
IB 70	63	27	27.5		27.5	
WB 90	63	27	27.5			27.5

Table E74. Cultural Studies: Standard 7: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
ID 130	96	1	1.5		1.5	
WB 92	96	1	1.5			1.5
WG 73	91	3	3			3
CG 120	92	4	4.5	4.5		
WG 94	92	4	4.5			4.5
WB 78	88	6	6			6
IG 117	84	7	7		7	
IG 87	84	8	8		8	
WB 78	86	9	9			9
CG 98	87	10	10	10		
CG 110	87	11	11	11		
CB 102	88	12	12	12		
CG 95	86	13	13	13		
CB 82	78	14	15	15		
CG 97	78	14	15	15		
CG 99	78	14	15	15		
CG 71	71	17	17	17		
IB 110	73	18	19		19	
WB 86	73	18	19			19
WB 91	73	18	19			19
WB 100	74	21	21			21
IG 78	77	22	22		22	
WG 89	90	23	23			23
WG 113	91	24	24			24
WB 90	93	25	25			25

Table E75. Geography: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 185	85	1	1	1		
DB 170	43	2	2.5	2.5		
MD 170	43	2	2.5			2.5
MB 187	40	4	4			4
JD 190	40	5	5		5	
MB 180	40	5	6			6
BB 190	40	7	7	7		
MB 145	39	8	8			8
BB 190	32	9	10	10		
MB 140	32	9	10			10
MB 183	32	9	10			10
MB 172	36	12	12			12
MD 190	30	13	13			13
BC 171	37	14	14	14		
MB 191	30	15	15			15
BB 181	00	16	16	16		
DB 188	01	17	17	17		
ID 142	00	18	18		18	
MB 189	70	19	19			19
MB 190	71	20	20.5			20.5
MB 192	71	20	20.5			20.5
ID 190	70	2	22.5		22.5	
ID 178	70	22	22.5		22.5	
MB 174	26	24	24			24

Table E78. Geography: Standard 8: Third term.

Student	Mark(s)	Rank	Corrected	Black	Indian	White
BB 178	16	1	1	1		
BB 195	82	2	2	2		
WB 175	37	3	3			3
IE 180	90	4	4		4	
BB 171	40	5	5	5		
WB 185	46	6	6			6
WB 180	48	7	7			7
WB 182	50	8	8			8
WB 172	52	9	9			9
BB 180	53	10	10	10		
BB 181	54	11	11.5	11.5		
WB 180	54	11	11.5			11.5
IB 140	56	13	12		12	
BB 180	60	14	14	14		
BB 180	62	15	15	15		
WB 138	64	16	16.5			16.5
WB 145	64	16	16.5			16.5
WB 191	66	18	18.5			18.5
WB 180	66	18	18.5			18.5
WB 150	0	20	20			20
WB 152	71	21	2			21
IB 189	75	22	22		22	
WB 149	76	23	23			23
IB 178	81	24	24		24	
WB 174	80	25	25			25

Table 277. Geography: Standard 9: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 229	96	1	1	1		
BG 227	90	2	2	2		
WG 258	81	3	3			3
WG 241	80	4	4			4
WB 200	78	5	5.5			5.5
WG 252	78	5	5.5			5.5
WB 259	48	7	7			7
WG 251	47	8	8			8
WG 262	50	9	9			9
IB 100	50	10	10		10	
WB 217	38	11	11.5			11.5
WB 245	50	11	11.5			11.5
WB 213	00	13	13			13
WB 230	00	14	14.5			14.5
WG 212	00	14	14.5			14.5
WW 191	00	16	16			16
WB 206	71	17	17			17
WG 210	72	18	18			18
WB 205	79	19	19			19
WB 200	79	20	20			20

Table 278. Geography: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 229	95	1	1	1		
WB 260	89	2	2			2
WG 256	60	3	3			3
WG 252	48	4	4			4
WB 241	68	5	5			5
WB 248	62	6	6			6
WB 217	05	7	7			7
IB 100	00	8	8		8	
WG 262	08	9	9			9
WB 213	72	10	10			10
WG 191	75	11	11			11
WB 205	77	12	12.5			12.5
WG 212	77	12	12.5			12.5
WG 210	84	14	14			14
WB 200	91	15	15			15

Table B70. Accountancy: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 170	82	1	1	1		
BB 181	40	2	2	2		
WG 144	90	3	3			3
IB 180	81	4	4		4	
IB 150	80	5	5.5		5.5	
WB 140	80	5	5.5			5.5
BB 184	81	7	7	7		
WG 173	68	8	8			8
BB 188	84	9	9	9		
WG 180	85	10	10			10
BB 185	88	11	11	11		
BB 182	89	12	12	12		
BB 190	70	13	13	13		
IB 142	71	14	14		14	
IB 143	72	15	15		15	
BB 153	73	16	16	16		
BG 171	70	17	17	17		
BG 156	80	18	18	18		
WG 188	68	19	19			19
IB 175	88	20	20		20	
WB 174	82	21	21			21

Table B80. Accountancy: Standard 8: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 180	40	1	1		1	
WG 190	48	2	2			2
WG 144	49	3	3			3
BB 181	55	4	4.5	4.5		
WB 140	56	4	4.5			4.5
IB 150	58	6	6		6	
WG 173	59	7	7			7
BB 188	60	8	8	8		
BB 153	62	9	9	9		
BB 185	63	10	10	10		
BB 188	69	11	11.5	11.5		
BG 170	69	11	11.5	11.5		
BG 156	72	13	13	13		
BB 182	70	14	14.5	14.5		
BB 184	70	14	14.5	14.5		
IB 143	81	16	16		16	
IB 142	84	17	17		17	
IB 175	89	18	18		18	
WG 174	85	19	19			19

Table E81. Accountancy: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 252	14	1	1		1	
IB 231	24	2	2		2	
WB 195	31	3	3			3
IB 243	38	4	4		4	
IB 242	30	5	5		5	
IB 250	40	6	6		6	
BB 192	43	7	7.5	7.5		
BB 223	43	7	7.5	7.5		
BB 226	44	9	9	9		
IB 198	45	10	10		10	
BB 206	54	11	11	11		
BB 201	56	12	12.5	12.5		
IB 203	59	12	12.5		12.5	
IB 221	65	14	14		14	
BB 230	70	15	15	15		
WB 241	72	16	16			16
IB 245	81	17	17		17	
IB 254	82	18	18		18	
IB 197	88	19	19		19	
IB 207	90	20	20		20	

Table E82. Accountancy: Standard 8: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WB 195	29	1	1			1
BB 206	34	2	2	2		
BB 228	54	3	3	3		
IB 258	30	4	4		4	
IB 198	40	5	5		5	
BB 204	55	6	6.5	6.5		
IB 203	55	6	6.5		6.5	
BB 263	56	8	8	8		
BB 201	60		9	9		
BB 239	62	10	10	10		
BB 223	64	11	11	11		
IB 221	65	12	12		12	
WB 241	68	13	13			13
IB 197	84	14	14		14	
IB 245	88	15	15		15	
IB 207	90	16	16		16	
IB 254	99	17	17		17	

Table E83. Accountancy (JMB MG): Standard 10: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 301	38	1	1		1	
WG 304	37	2	2			2
BB 290	81	3	3	3		
BG 292	75	4	4	4		
IB 287	78	5	5		5	

Table E84. Accountancy: Standard 10: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 301	41	1	1		1	
WG 304	71	2	2			2
BG 292	72	3	3	3		
BB 290	75	4	4	4		
WG 305	78	5	5			5
IB 287	05	6	6		6	

Table E85. Business Economics: Standard 9: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
WG 222	32	1	1			1
BB 236	36	2	2	2		
WB 259	38	3	3			3
BG 227	40	4	4.5	4.5		
IB 193	40	4	4.5		4.5	
BB 228	42	6	6.5	6.5		
BB 261	42	6	6.5	6.5		
IB 232	44	8	8		8	
BG 255	46	9	9	9		
BG 192	48	10	10.5	10.5		
WG 225	48	10	10.5			10.5
BG 230	50	12	13.5	13.5		
BG 240	50	12	13.5	13.5		
WB 1.	50	12	13.5			13.5
WG 253	50	12	13.5			13.5
WB 260	52	16	16			16
IG 204	54	17	17.5		17.5	
WB 205	54	17	17.5			17.5
BB 208	58	19	19	19		
IB 256	60	19	20.5		20.5	
IG 243	60	19	20.5		20.5	
IG 244	60	19	20.5		20.5	
WG 252	60	19	20.5			20.5
IB 221	68	24	24.5		24.5	
IB 231	60	24	24.5		24.5	
IG 242	68	26	26		26	

Table E86. Business Economics: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 201	19	1	1	1		
WB 195	22	2	2			2
BB 200	27	3	3	3		
WG 222	31	4	4			4
WB 205	38	5	5.5			5.5
WG 225	38	5	5.5			5.5
BB 220	45	7	7	7		
WB 200	48	8	8			8
IG 243	50	9	9		9	
BG 192	51	10	11	11		
IB 193	51	10	11		11	
WG 252	51	10	11			11
WG 253	57	13	13			13
BG 255	66	14	14	14		
IG 244	67	15	15		15	
IB 221	72	16	16		16	
BB 203	80	17	17	17		
IB 256	81	18	18		18	
IG 242	82	19	19		19	
BG 264	83	20	20	20		

Table E87. Business Economics: Standard 10: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
IB 271	34	1	1		1	
WG 293	38	2	2			2
BG 294	48	3	3	3		
BB 282	50	4	4	4		
WG 302	51	5	5			5
WB 272	56	6	6			6
IB 301	58	7	7		7	
IG 285	75	8	8.5		8.5	
IB 286	78	8	8.5		8.5	
WG 278	81	10	10			10
BB 290	89	11	11	11		
WB 303	84	12	12			12

Table E88. Business Economics: Standard 10: Second term

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 282	30	1	1	1		
BG 294	32	2	2	2		
WG 302	53	3	3			3
BB 290	07	4	4.5	4.5		
WB 272	07	4	4.5			4.5
IB 289	70	6	6.5		6.5	
WG 278	70	6	6.5			6.5
IB 301	72	8	8		8	
WB 303	76	9	9			9
IB 286	90	10	10		10	

Table E89. History: Standard 8: First term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 281	30	1		1		
BG 214	38	2		2		
BG 192	37	3		3		
IB 194	43	4			4	
BB 224	47	5		5		
WB 202	50	6.5				6.5
WG 222	50	6.5				6.5
WG 215	51	8				8
IB 231	53	9			9	
WG 211	56	10.5				10.5
WG 253	56	10.5				10.5
BG 230	57	12		12		
BG 255	58	14		14		
IB 203	58	14			14	
WG 252	58	14				14
BB 238	60	16		16		
IG 199	62	17			17	
WG 226	64	18				18
WB 190	65	19				19
WG 225	66	20				20
BB 239	73	21		21		
WB 241	77	22				22
IB 197	80	23			23	
IG 242	81	24			24	
WG 191	83	25				25
WB 200	95	26				26

Table E90. History: Standard 9: Third term.

Student	Mark(%)	Rank	Corrected	Black	Indian	White
BB 201	96	1	1.5	1.5		
BG 214	90	1	1.5	1.5		
BG 192	44	3	3	3		
WG 211	45	4	4			4
WG 222	48	5	5			5
BB 224	51	6	6	6		
BG [illegible]30	54	7	7	7		
BG [illegible]5	55	8	8	8		
IG [illegible]59	56	9	9.5		9.5	
WG 253	56	9	9.5			9.5
WG 252	57	11	11			11
IB 209	61	12	12		12	
WB 202	62	13	13			13
WG 215	68	14	14			14
BB 238	65	15	15	15		
WG 226	67	16	16	16		
IG 242	71	17	17.5		17.5	
WB 241	71	17	17.5			17.5
WG 191	72	19	19			19
BB 239	75	20	20.5	20.5		
WB 198	75	20	20.5			20.5
WG 225	80	22	22			22
IB 197	81	23	23		23	
WB 200	86	24	24			24

Table E91. History: Standard 10: First term.

Student	Mark(%)	Rank	Corrected	Indian	White
WG 293	35	1	1		1
IB 271	48	2	2	2	
WB 289	55	3	3.5		3.5
WG 277	55	3	3.5		3.5
WG 290	61	5	5		5
WB 296	70	6	6		6
WB 280	75	7	7.5		7.5
WG 278	75	7	7.5		7.5
IB 286	82	9	9	9	
WB 281	85	10	10		10

Table E92. History (JMB HG): Standard 10: Second term.

Student	Mark(%)	Rank	Corrected	Indian	White
WG 278	45	1	1		1
WB 283	57	2	2		2
WG 277	59	3	3		3
WB 286	63	4	4.5		4.5
WG 298	63	4	4.5		4.5
WB 280	76	6	6		6
IB 286	78	7	7	7	
WB 281	80	8	8		8

APPENDIX F

DISTRIBUTION OF THE DIFFERENT GROUPS ACROSS DIFFERENT STREAMS WHERE PUPILS ARE DIVIDED ACCORDING TO ACHIEVEMENT IN PARTICULAR SUBJECTS

Standard 8.

Table F1. Mathematics classes streamed according to perceived ability

	No. in whole class	No. in top stream	No. in middle stream	No. in bottom stream
Black	15	3	-	12
Indian	8	2	-	6
White	23	19	-	4

Table F2. Afrikaans classes streamed according to perceived ability

	No. in whole class	No. in top stream	No.in middle stream	No. in bottom stream
Black	15	3	-	12
Indian	7	2	-	5
White	23	19	-	4

Table F3. English Studies classes streamed according to perceived ability

	No. in whole class	No. in top stream	No.in middle stream	No. in bottom stream
Black	15	1	3	11
Indian	8	0	4	4
White	23	18	5	0

Standard 7

Table F4. Mathematics classes streamed according to perceived ability

	No. in whole class	No. in top stream	No.in middle stream	No. in bottom stream
Black	19	0	7	12
Indian	8	3	4	4
White	25	3	11	11

Table F5. Afrikaans classes streamed according to perceived ability

	No. in whole class	No. in top stream	No.in middle stream	No. in bottom or low
Black	19	8	-	11
Indian	7	3	-	4
White	24	15	-	9

Table F6. English Studies classes streamed according to perceived ability

	No. in whole class	No. in top stream	No.in middle stream	No. in bottom stream
Black	19	1	6	12
Indian	8	3	2	3
White	25	15	8	2

Standard 8

Table F9. Mathematics classes streamed according to perceived ability

	No. in whole class	No. in top stream	No. in middle stream	No. in bottom stream
Black	18	0	7	11
Indian	8	1	3	4
White	25	8	8	10

Table F10. Afrikaans classes streamed according to perceived ability

	No. in whole class	No. in top stream	No in middle	No. in bottom stream
Black	14	12	-	2
Indian	6	3	-	3
White	26	13	-	13

Table F11. English Studies classes streamed according to perceived ability

	No. in whole class	No. in top stream	No.in middle stream	No. in bottom stream
Black	18	1	7	10
Indian	8	5	2	1
White	27	14	12	1

Standard 9

Table F12. Mathematics classes streamed according to perceived ability

	No. in whole class	No. in top stream	No.in middle stream	No. in bottom	No. doing Ad. Maths'
Black	20	7	8	3	2
Indian	14	5	4	5	-
White	32	11	10	6	5

TABLES SHOWING THE DISTRIBUTION OF PUPILS TAKING EACH SUBJECT ON THE HIGHER OR STANDARD GRADE, AND THE DISTRIBUTION OF FAILURES, FOR EACH SUBJECT ACROSS THE RACIAL GROUPS

Table G1. Numbers of each group taking English on the Higher and Standard grade, and numbers, either HG or SG, who failed

	No. in class				No. with HG				No. with SG				No. failed			
Year	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	5	3	14	22	2	2	13	17	3	1	1	5	0	0	0	0
1988	14	4	19	37	11	4	19	34	3	0	0	3	0	0	0	0
1989	17	7	26	50	14	7	20	47	3	0	0	3	0	0	0	0
1990	17	3	20	40	16	3	20	39	1	0	0	1	0	0	0	0
1991	21	2	24	47	16	1	24	41	5	1	0	6	0	0	0	0
Total	74	19	103	196	59	17	102	178	15	2	1	18	0	0	0	0

Table G2. Numbers of each group taking Afrikaans on the Higher and Standard grade, and numbers, either HG or SG, who failed.

	No. in class				No. with HG				No. with SG				No. failed			
Year	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	5	1	14	20	2	1	13	16	3	0	1	4	0	0	0	0
1988	14	2	19	35	11	2	17	30	3	0	2	5	0	0	0	0
1989	19	7	20	46	14	7	20	45	3	0	1	4	1	0	0	0
1990	16	3	19	38	15	3	19	36	1	0	1	2	0	0	0	0
1991	22	2	21	45	10	1	19	29	12	1	3	16	0	0	0	0
Total	73	15	93	187	51	14	91	156	22	1	8	31	1	0	0	0

Table G3. Numbers of each group taking Mathematics on the Higher and Standard grade, and numbers, either HG or SG who failed.

	No. in class				No. with HG				No. with SG				No. failed			
Year	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	9	3	13	21	3	1	8	12	2	2	5	9	1	0	2	3
1988	14	4	17	35	9	2	8	19	5	2	3	10	3	0	1	4
1989	10	7	23	40	3	4	5	21	7	3	15	25	2	0	3	5
1990	17	3	17	37	5	3	12	24	3	0	5	13	3	0	0	3
1991	22	2	19	43	10	1	10	21	12	1	9	22	3	0	1	4
Total	74	19	89	182	40	11	40	97	34	8	43	85	12	0	7	19

Table 64. Numbers of each group taking Physical Science on the Higher and Standard grade, and numbers, either HG or SG, who failed

Year	No. in class				No. with HG				No. with SG				No. failed			
	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	3	2	6	11	1	1	0	0	2	1	0	3	0	0	0	0
1988	10	4	13	27	0	3	12	21	4	1	1	6	2	2	2	6
1989	15	5	13	33	0	4	0	10	3	1	5	15	4	1	0	5
1990	19	3	14	32	7	3	10	20	0	0	1	9	3	0	0	3
1991	20	2	14	36	7	1	11	19	13	1	3	17	0	1	1	8
Total	69	16	61	130	27	12	50	89	33	4	10	50	15	4	3	22

Table 65. Numbers of each group taking Biology on the Higher and Standard grade, and numbers, either HG or SG, who failed

Year	No. in class				No. with HG				No. with SG				No. failed			
	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	4	2	9	15	1	1	0	10	3	1	1	5	0	0	2	5
1988	9	3	13	25	0	3	10	13	3	0	3	6	3	1	3	7
1989	10	0	14	24	5	0	12	17	5	0	2	7	0	0	1	1
1990	6	2	12	20	0	2	10	15	3	0	2	5	0	0	1	1
1991	0	1	11	21	5	0	7	12	4	1	4	0	0	0	0	0
Total	38	8	59	105	20	6	47	73	18	2	12	32	0	1	7	14

Table 66. Numbers of each group taking Geography on the Higher and Standard grade, and numbers, either HG or SG, who failed

Year	No. in class				No. with HG				No. with SG				No. failed			
	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	0	0	4	4	0	0	4	4	0	0	0	0	0	0	0	0
1988	1	0	7	8	0	0	7	7	1	0	0	1	1	0	0	1
1989	0	2	16	8	4	2	17	23	2	0	1	3	1	0	0	1
1990	3	0	12	15	2	0	11	13	1	0	1	2	0	0	1	0
1991	5	1	12	18	3	0	11	14	2	1	1	4	0	1	0	1
Total	15	3	53	71	9	2	50	61	6	1	3	10	2	1	0	3

Table 87. Numbers of each group taking History on the Higher and Standard grade, and numbers of them HG or SG, who failed

	No. in class				No. with HG				No. with SG				No. failed			
Year	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	1	1	8	10	0	1	7	8	1	0	1	2	0	0	0	0
1988	4	0	9	13	3	0	8	11	1	0	1	2	0	0	0	0
1989	4	1	10	15	3	1	9	13	1	0	1	2	0	0	0	0
1990	2	1	9	12	2	1	7	10	0	0	2	2	0	0	0	0
1991	1	0	6	8	1	0	6	7	0	1	0	1	0	0	0	0
Total	12	3	42	60	9	3	37	49	3	1	5	9	0	0	0	0

Table 88. Numbers of each group taking French on the Higher and Standard grade, and numbers of them HG or SG who failed

	No. in class				No. with HG				No. with SG				No. failed			
Year	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	0	2	4	6	0	2	4	6	0	0	0	0	0	0	0	0
1988	0	3	3	6	0	3	3	6	0	0	0	0	0	0	0	0
1989	0	0	5	5	0	0	5	5	0	0	0	0	0	0	0	0
1990	2	0	1	3	2	0	1	3	0	0	0	0	0	0	0	0
1991	3	0	3	6	3	0	3	6	0	0	0	0	0	0	0	0
Total	5	5	16	26	5	5	16	26	0	0	0	0	0	0	0	0

Table 89. Numbers of each group taking Art on the Higher and Standard grade, and numbers of them HG or SG who failed

	No. in class				No. with HG				No. with SG				No. failed			
Year	B	I	W	Tot.	B	I	W	Tot	B	I	W	Tot	B	I	W	Tot
1987	0	0	0	5	0	0	5	5	0	0	0	0	0	0	0	0
1988	1	1	5	7	0	1	5	6	1	0	0	1	0	0	0	0
1989	2	2	0	12	2	2	0	12	0	0	0	0	0	0	0	0
1990	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
1991	2	0	10	12	2	0	10	12	0	0	0	0	0	0	0	0
Total	7	3	34	44	6	3	34	43	1	0	0	1	0	0	0	0

Table G10. Numbers of each group taking Speech and Drama on the Higher and Standard grade, and numbers, either HG or SG who failed

Year	No. in class				No. with HG				No. with SG				No. failed			
	G	I	W	Tot.	G	I	W	Tot	G	I	W	Tot	G	I	W	Tot
1987	-	-	-	-	not offered											
1988	4	0	4	8	2	0	4	6	0	0	0	0	0	0	0	0
1989	2	1	7	10	1	1	5	7	1	0	2	3	0	0	0	0
1990	3	0	5	8	3	0	5	8	0	0	0	0	0	0	0	0
1991	2	0	0	11	1	0	0	5	1	0	1	2	0	0	0	0
Total	9	1	25	35	7	1	22	30	2	0	3	5	0	0	0	0

Table G11. Numbers of each group taking Business Sciences on the Higher and Standard grade, and numbers either HG or SG, who failed

Year	No. in class				No. with HG				No. with SG				No. failed			
	G	I	W	Tot.	G	I	W	Tot	G	I	W	Tot	G	I	W	Tot
1987	4	2	4	10	not offered on HG				4	2	4	10	0	0	0	0
1988	8	2	4	12	4	2	2	8	2	0	2	4	1	0	0	1
1989	8	5	8	10	4	5	0	9	4	0	3	7	1	1	0	2
1990	8	1	8	10	2	1	0	8	4	0	3	7	0	0	0	0
1991	11	0	3	14	4	0	2	6	7	0	1	8	0	0	1	1
Total	35	10	17	62	14	8	4	28	21	2	13	36	2	1	1	4

Table G12. Numbers of each group passing Accountancy on the Higher and Standard grade, and numbers, either HG or SG who failed

Year	No. in class				No. with HG				No. with SG				No. failed			
	G	I	W	Tot.	G	I	W	Tot	G	I	W	Tot	G	I	W	Tot
1987	3	2	2	7	2	1	2	5	1	1	0	2	0	0	0	0
1988	7	1	1	9	5	1	1	7	2	0	0	2	0	0	0	0
1989	9	5	7	11	5	5	1	11	0	0	0	0	1	0	0	1
1990	12	2	1	15	12	2	1	15	0	0	0	0	0	0	0	0
1991	8	1	3	12	4	1	3	8	4	0	0	4	1	0	0	1
Total	35	11	8	54	28	10	8	48	7	1	0	8	2	0	0	2

CONTINGENCY TABLES FOR CHI SQUARE TESTS FOR SIGNIFICANCE OF DIFFERENCE IN GROUPS' ATTAINMENT OF A HIGHER OR STANDARD GRADE PASS IN DIFFERENT SUBJECTS, AND FAILURES AT MATRICULATION LEVEL - COMPOSITE FOR THE YEARS 19?? '99?

Table H1. Observed and expected frequencies of black, Indian and white pupils writing English (JHB) on the Higher grade

	Black	Indian	White
Observed	59	17	102
Expected	67.2040	17.2591	93.54001

Table H2. Observed and expected frequencies of black, Indian and white pupils writing English (JHB) on the Standard grade

	Black	Indian	White
Observed	15	2	1
Expected	6.7959	1.7446	9.4591

Table H3. Observed and expected frequencies of black, Indian and white pupils writing Afrikaans (JHB) on the Higher grade

	Black	Indian	White
Observed	51	14	91
Expected	60.8980	12.5133	82.5877

Table H4. Observed and expected frequencies of black, Indian and white pupils writing Afrikaans (JHB) on the Standard grade

	Black	Indian	White
Observed	22	1	9
Expected	12.1010	2.4866	16.4117

Table M5. Observed and expected frequencies of black, Indian and white pupils writing Mathematics (JMB) on the Higher grade

	Black	Indian	White
Observed	40	11	49
Expected	30.4206	10.126373	47.484063

Table M6. Observed and expected frequencies of black, Indian and white pupils writing Mathematics (JMB) on the Standard grade

	Black	Indian	White
Observed	34	0	49
Expected	24.5004	0.8736251	41.865928

Table M7. Observed and expected numbers of pupils in each race group who failed Mathematics (JMB) in the years 1987 - 1991

	Black	Indian	White
Observed	12	0	7
Expected	7.7252	1.9825	9.2912

Table M8. Observed and expected frequencies of black, Indian and white pupils writing Physical Science (JMB) on the Higher grade

	Black	Indian	White
Observed	27	12	50
Expected	40.338129	10.244804	33.057554

Table M9. Observed and expected frequencies of black, Indian and white pupils writing Physical Science (JMB) on the Standard grade

	Black	Indian	White
Observed	30	4	10
Expected	22.881071	5.7593	21.942046

Table H10. Observed and expected numbers of pupils in each race group who failed Physical Science (JNB) in the years 1987 - 1991

	Black	Indian	White
Observed	15	4	3
Expected	9.5712	2.5323	9.0548

Table H11. Observed and expected frequencies of black, Indian and white pupils writing Biology (JNB) on the Higher grade

	Black	Indian	White
Observed	20	9	47
Expected	28.4180	5.3819	41.0180

Table H12. Observed and expected frequencies of black, Indian and white pupils writing Biology (JNB) on the Standard grade

	Black	Indian	White
Observed	18	2	12
Expected	11.5809	2.4880	17.9809

Table H13. Observed and expected numbers of pupils in each race group who failed Biology (JNB) in the years 1987 - 1991

	Black	Indian	White
Observed	0	1	7
Expected	5.06986	1.0680	7.96666

Table H14. Observed and expected frequencies of black, Indian and white pupils writing Geography (JNB) on the Higher grade

	Black	Indian	White
Observed	3	2	50
Expected	12.8878	2.57748	45.5352

Table H15. Observed and expected frequencies of black, Indian and white pupils writing Geography (JN8) on the Standard grade

	Black	Indian	White
Observed	6	1	9
Expected	2.1120	0.4225	7.4678

Table H16. Observed and expected frequencies of black, Indian and white pupils writing Metric History (JN8) on the Higher grade

	Black	Indian	White
Observed	5	3	27
Expected	10.1379	2.534482	27.4827

Table H17. Observed and expected frequencies of black, Indian and white pupils writing History (JN8) on the Standard grade

	Black	Indian	White
Observed	3	1	5
Expected	1.0020	0.4995	6.5172

Table H18. Observed and expected frequencies of black, Indian and white pupils writing Speech and Drama (JN8) on the Higher grade

	Black	Indian	White
Observed	7	1	22
Expected	7.71420	0.0571	21.6285

Table H19. Observed and expected frequencies of black, Indian and white pupils writing Speech and Drama (JN8) on the Standard grade

	Black	Indian	White
Observed	2	0	9
Expected	5	0.2428	3.5714

Table N20. Observed and expected frequencies of black, Indian and white pupils writing Business Mechanics (JNB) on the Higher grade

	Black	Indian	White
Observed	14	0	4
Expected	14.6774	4.1935	7.1290

Table N21. Observed and expected frequencies of black, Indian and white pupils writing Business Mechanics (JNB) on the Standard grade

	Black	Indian	White
Observed	21	2	13
Expected	7.980	2.080	9.9032

Table N22. Observed and expected frequencies of black, Indian and white pupils writing Accountancy (JNB) on the Higher grade

	Black	Indian	White
Observed	28	10	8
Expected	20.0148	0.3703	8.8148

Table N23. Observed and expected frequencies of black, Indian and white pupils writing Accountancy (JNB) on the Standard grade

	Black	Indian	White
Observed	7	1	0
Expected	5.1951	1.0260	1.1951

APPENDIX I

SUMMARY OF FINDINGS OF CONTINGENCY TABLES IN APPENDIX H

Table 11.Summary of the findings from the X^2 test for significance of difference once between observed and expected frequencies for race groups for Higher grade and Standard grade candidates, and failures in Matric, from 1987 - 1991

Subject	Significantly more or less than expected of the groups noted for:		
	Higher grade	Standard Grade	Fail
English	Diffs. not signif.	More black pupils More Indian pupils Fewer white pupils	None
Afrikaans	Diffs. not signif.	More black pupils Fewer Indian pupils Fewer white pupils	Only 1(B)
Mathematics	Diffs not signif.	Diffs. not signif.	More black Fewer Indian Fewer white
Physical Science	Fewer black pupils More Indian More white pupils	More black pupils Fewer Indian pupils Fewer white pupils	More black More black Fewer white
Biology	Diffs. not signif.	Diffs not signif.	Not sig. (BB;7W)
Geography	Diffs not signif.	More black pupils More Indian pupils Fewer white pupils	Only 3 (2B; 1I)
History	Diffs. not signif.	Diffs. not signif.	None
French	All on NS		None
Art	Only 1B not on NS.	Diffs not signif.	None
Speech and Drama	Diffs. not signif.	Diffs. not signif.	Only 5 (2B;3W)
Business Economics	Diffs not signif.	More black pupils Fewer Indian pupils More white pupils	Only 4 (2B;1I;1W)
Accountancy	Diffs not signif.	Diffs not signif.	(Only 2-B)

CONTINGENCY TABLES FOR CHI SQUARE TESTS OF SIGNIFICANCE OF DIFFERENCE IN ATTAINMENT OF UNIVERSITY EXEMPTION AND SCHOOL LEAVING CERTIFICATES, AND FAILURES AMONG DIFFERENT RACE GROUPS

Table J1. Observed and expected numbers of pupils in each race group who passed Matriculation (UE or SL) in the years 1987 - 1991

	Black	Indian	White
Observed	85	15	99
Expected	97.5788	17.3503	84.0506

Table J2. Observed and expected numbers of pupils in each race group who failed Matriculation in the years 1987 - 1991

	Black	Indian	White
Observed	8	4	4
Expected	8.41838	1.84795	5.53363

Table J3. Observed and expected numbers of pupils in each race group who passed with a University Exemption as opposed to a School Leaving certificate

	Black	Indian	White
Observed	27	10	75
Expected	40.07039	9.3854743	61.944132

Table J4. Observed and expected numbers of pupils in each race group who passed with a School Leaving certificate as opposed to a University Exemption

	Black	Indian	White
Observed	38	5	24
Expected	24.3296	5.0145	37.055858

APPENDIX K

ANALYSIS OF RELATIVE IMPROVEMENT IN PUPILS' PERFORMANCE DURING THE YEAR IN DIFFERENT SUBJECTS

Table K1. Summary of the results of the Kruskall-Wallis tests for difference in change in mark from the first to third term for different subjects

Subject	Standard	H value	Significance
Integrated Studies	6	1.0846	NS
	7	2.0037	NS
	8	0.7609	NS
English	6	0.3100	NS
Afrikaans	6	14.6806	0.001
	7	2.3599	NS
	8	5.6151	NS
	9	2.7081	NS
Mathematics	6	2.7275	NS
	7	2.3509	.S
	8	4.4307	NS
	9	6.6725	0.S
General Science	6	3.0902	NS
	7	0.6117	NS
Physical Science	8	0.9591	NS
	9	2.0095	NS
Biology	6	5.5257	NS
	9	3.5987	NS
French	6	-3.2067	NS
	7	-0.7018	NS
	8	0.0533	NS
	9 only two groups.		
Cultural Studies	7	0.0825	NS
Accountancy	8	1.7435	NS
	9	0.08525	NS
Art	8	1.0242	NS
	9	2.4222	NS
Speech and Drama	9	1.0242	NS
	9 only two groups.		
Geography	8	1.4160	NS
	9	0.1	NS
Business Economics	9	5.3177	N.S
History	9	1.0200	NS

NS Not significant at the 0.05 level.

SUPPLEMENTARY VERBATIM COMMENTS FOR CHAPTER 5

1. Quotations showing the prevalent view of the staff that black pupils were generally academically weaker than white.

We actually have difficulty in finding black students to come to Riverbend on an ability level. But the type of black child has changed dramatically. I think we are getting there. I'm so delighted with the type of black we have. When I think of Makaziela and Mzamzeni, they are reasonable, not large in numbers, but at least a handful. We can guarantee kids like that a University pass. I can name ten kids in my Standard 8 class who are going to get there.

Mr Steele

I have a huge Standard 7 GB class, and Sue asked me who the weaker ones are, and I had to say, 'It's the black kids in general.' There are exceptions both ways, and I think Riverbend has to figure out ways of dealing with that.

Mr Singer.

The black children have particular difficulty with tenses, verbs and spelling.

Mr Simon

The black children just can't cope. If you look back at our Matric results you will find that our black children just can't cope.They don't do, they failed, they got school leaving certificates. Lefuma got a School leaving, and he had been here since Standard 6.

Mr Rawlins

In the past a lot of black parents are disappointed with our results, for their kids. They see us as being a solution. There is no education in the townships, kids can come here and they think they will get A's and B's. Suddenly they fail Matric, or get a school leaving.

Mr White.

Most black pupils who come from a DET school are initially behind, although they might in many cases be intelligent children

Mr Phillips

We've got some weaker white kids, but not weak to the point of failing.

Mr Driver

2. Quotations to show how staff teaching streamed classes acknowledged that the divisions' correspondence with race.

We won't leave them streamed next year. There's been one class predominantly black, and I don't think that's good.

Mr Welch

In Standard 8 Maths we have three classes - one is definitely streamed out at the beginning of Standard 8 - and the colour pattern is identical to the Standard 6 grouping.

Mr Welsh

The SS groups are divided in such a way that the weakest is black, the middle is mixed, and the strongest is white.

Mr Jones

3. Quotations to show the reluctance of staff to see differences in ability in terms of race group.

We don't see colour at this school. I only see ability in my class. If ability and colour corresponds, it's just one of those things.

Mr Parks

I had been unsure about how I'd find teaching all groups but now I never notice colour, just see a child needing help.

Ms Watt

I don't notice any differences in skills across the group - it's a difficult question. I don't like to separate them - I never say, 'See, that's a black child doing that - I do know that some black children have a language difficulty - but that could be the same with others, too.

Ms Groom

4. Quotations supporting the statement that many pupils see no difference in achievement among the different groups of pupils.

You can't generalise about black students - there's a wide range of abilities - some cope very well, others don't - for a wide range of reasons.

Tenkani, SS Std 10

I wouldn't say that there are differences among the groups. I know some black kids who got good marks in certain subjects. Some white kids don't do well in certain subjects - they don't work hard or have something against it. As for English, I think it's 'cos it's not our mother tongue, so it takes us this while for white kids it comes naturally - though are still some white kids who have difficulty n English as well.

Nkhonzani, SS in Std 9

Julio (WS)is good at Science, and so is Erich (IS) and so is Isaac (SS) - and they are all different colours, so I don't think any are better at their work than others. Clive (WS) is brilliant in History, and so is Collett (SS).

Lindsay WS in Std 9

I don't think there are any patterns. Some people, black and white are good at one thing, but not at another - like Maths and English. But maybe not so many black's are good at English

Lawrence, WS in Std 9

At Riverbend there isn't much, 'What did so and so get?' so I'm not aware of any patterns. Some blacks do well at some things, and others not.

Sandy, WB in Std 8

I can't see any patterns. It's got nothing to do with skin colour what you prefer, or how well you do.

Lorraine, WB in Std 7

I haven't really taken notice of patterns. Let me think. I don't think there is that much of that - I haven't noticed certain groups getting better marks than others.

Stanley, MB in Std 8

I haven't really noticed anything. Maybe in English the English speaking people get a bit higher marks, but the rest of it is very similar.

Anthony, MB in Std 7

Biology, Science and Maths everybody tak . Science is not related to how you've been brought up - it's your Science ability, not your pink or purple base, and Biology and Maths are the same.

Tessa, MB in Std 8

5. Quotations that show a perception that black pupils do not achieve as well as white

It does seem as if whites do better than blacks

Abby, BB in Std 9

Indians are good at Accounting, they are born with it. Some blacks are good at Maths and Science. Whites are good at almost everything.

Machangu, BB in Std 6

Generally speaking, black students do get less marks - probably 'cos they have had a worse education.

Rose, WB in Std 7

Whites would like to believe they are good at everything, but there are two extremes. Indians are relatively good at Maths - not all of them, but those who are are really good. I can't think of anything blacks are really good at - maybe they're good at Drama. One could argue that that's not academical.

Maringa, BB in Std 9

6. Quotations that show that black are thought to be best at subjects that require fairly rote learning

Blacks aren't normally the ones very good at Sci nce. They can get good marks, but just don't seem to be able to understand Science. They don't really understand why something happens, but can learn that it happens. Guy (WB) really understands. The blacks know a resistor slows down a current, but they don't know why.

Bradley, BB in Std 8

They don't think for themselves or have common sense, but they know how to work. Not all of them, but a higher percentage - they've been pushed to work hard, especially the girls.

Ian, WB in Std 7

7. Quotations that illustrate oblique reference to differential performance and ability between black and white pupils.

There's not many having trouble in our class - the people in our class are quite clever - Nimalani (BB), and Godfrey (BB) The dumb ones have failed - Ivy (BB), Masingita (BB); Dorian (BB); a little black girl - I can't remember her name, and the (Indian) twins left. A lot of people have failed, and Mr Phillips kicked the dumb ones out so he would have good results. I'd encourage them to stay and work on them to get their marks up.

Brendan, WB in Std 9

There's no difference among the black students in our Science and Biology class. I think Science and Biology are divided like Maths - into advanced and the others, so they wouldn't have slowed us down. But anyway, Science was very straightforward, you didn't have to understand it.

Angus, WB in Std 8

There are no Indians in History and Biology - they gave up Biology for BE. That's fine - if they can't handle one subject - they can't handle Accountancy. Think they don't like learning subjects , so History and Geography - they like the practical, easy, subjects - well easy for some.

Charles, WB in Std 8

Accountancy and BE are subjects for blacks and Indians - there's just one or two whites in the class. To me, accountancy is a stupid subject, and BE is a stupid subject, and worthless, and maybe they're taking the easy way out.

Ethel, WB in Std 8

8. Quotations that show the dispersed view of patterns of achievement and ability, but also the recurrent theme of blacks underachievement in English, Indians superiority in Accounting and the racial division in prowess at sport.

There aren't patterns of marks that I've noticed. I think obviously blacks would be good at their own language, whereas they might not be brilliant at English.

Raymond, WB in Std 7

I don't think there are differences in the academic side. But in sport, yes. Well, I mean, the soccer team is all black, and the cricket team mainly white, and netball black.

Jenny, WB in Std 9

I can't think of any academic patterns. But socially, black students like singing and dancing and all that, and white students are not really good at all that.You see it at the balls, and in Drama. When we were doing auditions for The Boyfriend I noticed that most of them can't really sing

Beauty, BG in Std 8

Indians are good at Accountancy. They have a knack for figures and numbers.

Ahmed, IB in Std 9

I don't really see any patterns. Except maybe in Art. I see very few black people doing Art. I've heard that blacks don't see in 3D as well as we do - don't know if it's true.

Campbell, [illegible] Std 9

In poetry & literature it's easier for white students - they can relate to the historical background, and it's a bit of a strain for black people. But in Maths and Accountancy it's all the same, no difference.

Madakwile, BG Std 10

The problem differs from class to class. Quite a few Indian boys were good at Maths and Accountancy. I think a lot of black students struggle with English, especially those doing JMB. In Science, I think quite a few of the black boys have trouble understanding it all, though quite a few white boys do very well.

Felicity, WG in Std 9

Some people who are good at Maths are good at Accounting - lots of the Indian boys are. White pupils tend to be better in the languages And black students? Well, some black students are good at some things.

Omar, IB in Std 9

Well, people who are good at Accountancy are usually Indians - and Maths as well. Black students are good at Maths, I think. That's a l I can think of. In Maths we have Clive, (WB) Matjuba (BG) and Peter (BB) - they are the top three. In Biology, we have Clare (WG) and Hanisaka (BB).

Rani, IG in Std 9

Indians are known to be hard workers. In English, the whites have the advantage. In Afrikaans, it can be anybody. Black students are not good at anything in particular, though they can be with the top guys in Bio and History, though at the moment, the best at those is a white girl.

Khazamula, BB in Std 9

There aren't patterns of marks that I've noticed. I think obviously blacks would be good at their own language, whereas they might not be brilliant at English.

Roland, WB in Std 7

I found that black students, lot of them, do Accountancy, and they're good at Maths and Science

Sharon, WS in Std 7

I don't think there are patterns in the academic side. But in sports, yes. Well, I mean, the soccer team is all black, and the cricket team mainly white, netball black. It seems that white pupils aren't interested in sport

Jenny, WS in Std 9

Indians are good at Accountancy - they have a knack for figures and numbers - supposed to be good businessmen. They all enjoy Maths and do well at it. I'm not like that. Most of the white students are good at English. Black students are ahead of whites in sport - the soccer team is all black except for me. 80% of the cricket team is Indian, with one white and one black.

Jay, IS in Std 9

I did do soccer in Standard 6, but there's so many people trying it, and it's almost all the black people who get in , and I didn't think it was worth trying again. Last year there wasn't any white people in the soccer team, was all black people.

Karol, WS in Std 9

Maybe in English the white students do better, and maybe in Maths as well. Some others do fairly well, but the best people in Maths are the white students.

Paul, WS in Std 8

Well, in Accountancy, there's a group of Indians who do well, and the black students have a tough time with it. In English, it's the white girls who are good at it. In Maths there's a mixture - but there's more whites and blacks who can do Maths, and two or three Indians.

Rajeev, IS in Std 8

The whites are good in speaking Afrikaans, but in writing tests the blacks and Indians pass with good marks

Nakateke SS in Std 7

Most of the white students are good in Maths and Science. Blacks do well in Afrikaans

Colin, WS in Std 8

In Afrikaans, not in my class, the blacks students don't do as well as whites, but in my class they are as good as me. In English, black students don't have as high a standard in spelling and writing essays.

Angus, WS in Std 8

At Science, quite a few black students are good, and in Afrikaans. In English quite a few white students are good at that. Most Indians are good at Accounting

Ismail, IS in Std 8

In Afrikaans and Maths, I'd say mainly blacks students are good, and a bit of Science, but not enough

Mafomani BB in Std 8

9. Quotations to show that many pupils were aware of the racial pattern in streamed classes

Well, in Maths Mr Welsh had all the brilliant ones, and that class was all Indians and whites, and my class had a fair division.

Santaahi, IB in Std 8

What I noticed was that in Mr Jones' (top English) class there was only one black student, and in Maths not any. I generally see more Indians higher in Afrikaans.

Peeop, IB in Std 8

I wouldn't have noticed it, but think there were probably more white people in my Maths class, and my English. It wasn't something very obvious 'cos there were white and black children in every class, but if you think about it it did show.

Bradley, WB in Std 8

In Ms Williams class are the not too good at Afrikaans, think they're less clever - though some aren't - like Matome (BB) - he's just not good at Afrikaans. People in our class are better in Maths as well, we're ahead. Usually Bradley (WB), Brian (WB) and Graham (WB) are in higher class, and people like Khambe (BB) are in the lower class - except in Zulu - then they're all ahead, the blacks.

Anthony, WB in Std 6

I often found in IB that when we were divided according to English ability the black students would be in one class, and there would be two classes of whites. This also happened in Maths.

Harold, WB in Std 8

As races we are all equal here. But we're not treated as equal in class. In IB we're divided into three groups, and we're meant to be clever, and there's greater expectations, and that's like saying the others are a bit silly - and in Afrikaans, too. But in class you're treated as equals.

Mark, WB in Std 6

10. Quotations show that some pupils were unaware of streaming, and of it's link with race

I don't know how it was decided who went to which group. The teachers just divided us up

Ndalini, BG in Std 7

I didn't think it was to do with how good you are at English, 'cos Briony (WG) and Angus (WB) in the same class, and one weaker than the other

Margi, WG Std 6

11. Quotation to show teachers' concern about black pupils' limited knowledge base

> Black kids have missed school, had inferior schooling. They struggle with the terms used, and the concepts. For example, when we were doing the movement of electrons which move, but in movement carry energy, they have difficulty distinguishing between the electrons themselves and the energy - it's a foreign thing - you can't see it happening - can only see the effects. It's just that they're from a bad school background because kids who are reasonably intelligent and come through a good school system struggle if they miss school.
>
> Mr Parks

> I feel our white children have such an advantage. I'm sorry, but if you do know where Russia is on the map, you have got an advantage on a child who thinks that America is the capital of England
>
> Ms Rawlins

> It is mostly the big gaps that cause the problem. Some know it, and some; others are still struggling to understand what it is. The black kids - not all of them - seem to have a lack of something, cultural background or something
>
> Ms Hughes

> Blacks tend to be in the weak group - no background
>
> Mr Marshall

12. Quotations showing teachers' perceptions of the link between poor achievement and poor ability in English

> Some black students are weak in Maths 'cos they can't do English. The skill is to understand the language, and make a sentence - if you can't do that you can't write a definition.
>
> Ms Silver

> Black students who have been taught English poorly have difficulty with language structure.
>
> Ms Singer

> With the present Standard 6 syllabus the Standard 6 is launched into the horribly abstract areas concept of the negative number and concepts of formal proof - both of which are closely related to linguistic ability - ever I get tied up in knots trying to explain the concept of the negative number to a child whose home language is English - God knows what goes through a black child's mind when he contemplates negative 3. The concept of formal proof can be delayed, but the concept of negative number cannot, and operati(s in that concept are still a major cause of error in Standard 10.
>
> Mr Walsh

13. Quotations to show the Mathematics teacher's views on how black pupil' childhoods do not offer them the early learning that is need to prepare them for Maths.

> After ten years of teaching largely in the black community, it's my perception that the black child on average is underprivileged in mathematical conceptualisation - talking here on early Piagetian type association - where the white child was playing with blocks, cubes, cylinders, the black child played with footballs, card and wire cars. Where the white child was colouring pictures (and learning precision), the black child was not playing at all. Where the white child is brought up in a world where an elder brother is proud to count to 20, this is rarely paralleled in the life of a black infant.
>
> Mr Walsh

> I notice the same thing in bird watching - had some kids (Schagen - bird flies across the veld - average white boy, stamp collector, has a seccano set - will try to remember it, write it down, whereas the black boy is quite rightly not interested in the name, in taxonomy - and a lot of Maths is taxonomy - naming and categorization of things. We're talking about deprivation - if deprivation is the word - possibly 7 years of endless of categorization of things has been missed. Why is a white fussy pleased when a boy establishes the relationship between 1,2,3, 4,5 and fingers - and a black father is pleased about cattle and finger / - Not abstract.
>
> Mr Walsh

14. Quotation to show the Geography teacher's view that black children had poorer spatial perception than white

> Tutor:I'm worried about two of my tutees, Beauty and Violet. They did Standard 8 in a black school (so are repeating here)and are getting 0 for geography.
> Geog Teacher, on the defensive: That's what they deserve. I can't alter marks 'cos they are welfare cases. They haven't got it conceptually. Research has shown that some people haven't got 3D and spatial perception.
> Tutor: But this test doesn't require 3D or spatial reasoning, so how do you know they haven't got it?
> Geog teacher: I don't, but it's likely.

15. Quotations at show how some teachers feel black pupils have inappropriate attitudes t .

> I wish you could have been in my Standard 9 class, it was a perfect example of what I was talking about. They're so dead. I can't stand it. I rush through the lesson just 'cos I don't want to teach them longer than I have to. The board's here and Simango (BB) is sitting with his case, looking over there. Merriam's (BG) examining her nails. Mikateko's (BB) in a dwaal, and Solani's (BG) looking into space.
>
> Ms Green

> Don't worry, they re going to fail anyway
>
> Ms Williams

Some kids think that just being at Riverbend will get them through matric.

Mr Parks

16. Quotations to show teachers reservations about the value of Integrated Studies for the black pupils

I wonder how much time is wasted when the separate need is to get their language sorted out and they indulge in activities where a perfect command of language is assumed - like a project on a theme - when they could be doing more language drill. Sometimes we don't want to see how basic their needs are. When I taught Standard 8 I realised that looking at a Wilfred Owen poem you're wasting their time. It's difficult for them to grasp the noble sentiments and use of metaphor if they don't know how to read and write properly - it must be bewildering for them.

Ms Singer

17. Quotation to show how the Zulu teacher believed the Integrated Studies course to be Eurocentric

It often happens in IS. Sometimes they understand, but don't have the information. For example, they know there are sea wars, but don't know the names, types of ships, dates - they've never heard of such things - they really feel bad. By the time they want to know about sea battles, the others have moved on. The other group goes deep into the matter, and moves on - before they got enough light about whats been said and done. They hear more about the things they don't know about, but learn less. The teachers move on and on - and forget there are those people who are not with them - they sail on with the ones that are on board ship. Particularly bad lectures were the 'Bermuda Triangle', and 'Sea Battles' and 'Myths and Legends'. In fact, with 'Myths and Legends', I had to explain it during the Zulu lesson - they didn't know what was going on.

Ms Khosa

18. Quotation to show the Science teachers' perception of Indian pupils as sly

When I applied for the job, the principal said that the most important thing is not to make any child feel disadvantaged. I try to build up confidence by setting easy tasks, and I never pick on a child to answer. Generally, it's the black children who are weak, though some Indians and whites are, too. The Indians tend to work hard - but you have to watch them - they are not always honest, rather sly.....(example from last year) also, they tend to bunk, say they've been with their tutor, and haven't, need checking up on.

Ms Watt

There's not many having trouble in our class - the people in our class are quite clever - Mlasaleni (BB) and Godfroy (BB) The dumb ones have failed - Ivy (BB), Macingita (BB); Dorian (CB); a little black girl - I can't remember her name, and the (Indian) twins Tofe. A lot of people have failed, and Mr Phillips kicked the dumb ones out so he would have good results. I'd encourage them to stay and work on then to get their marks up.

Brendan, WB in Std 9

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Ethel, WG in Std 8

8. Quotations that show the dispersed view of patterns of achievement and ability, but also the recurrent theme of blacks underachievement in English, Indians superiority in Accounting and the racial division in prowess at sport.

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Beauty, BG in Std 8

Indians are good at Accountancy. They have a knack for figures and numbers.

Ahmed, IB in Std 9

I think it's quite an advantage for them to have English as a first language. If every subject were taught in Zulu - you know what I mean.

Magambane, BB in Std 9

It's just languages the black people don't do as well in - but they're their third and fourth languages, so it's understandable

Esther, WB in Std 8

22. Quotations about the role of background in school success.

In Afrikaans, blacks don't do as well as whites because they weren't brought up with Afrikaans speaking people.

Bob, BB in Std 8

Indians are good at Accountancy - it's more their background than anything else - Indians are very business minded, so they do Accountancy. Whites are very carefree, so they don't do as well at Accountancy.

Ravi IB in Std 8

Say on the week-end, most black guys wouldn't be sitting at home reading a book. White guys' parents are the sort who say, 'It's such and such a time, I want to see you working.' Black guys are grooving at that time. If you go out form the boarding house, you just have a nice time.

Phetole, BB in Std 8

23. Quotations that show perceptions of black pupils as having inappropriate attitudes to study, and the link between these and negative self-expectations

Possibly when you come here, your negative views about black people's ability is reinforced. In Soweto, I came first, here I'm a near the tail. I think Mlamleni (BB) is on a bursary, which is puzzling 'cos he does not do well at all. I assume the basis for the bursary was academic achievement. He probably feels worse, does everything on the standard grade, and knows he must aim for a school leaving. It's quite sad.

Tirhani, BB in Std 8

Black students don't do well 'cos they tell themselves they are incompetent. Most of the time, when black students come to these multiracial schools, they go a standard back. Most of them don't think, 'Oh well, I've got to adjust.' They feel, 'Oh well, that's how life has always been. I'm always suppressed.'

Shellyboy, BB in Std 9

Maybe this aparthoid thing is drummed into them, that they'll never get anywhere. They never seem to want to achieve.

Frazer, WB in Std 9

24. Quotations showing pupils' views that the teachers had lower expectations of them than of white pupils, and that this influenced their work

Some teachers challenge you the whole time - and you spend the whole time trying to prove them wrong. Like in Biology, always got the feeling that a black child shouldn't get more than a C. If black then a C is like an A. You would go and check the marking, and be told, 'No, man, it's OK. You'll never get more than that for Matric, so it's OK.' With a Indian or white child she'd change the mark if it was wrong.

Lethabo, BG Std 10

Our English teacher thinks I work so hard for a C - she says so - I hardly ever do English - do Science and Bio - she thinks for a C I must be putting all my effort into it.

Nonelani, BG Std 10

In class I don't agree and she says ' No, no Nkhensani, you don't understand - it's a cultural difference.' What cultural difference? I'm more Westernised than anything else. And then, when I told her a Shakespeare essay didn't work, she said, 'No - it's because of your culture it doesn't work for you.' I've written her off.

Nirhandu, B Std 10

I had a teacher last year for Science - every time I asked her a question she suggested I might have to do Science on the Standard grade. Once she marked a test - and just put a line through my answer - and when we went through it, I asked her why she'd put a line through, and she said, 'No-one got it right' - and I shrugged her and she said, 'Sorry, honey'. She'd marked the top students first and presumed I wouldn't do it if they couldn't

Nonelani, BG in Std 10

You know that thing about teachers thinking B is OK for blacks, I went out of my way to prove them wrong.

Nokgaboane, BG in Std 9

Ms Clarke - she makes me very sick. Somehow she thinks the black students are incapable. We wrote a Hamlet contextual. People were getting low marks. Some white students getting 24 or 25 - no comment. I got 26 and she wrote, 'Well, done, Hari, I'm very proud of you.' Nzamani (BB) got high marks - so did some white kids - and she wrote, 'Nzmani, I didn't expect this of you!' - as if he's incapable.

Hari, IB in Std 9

When white kids talk she'll take it in but when blacks talk she pays no such attention, elaborates it, 'Is ' is what you mean, are trying to say?' You can see what they are trying to say - she never says it to white kids.

Meshak, BB in Std 9

The teachers don't expect a black student to do exceptionally well - 'cos, I mean, when I first came I got a C and complained and my tutor said, 'No, its fine, OK, good.' But to me I'd say, 'No, why

What I noticed was that in Mr Jones' (top English) class there was only one black student, and in Maths not any. I generally see more Indians higher in Afrikaans.

Essop, IB in Std 8

I wouldn't have noticed it, but think there were probably more white people in my Maths class, and my English. It wasn't something very obvious 'cos there were white and black children in every class, but if you think about it it did show.

Bradley, WB in Std 6

In Mr Williams class are the not too good at Afrikaans, think they're less clever - though some aren't - like Matome (BB) - he's just not good at Afrikaans. People in our class are better in Maths as well, we're ahead. Usually Bradley (WB), Brian (WB) and Graham (WB) are in higher class, and people like Khambo (BB) are in the lower class - except in Zulu - then they're all ahead, the blacks.

Anthony, WB in Std 6

I often found in IS that when we were divided according to English ability the black students would be in one class, and there would be two classes of whites. This also happened in Maths.

Harold, WB in Std 6

As races we are all equal here. But we're not treated as equal in class. In "S we're divided into three groups, and we're meant to be clever, and there's greater expectations, and that's like saying the others are a bit silly - and in Afrikaans, too. But in class you're treated as equals.

Mark, WB in Std 6

10. Quotations show that some pupils were unaware of streaming, and of its link with race

I don't know how it was decided who went to which group. The teachers just divided us up.

Ndalini, BG in Std 7

I didn't think it was to do with how good you are at English, 'cos Briony (WG) and Angus (WB) in the same class, and one weaker than the other

Margi, WG Std 6

11. Quotation to show teachers' concern about black pupils' limited knowledge base

Black kids have missed school, had inferior schooling. They struggle with the terms used, and the concepts. For example, when we were doing the movements of electrons which move, but in movement carry energy, they have difficulty distinguishing between the electrons themselves and the energy - it's a foreign thing - you can't see it happening - can only see the effects. It's just that

TABLES TO SHOW THE DETAILED ANALYSIS OF THE RESPONSES TO SOCIOGRAM QUESTIONS 1 AND 3

Table M1. Question 1. Term 1. 'Who would you choose to come in the car?'

Std 8	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	58	2	0	40	100
2. Indian	14	38	0	38	100
3. Coloured	-	-	-	-	-
4. White	20	1	0	79	100
5. Whole class	33	7	0	60	100
6. Total in class	32	15	0	53	100

Table M2. Question 1. Term 1. 'Who would you choose to come in the car?'

Std 7	Distribution of choices (%)				
Choosers	Black	Indian	Coloured	White	Total
1. Black	67	17	2	14	100
2. Indian	38	57	0	10	100
3. Coloured	17	33	0	50	100
4. White	13	2	7	68	100
5. Whole class	35	2	4	38	99
6. %age of class	33	19	4	44	100

Table M3. Question 1. Term 1. 'Who would you choose to come in the car?'

Std 8	Distribution of choices (%)				
Choosers	Black	Indian	Coloured	White	Total
1. Black	63	15	2	20	100
2. Indian	0	67	0	33	100
3. Coloured	33	[illegible]	[illegible]	0	100
4. White	10	12	1	78	101
5. Whole class	28	22	1	49	100
6. % age of class	37	14	2	47	100

Table M4. Question 1. Term 1. 'Who would you choose to come in the car?'

Std 9	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	81	9	5	25	100
2. Indian	4	85	2	28	100
3. Coloured	25	42	17	17	101
4. White	10	15	2	72	99
5. Whole class	23	27	4	46	100
6. % age of class	27	24	5	44	101

Table M5. Question 1. Term 1. 'Who would you choose to come in the car?'

Std 10	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	47	40	13	0	100
2. Indian	7	76	5	12	100
3. Coloured	44	53	0	22	99
4. White	0	21	6	73	100
5. Whole class	12	45	6	37	100
6. %age of class	13	37	8	42	100

Table M6. Question 1. Term 2. 'Who would you choose to come in the car?'

Std 6	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	64	-	0	33	99
2. Indian	21	46	0	33	100
3. Coloured	-	-	-	-	-
4. White	7	1	0	91	99
5. Whole class	28	9	0	62	99
6. % age of class	33	17	-	50	100

Table M7. Question 1. Term 2. 'Who would you choose to come in the car?'

Std 7	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	83	8	0	8	99
2. Indian	17	50	4	29	100
3. Coloured	17	17	0	67	101
4. White	9	7	7	75	98
5. Whole class	35	15	4	46	100
6. % age of class	28	16	4	47	100

Table M8. Question 1. Term 2. 'Who would you choose to come in the car?'

Std 8	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	63	4	0	33	100
2. Indian	25	33	4	38	100
3. Coloured	33	67	0	0	100
4. White	10	10	0	79	99
5. Whole class	31	12	1	56	100
6. % age of class	34	15	2	49	100

Table M9. Question 1. Term 2. 'Who would you choose to come in the car?'

Std 9	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	74	5	2	19	100
2. Indian	2	71	0	26	99
3. Coloured	11	0	22	67	100
4. White	7	17	6	70	100
5. Whole class	28	24	4	45	99
6. % age of class	30	22	5	44	101

Table M10. Question 1. Term 2. 'Who would you choose to come in the car?'

Std 10	Distribution of choices				
Chooser	Black	Indian	Coloured	White	Total
1. Black	39	33	25	0	99
2. Indian	5	77	5	13	100
3. Coloured	22	22	33	22	99
4. White	4	20	2	73	99
5. Whole class	10	43	0	39	101
6. % age of class	11	37	5	49	100

Table M11. Question 3. Term 1. 'Who would you choose to work with?'

Std 6	Distribution of choices				
Chooser	Black	Indian	Coloured	White	Total
1. Black	27	2	0	71	100
2. Indian	5	43	0	52	100
3. Coloured	0	-	-	-	-
4. White	13	4	0	83	100
5. Whole class	16	9	0	75	100
6. % age of class	32	15	0	53	100

Table M12. Question 3 Term 1. 'Who would you choose to work with?'

Std 7	Distribution of choices				
Chooser	Black	Indian	Coloured	White	Total
1. Black	37	22	2	39	100
2. Indian	27	50	0	23	100
3. Coloured	17	0	0	83	100
4. White	9	12	10	71	102
5. Whole class	22	22	5	52	101
6. % age of class	33	19	4	44	100

Table M13. Question 3. Term 1. 'Who would you choose to work with?'

Std 8	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	33	0	0	67	99
2. Indian	0	46	0	54	100
3. Coloured	0	33	0	67	100
4. White	12	12	-	77	101
5. Whole class	17	17	-	66	100
6. %age of class	36	16	2	46	100

Table M14. Question 3. Term 1. 'Who would you ch to work with?'

Std 9	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	44	14	7	35	100
2. Indian	6	65	2	27	100
3. Coloured	17	17	17	50	101
4. White	3	11	10	75	99
5. Whole class	15	25	8	51	100
6. %age of class	27	24	8	44	101

Table M15. Question 3. Term 1. 'Who would you choose to work with?'

Std 10	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	27	27	6	40	100
2. Indian	5	86	2	7	100
3. Coloured	33	33	22	11	99
4. White	0	17	6	77	100
5. Whole class	8	45	6	41	100
6. % age of class	13	37	8	42	100

Table M16. Question 3. Term 3. 'Who would you choose to work with?'

Std 6	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	40	2	-	57	99
2. Indian	8	50	-	42	100
3. Coloured	-	-	-	-	-
4. White	9	4	-	87	100
5. Whole class	20	12	-	70	101
6. % age of class	31	19	-	51	100

Table M17. Question 3. Term 3. 'Who would you choose to work with?'

Std 7	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	41	22	6	33	100
2. Indian	13	46	8	33	100
3. Coloured	0	17	0	83	100
4. White	4	16	10	70	100
5. Whole class	18	23	7	52	100
6. % age of class	34	16	4	46	100

Table M18. Question 3. Term 3. 'Who would you choose to work with?'

Std 8	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	30	11	0	59	100
2. Indian	17	17	0	67	101
3. Coloured		67	0	33	100
4. White	10	19	0	71	100
5. Whole class	15	17	0	65	100
6. % age of class	34	15	2	49	100

Table M19. Question 3. Term 3. 'Who would you choose to work with?'

Std 9	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	40	7	6	47	99
2. Indian	7	80	0	33	100
3. Coloured	33	22	11	33	99
4. White	13	19	1	67	100
5. Whole class	21	24	3	52	100
6. % age of class	30	22	5	44	101

Table M20. Question 3. Term 3. 'Who would you choose to work with?'

Std 10	Distribution of choices				
Choosers	Black	Indian	Coloured	White	Total
1. Black	17	42	17	25	101
2. Indian	10	72	13	15	100
3. Coloured	22	22	11	44	99
4. White	4	27	4	64	99
5. Whole class	10	45	6	40	101
6. % age of class	11	37	9	43	100

SUPPLEMENTARY VERBATIM COMMENTS FOR CHAPTER 6

1. Quotations showing several staff members' hope that the admissions policy will screen potential failures.

> Perhaps things will improve when we accept only kids capable of coping with our academic demands - meet our entrance requirements. In 1980 we took anyone; in 1984 our results were disastrous.
>
> Mr Parks.

> We're pushing for him (principal) to include Afrikaans in the entrance exam - it's very difficult to touch the ability range.
>
> Mr Williams

2. Quotations that show how the admissions policy sometimes bends for pragmatic reasons

> Our admissions policy has been quoky. At the beginning of the school holidays we had a far from full school. There we had on our lists at that point had been through our admissions procedures, they've done aptitude tests and the whole thing involved, but there weren't enough kids at that stage, but there were hundreds of applications pouring in. So, being a private school, it's terribly important to be full, or otherwise we have got to close. It is as easy as that, we have got to be very pragmatic there. I spent my holidays picking my way through an absolute minefield of claims to places in the school where I had no objective means of testing them. Mistakes have been made, that's quite clear, not quite as many as I had feared. Of course, some that I thought would be a mistake haven't been. We have won and lost a little bit in that situation.
>
> Mr Phillips

The school counsellor corroborated this for entrants into Standard 8:

> The entry tests are only for black children, for the others the school report is a fair indication. But there is pressure and desperation on the parents' part, and the head's weakness. He responds by saying, 'OK, lets give it a go'. None of our entrants in 8 and 10 are a success. Three quarters failed in Matric last year and this year for Standard 8, three quarters are failing completely. Selecting more carefully would definitely be a solution, but it's only been operating for 4 years, and a lot of people missed the net. Possibly only half the black students in 8 have been tested. Sometimes they just arrive at the office, the headmaster likes the face, hears the story - and says, ' OK, we will take them'. It will happen less, he's stopping himself from that.
>
> Mr White

3. Quotation to show the Biology teacher's attitude to extra help.

> The general attitude, certainly mine, is that I'm available to help if you want help - it's up to them. Nkwazima (BB) comes, and Tilasi (BB) and Ananta (BB), at the end of a class, or if working in class do ask for help. Don't come in a free or at lunchtime - I always say I'm available, but they do. & take it up.
>
> Mr Parks

4. Quotation to how the principals' belief that there was in act no effective bridging programme

> We need an effective bridging programme so that we can accept child X knowing that there are language difficulties, because we have a mechanism for correcting that. I would feel infinitely more happy about our acceptance of that child - not from the school's point of view, but from the child's. We can actually offer something. At the moment, very honestly, we are offering nothing except a lot of good hearted amateurism. I think this is an immensely important area to be looked at.
>
> Mr Phillips

5. Comments on the nature of the English skills component of Integrated Studies

5.1 There is no set programme of work in English Skills

> None of us really know what goes on in each others classes. I don't have a scheme for either of my groups (top Standard 7, middle Standard 8). I do whatever I feel is a weakness a the time - like punctuation with the Sa, or conjunctions when the need arises - it grows out of the written work.
>
> Ms Sinclair

5.2 The different ability groups do different work

> We do everything everyone else does, but do it slower. Have longer to hand in, I correct the rough, and then it's done in neat. We spend periods discussing things the others probably wouldn't - like a lesson on tenses. Also, I wouldn't expect the same standard - won't be that strict with an argumentative essay. I might leave out poetry that requires deep interpretation and analysis - will leave out the very difficult poems. We didn't go into Another Country so deeply - and my students would never have been able to write the poem - they haven't the feel for the language
>
> Ms Sinclair

5.3 There is a tension between meeting immediate needs and preparing pupils for the requirements of the Matriculation examination

> I do do some poetry with my groups. I want them to enjoy it. I accept it won't reach everyone in the class - but if they can enjoy some of it, that's fine - and those who can't relate to it shouldn't have to. I do think they should all have to do it, though. It's good to be exposed to quite a few things, at least have the opportunity of seeing

if you like it. I wouldn't like to say the people in Ms Potty's group (weakest) can't cope - and also, they are all going to have to do something with it in Matric - I'd like to see even more analysis of poetry - if it can be done in a non-threatening way - they might find it easier in 9 - if they've only ever had to chat about it vaguely they will possibly find it difficult in 8.

Ms Driver

5.4 The delays in returning marked work is a problem for some.

It hasn't been too bad with the 9's, but it's not always possible with the 7's - sometimes there is not 65 period for 3 weeks after I've marked some work. The 8's have done more written work, and I've had more 65 time with them. I feel the amount of written work is important - must keep writing, assessing, handing back - there needs to be lots of feedback. That's one disadvantage of working with a team - can't do exactly as you like, and planning meetings do not always address these issues.

Ms Driver

6. Quotations showing teachers' comments on the advantages and disadvantages of streaming.

A lot get inferiority complexes - I've heard this from the kids. We won't have the Standard 6's streamed next year - one class is predominantly black and I don't think that's good.

Mr Nolan

I don't say, 'We're going slower', but they know it - and we're a long way behind the other group - and it's frustrating for some who feel they should be in the faster group. Perhaps some should. They might change next year - but will have missed some of the work

Ms Silver

I feel we will pay the price if don't stream. But we may find some black children find they have an ability they would not have found in a segregated class.

Mr Nolan

If you put a bright kid in a class like mine - unless they help each other, which they are too selfish to - they get bored. They want to fly, don't want to help others. We would finish the work quickly, and there'd be others struggling and not learning 'cos I'd have to go on too quickly for them.

Mr Nolan

7. Quotations showing some teachers' reasons for coming to the school

It was very unplanned. I just made a list of all the private schools to phone and see if there were any posts. I'm not sure why it was at the top of my list, but it was. I just phoned up, and it was a block that I got the post. I think they had just heard that someone was leaving.

Ms Newby

They needed a teacher while someone was on leave, and I heard about it from the headmaster, who is my brother-in-law.

Mr Bonnie

It was actually a very funny situation. I was still working for the film company and just one day I opened the newspaper. There was this tiny ad at the bottom and I thought, 'You know, I've studied Drama and I'm in the Drama field. But teaching, that is something new to me and I've got my teaching diploma.' I phoned up and said I'll come for an interview, then next moment I had the job...I asked the Principle that day, 'Just tell me what this is all about' and he said, 'This and this' in two seconds, or I knew nothing about the school when I started.

Ms Williams

I suppose I came here because Riverbend was different from other places. When I was at school, it had a terrible reputation. It had a reputation of being a real drop-out place and a place for expellees from all over the place. I liked the idea of somewhere different. I suppose this is the main reason I came. I didn't really know much about it before I came.

Ms Green

8. Quotations showing the lack of interest of the more conservative group in the matters raised at the staff conference

You and you told us nothing - other than the models. We didn't put Riverbend into any. We'd need a fourth model for Riverbend. Meaningless to say we're this part of this model. The real problems at the school came out: the behind the scenes staff bickering; the continual rows against time; Mr Phillips' inability to communicate. There was no link between the issues raised in the morning and the groups' discussions.

Ms Stocks

9. Quotations showing how some staff found the conference morning interesting, and the response of their colleagues disappointing.

The papers were exciting, challenging. The fact that they were aired made us feel that there is awareness of issues, and possibilities. Then we broke into groups - focused mainly on 78 - as it became clear that it's a misunderstood thing. We said the transformationist approach challenged us to go far. Ms Singer was a bit afraid of the practicalities, so it was a bit tatty.

Ms Driver

10. Quotations to show staff's views of the split on the staff

Then there's the whole fragmentation of the staff. I think we need to work at that as well. It is really not nice, it's again like in the world, you get all sorts of different people, we are not the same, we are all different. We have all got different opinions. I think that in a way we must accept that, but I think we must work towards a goal and to unity. You can't be a real force when you are 50 different groups.

Ms Williams

We went through a phase of having the staff divided into camps. It was just because of people's beliefs. One was an unstructured casual camp and the other one was a more rigid structured camp. ... Some people believed Riverbend should stand for this, and other people believed Riverbend should stand for that.

Mr Green

We had a bit of an issue last year, where there was a group of people who felt that all staff, no matter who they were, should be invited to the end of term party. It is a minor issue, and it turned into a major one. The staffroom was divided into two camps, the yays and the nays.

Ms Watt

11. Quotations to show some factors the Integrated Studies teachers felt impeded their efforts at curriculum change

We should be incorporating more African stuff, but we haven't. I think there are several reasons. Firstly, we're ignorant white staff - but I don't have thought Ms Chetty could do on to that. We lack direction and experience. We're all subject teachers. We do achieve enough, but we're not pushing anywhere now. We're sitting on our bums doing the old stuff - not really going anywhere.

Ms Driver

IS has been white orientated. With the best of intentions, we don't have the experience. We're aware of the gap, but aren't sure what to do about it. It would help to have more Black people on the staff. We need people of colour on the staff.

Ms Silcox

SUPPLEMENTARY VERBATIM COMMENTS FOR CHAPTER 7

1. Quotations showing how mixed race work groups helped pupils cross barriers

I had always lived in the Indian community. I believed whites lived here, coloured there. I was indoctrinated by the laws and believed this was my place, that the whites, and that's how it should be. I couldn't mix freely, felt bound. Toward Standard 8 I started mixing freely. I'm not a very outgoing person, so it took me a long time. The trips helped, particularly the one to Seaward. Also, in IS you have to discuss in little groups and that way you learn about people, find out maybe you and a certain person enjoy something similar and can relate to each other. They broke us up into groups, they mixed you up so that often you landed with people you never know and so you got to work with most of the people in your class.

Ravi, IB in Std 9

We always stay in the same groups. It's not really multiracial. Only in IS they put you in to different groups. It works quite well. Different ideas come through. You get to know the people you work with - so sort of get to know each other, but not really. Guess it's difficult to open to a different creed, and their values are different to ours, so if you tell them something very personal maybe to them it wouldn't matter. You would talk about the same kinds of things as with white friends, but not open up as much. I could open up, but they wouldn't. Mixed groups are a good idea 'cos you'd never get to know them if not put there. It's good to be put there and see, 'Hey! it's not so bad'. But it would be a bit awkward. It would get better. You'd see they weren't out to get you, didn't really hate you, were just very nervous.

Elizabeth, WG in Std 8

The teachers used to group us with different people. It was a good idea, 'cos sometimes people just [illegible] to be near friends. Sometimes you just work with them, and that's as [illegible] (was) Some of them I got to know better like Brad), Patrick a [illegible]ad my (was)

Lung [illegible], 2B in Std 8

Working in little groups was good. You got to [illegible] people better in your little group, and we did that a lot. IS helped you to get to know other people. You also got to know the teachers better.

Angus, WB in Std 8

I thought the drama was fun. You did things you'd never done before, like making plays. At the beginning you didn't know each other very well, but we got to know each other better. And it taught us about acting, to project your voice and also to use your imagination.

Tony, WB in Std 8

The teachers sometimes divided us up. I think they want us to mix, not to be alone or with the same people. It did help at the beginning. You get to know people.

Graham, WB in Std 8

In IS they put you in groups and you get to know people. It's only in IS that they do this.

Frank, WB in Std 6

I'd say IS was like a communication thing. The whole class, even though not so united, we could still be together and get to know each other in IS. Just like seeing each other everyday. The thing is they used to put you with different groups, totally different people, and you'd get to know each other like that.

Patience, CB in Std 8

IS helped me in many ways. Like relationships. Like talking to people. In my old school we sticked around with friends, never mixed. In IS you're made to mix. At first I found it harder to talk to white students, and IS helped me. More than others.

Gertrude, BB in Std 8

We learnt to mix with discussions and plays. We were put into groups and were all working for the same thing so we forgot about colours and all centred on one thing. So it happened without your being aware of it. After a while we just mixed anyway.

Elsie, WB in Std 8

In IS if we were asked to group ourselves most of the Indians would group, and the blacks. There'd be the odd mixture. It was better when the teachers put us in groups. They allocated people and it worked better.

Krishna, IB in Std 8

At the beginning of the year I didn't mix with them (whites).I only chose my friends. But Mr JOnes said that in groups there must be one white, one Indian and one black, so I got used to mixing.

Melato, B in Std 7

Black students do tend to struggle a bit, and stick with people of their own race who can speak their language. We don't feel antagonistic, just don't mix with the so don't get to know them so well.
Did you mix in some classes?
Maybe in IS. But that used to scare them. I remember being in groups with them and they didn't want to talk, and you found yourself blocked, they had a complete wall up. But IS does eventually pull them out.

Nadine, WG in Std 9

Mr Jones put us in other groups. You're forced to get to know other people. Occasionally people need that extra push to get them out of their shell. It helped me. outgoing, but not always with people
I don't know. I got to kno people on the other side of the room
- Manji (IB), Ralph (WB), , Vishnu (IBe) Rani (IG) and people

like Tutu (BB) and Mahaana (BB). At least I could relax with them and put across my ideas. In a big group you don't know them, but at least now the tendians gone.

Lenley, WG in Std 7

I got to know a lot about people in IS. The groups help you learn about people. And the discussions help, too. You can express yourself, and get things from other people... I don't think this happened anywhere else at school.

Mahatoko, BB Std 8

Ms Chetty is a nice teacher. Lovely, actually. She wanted us to mix in class. She wanted everyone to take part. She said, 'Black, white, female, male.' We had discussions. It was a very nice thing for her to do, and it was very successful. Because at this school there is very little mixing. You'll see black together with coloured boys, white boys together, and I don't blame that. It's not to say anyone at this school is a racist. Well, maybe ,but I don't think so. But to me it would be very strange to sit around with Anthony and James (WBs). Not to say I don't get on with them. We do. But I couldn't stay with them for more than 10 minutes I haven't much to say to them, or they to me. Whereas with Teboge and Naile (BBs) we can talk the whole day. Well in English, you might find that there's someone you've never spoken to and find he or she is interesting person, and you become more friendly to that person.

Mogotlo, BB in Std 9

Ms Chetty never got us into different groups. At first we chose our own, and she said, 'No! I want you to mix.' And at first she put us into groups, and later we'd mix on our own. I go to know some people better - like Clare (WG) now we talk as friends. Ms Chetty made it possible.

Diogo, BB in Std 9

2. Quotations that show reservations about the effectiveness of forced mixing on integration

IS is supposed to integrate us, but I don't think it does at all. We still had groups. Lots of girls won't invite us to their houses. They'd tell us where to sit, but I don't think that changes anything 'cos as soon as we're out of class you go with people you were with before.

Patricia, WG in Std 8

Sometimes they say, 'Make groups', and you get together with your buddies. But often they'd put you randomly in groups, and we had to work with people we didn't know. It made you work hard, 'cos you didn't really know the people, and when you're with people you don't know there's not much to do besides get down to work. You didn't get to know them better, really, it was usually only two periods.

Joshua, WB in Std 8

We mainly got to know black children on our own. During break we sit down to start learning for a test, and start chatting. In class you get their opinions, but communicate a lot better when just the two of

you talking. In little groups you do get another opinion, but it's almost not natural, you don't get a real opinion. Sometimes in a Drama group you do talk to someone, but it's not something that happened regularly.

Bradley, WB in Std 6

We were mostly put in groups. I think it was to get you to work with people you are not used to getting along with. I think you did, though it's difficult to say. I don't think that working with them we got to know them better, really.

Harold, WB in Std 6

3. Quotations that show pupil' perceptions of the value of trips in breaking racial barriers

We got to know each other best on the trips, but not so much during school time. Though sometimes in Drama in IS you would get to know the people in your group.

Anne, WB in Std 6

The Sedwana trip helped us make friends and feel part of the group.

Maggie, WB in Std 6

It was very interesting to see how different some people became, and how others stayed the same. A lot became more open and friendly. All the people who had their confidence stayed the same,but some quieter people became more open. The bad thing is that it lasted for a week, and then went back to normal.

Drew, WB in Std 6

4. Quotations that show the value of Integrated Studies' large classes for the exchange of ideas

In the big groups it's hard to get your point across with so many people. You'd put your hand up, and some people would shout out. But I liked it. You could speak your views, and hear other people's. And it was good 'cos no real facts to put down, so you could say, 'No ,I think this', and get a conclusion.'

Angus, WB in Std 6

In IS you learn so many things. Really to see other people's points of view and understand, and let other people talk and listen, and really think about it.

Bradley, WB in Std 6

I feel the big group discussions can be very interesting 'cos anyone who wants to speak speaks up and you hear some different things and sometimes you end up really arguing, and I think that's great. When you argue you've got to listen to the other person's point of view 'cos you want to counter back, and sometimes you actually discover the other person is right and you are wrong.

Dean, WB in Std 6

The big groups were a good idea, 'cos a person only thought of a few ideas. Ideas spread much further with the group.

Marsann, WB in Std 8

I like the big group. It was like a social gathering. We could hear each others' views, and then develop ideas or write essays in our smaller groups.

Indria, IB in Std 7

5. Quotations to show some white pupils' reservations about working in big groups

In the beginning I was quite quiet, but later on I got more self-confidence. It's just getting to know everyone and feeling that if you've got something to say it's alright to say it. People can say things and there'll be hot discussion and after that they're still friends.

Harold, WB in Std 8

I'm shy and can't talk that much. Towards the beginning of the year everyone started talking. I suppose we got to know the teachers more and each other more closer, and didn't feel so shy

Tony, WB in Std 8

It's good sometimes to be in a big group 'cos you hear good ideas, but sometimes those are kept back by shyness.

Gavin, WB in Std 8

I don't speak much in the big group. Usually I don't know what to say. I mostly just listen. Sometimes I don't understand the question so I just listen instead of answering and making a mess or something.

Karel, WF in Std 8 (Afrikaans speaker)

6. Quotations that supplement those in the text regarding black pupils' participation in large IS gr: ɔ discussions.

Most of the people who talk are white. Blacks at their old school were forced to talk. If you don't answer a question they hit you. Here we are free. Given the freedom not to say something. I feel shy. Don't have the confidence to say something. Sometimes you know what to say, but can't put it right.

Phungola, BB in Std 8

In the black school they don't ask you to explain. One word will do. In IS you have to explain, and some of us think our English is not so good. In the black school if you got the answer wrong they'd laugh. They don't laugh here, but you have that fear.

Lefuna, BB in Std 7

The big group discussion was participated in by those confident enough to speak out or those who knew something. It often was the black pupils who were quiet, especially the girls. I think it was the language problem, and some lack of self confidence. In small groups a mixture of people would contribute. If you had a few girls they'd be quiet, but the black boys would usually contribute in a small group.

Harold, WG in Std 8

In the big IS group the black students would just sit back. Maybe they'd join in, but not the others. I think they haven't yet come over being with whites, and might still have a fear of the teachers.

Ralph, WG in Std 8

Well, for me the big groups are fine. I like talking and giving my point of view and when they asked a question I was very enthusiastic. But I found mainly with the black students, I don't know why, I think they lack in the general education that you don't get in Soweto. I found they were the ones who were shy to say things 'cos there was always someone else to say it for them. They seemed almost shy. I don't know if shy, or if they were afraid that their point of view wasn't needed. It got slightly better, not a great deal. The teachers would ask them , try to open it to the rest of the class, but it didn't really change.

Bradley, WG in Std 8

It's something I'm very worried about. I find that when a black student comes to Riverbend their English is maybe their third or fourth language, and it's probably very difficult for the to come in and discuss the Industrial Revolution for instance. It's not easy when it's your first language to have to discuss a big topic like that, and it's beyond their language capabilities. When asked they will talk, but they are usually very quiet.

Esther, WG in Std 8

I noticed that most of the people who commented in IS were white people. I suppose 'cos most of the movies were not about things that most people can relate to 'cos mostly about Western culture and the history of wars and things. You had to relate to it before you could comment. And also the language, I suppose. And also, I dunno. I never felt intimidated by blacks being in my school, but maybe they felt intimidated by being in a school with whites. They come from the township, there are few white, and we come from towns that blacks come in .

Tracy, WG in Std 8

In the big groups only certain people participated. Mostly the white pupils. They feel more confident with English, it's a confidence thing, they feel ashamed in a big group.

Elsie, WG in Std 8

I don't think black people participate less. Maybe when we were younger, 'cos of back students background. They come with less background and confidence, and Riverbend is basically white, a Western-ised system, so therefore black people feel uncomfy. Black friends have told me they were really lost in IS.

Nadine, WG in Std 9

The story of row of black girls would never say anything, except for Lizzy who would say what someone before had said. Mr Jones would go out of his way to ask them.

Sydney, WB in Std 7

To be honest, it was quite hard. You became nervous. It was not easy to speak in front of so many people. People like Mashak and Elliot (BBs) laugh when you make a mistake. You're scared to say anything.

Katlano, BB in Std 8

Black students are quiet in class. I think that perhaps a lot of black students feel overpowered by people like me who always give an opinion. I expect them to argue, but they don't, they just say,' I expect you're right'. Maybe it's a general thing in society. If I were black I'd have to suppress what I think a lot of the time. Maybe it runs from that. And if you feel intimidated you don't come out and say what you think.

Clare, WB in Std 9

Blacks never seem to say that much. I dunno why. They make more noise than anyone else in their own private discussions, but don't join in in class. It makes you cross. To some extent everyone talks in class, but I did find them irritating.

Clive, WB in Std 8

7. Quotations to show the perceived benefits of the small English Skills groups

It was better in the ES groups. They were smaller, and I could contribute.

Mashangu, B in Std 8

I'm not sure I like the big group. It's good and bad for me. It's good to understand how other people feel and do, but I'd rather keep to my ES class. I can work more freely then in the big class.

Gavaza, BG in Std 8

8. Quotations to show the pupils awareness of the link between stream and race

They divided us up, put clever people in one group and so on. In the lower group there were only black people

Hermann, WB in Std 8

Well, in Maths Mr Welsh had all the brilliant ones, and that class was all Indians and whites, and my class had a fair division.

Sanji, IB in Std 8

What I noticed was that in Mr Jones'(top English) class there was only one black student, and in Maths not any. I generally see more Indians higher in Afrikaans.

Naicen, IB in Std 8

I wouldn't have noticed it, but think there were probably more white people in my Maths class, and my English. It wasn't something very obvious 'cos there were white and black children in every class, but if you think about it it did show.

Bradley, WB in Std 8

I often found in IB that when we were divided according to English ability the black students would be in one class, and th-e would be two classes of whites. This also happened in Maths.

Henry , WB in Std 8

As races we are all equal here. But we're not treated as equal in class. In IB we're divided into three groups, and we're meant to be clever, and there's greater expectations, and that's like saying the others are a bit silly - and in Afrikaans, too. But in class you're treated as equals.

Guy, WB in Std 7

9. Quotations which show the perception that those in the weakest stream felt inferior

Sometimes I felt I wasn't meant to be in his class. I found things easy, and he had to explain because some people were struggling and I found it boring...I suppose if you don't divide the class, others can't keep up 'cos there's someone here who knows everything and you feel shy to ask questions. But if the group is divided some people still find it easy. It makes you feel small, like you're dumb or something. I might prefer it if we were not divided.

Obed, BB in Std 8

I don't find it so good. At first I thought they were degrading me, but we got used to it.

Abdul, IB in Std 8

Well, it is and it isn't a good thing. First of all, slow people often slow down good people, and you get bored and for slow people I think it's discouraging to think you're in the worst class. It didn't come up, but I'm sure they felt second best. You feel you're inferior.

Brian, WB in Std 8

I don't feel very comfortable with streaming. I think it's looking down on people.

Nkatimuni, BG in Std 7

It could be an advantage because people who do understand can go ahead, and others can have help. But people who aren't in the clever class feel inferior. I did. When I started Maths I was in Mr Banks'

class and everybody used to say that was 'cos he was the bad teacher and the bad students weren't here. I felt inferior - like 'cos I was stupid I had to have Mr Banks

Eliza, HB in Std 8

She's not racist, but it's not right to send 8 out to work in the library. We feel like stupids.

Lethabo, BB in Std 8

10. Quotations that show perceptions of streaming as allowing slow pupils to move at an appropriate pace

I think dividing us was fair, 'cos if we had to put some advanced English speakers in our class it would be unfair for poor speakers 'cos teachers would go faster, and unfair for good speakers 'cos too slow. And it would cause problems. I think I was in the right group.

Nthabiseng, BB in Std 8

In Maths, people who were good went to Mr Welsh's class. I think it was fine, people who knew Maths can carry on fast while others can take it slowly. I didn't feel bad in Mr Bonnie's class

Nkosana, BB in Std 8

Maths and English were divided. I think it's quite good. Those who aren't as good would feel left out of the fast class. This way everyone can have a place in class.

Mistry, HB in Std 8

I think dividing us up is good. If you've got good and not so good in one class the good will be held up or it will go to fast for the not so good. I'm in the not so good English class. The other would be too fast for us.

Nonsenn, HB in Std 8

We were divided in Maths. First everyone was together, and after the first term they changed us. I was moved to Mr Bank's class. It made us feel that I'm kind of dumb. But I looked at it this way. They're doing it to help us, to let us be one of the best in that class. But I'm not in te competition. It's just my way of telling myself I'm not dumb. It was the right class for us. I don't think I'd manage the other. I used to sit with Sazani and Nakanole (BBs) and we'd work things out together.

Phineas, BB in Std 8

11. Quotations to show pupils' views of the NSC examination option. (All from pupils in Standard 9)

I wouldn't have liked to have anything to do with a racially prejudiced NSC;

Nicoani, BB

I didn't want to do the JMB, but Mr White said if you're black and doing the NSC you end up with a DET exam, and I might have stayed in Soweto, then. JMB English is too high for me. You realise it as time goes on.

Nwaiwa, BG

I didn't choose the NSC because it is racially prejudiced and I'd find it more relaxing to write here than have to travel

Sally, WG

I chose JMB because if I chose NSC I would end up doing DET which is too low a standard. I also do add Maths which is offered on JMB

Phatale, BG

I had no choice and was told that the NSC for blacks is DET

Gloria, BG

I had no choice as I do Art and French

Shirley, WG

I am pleased to be doing JMB as it is a more challenging exam. Also, it prepares one better for university. It is also considered a better exam by the universities.

Anthony, WB

I feel there is no need for us to do the NSC and write a DET exam when I can also do JMB and still write the same exam as any race in South Africa.

Mahavani, BG

I've chosen to do JMB because at my previous school I was doing it and I only know that NSC was for Indians only not blacks. JMB is more interesting, broadens your interests more than NSC

Mthoko, BG

Because NSC is easier regards the languages

Manji, IG

I am doing NSC because it is easier, especially the languages. Exams are easier. I am happy about my choice because I think I can get a good NSC Matric.

Jay, IG

It's a good choice for it's the same as JMB and I can write where I live.

Tasneem, IG

I am happy with NSC because our networks and the way we are taught our languages has helped me improve my languages.

Valamma, IG

12. Quotations related to views about the value of political discussion

12.1 It enabled black pupils to tell others about circumstances in their home areas

I like to talk politics at school. It's interesting. I can say things 'cos I do know how the situation is in the townships. I think everybody found it interesting.

Nkhasima, BG in Std 7

I like hearing views of both sides. Not all people know whats happening in Soweto. You can tell them, and tell them which newspapers to read to get out.

Tandi, BG in Std 7

I enjoy talking about political things. We talk about things in Zulu and ES. We should talk when the white students are present too. Elsie (WG) didn't know anything about townships. She didn't know what a hippo looked like. She's heard on the news that there's no trouble in the townships when a lot is happening.

Daisy, BG in Std 8

We should talk about these things in class. It's very important. It's important education. It's important to talk about them or other guys don't know whats happening.

Nkhonsani, BG in Std 6

We only discuss political issues in IS. The teachers bring it in. Like when we did Cry White Season, we had a court presentation. Then discussions, and we started talking about politics. Most of the people learnt a lot. Some were totally blank, didn't know what was happening, particularly the white students. It got very heated.

Beauty, BG in Std 8

The white students are more protected. Mostly what they know is from the TV and papers. They've hardly see anything. We black students live with it, hear of it everyday.

Patience, BG in Std 7

12.2 Black pupils participated more in political discussion than elsewhere

When it's about South Africa I have a lot to say. People know more about the Industrial Revolution. I can't contribute to that. On a thing like South Africa I can talk more than the Illiad and Roman times.

Mabule, BG in Std 7

The black students participate in these (political) discussions because they've go their side and the whites theirs and we feed each other. And when we do 'The Sky Around Us' we're not feeding each other. 'Cos blacks mostly are poor, don't got the opportunity to see the sea, go to a planet. We know nothing about it, our parents don't

tell us about the Bermuda Triangle. White students go to Durban for their holidays, come back, contribute. We don't know anything about it.

Nyiko, BB in Std 8

Tilasi only talks in Ms Chetty's class, when there's a political discussion.

Tinyiko, BB n Std 9

I don't think the black students are dying to have a political discussion. Some contribute when there's a political discussion. Actually, they contribute more than usual, but not to that much of an extent. I suppose it's because they're very much part of the political situation, and they've got more to say 'cos they're acquainted with it.

Barry, WB in Std 7

Someone like Tilasi will talk more in English. In SE he doesn't talk. He doesn't understand. But in English there's a lot of politics and he can understand the things, what was happening ,and could say something.

Mhabela, BB in Std 9

I think it's good to talk about politics 'cos they affect you.

Phineas, BB in Std 8

We have had some political discussion - in IS. I wasn't interested 'cos I never used to think about politics at my old school 'cos it was a convent. I'm not politically inclined, and don't think I'll ever be. But people like Phineas and Khambo used to talk a lot in those lessons.

Molati, BB in Std 8

Sometimes the black students participate more. It depends on the topic. I mean, if we're talking about the labour party coming to power in Britain, what do blacks really know about that? Whereas if we talk about the situation of curfews in South Africa the black students can talk about that and whites can't.

Daniel, WB in Std 8

I found most of the black girls were kind of reserved. But when we were discussing politics then the black guys would stand up and say things. A lot would defend their freedom fighting. Quite a lot of people like it 'cos they had a lot to say.

Angela, WB in Std 9

12.3 White pupils often felt disinterested in politics - and at a disadvantage

I don't like politics. I don't know much of politics.

Hermann, WB in Std 8

I didn't like the June 16th meeting. They said nasty things about whites, and therefore indirectly about me 'cos I'm white. I could also feel a power in that group. I can't explain it - it's like united or something.

Cedric, WB in Std 8

Some of the class don't enjoy the political discussions, while others do. Some, where they come from, like, some are more secure than others. Most of the white pupils, they don't experience anything, it's too safe, and it seems they are not interested in political discussions.

Season, BB in Std 7

We don't have political discussion in our class. I think it's a good thing 'cos I hate politics. It bores me. The less we get of it the better. Most people here like politics. Everybody is so learned in their politics. I'm not. I could be if I wanted to, but I'm not interested.

Jones, WB in Std 8

12.4 You learnt about others in the class, and some peoples' attitudes and opinions were challenged, and some changed

It made me more aware of people. We'd be talking about the political situation, and about human nature, and about my background. I hadn't thought about what a stereotyped society I'd come from. It was second nature to me to think that blacks are inferior, stinky and unwashed and stupid. I came here thinking that was how it is at home, and they're different here. And then I started thinking that society could be like this one, equal, and how narrow minded people at home are, and how narrow minded I was, too. My brother is very racist, and treats the labourers like dirt, and I've realised how very narrow minded people are at home. If I wasn't forced to take part in these discussions, and it wasn't part of our projects, I don't think I'd have been so interested, and I don't think I'd have realised how narrow minded I was, and how, um, naive. My friends haven't been opened up. They still have my old views that blacks are stinky and stupid. And now I know they don't have money 'cos they don't have an education, and they get stuck there. And my friends still think they don't have good jobs 'cos they are stinky and stupid. Without it it would have taken me longer, much longer.

Jane, WG in Std 7

I've learnt to communicate better with people. Learnt that other people also have their views which you had to respect, which came up a lot when doing South African politics.

Wendy, CG in Std 7

If Riverbend is about a new South Africa, you must know some of the facts and how to put it across. Riverbend needs to be political. You must be aware of what happens outside. It's a part of South Africa. you can't run away from it. At a mixed school there are tensions and if you don't bring them out in the open it's dangerous. And it's also the way you grow to accept people. When I first came to R. bond, blacks and whites were separate, but every year talking you got to

know about their lives and what affects them and grow to respect them. Eventually you are not aware of colour - just people and their situation. IB was a major thing - we had lots of projects in groups, and lots of discussion, and English has been important, too.

Rodger, WB in Std 9

Personally, I think it's good. You come to know more about your country, and what's going on. People are so ignorant. We've witnessed so much, are close to people who've been victimised so much. And at school people don't have much idea what going on. Discussions like these force you to look at things from a few people's points of view, and find out things you might not know, but which are necessary to know.

Lebza, BG in Std 7

Living in Bonaero you don't get any idea of what it's like in the townships. Listening to people you get such a different outlook, not like the stereotype of the thing. When you talk to someone who lives there you get it first hand.

Lesley, WG in Std 7

Political discussion was always interesting. The Muslims would always be making a fat racket about how the Muslim way is the right way, and that was interesting. And there'd be Shadrack and Dinos (BGs), they'd [illegible] a bit. Well it obviously had to do with them, it was their point of view, their problem. Obviously everyone's problem, but it affected [illegible]. A few of them had been in a riot, and they told us what it was like, and talked about the bloody boers and that sort of thing. The teachers would let the discussion carry on, that was the nice thing. They provoked it in a way, made us dig deeper. I liked these discussions.

Arthur, WB in Std 7

I think we should have had more political discussion. I would have liked to know what other people think. But I'm not in to politics, just don't find them interesting.

Tiyani, BG in Std 8

We had political discussion in IB and ES. I enjoyed it. We have to know what's going on. It helps black and white pupils get to know each other, to know whats going on in South Africa, and the problems

Tebogo, BG in Std 8

We don't really discuss political things much. Everybody at this school feels the same way, so agree on the same points. I've made some black friends, but feel as my family does - that we can't integrate. There are two different cultures, and I don't think it would work that well. I've been brought up totally differently. Well, I suppose a lot of blacks here at Riverbend have been brought up the same as white 'cos educated properly and you could say the blacks we mix with here are more cultured than other blacks because they have had more education and have a different way of living. The CP are not racist, just don't believe in integration. I haven't been brought up to hate blacks.

Have you got to know the black students in class?

Well, in IG. I've learnt from that. But it's difficult with my family 'cos I'm CP and I come to Riverbend and mix with blacks, and to me they're just somebody else not 'black' and sometimes a teacher will ask to come home with me and my parents will say, 'no'. It's difficult for me.I try not to talk about politics. It's a difficult subject. In IG I try to stay open-minded - that's why my parents have sent me here - to see both sides and choose for myself. I try to see both sides but tend to go to the CP side. I suppose it's 'cos of the way I've been brought up.

Cindy, WG in Std 8

We did topics when they came up. Politics was not a theme. It did make me aware. It had never occurred to me to think about politics. I've realised about people having to cope in a language that isn't theirs. I've become aware of a lot of problems that I wouldn't have realised. In IG, just in speaking and writing, I'm easy in my language, and now I realise it isn't the case for everyone.

Tracy, WG in Std 8

We did Cry White Beloved and it was interesting. Just find there's a lot of things to do with politics in this school and I wish it wasn't so much. And it's always sitting down the whites. It's always 'free Mandela', and he's ANC or a terrorist, and I don't agree with that. And I'm always scared someone will ask my point of view and I don't think like everyone, and I don't know enough to give my point of view. I suppose one way of learning is to discuss. But I know how they feel, and I'm scared that people will think I'm a racist but I'm not. Well, maybe it is racist to think we shouldn't integrate. But I don't hate the blacks. I've got black friends.

Joan, WG in Std 9

I don't know much about black politics. I would like to know more about the revolution 'cos I find it very scary. It's going to happen soon, and I think we should discuss it and sanctions and negotiations. One of the most important things that's going to be addressed by the youth. I'm 17 years old and I'm scared and I'm not well informed. Three quarters of us don't know. I find there are blacks who want to go out and fight and hurt people. So maybe integration hasn't worked. Now Nadakwile (BG) feels like this, even though he's been at multiracial schools and lived in America.

Patricia, WG in Std 8

12.5 Some black pupils found the discussion painful

Sometimes the discussion gets hurtful. We were talking about people in prison. You talk about people in prison, and you think about people you know.

Beauty, BG in Std 8

I'm just not into political discussion. I don't want to talk about it. It upsets me. We've been through a lot. So in class I just keep quiet.

Violet, BG in Std 8

12.6 There was a perception that some opinions were more acceptable than others

And another thing is, whites are always putting themselves down - which is strange, people usually try to see the good in themselves. And it's strange that no-one will go to the army 'cos don't want to be sent to the townships. But my family says they're there to protect blacks who don't want to fight. Maybe the army does shoot some people, but there are a lot of black people who are getting burnt, so there are the riots.

Gwynneth, WG in Std 8

Discussions often come back to politics, apartheid, those kinds of things. You could explore your feelings and beliefs, could disagree with things going on, but you were still very much restricted to what you could say. Part of it was the teachers restricting you, but the basics was the community you were in. Your fellow students. You were too scared of hurting their feelings or because your beliefs were different and people would hate you for it, fight you for it. It was basically the community that restricted you. If you disagree, then a whole group of people would jump down your throat so you were too scared to say anything. Say on June 16th, people sang the National Anthem. I didn't stand. Felt the way they were doing it was wrong. Too many people didn't know the song, have never experienced it. We know that black people are oppressed, but people are biased. You're supposed to pity the blacks and hate the whites' government. I feel that's wrong. Why should we? It's not just the white government that's made the country like this. It's been like this since 1910, so why hate the government now: and it's things like this you can't say in class or you'd get the whole of Soweto, and the whole of Alex jumping down you. So everything is against what the school stands for - you're supposed to allow people to be who they are, say what they believe. The teachers stop the debate when it gets too much. They wouldn't try to stop the feud, just make you drop it and go on with something else. You can't stop people's feeling. You might stop the debate, but you can't stop feelings. And people are still going to fight you and hate you from what you've said.

Elsie, WG in Std 8

Only strong people are free to say certain things that are not popular. The ANC is a contentious issue here. It's fashionable to say 'Viva Mandela! Support! Support!' There's an accepted view, especially concerning the ANC. They're going to free South Africa. Blacks see violence as the only outcome, and very few people think there's any other way. But that's rubbish, 'cos it's like that all over the world. South Africa is the only country that has a name for it. Some black friends of my folks went overseas and said it was a pleasure to be back in South Africa. It's bad here but awful overseas. Most blacks think that's the only solution. The whites are mixed.

Lesley, WG in Std 7

Political debate? Ooh, a delicate subject. Some people are too scared to approach it. They know what's going on, but refuse to confront it. That made it difficult in terms of debate. Some not prepared to get into it, or believe it, and then there were others jumping down their throats.

Indrin, IB in Std 8

We talked about politics in IB. We read Dry White Season. It's based on South Africa, so we talked about that. I didn't like the discussion very much. It's not into politics. First of all, I don't like arguments, don't like to argue with a person. Sometimes it's dangerous. In debate, if you say something people don't like you arrive home and your house is in ashes. At school it's not dangerous, but I still don't like it. Maybe if people don't like your idea they'd start hating you.

Simtacka, SB in Std 8

Some people spoke freely, but you could see many people didn't want to say anything just in case someone held it against them. It was more information, current happenings and things like that. I think most of the time people withheld their own opinions. Most of the time people said what they thought in IS, but when it got to politics they spoke, but didn't say much. People think that if somebody had to say 'The ANC is wrong and the SADF is right in shooting people', there'd be a bad response.

Ravi, IB in Std 8

I'd hold back on the political views that I know other people don't understand. People are strongly for black power, and lots take over the world. They're not racialistic views. I feel strongly that it is my fault, but not my fault. It's a very touchy subject. There's no accepted view. Everyone has strong views, and I don't like making trouble. It's what I think, and everyone doesn't have to hear.

Sally, WB in Std 8

I've nothing against talking about the political situation. It's very important. It's a good way of looking at recent world history. But the way it's brought up here, it gets a bit tedious. Everyone mutters 'We need democracy', and reinforces opinions of what everyone else's view is. I'm sure it could be worthwhile in it's own right. We could research the history, look more closely at factors involved. There was an essay on where things are going, but it wasn't in depth, off the top of the head. We didn't discuss much that was new or go into detail.

Gerry, WB in Std 7

12.7 Essay writing was made easier by the discussion

Sometimes you do get a bit cross about too much political stuff. But yet again, I think they were good. They helped to help me order my thoughts, and how to get them across.

Rodger, WB in Std 8

13. Quotations related to aspects of pupils' views about a Eurocentric/less Eurocentric curriculum

13.1. Responses to the notion of a Eurocentric/less Eurocentric curriculum

13.1.1 Some pupils had not thought that a curriculum could be any different.

> We did The Boyfriend, and I was in that. I suppose I would have liked something African, but never thought about it. We never got a choice. She chooses, and we do that.
>
> Beauty, BG in Std 8

13.1.2 Some pupils felt that a Eurocentric curriculum was racist

> In class we learn a lot about things the white students know about, but they don't too. about things we know about.
>
> Zeda, BG in Std 8

> In my Indian school we learnt that a lot of Maths came from Saudi Arabia, and that 0 is a Hindu idea. But here we don't hear anything like that. Just hear about Newton and Einstein. Sometimes I get bugged. But if the curriculum took this on board I don' think it would work 'cos for so many years we've been brainwashed that white culture is superior. It's something Ms Chetty brought up for discussion. We left it in the air. There's often no solution in her discussions - just something to think about grows.
>
> Tasneem, IG in Std 8

> I don't think it's fair that they feel out of it all the time, and we don't do anything from black culture. Black students have talked here when talking about Zulu culture. We did touch on some things, but most of the time it was white culture.
>
> Tracy, BG in Std 8

13.1.3 Some black and Indian pupils felt there was no benefit for the in the inclusion of their home culture in the curriculum

> We learnt about other cultures in IS. From the projects - 'Roots', where everyone told us about their families and where they came from, and customs and religions, and that's about it. And visiting mosques and synagogues. I learnt a lot. It was worthwhile for other people to learn about black culture. But not for me. Most things I knew already, and those things I didn't were irrelevant.
>
> Beauty, BG in Std 8

> In IS we were given a lot of choice, so you could learn about your religion and the East if you wanted to. Culture is interesting. It's good to learn about others. You can learn about your own yourself, like I went to Tamil cc' .
>
> Santosh, IB in Std 8

13.1.4 Some pupils were indifferent to the notion

We did the thing on religions which was interesting. And useful, 'cos you don't always know what other people's customs are. We haven't done anything on Indian Art, Music or Drama. I don't know much about it myself. It doesn't capture my interests, so I don't mind if we don't do it.

Vishnu, IB in Std 8

13.1.5 Some thought it might be a good idea, but constrained by Matric and the school ethos

I've mostly learnt about other cultures from political discussions. We haven't done any African writers. Maybe we should have. But it's actually Western education, this place, we can't pretend it's anything else. We use Western devices, we learn in a Western language.

Joshua, WB in Std 7

I did Chinese art, and Erich chose Indian, and brought in things he'd seen in India. Maybe people leave behind rituals to create a different culture here. Perhaps it has to be different because it's such an odd surrounding for South Africa.

Jay, IB in Std 8

They should know things, why we are different from them. Maybe if they understood the politics they'd understand. But it is up to us. We should also change. We can't expect these people to learn what we know. We should say, 'We're in this situation, and should try to cope', because if you can't cope, you'll stay behind. We must try to be like them. Not be like them, but do the things we all do. And we must talk in the discussion, too. Mustn't say, 'I can't do that.' Must learn to do things together.

Phineas, BB in Std 8

13. 2. Perceived advantages of a less Eurocentric curriculum

13.2.1 Black pupils felt less estranged from it, felt they had something to offer, and participated more in discussion.

I liked talking about leaders. Sort of politics. You got to understand your own culture. Like the time Mr Nkosi came to class. People start saying things like, 'What race group are you?' and you can say Zulu [illegible] tell them about you.

Govaza, BG in Std 8

The the xx themselves help us because we learn about other people's religions, and we learn the right thing 'cos we learn from the people themselves. We got to know about each other's cultures, but not as much as I'd like.

Letty, BG in Std8

We don't do music or anything that has to do with Africa. I'd like to do more about music and art, and I think I would be interested in books about townships.

Dinoo, BB in Std 8

In a way it was OK. (IS) You could sit there, find a way of hiding yourself. If most of the input was from students you could sit there and virtually hide. There'd be those who were spontaneous speakers and there'd always be someone saying just something so it didn't bother you to just sit there. Sometimes I'd have something to say, but I don't know why, it didn't matter, they were saying what had to be said and I didn't feel guilty about just sitting there. I was one of the most talkative non-talkers.

When did you talk?

Maybe somehow that thing they were talking about I know about, had valid points to say. I knew I could talk, that I should talk, that I was on to the right thing. I didn't like talking about politics, but I did talk then, and language things, and Religion. But I never got involved. I like arguing with persons I feel comfy with. I don't like arguing with persons like Sally (WG) 'cos I don't know how to react to them. So I tend to keep quiet when it comes to issues like these, or say something neutral. I only enjoy arguing with someone who is my friend. Then I know the argument is no big deal whatever time.

Tinyiko, BG in Std 9

The exploring we do in Drama is for everybody. But I can remember thinking when we did Anne Frank that it was a funny choice of play to start Miss Williams' Drama career at Riverbend. It didn't relate to the types of people here. And The Boyfriend is about the 20's, which most of the children don't know about, and nothing happened there that affected Riverbend or the people at Riverbend. If they'd taken Cry the Beloved Country or the Battle of Blood River. And she was going to do Antigone, which has nothing to do with anybody. And then she chose Romeo and Juliet.

Response from the class?

No-one stands up and says, 'Miss, why are we doing this?' But I have noticed that when we do projects and tests, the people linked with Western society do better, have more insight, I suppose. I've also noticed that most of the main casting in plays had been white casting, which is I suppose 'cos they're more familiar with it, and the language is easier. In Speech and Drama black students seem to participate less.

Tracy, WG in Std 8

We did The Boyfriend and Anne Frank. We had fun. Not everyone is involved, there are too many people, so some get forgotten about, and sit in the dorms not interested. Like Diego (BG) and Lizzy (BG)

Elsie, WG in Std 8

It's true, Miss. Black students do participate less. Firstly, we are not given the same brains. And some whites have a good background. They have family, a computer, and encyclopaedias, and we blacks can't afford all that, so when they start discussing you feel, 'No, I must keep quiet.' I'd feel so humiliated, Miss. And wonder, 'What am I doing here with all these brilliant people around me?' One time we

had a peek 'City Johannesburg' and that's when I could contribute 'cos I knew what it's like. I felt great 'cos I had a chance to tell them something they didn't know. It was a privilege.

Tolevole, CG in Std 9

13.2.2. A less Eurocentric curriculum would help groups get to know each other better, facilitate inter-group understanding

In Drama we were concerned with the history of drama in the theatre. The Greeks and the Medieval theatre. We never went into the history of South African theatre. We never did anything from the East, either, and there's a strong tradition there. India produces more movies than anywhere. I think it's a pity. We should do more. They'd find it fascinating. It would have a positive effect on some of them. Would get rid of some preconceived ideas, would be a protection, like in religions, you learn now not to offend persons through ignorance.

Indrin, IB in Std 8

We did learn about other cultures in IS. I didn't find it very interesting, but other people did because you learn about other people at Riverbend. I wasn't interested in how they would live.

Karel, WB in Std 8

We did propaganda, and they - the teachers and the pupils - brought up a lot of things about the society we live in that I'd never thought about and it made me more aware. When . watch TV I don't believe it blatantly. I would have accepted it and never thought about it, but now I stop and think about it rather than believe it just 'cos it's the news.

Grace, WG in Std 8

We haven't really learnt much about African History, culture, poetry, traditions. We did a little in IS. People don't know what's going on, and need to learn more about each other's culture. I don't know much, just respect it as Riverbend has taught me - tolerance, getting to know a person, getting to know what that person is.

Ngadi, BB in Std 9

We did a lot of cultural stuff in IS, whic taught us about other people. Like black culture. I'd never known much about black South African culture and IS taught m about their ways and norms, and only when you understand these things can you get to know black people. And then the racialism inside me stopped. I got to know black people better. It bettered relationships for me. I got to know how people thought, and it helped me to get to know myself better, or to start, at any rate. We had discussions on traditions ,and we would discuss our way of life and all that. It was very enjoyable.

Amanda, WG in Std 9

With Mr Chetty we did poems by black writers, and we talked about them, and why they post wrote that poem, and what does it say about his background. I wouldn't have minded doing more, but I know what life in a black can lives. But it would be useful for the whites. And I suppose it does help in class, you hear opinions from people you don't always talk to

Joanath, BB in Std 9

We learnt a little about other people's cultures. We talked to coloured also to find out differences in culture. I don't think I learnt a lot from that. Perhaps it was too sudden in Standard 8. You come to Rivertend and learn to ignore everyone else's difference, and everyone said this culture is the same as mine, which isn't true. So perhaps we should do it before Standard 8

Karen, WB in Std 8

14. Quotations showing pupils' responses to learning the vernacular

14.1. Quotations to show white pupils' response to learning Zulu

I really want to do Zulu. It's a beautiful language. A lot of my friends are Zulu, and I've got closer to them. The girls in my dorm help me with it. She's a lovely, sweet lady, but I'm losing respect for her. She marks things wrong that she hasn't taught us. It's a complicated language, and she isn't going about it right.

Terry, WB in Std 8

Mr Khoza is not a very good teacher. She's very, very slow. People get bored and say they don't like her. If she explains to one, the others make a noise, and she yells and they call her ugly names. But I'm pleased to learn Zulu. I think it's a useful language in South Africa.

Guy, WB in Std 8

Well, we've been a bit unsettled in Zulu. I think it's because it's a new language, and we've been a bit frightened.

Carol, WB in Std 8

When the test came along, there were ten many new words. About 50. I felt as if my brain had been bombarded.

Raymond, WB in Std 8

14.2 Quotations showing black pupils rejection of the vernacular

I don't need to learn Zulu. I speak it already. And one day I will go to France.

Phineas, BB in Std 5

I wouldn't like to learn Zulu - it's not relevant to my future.

Beauty, BG in Std 8

I thought French would be hard. But these guys are coping with it ,and I can't cope with the Zulu.

Dinos, BB in Std 8

The Zulu we learn is not the Zulu we speak. I think it's irrelevant. We learn things we won't use. Some expressions we don't use. So there's no point, we should learn the Zulu we speak.

Nkosani, BB in Std 8

I've got friends who speak Zulu, I can learn from them.

Nofoseni, BB in Std 8

It's fanana. I know how to speak Zulu. I would rather do French.

Nonny, BB in Std 8

14.3 Black pupils reasons for wanting to do the vernacular

I would like to learn the vernacular 'cos Afrikaans is too hard.

Bazani, BB in Std 7

I don't like Afrikaans. I'm just not interested in it. I won't need it for anything. I just do it to pass Matric. We don't like it, and don't do well. I wanted to try a vernacular. Mr White said we can do it through Bengalin at the end of Standard 8. I just did vernacular three years ago at my old school so it will be difficult. But we talk about it at school when we talk to the African students. I think vernacular should be at school 'cos we don't like Afrikaans. Just don't like it. Zulu will be better 'cos I speak it.

Abel, BB in Std 7

One Indian boy expressed on his desire to learn his vernacular at school

At home I learn a lot about Indian gods and how things were. I'd like to do it here. At the government school I went to the Tamil school, and we learnt our mother tongue. I'd still like to do that, to appreciate my culture more 'cos at the moment I can speak and understand but I can't write a lot. I'd like to get to know more about my culture. If I could do Tamil here I would.

Reggi, IB in Std 8

CONTINGENCY TABLES REFERRED TO IN CHAPTER 7

Table P1. Pupils' responses to the statement: 'Lessons should be arranged so that when pupils work in small groups they are racially mixed.'

	Disagree		Undecided		Agree		
	O	E	O	E	O	E	
Black	17	18.92	7	12.28	42	34.93	66
White	26	24.20	21	15.78	38	45.03	85
	43		28		80		151

df =2
0.19 + 0.13 + 2.33 + 1.74 + 1.41 + 1.09
X^2 = 6.79
p = 0.05 - 0.02

Table P2. Pupils' responses to the statement: 'Lessons should be arranged so that when pupils work in small groups they are racially mixed.'

	Disagree		Undecided		Agree		
	O	E	O	E	O	E	
Indian	6	9.14	9	8.57	9	16.28	34
White	26	22.85	21	21.42	38	40.71	85
	32		30		57		119

df =2
1.07 + 0.43 + 0.02 + 0.008 + 0.45 + 0.18
X^2 = 2.158
p = 0.50 - 0.30

Table P3. Pupils' responses to the statement: 'Lessons should be arranged so that when pupils work in small groups they are racially mixed.'

	Disagree		Undecided		Agree		
	O	E	O	E	O	E	
Indian	6	7.82	9	5.44	19	20.74	34
Black	17	15.18	7	10.56	42	40.2	66
	23		16		61		100

df =2
0.42 + 0.21 + 2.32 + 1.2 + 0.14 + 0.07
X^2 = 4.36
p = 0.20 - 0.10

Table P4. Pupils' responses to the question: 'Do teachers do enough to help race groups mix?'

	Don't do enough		Do enough		Do too much		
	O	E	O	E	O	E	
Black	30	28.41	23	34.49	7	8.09	60
White	19	31.58	58	46.50	12	10.90	89
	55		81		19		155

df
5.77 + 3.01 + 3.82 + 2.84 + 0.14 + 1.1
X^2= 16.68
p = <0.001

Table P5. Pupils' responses to the question: 'Do teachers do enough to help race groups mix?'

	Don't do enough		Do enough		Do too much		
	O	E	O	E	O	E	
Indian	7	5.87	15	16.50	4	3.61	26
White	19	20.12	58	56.49	12	12.38	89
	26		73		16		115

df =2
0.21 + 0.09 + 0.13 + 0.04 + 0.004 + 0.01
X^2 = 0.45
p = 0.80

Table P6. Pupils' responses to the question: 'Do teachers do enough to help race groups mix?

	Don't do enough		Do enough		Do too much		
	O	E	O	E	O	E	
Indian	7	12.15	15	10.78	4	3.10	26
Black	36	30.84	23	27.28	7	7.89	66
	43		38		11		92

df =2
1.93 + 0.86 + 1.69 + 0.68 + 0.26 + 0.1
X^2= 5.50
p = 0.10 - 0.05

Table P7. Differences in pupils' perceptions of the degree to which streaming was a feature of Riverbend

Statement 14.	Black		White		
	O	E	O	E	
Achieved to a large extent	25	20.21	24	28.72	49
Achieved a little	22	25.65	40	36.34	62
Not at all	13	14.08	21	19.93	34
	60		85		145

df= 2
1.10 + 0.51 + 0.79 + 0.77 + 0.38 + 0.05
X^2= 3.58
p = 0.20 - 0.10

Table P8. Differences in pupils' perceptions a[illegible] streaming was a feature of Riverbend

Statement 14.	Black		[illegible]		
	O	E	O	[illegible]	
Achieved to a large extent	25	25.48	14	13.56	39
Achieved a little	22	19.56	8	10.43	30
Not at all	13	15	10	8	23
	60		32		92

df= 2
0.0007 + 0.30 + 0.28 + 0.01 + 0.56 + 0.5
X^2= 1.6307
p = 0.50 - 0.30

Table P9. Differences in pupils' perceptions of the degree to which streaming was a feature of Riverbend

Statement 14.	Indian		White		
	O	E	O	E	
Achieved to a large extent	14	10.39	24	27.60	38
Achieved a little	8	13.12	40	34.87	48
Not at all	10	8.47	21	22.52	31
	32		85		117

df = 2
0.34 + 1.99 + 0.27 + 0.46 +0.75 + 0.10
X^2= 3.91
p = 0.20 - 0.10

Table P10. Pupils' opinions about whether or not classes should be racially heterogeneous

	Black		White		
	O	E	O	E	
Disagree	5	8.1	14	10.89	19
Undecided	8	8.88	13	12.04	21
Agree	83	46.5	57	63.06	110
	94		86		150

df =2
1.18 + 0.97 + 0.70 + 0.08 + 0.72 + 0.58
X^2 = 5.12
p = 0.05 - 0.10

Table P11. Pupils' opinions about whether or not classes should be racially heterogeneous

	Black		Indian		
	O	E	O	E	
Disagree	5	4.57	2	2.42	7
Undecided	8	7.03	8	4.16	12
Agree	53	51.59	26	27.40	79
	84		34		98

df =2
0.04 + 0.42 + 0.03 + 0.07 + 0.01 + 0.07
X^2 = 1.44
p = 0.50 - 0.30

Table P12. Pupils' opinions about whether or not classes should be racially heterogeneous

	Indian		White		
	O	E	O	E	
Disagree	3	4.53	14	11.46	18
Undecided	8	5.95	15	15.05	23
Agree	28	23.51	57	45.15	83
	34		86		120

df =2
1.41 + 0.0004 + 0.28 + 0.56 + 0.0001 + 3.10
X^2 = 5.3305
p = 0.10 - 0.05

Table P13. Pupils' responses to the statement: 'How often should politics be be discussed in class?'

	Often		Sometimes		Never		
	O	E	O	E	O	E	
Black	29	17.97	44	43.28	2	5.14	66
White	21	23.42	57	97.71	10	8.85	88
	41		101		12		154

df = 2
0.13 + 0.25 + 0.01 + 0.008 + 1.9 + 0.14
X^2 = 2.438
p = 0.20 -0.30

Table P14. Pupils' responses to the statement: 'How often should politics be be discussed in class?'

	Often		Sometimes		Never		
	O	E	O	E	O	E	
Black	20	22.25	44	42.20	2	1.58	66
Indian	9	6.74	11	12.79	0	0.48	20
	29		55		2		86

df = 2
0.22 + 0.79 + 0.0009 + 0.25 + 0.14 + 0.48
X^2 = 1.8299
p = 0.50 - 0.30

Table P15. Pupils' responses to the statement: 'How often should politics be be discussed in class?'

	Often		Sometimes		Never		
	O	E	O	E	O	E	
White	21	24.82	57	56.27	18	14.89	96
Indian	9	5.17	11	11.72	0	3.10	20
	30		68		18		116

df = 2
0.58 + 2.93 + 0.009 + 0.04 + 0.52 + 3.1
X^2 = 7.079
p = 0.05 - 0.02

Table P16. Pupils' satisfaction with the amount of political discussion in class

	Not enough		Enough		Too much		
	O	E	O	E	O	E	
Black	31	28.09	33	35.53	4	8.77	68
White	23	30.30	48	45.46	16	11.22	87
	54		81		20		155

2.25 + 1.75 + 0.18 + 0.14 + 2.59 + 2.05
df = 2
X^2 = 8.96
p = 0.02 - 0.01

Table P17. Pupils' satisfaction with the amount of political discussion in class

	Not enough		Enough		Too much		
	O	E	O	E	O	E	
Black	31	29.14	33	34.89	4	4.16	68
Indian	11	12.85	17	15.95	2	1.83	30
	42		50		8		98

df = 2
0.11 + 0.20 + 0.09 + 0.001 + 0.008 + 0.01
X^2 = 0.407
p = 0.80 - 0.70

Table P18. Pupils' satisfaction with the amount of political discussion in class

	Not enough		Enough		Too much		
	O	E	O	E	O	E	
White	23	25.2	48	48.33	16	13.37	87
Indian	11	8.71	17	16.66	2	4.61	30
	34		65		18		117

df = 2
X^2 = 0.19 + 0.60 + 0.002 + 0.006 + 0.51 + 1.47
p = 2.778
0.30 - 0.20

Table P19. Pupils' opinion about the extent to which Riverbend affords the opportunity to learn about their own culture at school

	Black		White		
	O	E	O	E	
Very well	10	10.03	14	13.98	24
Well enough	15	23.00	37	31.99	55
Not well enough	39	30.95	38	43.04	74
	64		89		153

df = 2
0.0000 + 1.60 + 0.82 + 0.0001 + 0.78 + 0.59
X^2 = 3.2709
p = 0.20 - 0.10

Table P20. Pupils' opinion about the extent to which Riverbend affords the opportunity to learn about their own culture at school

	Indian		White		
	O	E	O	E	
Very well	6	5.28	14	14.71	20
Well enough	9	12.16	37	33.83	46
Not well enough	17	14.54	38	40.45	55
	32		89		121

df = 2
0.09 + 0.82 + 0.41 + 0.03 + 0.28 + 0.14
X^2 = 1.78
p = 0.50-0.30

Table P21. Pupils' opinion about the extent to which Riverbend affords the opportunity to learn about their own culture at school

	Indian		Black		
	O	E	O	E	
Very well	0	5.33	10	10.66	18
Well enough	9	9	18	18	27
Not well enough	17	17.66	36	35.33	53
	32		64		96

df = 2
0.09 + 0 + 0.02 + 0.04 + 0 + 0.01
X^2 = 0.16
p = 0.95 - 0.90

Table P22. Pupils' opinion about with the extent to which Riverbend affords the opportunity to learn about other people's culture at school

	Indian		White		
	O	E	O	E	
Very well	8	9.8	26	25.15	34
Well enough	13	11.05	33	34.03	46
Not well enough	13	11.16	30	31.81	43
	32		91		123

df =2
0.20 + 0.09 + 0.20 + 0.32 + 0.03 + 0.10
X^2 = 1.72
p = 0.50 - 0.30

Table P23. Pupils' opinion about the extent to which Riverbend affords the opportunity to learn about other people's culture at school

	Black		White		
	O	E	O	E	
Very well	21	20.04	28	28.95	49
Well enough	15	10.88	33	28.30	48
Not well enough	27	23.31	30	33.68	57
	63		91		154

df =2
0.06 + 1.09 + 0.58 + 0.03 + 0.75 + 0.40
X^2 = 3.81
p = 0.20 - 0.10

Table P24. Pupils' opinion about the extent to which Riverbend affords the opportunity to learn about other people's culture at school

	Black		Indian		
	O	E	O	E	
Very well	21	17.9	6	9.09	27
Well enough	15	18.56	13	9.43	28
Not well enough	27	26.52	13	13.47	40
	63		32		95

df =2
0.53 + 0.68 + 0.008 + 1.05 + 1.35 + 0.01
X^2 = 3.628
p = 0.20 - 0.10

Table P25. Pupils' opinion about the extent to which Riverbend encourages them to feel proud of their background and culture

	Indian		White		
	O	E	O	E	
Very well	3	8.67	19	15.32	22
Well enough	15	15.78	37	36.21	52
Not well enough	16	11.53	22	26.46	39
	34		78		112

df =2
2.01 + 0.02 + 1.73 + 0.88 + 0.01 + 0.75
X^2 = 5.41
p = 0.10 - 0.05

Table P26. Pupils' opinion about the extent to which Riverbend encourages them to feel proud of their background and culture

	Black		White		
	O	E	O	E	
Very well	12	14.32	19	16.87	31
Well enough	26	29.11	37	38.89	63
Not well enough	29	23.56	22	27.43	51
	67		78		145

df =2
0.37 + 0.33 + 1.25 + 0.32 + 0.28 1.07
X^2 = 3.62
p = 0.20 - 0.10

Table P27. Pupils' opinion about the extent to which Riverbend encourages them to feel proud of their background and culture

	Black		Indian		
	O	E	O	E	
Very well	12	9.95	3	5.04	15
Well enough	26	27.19	15	13.80	41
Not well enough	29	29.85	16	15.14	45
	67		34		101

df =2
0.42 + 0.05 + 0.02 + 0.82 + 0.10 + 0.04
X^2 = 1.45
p = 0.50 - 0.30

TABLES TO SHOW PUPILS' SATISFACTION WITH WHAT TEACHERS DID TO FACILITATE CROSS-RACE INTERACTION IN CLASS

Table Q1. Satisfaction with what teachers do to help groups to mix

Standard 6	Don't do enough	Do enough	Do too much
Black	9	6	2
White	8	11	1
Indian	0	4	3

Table Q2. Satisfaction with what teachers do to help groups to mix

Standard 7	Don't do enough	Do enough	Do too much
Black	8	8	1
White	2	14	8
Indian	4	3	0

Table Q3. Satisfaction with what teachers do to help groups to mix

Standard 8	Don't do enough	Do enough	Do too much
Black	10	5	2
White	4	18	4
Indian	2	2	0

Table Q4. Satisfaction with what teachers do to help groups to mix

Standard 9	Don't do enough	Do enough	Do too much
Black	12	8	2
White	5	15	1
Indian	1	0	1

APPENDIX R

PUPILS' REASONS FOR PARTICIPATING IN DISCUSSION IN CERTAIN SUBJECTS

Table R1. Reasons for taking part in class discussions (Part 1)

	Black	Indian	White
Integrated Studies			
I like talking/discussing/arguing	2	3	10
Know students	1		
There is lots of discussion	6	1	10
The discussion is interesting	3	3	10
Group discussion	1		
No reason			5
Part of group			1
I know about it			2
It's fun			1
There is lots to discuss	4		
We have to	1		
Work as a team	1		
See different needs		1	
Discussion is needed	2	3	7
Teacher encourages discussion	1		5
Feel safe			1
Judged by participation/expected to	1		2
Teacher interested in my views			2
Feel relaxed with teacher			1
General Science			
Interesting and fun	2		
Want to know	1		
Enjoy it	2		1
Positive teacher	1		
Enjoy and do well, so fee free	1		
Interesting		1	1
Part of group			1
I know about it			1
English Skills			
I know the pupils	1		
A small group with the same English	2		
Feel free	2		
Enjoy	1		
Need to understand		1	
Fun			1
Interesting	1		
Teacher makes us	1		
Small class	2	1	1
Don't know			1
Can relate to teacher		1	
Fewer brilliant people	1		
Have to defend our views	1		
No right or wrong	1		
Can do English	1		

Table A1. Reasons for taking part in class discussions (Part 2)

	Black	Indian	White
Maths			
Feel free	1		
Want to know	1		
Interesting	1	2	
Enjoy it		1	
part of group			1
Small class		1	
Get on with teacher		1	
Confident		1	
Find it exciting	1		
French			
Positive teacher	1		
Understand it			1
Small group	1		1
Possibility exits			1
Interested			1
Afrikaans			
understand it		1	1
Friendly teacher	1	1	1
Talk about network	1		
Biology			
Enjoy it	1		2
Read a lot		1	
Interested		2	
No reason		1	
Science			
I enjoy it	3		1
Friendly teacher	1	1	1
Like to show I can think fast			1
Teacher makes it interesting	1		
Geography			
Less talkative whites	1		
About equal races	1		
Like the teacher	1	1	
Interesting	1		1
Understand		1	
Enjoy			2
Opinions valued			2
Discussion called for			1
Speech and Drama			
Have to defend views	1		
Small class		1	
Confident		1	1
Get on with teacher		1	
Enjoy it		1	
Teacher interested in our views			1
No boffs in class	1		
Relate to it			1

Table R1. Reasons for taking part in class discussions (Part 3)

Accountancy			
Friendly teacher	1		
Understand it better	1		
Teacher open to discussion		1	
Don't feel threatened			
Arts			
With friends	1		
Feel free	1		
Business Economics			
Get background to country	1		
Enjoy	1		
Discussion called for	1		
Ask to find out			1
Art			
Small class		1	
Confident		1	
Get on with teacher		1	
Relevant and interesting			1
Business			
Small class	1		
Enjoy	1	1	
English (Std 9)			
Teacher makes it open	1	1	
Want to improve my English	1		
Know what's going on	1		
There are issues to discuss	1	1	
Teacher makes it interesting	1		
Have to share ,ideas	1		1
Small groups	1	4	
Things I know about	1		
Things I'm interested in	1	4	2
T gives you right to express self	1		
Feel free and confident	1		
Only place where there is discussion		3	1
Enjoy it		1	
Discussion is called for		4	2
Relevant issues		1	2
It's appreciated by teacher			3
Enjoy discussing			1
Can learn and question			1
History			
Want to know, so ask	1		
T gives right to express views	1		
Small class	1		
Enjoy	1		
Discussion called for	1		

APPENDIX S1.

TABLES SHOWING PUPILS' CHOICES OF 'MOST WORTHWHILE', 'MOST ENJOYABLE' AND 'LEAST ENJOYABLE' SUBJECTS BY STANDARD

Table S1.1 Pupils' choices of subjects as most worthwhile, most enjoyable, least enjoyable: Standard 6

Subject	Enjoyed most			Enjoyed least			Most worthwhile		
	B	W	I	B	W	I	B	W	I
Maths	5	6	2	3	2	0	4	3	3
Science	0	7	3	1	2	0	3	5	0
Computers	2	1	0	0	1	0	0	2	0
Art	0	0	0	0	0	0	2	0	0
IS	3	3	2	1	0	0	0	13	1
Zulu	0	0	0	4	10	3	1	0	1
Afrikaans	2	0	0	0	6	5	1	1	0
French	1	0	0	0	0	0	0	0	0
Total	13	23	7	9	10	8	11	24	5

Table S1.2 Pupils' choices of subjects as most worthwhile, most enjoyable, least enjoyable: Standard 7

Subject	Enjoyed most			Enjoyed least			Most worthwhile		
	B	W	I	B	W	I	B	W	I
Maths	3	7	0	1	5	2	3	4	2
Science	1	3	1	3	2	0	0	1	2
Computers	0	0	0	0	0	2	0	1	0
Biology	0	2	0	2	0	0	0	0	0
IS	5	2	4	0	0	0	7	5	2
Cult.St	2	4	1	0	0	1	0	2	0
Art	2	5	0	0	0	0	1	2	0
Afrikaans	0	1	1	9	13	1	0	0	0
French	1	0	0	0	2	1	1	0	0

Table 81.3 Pupils' choices of subjects as most worthwhile, most enjoyable, least enjoyable: Standard 7

Subject	Enjoyed most			Enjoyed least			Most worthwhile		
	B	W	I	B	W	I	B	W	I
Maths	1	0	1	2	3	1	4	7	1
Science	1	2	0	0	1	1	5	1	2
Biology	1	2	0	2	3	4	0	0	1
Computers	0	0	0	0	0	0	2	0	0
IS	2	7	2	2	2	0	2	6	2
Geography	4	3	0	0	0	0	1	1	1
Accounting	4	0	4	0	3	0	1	0	2
Art	0	5	0	2	*	0	0	3	0
Sp.& Drama	2	3	1	3	0	0	1	4	1
French	0	1	0	0	0	0	0	0	0
Afrikaans	1	2	0	5	11	3	0	0	0

Table 81.4 Pupils' choices of subjects as most worthwhile, most enjoyable, least enjoyable: Standard 9

	Enjoyed most			Enjoyed least			Most worthwhile		
	B	W	I	B	W	I	B	W	I
Maths	8	1	2	1	4	1	3	2	4
Science	0	2	0	0	5	2	7	3	1
Biology	1	1	1	0	1	3	0	2	2
Computers	0	0	0	0	0	0	0	0	0
English	5	7	9	2	1	1	1	7	5
History	0	1	0	0	0	0	0	3	0
Geography	0	2	0	0	0	0	0	0	0
Accounting	0	0	1	0	0	0	0	0	0
Bus. Ec	0	1	1	1	1	2	0	0	3
Art	1	3	0	0	1	5	1	0	0
Sp & Drama	0	1	0	0	0	0	0	2	0
Afrikaans	0	0	3	0	0	5	0	0	0
French	0	0	0	0	0	0	0	0	0

TABLES GIVING PUPILS' REASONS FOR FINDING DIFFERENT SUBJECTS 'MOST ENJOYABLE'

Table S2.1 Reasons for finding Mathematics 'most enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Learn a lot	1											
Easy		1	1									1
Understand it	2	1		2		1	1		2			
Challenge	1			2				1		1		
I'm good at it				1	1					1		
Like pupils					1				1			
Interesting		1						1	1			
Good teacher	2			1		1			3			
Do at own pace										2		
Fun									2			
Like numbers				1	1							
Satisfying										2		
Work together				1	1				1			

Table S2.2 Reasons for finding English 'most enjoyable' (Std 9)

	Black	Indian	White
Learn about life			1
Good teacher	1		1
Views encouraged	3		
Discuss relevance	1	4	3
Interesting		2	
Teacher understanding/nice	2	1	
Learn things not usually learnt in class		1	
Fun		1	1

Table 52.3 Reasons for finding Integrated Studies 'most enjoyable'

	Black			Indian			White		
Standard	6	7	8	6	7	8	6	7	8
Activities involved us	1			1					
Involved self							1		
Different ideas	1			1			3		
Learn lot		3			1				
Get ideas others					1	1	1		
Interesting		2	1		1	2	3	3	5
Challenge							1		2
Fun	1	1		1	1		1		
Nice Teachers	1	1					1	1	
Relevant to lives	1			1					1
Wide scope		2			2			1	3
Understand		1	1						
Be self								1	
Informal		1							
Learn about people		1							
Enjoyable									2
Varied activities						1			3
Share ideas			1						1

Table 52.4 Reasons for finding Science 'most enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Interesting	1	1	1		1		1		4	2	1	2
I understand									1			
Nice teacher	1	1			1		1		4	2		
Easy									1			2
Fun					1				2			
Do praco	1						1		2			
Like animals									2			
Do well	1		1		1				2			

Table 52.5 Reasons for finding Biology 'most enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Interesting				1				1		2	2	1
Fun										1		
Easy to learn			1	1								
Good teacher								1				1

Table 82.6 Reasons for finding Geography 'most enjoyable'

Standard	Black 8	9	Indian 8	9	White 8	9
Am about old around us					2	
Interesting	2				2	2
Like teacher	1				1	
Easy to learn					2	
I understand					2	
Like arts work					1	
Think, don't cram					1	
Pressure to work						1
Think for self						1

Table 82.7 Reasons for finding History 'most enjoyable'

Standard	Black 9	Indian 9	White 9
Learn a lot			1
Stimulating			1

Table 82.8 Reasons for finding Afrikaans 'most enjoyable'

Standard	Black 8	7	8	9	Indian 8	7	8	9	White 8	7	8	9
Easy	2											
I do well										1	1	
Understand			1								1	
Relaxing												

Table 82.9 Reasons for finding Art 'most enjoyable'

Standard	Black 8	7	8	9	Indian 8	7	8	9	White 8	7	8	9
Do nothing										1		
Nice atmosphere										1		
Like painting		1										
Can express self		1		1						2	2	1
No rights and wrongs		1										
Relaxing										1		
Interesting				1							1	
Practical											2	
Fun											2	

Table S2.10 Reasons for finding Speech and Drama 'most enjoyable'

Standard	S	S
Creative	3	
Relaxing	1	
Exhilarating	2	1
Do well	1	
Gives confidence	1	
Gain respect	1	
Interesting		1
Good teacher		1

Table S2.11 Reasons for finding French 'most enjoyable'

	Black				Indian				White			
Standard	S	7	S	S	S	7	S	S	S	7	S	S
Nice teacher									1			1
Teacher goes slowly									1			
Fun		1										
Can see progress											1	
Learn a lot											1	

Table S2.12 Reasons for finding Computers 'most enjoyable'

	S	7	S	S	S	7	S	S	S	7	S	S
Learnt new things	2								1			
Fascinating			1									

Table S2.13 Reasons for finding Cultural Studies 'most enjoyable' (Std 7)

	Black	Indian	White
Interesting		2	2
Well explained		1	
Sociable		1	
Good teacher	2	1	2
Learn a lot			1
Nice Teacher			1
Fun			1

Table 82.14 Reasons for finding Accountancy 'most enjoyable'

Standard	Black				Indian				White			
	6	7	8	9	6	7	8	9	6	7	8	9
Do well				3								1
Understand								1				1
Nice T				4				4				
Fun								3				
Learn about old				1								

Table 82.15 Reasons for finding Business Economics 'most enjoyable'

Standard	Black				Indian				White			
	6	7	8	9	6	7	8	9	6	7	8	9
Do well				1								
discussions								1				1

TABLES SHOWING PUPILS' REASONS FOR FINDING DIFFERENT SUBJECTS 'LEAST ENJOYABLE'

Table S3.1 Reasons for for finding Mathematics 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Difficult	2							1	1	2		1
Get lost	1											
Boring		1					1			2		
Bad at it/Don't do well										2	1	
Lots of work			1			1						
Bad teacher						1					1	1
Don't like teacher											1	
Don't understand			1									1
Teacher impatient			1									
Don't like it												1

Table S3.2 Reasons for for finding Afrikaans 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Not good at it			1	3	1			1	1			1
Don't like Afrik		3	1	2	2		1	1	2	1		
No use to me					1				1	3		
Difficult		3	2	3	2		1	1	3	4	4	1
Too much work							2		1			
Boring				1					2	8	5	2
Badly taught		4	2			1				1		
Don't speak it		1										
Rote learning			1	1			1			1	2	
Don't understand											1	
Pointless			1								1	
Don't like teacher											1	
Compulsory				1								
Waste of time				1								3
Poor background				4								
No discussion of relevant things												1

Table S3.3 Reasons for for finding Science 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Not interested in it									1			
Lang diffic/lang wrds									1			
Boring										1		2
Just jot notes		1									1	
Bad teacher										1		
Don't understand		2					1				1	1
Class noisy		1										
Do badly												1
Change of teachers							1					1

Table S3.4 Reasons for for finding Biology 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Too detailed	1						1	1			1	
Don't know how to learn		1										
Don't understand		1		1								
Too much work			1								1	
Not interested in Bio								2				
Complicated											1	
Confusing			1									
Term difficult							1					
Don't like the T								1				
Poor background				1								

Table S3.5 Reasons for for finding Integrated Studies 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Difficult	1											
too much work	1										1	
boring											2	
Unfriendly teacher			1									
Hate projects											1	

Table 33.6 Reasons for for finding English/ES 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Boring									3			
Unhelpful teacher												1
Superficial			1									
Irrelevant to SA			1									
Too quick			1									

Table 33.7 Reasons for for finding Zulu 'least enjoyable'

	Black	Indian	White
Standard	8	8	8
No challenge	1		
Not interesting	1		
Boring		1	4
Rote learning			1
Teacher shouts	1		
Badly taught	2	1	3
Difficult	2		
Stupid language		1	

Table 33.8 Reasons for finding Computers 'least enjoyable'

	Black		Indian		White	
Standard	8	7	8	7	8	7
Get left b hind	1					
Difficult				2		

Table 33.9 Reasons for for finding French 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Difficult										2		
Don't like the teacher						1						

Table 83.10 Reasons for for finding Cultural Studies 'least enjoyable'

	Black	Indian	White
Standard	7	7	7
Eurocentric		1	

Table 83.11 Reasons for for finding Accounting 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Boring											1	
Unrelated to life											1	
Difficult											2	

Table 83.12 Reasons for for finding Business Economics 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Teacher has pets								1				
Boring								1				1
Difficult												1
Have only to cram				1								

Table 83.13 Reasons for for finding Speech and Drama 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Teacher has pets			2									
Bad teacher			2									

Table 83.14 Reasons for for finding Art 'least enjoyable'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Boring			2									
Waste of time											1	
Unstimulating												1

Table 33.15 Reasons for for finding History 'least enjoyable'

Standard	Black				Indian				White			
	6	7	8	9	6	7	8	9	6	7	8	9
Bad teacher								1				

TABLES SHOWING PUPILS' REASONS FOR FINDING A SUBJECT 'WORTHWHILE'

Table S4.1 Reasons for finding Science 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Interested in nature	1								2			
Challenging				2					1			
Career link	1		5	3			2	1	4		1	3
Opens doors						1						
Interesting						1						
Important				1								
I'm improving								1				
learn how things work				1								

Table S4.2 Reasons for finding Integrated Studies 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Improves my English	1	2			2							
Widens knowledge	1								7		2	
Widens viewpoint			1				1		1			
Teaches skill for later					1				1			
Broadens mind		1				1				2		
Learn about life										1		
Wide range of subjects		2				1				3		
Learn a lot		3	1			1				4		
Gives confidence and indep										1		
Debating skills											1	
Learn about life/the world			1				1				2	
Challenges opinions							1				1	

Table 84.3 Reasons for finding Mathematics 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Career	2	5	0	2	3	2	1	1	1	5	3	2
many applications									1			
Teaches logic	1								1			
Opens careers		4										
Stimulating									1			
Useful for working things out											1	
Useful in life											2	
Challenges the mind											1	
Daily application of skills				1								
Sharpens thinking								1				1

Table 84.4 Reasons for finding Zulu 'most worthwhile'

	6	7	8	9	6	7	8	9	6	7	8	9
Improves communications	1				1							

Table 84.5 Reasons for finding Art 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Teacher helps us	1											
Career		1								2	2	
Creative				1								

Table 84.6 Reasons for finding Computers 'most worthwhile'

	Black				Indian				White			
	6	7	8	9	6	7	8	9	6	7	8	9
Career				2						2		

Table 84.7 Reasons for finding Afrikaans 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Used [illegible]									1			
Haven't [illegible] before	1											

Table 84.8 Reasons for finding Cultural Studies 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Interesting		1										
Background to Eng & Art										1		

Table 84.9 Reasons for finding Accounting 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Career			1	1			1	1			1	

Table 84.10 Reasons for finding Business Economics 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Helps understand world								1				
Career								1				

Table 84.11 Reasons for finding Geography 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Career			1								1	
Interesting							1				1	

Table 84.12 Reasons for finding Biology 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Career											1	2
Interesting								1				1

Table 94.13 Reasons for finding Speech and Drama 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Career			1				1				3	1
Can express self							1					
Gives confid & pride											1	
Creative				1								
Teaches about things we can see												1

Table 94.14 Reasons for finding History 'most worthwhile'

	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Interesting			1									
Helps understd world				3								2

Table 94.15 Reasons for finding English 'most worthwhile'

Standard	6	7	8	9	6	7	8	9	6	7	8	9
Understand it			1									
Learn abt current situ								3				2
Lrn abt others' opinions/												
and feelings								2				2
Learn about life								1				1
Career												5
Use it all my life				1				1				
Learn about selves												1
Love reading												1

TABLES TO SHOW PUPILS' CONSTRUCTS OF 'GOOD' AND 'NOT GOOD' TEACHERS

Table T1.1 Qualities of a 'good teacher'

Group	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Controls class	1	1	0	1	0	0	0	1	8	1	1	7
Makes us work hard	0	2	0	0	0	0	0	0	2	0	4	0
Checks work	0	2	1	0	0	0	1	0	0	0	0	0
Explains well	6	9	4	6	3	4	4	9	6	5	15	1
Thorough	0	0	0	0	0	0	0	0	0	2	2	1
Makes sure you understand	3	6	6	2	1	0	0	0	1	0	3	0
Goes at right pace	1	0	0	0	1	0	0	0	1	0	0	0
Understands us/ knows what we need	2	4	7	1	3	2	1	3	4	5	4	0
Patient	0	3	4	0	1	1	0	3	4	1	1	2
Helpful	1	2	5	1	2	1	2	1	7	3	2	0
Friendly	1	0	2	1	0	0	0	1	1	0	1	0
Kind	2	0	0	1	1	1	0	0	0	0	0	0
Caring	0	0	0	5	1	0	0	0	0	1	0	2
Enc Araging	0	1	1	0	1	0	0	1	0	1	2	1
Enc. you to partic	0	0	0	4	0	0	0	1	0	0	0	0
Enc discussion	0	0	1	0	0	0	1	0	0	0	0	5
Can tell our views/ listens to us	3	0	1	0	0	2	1	0	0	0	1	3
Can ask for help	0	1	0	0	0	1	0	0	0	0	0	0
Interesting	1	0	2	0	0	0	0	2	4	10	6	2
Knowledgeable	1	2	1	4	0	2	1	4	2	1	4	4
Humorous/fun	3	1	2	1	1	1	2	1	6	3	3	3
Enthusiastic	0	0	0	2	0	1	0	0	3	0	1	3
Nice active/prace	0	0	0	0	0	0	0	0	0	2	1	1
Makes lessons relev	0	0	0	0	0	0	0	0	0	0	2	2
Broadens our views	0	0	0	0	0	0	0	0	0	1	0	3
Challenges/extends	0	0	0	0	0	0	0	0	0	2	3	1
Treats us like adults/gives indep	0	0	0	4	0	0	1	2	2	0	1	2
Talks to us/relates to us as people	0	0	0	1	1	0	0	0	0	2	2	1
Fair/no pets	0	0	1	0	0	0	0	0	1	0	0	0

Table 11.2 Qualities of a 'not good' teacher

Group	Black				Indian				White			
Standard	6	7	8	9	6	7	8	9	6	7	8	9
Doesn't explain well	2	7	5	5	1	0	4	6	3	3	12	0
Can't see more to struggle	0	5	4	0	0	0	0	0	0	2	1	1
Doesn't care whether we understand/doesn't take care to all understand	0	1	3	2	1	0	0	0	0	1	4	1
Just gives notes	0	1	2	0	0	0	0	0	0	3	3	3
Gives work, but doesn't teach us	0	1	2	0	1	0	0	0	0	0	0	0
Doesn't go over work	0	1	1	0	0	0	0	0	0	5	0	0
Doesn't give guidance	0	1	0	0	0	0	0	0	0	5	0	0
Gives lots of work	2	0	0	0	0	0	0	0	0	0	0	0
Doesn't understand us	1	1	0	0	1	0	0	0	2	2	3	0
Doesn't know work well	1	0	0	3	1	0	0	0	0	0	1	3
Poorly qualified	0	0	1	0	0	0	0	0	1	1	0	0
Impatient with study	3	0	2	0	0	2	0	1	2	4	0	0
Makes questions/doesn't allow study to stay	0	1	1	0	0	3	0	0	0	2	0	3
Shouts at us	4	0	1	0	0	0	0	0	0	0	0	0
Temperamental	0	0	1	1	1	1	0	2	2	4	1	4
Isn't fun/too serious	2	0	0	0	1	0	0	0	2	0	0	0
Boring	0	0	2	0	0	0	0	2	6	2	3	7
Talks too much	0	0	0	0	0	0	0	0	2	0	0	1
Too strict	0	0	0	0	0	0	0	0	1	3	0	0
Can't control class	0	1	4	0	0	2	1	0	0	1	10	2
Sloppy	0	0	0	0	0	0	0	0	1	0	0	0
Scatterbrained	0	0	0	0	0	0	0	0	1	0	0	0
Easily sidetracked	0	0	0	0	0	0	0	0	1	0	0	0
Unsure of self	0	0	0	0	0	0	0	0	2	0	1	0
Unimaginative	0	0	0	0	0	0	0	1	1	2	1	2
Treats us like babies	0	0	0	0	0	0	0	0	0	0	3	0
Has favourites	0	0	0	2	0	0	0	0	1	1	0	2
Lectures on behav	1	0	0	0	0	0	0	0	0	0	1	0
Racist/Doesn't see black pupils' points	1	0	0	0	0	1	0	0	0	0	0	0
Too tribalised	1	0	0	0	0	0	0	0	0	0	0	0

PUPILS' REASONS FOR CONSIDERING INDIVIDUAL TEACHERS 'GOOD' AND 'NOT GOOD'

Numbers in brackets give the number of pupils giving the reason. Where no number is given only one pupils gave the response.

Mr Jones

Black Pupils reasons for finding Mr Jones a 'good' teacher:

explains well/clearly (8);
explains till you understand (7);
is patient (7);
explains, doesn't assume you know (5).

can all give our views; understands you; clever; polite; takes his time when teaching; open minded; speaks language you can understand; has sense of humour; encourages people; can take problems to him; strict in a good way; relates to us/nice personality; interesting; tries to show the way; democratic/looks at students views.

Indian pupils reasons for finding Mr Jones a 'good' teacher:

explains well (5);
understands you (4).

patient; can all give our views; fun; caring; helpful; encourages you; talks to us,so knows our problems; can take problems to him; broad view of education; relates to us/nice person; interesting; knowledgeable; democratic, looks at pupils' view.

White pupils reasons for finding Mr Jones a 'good' teacher:

relates well to us/is a nice person (8);
is interesting (5);
is fun/has a sense of humour (5);
motivates nicely/sets high standards (5);
understands you/knows you (4).

patient; kind/caring/helpful; treats us like adults; trusts us; lectures clearly; broad view of education; can ask his questions; knowledgeable; democratic/looks at students' views; respects pupils; makes things easy to understand.

White pupils' reasons for finding Mr Jones a 'not good' teacher:

doesn't give guidelines; strict; treats pupils infantile;

No Black or Indian pupils noted him as a 'not good' teacher

Ms Chetty

Black pupils' reasons for finding Ms Chetty a 'good' teacher:

gives everyone a chance to participate (5);
kind,caring, concerned (4);
explains properly/well (5);
makes sure you understand (4);
explains, doesn't expect you to know (3);
understanding (3).

helpful; patient; holds our interest; doesn't mind you' helps where you need it; teaches how to write; encourages all points of view; no pets; listens to our views; makes lessons meaningful; encourages us to listen to points of view and make up our own minds; allows discussion so we understand better.

Indian pupils reasons for finding Ms Chetty a 'good' teacher:

helpful; kind; caring; understanding; explains well; motivated; well qualified; makes lessons fun; knows her work; encourages us to listen to views and make up our own minds; gets everyone involved; simplifies matters; encouraging

White pupils reasons for finding Ms Chetty a 'good' teacher:

holds our interest (5);
makes lessons fun (5);
makes lessons relevant and worthwhile (3);
Encourages us to listen to views and make up our own minds (3);

helpful; kind, caring and concerned; understanding; makes sure you understand; explains well; motivated and enthusiastic; makes us think of things we wouldn't have; imaginative; relates to us/nice personality; knows her work; pleasant to talk to; listens to our views; has more in mind than Matric; we have interesting discussions; we discuss and learn more; she is broad-minded; works with us and for us.

No pupils noted Ms Chetty as a 'not good' teacher

Mr Welsh

Black pupils reasons for finding Mr Welsh a 'good' teacher:

explains well/fully (5).

good at his subject/knows it; makes Maths interesting; fun; helps in every way he can; caring/kind;

Indian pupils reasons for finding Mr Welsh a 'good' teacher:

explains well; fun; understanding; helpful; caring; sees pupils' point of view; gives us independence; motivates us; patient

White pupils reasons for finding Mr Welch a 'good' teacher:

makes Maths interesting (8);
explains well/fully (5);
fun/humour/ stimulating (4).

relaxed; gets us involved; strict if necessary; shows you how; understands us; enthusiastic; helps in every way he can; expects a lot of us; presents challenges; pleasant; goes at pace so we're not bored; makes us do as well as I can; gives you credit for intelligence; thorough;

White pupils' reasons for finding Mr Welch a ' not good' teacher:

unhelpful; bad tempered; takes things for granted; often absent

No black or Indian pupils noted Mr Welch as a 'not good' teacher

Ms Driver

Black Pupils reasons for finding Ms Driver a 'good' teacher:

explains well (2);
goes out of way to make sure you understand (2).

helps where you need it; explains till you understand; understanding

Indian pupils reasons for finding Ms Driver a 'good' teacher:

explains well (4);

strict in a nice way; explains till you understand; goes out of way to help; makes lessons simple; knows her subject; patient

White pupils reasons for finding Ms Driver a 'good' teacher:

explains well (5);
explains till you understand (2);
related to us/nice person (2).

helps where you need it; make you strive for perfection; strict i a nice way; thorough; c ncerned; clear; makes lessen interesting; uses l nguage well; challenges you to do well; has a feeling for subject; patient; encourages you/gives you confidence

White pupils' reasons for finding Ms Driver a ' not good' teacher:

impatient

No black or Indian pupils noted Ms Driver as a 'not good' teacher

Mr Parks

Black pupils reasons for finding Mr Parks a 'good' teacher:

makes sure you understand (2);
knows how to help you (2);
explains well (2).

Sets time for work; simplifies work; willing to help you; makes you think for yourself; makes work interesting

Indian pupils reasons for finding Mr Parks a 'good' teacher:

simplifies work; fun; to learn by discussing; spontaneous; objective historian

White pupils reasons for finding Mr Parks a 'good' teacher:

explains well (3)
makes subject interesting (2)
good historian (2)

makes sure you und nd; ; relates well to students; interesting to listen to; demands a high stan. ; keeps order; insists on homework being done;

Black pupils' reasons for finding Mr Parks a ' not good' teacher:

None

Indian pupils' reasons for finding Mr Parks a ' not good' teacher:

gives you no work; treats us like children; thinks we're at a military school

White pupils' reasons for finding Mr Parks a ' not good' teacher:

lazy (2);

just reads notes and makes us copy from board; doesn't make work interesting; boring; gives you no work;

Ms Clarke

Black pupils reasons for finding Ms Clarke a 'good' teacher:

explains well; friendly

No Indian or black pupils noted Ms Clarke as a 'good teacher'

Black pupils' reasons for finding Ms Clarke a ' not good' teacher:

has as favourites and ignores me

White pupils' reasons for finding Ms Clarke a ' not good' teacher:

doesn't consider other views (3);
authoritarian;
no fool for African history

No Indian pupils noted Ms Clarke as a 'not good teacher'

Ms Silver

Black pupils reasons for finding Ms Silver a 'good' teacher:

helps when you need it; explains till you understand; gives you a method you understand; gives examples for practice;

Indian pupils reasons for finding Ms Silver a 'good' teacher:

tries to help you; helps where you need it

White pupils reasons for finding Ms Silver a 'good' teacher:

explain well (3);

tries to help you; friendly; doesn't go too fast; helps when you need it; gives you a method you understand; makes you work, thorough; systematic;

Black pupils' reasons for finding Ms Silver a ' not good' teacher:

can't explain (4);
doesn't ensure you understand before going on (3).

doesn't understand black pupils' interests; not patient; teaches rules and not understanding; sticks to book and doesn't explain; doesn't understand the work herself; makes everything seem complicated; follows book instead of teaching us; can't help if you don't understand; doesn't explain fully; unintelligent

Indian pupils' reasons for finding Ms Silver a 'not good' teacher:

can't explain (4).

not interesting, not patient; can't identify your problems; follows the book instead of teaching us; dictatorial

White pupils' reasons for finding Ms Silver a 'not good' teacher:

can't explain (5);
doesn't make the subject stimulating (3).

not interesting; not patient; not good at Maths; can't identify your problems; sticks to book, doesn't broaden or explain; treats you like a 5 year old; goes too fast; cant' relate; has pets; doesn't know her work.

Ms Simcox

Black pupils reasons for finding Ms Simcox a 'good' teacher:

understands children; gives work to practice; knows how to explain; makes sure everyone understands everything; patient; helps if you struggle

Indian pupils reasons for finding Ms Sisson a 'good' teacher:

understands children; willing to give time to help; sees pupils' point of view; makes sure everyone understands everything; knowledgeable; cheerful

White pupils reasons for finding Ms Sisson a 'good' teacher:

strict, but for good of the children(3)

amusing; tries to make things interesting; understands children; fair; willing to give time to help; sees pupils point of view; teaches easy writing well

Black pupils' reasons for finding Ms Sisson a 'not good' teacher:

stingy with marks; not fun; harsh; chauto

Indian pupils' reasons for finding Ms Sisson a 'not good' teacher:

can't explain; doesn't smile

White pupils' reasons for finding Ms Sisson a 'not good' teacher:

boring/repetitive (3)
Considered not good by white pupils;
talks down; no control; not fun; doesn't smile; talks too much; impatient; easily sidetracked; too emotional; a bitch

Ms Bolt

Black pupils reasons for finding Ms Bolt a 'good' teacher:

Explains well; gives freedom to say anything

Indian pupils reasons for finding Ms Bolt a 'good' teacher:

funny; explains well

White pupils reasons for finding Ms Bolt a 'good' teacher:

explain well (7);
enthusiastic/interested in her work (3);
funny (2);
makes us interested (2);

patient; practical; friendly; tells us how to study Bio; makes subject easy to understand; makes us understand; makes sure everyone understands

Black pupils' reasons for finding Ms Bolt a ' not good' teacher:

doesn't explain well; lots of work but not a lot of teaching.

Indian pupils' reasons for finding Ms Bolt a ' not good' teacher:

doesn't explain well

White pupils' reasons for finding Mr Bell a ' not good' teacher:

doesn't explain well, lots of work but not a lot of teaching

Mr Banks

Black pupils' reasons for finding Mr Banks a 'good' teacher:

makes you understand; patient; sociable/friendly/likeable; encouraging; no pets

Indian pupils' reasons for finding Mr Banks a 'good' teacher:

makes you understand; understands your problems; patient; explains well; likeable; sense of humour; willing to help

White pupils' reasons for finding Mr Banks a 'good' teacher:

sociable/friendly/likeable; makes work interesting; sense of humour; easy to relate to

Black pupils' reasons for finding Mr Banks a ' not good' teacher:

can't explain (4);
can't control class (6);
Dictates without explaining (3);

Doesn't care if you're coping; goes too fast; can't see why we struggle

Indian pupils' reasons for finding Mr Banks a ' not good' teacher:

cant explain (4).

can't control class; doesn't give extra attention; doesn't teach; reads his notes

White pupils' reasons for finding Mr Banks a ' not good' teacher:

can't explain (15);
can't control class (7);

confusing; impatient; dictates without explaining; doesn't care if you're coping; doesn't explain reasons; goes too fast; doesn't make lessons interesting; gets confused; easily irritated; puts your questions down as stupid; doesn't expect you to do well; disorganised; can't see why we struggle;

Ms Green

Black pupils' reasons for finding Ms Green a 'good' teacher:

explains well; know the work

Indian pupils' reasons for finding Ms Green a 'good' teacher:

Explains well; makes difficult work easy

White pupils' reasons for finding Ms Green a 'good' teacher:

explains well; makes work interesting with praise; thorough; patient; clear; interesting; amusing; holds your attention

Black pupils' reasons for finding Ms Green a ' not good' teacher:

over-emotional; doesn't care if you understand or not; gives notes without explaining; can't explain

Indian pupils' reasons for finding Ms Green a ' not good' teacher:

Over-emotional

White pupils' reasons for finding Ms Green a ' not good' teacher:

over-emotional; bitchy; bears grudges; wrong attitude; boring; short tempered

Ms Marshall

Black pupils' reasons for finding Ms Marshall a 'good' teacher:

makes sure you understand; makes work interesting;

Indian pupils' reasons for finding Ms Marshall a 'good' teacher:

explains well(3);

helpful; makes sure you understand; encouraging

White pupils' reasons for finding Ms Marshall a 'good' teacher:

patient (3);
helpful (3);
understanding (3).

knows her work; enthusiastic; sense of humour; fair; makes subject easy; friendly; encouraging; relaxed and enjoyable; quiet

Black pupils' reasons for finding Ms Marshall a ' not good' teacher:

tells us to find into and then tests us; gives work without checking we understand it; lazy;

Indian pupils' reasons for finding Ms Marshall a ' not good' teacher:

bossy

White pupils' reasons for finding Ms Marshall a ' not good' teacher:

doesn't check our work

Ms Williams

Black pupils' reasons for finding Ms Williams a 'good' teacher:

puts effort into work; makes sure you understand; understanding

Indian pupils' reasons for finding Ms Williams a 'good' teacher:

No Indian pupils noted Ms Williams as a 'good teacher'

White pupils' reasons for finding Ms Williams a 'good' teacher:

strict (3);
explains well (3),

patient; cares for pupils; encourages you; knows work

Black pupils' reasons for finding Ms Williams a ' not good' teacher:

has pets; doesn't give you a chance to show who you are; can't speak English properly; can't exp' in;makes one feel inadequate about oneself;makes people lose interest in her subject;shouts; has favourites; impatient; only considers her opinions; boring; ignores you if not a pet; doesn't care if you don't understand; can't explain;bad tempered; gives too much homework;

Indian pupils' reasons for finding Ms Williams a ' not good' teacher:

can't speak English properly; can't explain;

White pupils' reasons for finding Ms Williams a ' not good' teacher:
erratic; has pets; boring; doesn't care if you don't understand; you just learn Afrikaans, not to speak; doesn't mark work

Ms Khosa

No black or white pupils noted Ms Khosa as a 'good' teacher

Indian pupils' reasons for finding Ms Khosa a 'good' teacher:

gives good advice; helpful; fun

Black pupils' reasons for finding Ms Khosa a ' not good' teacher:

can't explain; impatient; shouts; too tribalised

Indian pupils' reasons for finding Ms Khosa a ' not good' teacher:

can't explain; doesn't understand us; doesn't seem experienced; shouts

White pupils' reasons for finding Ms Khosa a ' not good' teacher:

can't explain; impatient; doesn't understand us; incompetent; unintelligent; doesn't respect the class; no degree; doesn't help; too slow; can't communicate with the class; boring

Ms Rawlins

Black pupils' reasons for finding Ms Rawlins a 'good' teacher:

goes over things so you can't forget(2);

gives a lot of information; I can understand her; explains well; makes lessons interesting

Indian pupils' reasons for finding Ms Rawlins a 'good' teacher:

good listener; reliable; fun

White pupils' reasons for finding Ms Rawlins a 'good' teacher:

interesting (4);
fun (2);
explains well (2);

understanding, helpful; knows a lot; knows what we like to learn; makes lessons guides you in your work; makes work easy live; pleasant; enthusiastic/infectious

No pupils noted Ms Rawlins as 'not good'

Ms Stocks

Black pupils' reasons for finding Ms Stocks a 'good' teacher:

Explains well; knows her work; cheerful; good fun; enthusiastic/motivating

Indian pupils' reasons for finding Ms Stocks a 'good' teacher:

explains well; good fun; fair;good system of marking; patient

White pupils' reasons for finding Ms Stocks a 'good' teacher:

explains well

Black pupils' reasons for finding Ms Stocks a ' not good' teacher:

doesn't know what students need

Indian pupils' reasons for finding Ms Stocks a ' not good' teacher:

boring; doesn't explain; insulting

No white pupils noted Ms Stocks as 'not good'

Ms Hughes

Indian pupils' reasons for finding Ms Hughes a 'good' teacher:

knows her stuff

No other pupils noted Ms Hughes as 'good'

Indian pupils' reasons for finding Ms Hughes a ' not good' teacher:

racist; bossy

White pupils' reasons for finding Ms Hughes a ' not good' teacher:

neurotic; doesn't control enough; doesn't teach; can't communicate; not helpful; uninspiring; unemotive; gives too little guidance; makes no effort; doesn't teach anything; stupid; scatterbrained; unsure of herself; unimaginative;

Mr Daventer

Black pupils' reasons for finding Mr Daventer a 'good' teacher:

explains well; imposes discipline; gives guidance via homework; tries to make Afrikaans fun;

Indian pupils' reasons for finding Mr Daventer a 'good' teacher:

explains well

No white pupils noted Mr Daventer as a 'good' teacher

White pupils' reasons for finding Mr Daventer a ' not good' teacher:

boring/ dull/repetitive/monotonous (7)

No other pupils noted Mr Daventer as a 'not good' teacher

Ms Singer

Black pupils' reasons for finding Ms Singer a 'good' teacher:

Explains till you understand

White pupils' reasons for finding Ms Singer a 'good' teacher:

strict/makes you work and learn (5)

explains fully; helps when you don't understand; expects a high standard from you; professional; amusing/wacky

Black pupils' reasons for finding Ms Singer a ' not good' teacher:

gives a lot of work

Indian pupils' reasons for finding Ms Singer a ' not good' teacher:

thinks she's always right

White pupils' reasons for finding Ms Singer a ' not good' teacher:

impatient; hates questions; strict

Mr Rennie

Black pupils' reasons for finding Mr Rennie a 'good' teacher:

Helps me understand; explains well; patient; make sure you understand

Indian pupils' reasons for finding Mr Rennie a 'good' teacher:

Explains well; understands pupils; sees pupils' point of view

White pupils' reasons for finding Mr Rennie a 'good' teacher:

helps to understand; helpful; explains well; patient

Black pupils' reasons for finding Mr Rennie a ' not good' teacher:

doesn't explain well; doesn't understand if we make a mistake

Indian pupils' reasons for finding Mr Rennie a ' not good' teacher:

doesn't listen to you

White pupils' reasons for finding Mr Rennie a ' not good' teacher:

too strict

Mr Phillips

Black pupils' reasons for finding Mr Phillips a 'good' teacher:

explains till you understand

Indian pupils' reasons for finding Mr Phillips a 'good' teacher:

explains well

White pupils' reasons for finding Mr Phillips a 'good' teacher:

explains well; cares for pupils; willing to help; knows his work

No pupils noted Mr P[illegible] a not good' teacher

DATA RELATED TO PUPILS' AGREEMENT AND DISAGREEMENT WITH 21 STATEMENTS CONCERNING A GOOD SCHOOL

Table U1. Numbers of each group agreeing or disagreeing with the statements concerning a good school (G=62; I= 31; W = 87)

	Strongly agree			Agree			Disagree			Strongly disagree		
	G	I	W	G	I	W	G	I	W	G	I	W
1	40	20	51	21	10	32	0	1	3	0	0	0
2	27	17	64	31	12	31	2	1	1	0	0	0
3	20	18	47	29	11	36	1	0	3	1	1	0
4	34	19	66	26	11	20	1	1	1	0	0	0
5	15	5	12	33	19	45	10	1	32	1	0	5
6	17	10	18	33	15	35	5	5	0	5	1	2
7	22	12	35	33	13	50	2	4	1	1	1	0
8	19	5	19	28	15	50	10	9	14	3	1	3
9	8	4	7	14	12	17	26	10	43	12	4	19
10	27	28	56	23	3	28	5	2	0	4	0	1
11	33	11	33	25	18	44	4	3	6	0	0	2
12	28	13	35	28	13	40	2	3	11	0	0	0
13	29	15	59	32	12	28	0	3	0	1	0	0
14	3	0	7	10	9	24	18	9	37	27	12	18
15	15	3	6	25	15	34	12	6	28	9	6	19
16	58	19	45	25	9	38	0	3	2	0	0	1
17	32	12	32	25	15	40	3	3	12	1	0	0
18	0	3	3	25	13	32	16	5	34	11	7	18
19	38	17	67	21	11	18	1	2	1	2	0	0
20	36	10	28	21	17	52	3	2	5	2	0	1
21	27	12	42	32	17	34	1	0	0	0	0	2

PUPILS' CHOICE AND RANKING OF THEIR FIVE MOST IMPORTANT STATEMENTS

Table VI. Pupils' ranking of the statements

	Black					Indian					White				
A	Rank					Rank					Rank				
No.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	28	2	3	2	0	12	4	3	1	1	23	5	5	0	9
2	2	3	2	1	2	1	2	1	3	1	1	0	3	0	5
3	0	0	2	0	2	3	2	4	1	2	5	0	7	0	2
4	2	5	4	0	2	3	3	3	0	1	13	11	5	12	7
5	1	0	2	2	2	0	3	1	3	2	0	0	2	1	3
6	0	0	2	2	2	0	0	0	2	0	1	0	2	1	2
7	2	5	4	1	2	0	0	2	1	1	1	1	4	0	4
8	2	2	1	3	5	0	0	1	2	1	0	4	0	0	0
9	0	1	1	0	1	1	0	0	1	0	1	2	2	1	1
10	2	5	2	3	3	1	2	1	3	4	7	3	7	7	13
11	3	0	4	3	3	1	2	1	0	0	4	1	2	1	2
12	0	1	2	0	2	0	2	0	0	2	2	0	2	0	3
13	2	5	4	4	2	5	5	3	4	1	5	11	9	15	6
14	0	0	2	1	0	0	0	0	0	1	0	0	2	0	1
15	2	0	2	1	1	0	0	0	0	1	0	0	1	0	1
16	3	7	5	4	1	0	2	1	3	1	11	12	15	8	5
17	0	4	4	3	3	1	1	2	1	1	0	2	3	0	1
18	0	4	1	1	1	0	0	2	3	0	1	0	0	1	4
19	4	8	8	3	10	2	1	3	2	7	11	14	12	7	9
20	3	2	4	2	5	0	0	0	1	0	0	1	0	2	4
21	0	2	3	0	5	1	2	3	0	4	1	4	4	3	5
	62	62	62	62	62	31	31	31	31	31	87	87	87	87	87

Column A shows the statement number

APPENDIX V2.

TABLES SHOWING THE AVERAGE RANKING OF EACH STATEMENT FOR EACH GROUP

Table V2.1 Calculation of average ranking for each statement for black pupils

No.	Weighted ranks of importance 1	2	3	4	5	Total	Average ranks of importance
1	140	0	9	4	0	169	2.72
2	10	12	6	2	2	32	0.51
3	30	24	6	12	2	74	1.19
4	10	20	12	12	2	56	0.90
5	5	0	6	4	2	17	0.27
6	0	0	6	4	2	12	0.19
7	10	20	12	2	2	46	0.74
8	10	0	3	6	5	32	0.51
9	0	4	3	0	1	8	0.12
10	10	20	6	6	3	45	0.72
11	15	0	12	6	3	36	0.58
12	0	4	6	12	2	24	0.38
13	10	20	12	8	2	52	0.83
14	0	0	6	2	0	8	0.12
15	0	0	6	2	1	9	0.14
16	15	28	15	8	1	67	1.08
17	0	16	12	6	3	37	0.59
18	0	16	3	2	1	22	0.35
19	20	32	24	10	10	96	1.54
20	15	8	12	4	5	44	0.70
21	0	8	9	12	5	34	0.54

Table V2.2. Calculation of average ranking for each statement for Indian pupils

No.	Weighted ranks of importance 1	2	3	4	5	Total	Average ranks of importance
1	80	16	9	2	1	88	2.83
2	5	6	3	6	1	23	0.74
3	15	6	12	2	2	39	1.25
4	10	12	9	0	1	37	1.19
5	0	12	9	0	2	23	0.74
6	0	0	0	4	0	4	0.12
7	0	0	0	2	1	9	0.29
8	0	0	3	4	1	8	0.25
9	5	0	0	2	0	7	0.22
10	5	6	3	6	4	28	0.90
11	5	8	3	0	0	16	0.51
12	0	6	0	0	2	10	0.32
13	25	20	9	8	1	63	2.03
14	0	0	0	0	1	1	0.03
15	0	0	0	0	1	1	0.03
16	0	8	3	6	1	18	0.58
17	5	4	6	2	1	18	0.58
18	0	0	0	6	0	12	0.38
19	0	4	9	4	7	34	1.09
20	0	0	0	2	0	2	0.06
21	5	8	9	0	4	26	0.83

Table V2.3. Calculation of average ranking for each statement for white pupils

No.	Weighted ranks of importance 1	2	3	4	5	Total	Average ranks of importance
1	160	20	15	12	0	209	2.40
2	5	32	0	0	5	51	0.59
3	25	2	21	12	2	92	1.05
4	05	44	15	24	7	155	1.78
5	0	0	6	2	3	11	0.12
6	5	0	0	2	2	15	0.17
7	5	4	12	12	4	37	0.42
8	0	10	0	0	0	16	0.18
9	5	0	0	2	1	22	0.25
10	35	12	21	14	3	85	1.09
11	20	4	0	2	2	34	0.39
12	10	0	6	12	3	31	0.35
13	25	44	27	20	5	126	1.47
14	0	0	6	0	1	7	0.08
15	0	0	3	0	1	4	0.04
16	55	40	45	16	5	169	1.94
17	0	0	9	12	1	30	0.34
18	5	0	0	2	4	11	0.12
19	35	50	30	14	9	170	1.95
20	0	4	0	4	4	12	0.13
21	5	16	12	6	5	44	0.50
	87	87	87	87	87		

DATA USED FOR CORRELATING CHOICES AMONG THE GROUPS

Table V3.1. Data for calculation of Spearman's Correlation Coefficient for Black and Indian pupils' rankings of the statements

Statement	Rank Black	Rank Indian	Differences	Differences²
1	1	1	0	0
2	13.5	8.5	5	25
3	3	3	0	0
4	5	4	1	1
5	17	8.5	8.5	72.25
6	18	18	0	0
7	7	15	8	64
8	13.5	16	2.5	6.25
9	20.5	17	3.5	12.25
10	8	6.5	1.5	2.25
11	11	12	1	1
12	15	14	1	1
13	6	2	4	16
14	20.5	20.5	0	0
15	19	20.5	1.5	2.25
16	4	10.5	6.5	42.25
17	10	10.5	0.5	0.25
18	16	13	3	9
19	2	5	3	9
20	6	19	10	100
21	12	6.5	5.5	30.25

Table V3.2. Data for calculation of Spearman's Correlation Coefficient for black and white pupils' rankings of the statements

Statement	Rank Black	Rank White	Differences	Differences²
1	1	1	0	0
2	13.5	8	5.5	30.25
3	3	7	4	16
4	5	4	1	1
5	17	18.5	1.5	2.25
6	16	10	2	4
7	7	10	3	9
8	13.5	15	1.5	2.25
9	20.5	14	6.5	42.25
10	8	6	2	4
11	11	11	0	0
12	15	12	3	9
13	6	5	1	1
14	20.5	20	0.5	0.25
15	19	21	2	4
16	4	3	1	1
17	10	13	3	9
18	16	18.5	2.5	6.25
19	2	2	0	0
20	9	17	8	64
21	12	9	3	9

Table V3.9. Data for calculation of Spearman's Correlation Coefficient for Indian and white pupils' rankings of the statements

Statement	Rank Indian	Rank White	Differences	Differences²
1	1	1	0	0
2	0.5	2	0.5	0.25
3	3	7	4	16
4	4	4	0	0
5	8.5	18.5	10	100
6	10	16	2	4
7	15	10	5	25
8	16	15	1	1
9	17	14	3	9
10	6.5	6	0.5	0.25
11	12	11	1	1
12	14	12	2	4
13	2	5	3	9
14	20.5	20	0.5	0.25
15	20.5	21	1.5	2.25
16	10.5	3	7.5	56.25
17	10.5	13	2.5	6.25
18	13	18.5	5.5	30.25
19	5	2	3	9
20	11	17	2	4
21	6.5	9	2.5	6.25

DATA RELATED TO PUPILS' EVALUATION OF THE EXTENT TO WHICH THE 21 CHARACTERISTICS OF A 'GOOD' SCHOOL APPLY TO RIVERBEND

Table W1. Characteristics which apply to Riverbend 'to large extent'

	Black				White				Indian			
	6	7	8	9	6	7	8	9	6	7	8	9
1	11	11	10	5	10	9	10	12	4	5	3	4
2	6	7	4	7	14	14	11	12	3	4	2	7
3	10	5	5	5	14	17	20	11	3	5	2	8
4	6	3	3	5	12	12	16	10	4	4	3	7
5	2	1	4	2	4	5	2	2	1	2	1	3
6	6	7	3	4	10	10	8	4	2	4	2	7
7	6	5	3	3	12	12	4	5	2	0	2	5
8	2	1	3	3	6	6	6	3	2	1	1	2
9	5	3	3	5	2	4	2	0	1	1	2	4
10	7	2	5	4	7	5	7	4	1	2	2	3
11	6	5	5	4	9	7	6	1	2	1	2	3
12	4	3	14	1	11	5	12	1	2	3	2	3
13	3	6	3	1	14	10	11	4	4	2	2	4
14	8	2	7	10	9	3	8	8	3	1	2	6
15	1	5	3	1	5	5	0	1	1	3	1	1
16	10	6	10	3	13	13	13	0	2	4	0	0
17	3	5	3	2	4	6	4	3	2	3	2	4
18	8	2	6	5	3	5	7	4	2	4	1	2
19	7	3	9	2	17	16	17	8	1	1	4	8
20	2	8	8	1	11	7	0	0	2	3	2	2
21	7	2	6	1	10	8	8	2	2	0	2	2

Table M2. Characteristics which apply to Riverbend 'a little'

	Black				White				Indian			
	6	7	8	9	6	7	8	9	6	7	8	9
1	3	3	3	10	3	11	13	6	1	4	2	8
2	9	5	13	6	4	6	16	7	2	4	3	6
3	8	6	10	9	5	3	9	7	1	2	3	4
4	7	9	12	7	6	7	10	8	1	3	2	5
5	7	9	6	7	13	12	15	8	1	6	1	8
6	5	6	6	10	9	8	22	14	3	4	2	5
7	7	7	8	11	6	7	22	13	3	5	1	6
8	7	4	3	7	12	9	17	10	0	5	4	4
9	5	9	5	9	8	11	12	12	4	5	0	9
10	4	6	8	5	10	10	20	10	3	4	3	7
11	7	8	7	8	9	13	17	11	3	7	2	8
12	3	0	3	10	8	9	12	11	3	4	3	6
13	11	7	10	8	4	9	15	10	1	6	2	8
14	4	4	8	8	5	11	15	9	1	5	0	2
15	10	8	11	9	9	9	17	12	1	5	4	7
16	2	6	8	5	6	8	12	5	3	4	4	7
17	5	4	13	9	12	8	17	8	3	5	2	7
18	2	9	7	4	12	12	20	11	2	3	2	9
19	5	9	6	8	1	3	7	7	3	8	1	4
20	9	5	8	8	7	11	22	11	3	3	3	9
21	5	6	8	11	8	5	15	11	3	6	3	8

Table W3. Characteristics which apply to B'vershand 'not at all'

	Black				White				Indian			
	6	7	8	9	6	7	8	9	6	7	8	9
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	2	0	2	1	0	1	0	0	1	0	0
3	1	2	3	0	0	0	0	1	1	2	0	1
4	1	2	2	3	0	1	2	1	0	2	0	1
5	0	4	3	5	2	4	11	9	3	1	2	2
6	3	1	3	0	0	0	0	0	0	1	1	1
7	1	3	0	1	1	0	2	2	0	4	2	1
8	5	3	0	3	1	5	4	0	3	3	0	7
9	4	2	0	1	0	0	12	1	0	1	3	0
10	2	0	4	0	2	4	3	5	1	3	0	3
11	1	4	4	2	2	0	4	7	0	1	1	2
12	7	5	0	4	0	0	4	7	0	2	0	2
13	0	1	0	5	1	2	2	4	0	1	1	1
14	4	0	2	1	5	0	7	3	1	3	3	3
15	3	1	4	5	5	0	11	0	3	1	0	5
16	2	3	1	2	0	0	2	0	0	1	1	0
17	5	5	4	4	3	5	7	0	0	2	1	2
18	4	2	4	5	4	5	1	3	1	1	2	2
19	2	2	3	5	1	1	4	4	1	0	0	1
20	3	4	3	5	1	2	5	7	0	3	0	2
21	2	0	4	3	1	3	7	0	0	3	0	2

CONTINGENCY TABLES TO SHOW OBSERVED AND EXPECTED FREQUENCIES OF PUPILS OF EACH RACE GROUP AGREEING AND DISAGREEING WITH SELECTED STATEMENTS OF A 'GOOD' SCHOOL

Table X1.1 Contingency table for white pupils for no. 5

	Observed	Expected
Agree	57	47
Disagree	37	47

N = 94
df = 1
X^2 = 2.12 + 2.12 = 4.24
p = 0.05 - 0.02

Table X1.2 Contingency table for Indian pupils for no. 8

	Observed	Expected
Agree	10	15
Disagree	20	15

N = 30
df = 1
X^2 = 3.33
p = 1.10 - 0.05
NS

Table X1.3 ontingency table for black pupils for no. 8

	Observed	Expected
Agree	22	30
Disagree	38	30

N = 60
df = 1
X^2 = 2.13 + 2.13 = 4.26
p = 0.05 - 0.02

Table X1.4 Contingency table for Indian pupils for no. 9

	Observed	Expected
Agree	16	15
Disagree	14	15

N = 30
df = 1
X^2 = 0.06 + 0.06 = 0.13
p = 0.80 - 0.70

Table X1.5 Contingency table for white pupils for no. 9

	Observed	Expected
Agree	24	43
Disagree	62	43

N = 86
df = 1
X^2 = 8.98 + 8.30 = 16.78
p .01

Table X1.6 Contingency table for black pupils for no. 14

	Observed	Expected
Agree	15	30
Disagree	45	30

N = 90
df = 1
X^2 = 7.5 +7.5 =15
p < 0.001

Table X1.7 Contingency table for Indian pupils for no. 14

	Observed	Expected
Agree	9	15
Disagree	21	15

N = 30
df = 1
X^2 = 4.8
p = 0.05 - 0.01

Table X1.8 Contingency table for white pupils for no. 14

	Observed	Expected
Agree	31	43
Disagree	55	43

N = 86
df = 1
X^2 = 3.8 + 5.3 = 9.0
p = 0.05 - 0.02

Table X1.9 Contingency table for black pupils for no. 15

	Observed	Expected
Agree	40	30.5
Disagree	21	30.5

N = 61
df = 1
X^2 = 5.91
= 0.02 - 0.01

Table X1.10 Contingency table for Indian pupils for no. 15

	Observed	Expected
Agree	18	15
Disagree	12	15

N = 30
df = 1
X^2 = 1.2
p = 0.30 - 0.20

Table X1.11 Contingency table for white pupils for no. 15

	Observed	Expected
Agree	40	43
Disagree	46	43

N = 86
df = 1
X^2 = 0.41
p = 0.70 - 0.50

Table X1.12 Contingency table for black pupils for no. 18

	Observed	Expected
Agree	33	30
Disagree	27	30

N = 60
df = 1
X^2 = 0.6
p = 0.50 - 0.30

Table X1.13 Contingency table for Indian pupils for no. 18

	Observed	Expected
Agree	18	15
Disagree	12	15

N = 30
df = 1
X^2 = 1.2
p = 0.30 - 0.20

Table X1.14 Contingency table for white pupils for no. 18

	Observed	Expected
Agree	37	43
Disagree	49	43

N = 80
df = 1
X^2 = 1.67
p = 0.20 - 0.10

CONTINGENCY TABLES FOR SIGNIFICANCE OF DIFFERENCE IN STRENGTH OF AGREEMENT WITH STATEMENTS NUMBERS 1 - 21 BETWEEN RACE GROUPS

Table X2.1 Contingency table for statement no.1

	Indian		Black		
	O	E	O	E	
Strongly agree	20	20.21	40	39.78	60
Agree	10	10.66	21	20.55	31
Disagree	1	0.33	0	0.66	1
	31		61		92

df = 2
0.0021 + 0.01 + 1.30 + 0.001 + 0.009 + 0.66
X^2= 2.0421
p = 0.30 - 0.50

Table X2.2 Contingency table for statement no.1

	Black		White		
	O	E	O	E	
Strongly agree	40	37.76	51	53.23	91
Agree	21	21.99	32	31.00	53
Disagree	0	1.24	3	1.75	3
	61		86		147

df = 2
0.15 + 0.04 + 1.24 + 0.009 + 0.032 + 0.89
X^2= 2.361
p = 0.50 - 0.90

Table X2.3 Contingency table for statement no.1

	Indian		White		
	O	E	O	E	
Strongly agree	20	18.81	51	52.18	71
Agree	10	11.12	32	30.87	42
Disagree	1	1.05	3	2.94	4
	31		86		117

dF = 2

0.07 + 1.12 + 0.002 + 0.02 + 0.04 + 0.001

X^2 = 1.253

p > 0.70 - 0.50

Table X2.4 Contingency table for statement no. 2

	Indian		White		
	O	E	O	E	
Strongly agree	17	10.36	54	52.63	71
Agree	12	11.12	31	31.87	43
Disagree	1	0.51	1	1.48	2
	30		86		116

df = 2
0.10 + 0.00 + 0.47 + 0.09 + 0.02 + 0.15
X^2 = 1.85
p = 0.50 - 0 .30

Table X2.5 Contingency table for statement no. 2

	Indian		Black		
	O	E	O	E	
Strongly agree	17	14.66	27	29.33	44
Agree	12	14.33	31	28.66	43
Disagree	1	1	2	2	3
	30		60		90

df = 2
0.37 + 0.[illegible] + 0 + 0.18 + 0.19 + 0
X^2 = 1.11
p = 0.[illegible] - 0.5

Table X2.6 Contingency table for statement no. 2

	Black		White		
	O	E	O	E	
Strongly agree	27	33.29	54	47.70	81
Agree	31	25.47	31	36.52	62
Disagree	2	3	1	1.78	3
	60		86		146

df =2
1.18 + 1.20 + 0.33 + 0.83 + 0.83 + 0.32
X^2 = 4.69
p = 0.10 - 0.05

Table X2.7 Contingency table for statement no.3

	Indian		White		
	O	E	O	E	
Strongly agree	18	10.80	47	48.18	65
Agree	11	12.15	36	34.80	47
Disagree	1	1.03	3	2.98	4
	30		86		116

df = 2

0.08 + 0.10 + 0.0004 + 0.02 + 0.04 + 0.006

X^2= 0.2413

p = 0.90 - 0.80

Table X2.8 Contingency table for statement no. 8

	Indian		Black		
	O	E	O	E	
Strongly agree	18	15.50	28	30.48	46
Agree	11	13.48	29	26.50	40
Disagree	1	1.01	2	1.98	3
	30		59		89

df = 2

0.40 + 0.46 + 0.0009 + 0.20 + 0.23 + 0.0002

X^2 = 1.2811

p = 0.70 - 0.50

Table X2.9 Contingency table for statement no.3

	Black		White		
	O	E	O	E	
Strongly agree	28	30.51	47	44.48	75
Agree	29	26.44	36	38.56	65
Disagree	2	2.03	3	2.96	5
	59		86		145

df =2

0.04 + 0.24 + 0.004 + 0.14 + 0.18 + 0.0005

X^2= 0.5845

p = 0.1 - 0.05

Table X2.10 Contingency table for statement no.4

	Black		White		
	O	E	O	E	
Strongly agree	34	40.68	65	58.315	99
Agree	25	18.48	20	26.50	45
Disagree	1	0.82	1	1.17	2
	60		86		146

df = 2
1.098 + 2.292 + 0.039 + 0.766 + 1.584 + 0.024
X^2= 5.811
p = 0.10 - 0.05

Table X2.11 Contingency table for statement no.4

	Indian		Black		
	O	E	O	E	
Strongly agree	19	18.05	1	34.9	53
Agree	11	12.26	25	23.73	36
Disagree	1	0.68	1	1.31	2
	31		60		91

df = 2
0.05 + 0.12 + 0.15 + 0.023 + 0.05 + 0.07
X^2= 0.463
p = 0.80 - 0.70

Table X2.12 Contingency table for statement no.1

	Indian		White		
	O	E	O	E	
Strongly agree	19	22.25	65	61.74	84
Agree	11	8.21	20	22.79	31
Disagree	1	0.52	1	1.47	2
	31				117

df = 2
0.47 + 0.948 + 0.44 + 0.172 + 0.35 + 0.15
X^2= 2.510
p = 0.30 - 0.20

Table X2.13 Contingency table for statement no. 5

	Indian		White		
	O	E	O	E	
Strongly agree	5	4.95	12	16.04	21
Agree	19	15.08	45	48.91	64
Disagree	1	9.98	37	29.04	38
	29		94		123

df = 2
3.31 + 1.01 + 7.03 + 1.01 + 0.31 + 2.19
X^2= 14.86
p < 0.001

Table X2.14 Contingency table for statement no. 5

	Indian		Black		
	O	E	O	E	
Strongly agree	5	7.09	15	16.08	24
Agree	19	17.13	33	34.86	52
Disagree	1	3.95	11	8.04	12
	29		59		88

df = 2
0.15 + 0.20 + 2.2 + 0.07 + 0.09 + 1.08
X^2 = 3.79
p = 0.20 - 0.10

Table X2.15 Contingency table for statement no. 5

	Black		White		
	O	E	O	E	
Strongly agree	15	10.4	12	16.58	27
Agree	33	30.07	45	47.92	78
Disagree	11	18.5	37	29.49	48
	59		94		153

df =2
2.03 + 0.28 + 3.04 + 1.20 + 0.17 + 1.91
X^2= 8.69
p = 0.02 - 0.01

Table X2.16 Contingency table for statement no. 6

	Indian		White		
	O	E	O	E	
Strongly agree	10	7.09	19	21.31	29
Agree	19	18.54	55	51.45	70
Disagree	0	4.76	12	13.23	18
	31		86		117

df = 2
0.70 + 0.07 + 0.52 + 0.25 + 0.24 + 0.11
X^2= 2.29
p = 0.50 - 0.30

Table X2.17 Contingency table for statement no. 8

	Indian		Black		
	O	E	O	E	
Strongly agree	10	9.19	17	17.80	27
Agree	15	16.35	33	31.64	48
Disagree	6	5.45	10	10.54	16
	31		60		91

df = 2
0.07 + 0.11 + 0.05 + 0.03 + 0.05 + 0.02
X^2 = 0.33
p = 0.90 - 0.80

Table X2.18 Contingency table for statement no.8

	Black		White		
	O	E	O	E	
Strongly agree	17	14.79	19	21.20	36
Agree	33	36.16	55	51.83	88
Disagree	10	9.04	12	12.95	22
	60		86		146

df =2
0.33 + 0.27 + 0.10 + 0.22 + 0.19 + 0.06
X^2= 1.17
p = 0.70 - 0.50

Table X2.19 Contingency table for statement no.7

	Indian		White		
	O	E	O	E	
Strongly agree	12	11.04	33	33.15	45
Agree	13	16.57	50	46.42	63
Disagree	5	1.57	1	4.42	6
	30		84		114

df = 2
0.002 + 0.78 + 7.49 + 0.0008 + 0.27 + 2.64
X^2= 11.1628
p = 0.01 - 0.001

Table X2.20 Contingency table for statement no. 7

	Indian		Black		
	O	E	O	E	
Strongly agree	12	11.59	22	22.40	34
Agree	13	15.08	33	30.91	46
Disagree	5	2.72	3	5.27	8
	30		58		88

df = 2
0.01 + 0.45 + 1.0 + 0.007 + 0.23 + 0.97
X^2 = 3.587
p = 0.20 ~ 0.10

Table X2.21 Contingency table for statement no. 7

	Black		White		
	O	E	O	E	
Strongly agree	22	22.46	33	32.53	55
Agree	33	33.90	50	49.90	83
Disagree	3	1.63	1	2.36	4
	58		84		142

df =2
0.009 + 0.03 + 1.15 + 0.006 + 0.0004 + 0.78
X^2= 1.9754
p = 0.50 ~ 0.30

Table X2.22 Contingency table for statement no.8

	Indian		White		
	O	E	O	E	
Strongly agree	5	8.2	19	17.79	24
Agree	15	16.81	50	48.18	65
Disagree	10	6.98	17	20.01	27
	30		86		116

df = 2
0.28 + 0.19 + 1.30 + 0.08 + 0.06 + 0.45
X^2= 2.31
p = 0.50 - 0.30

Table X2.23 Contingency table for statement no. 8

	Indian		Black		
	O	E	O	E	
Strongly agree	5	8	19	16	24
Agree	15	14.33	28	28.66	43
Disagree	10	7.66	13	15.33	23
	30		60		90

df = 2
1.12 + 0.03 + 0.71 + 0.56 + 0.01 + 0.35
X^2 = 2.76
p = 0.30 - 0.20

Table X2.24 Contingency table for statement no. 8

	Black		White		
	O	E	O	E	
Strongly agree	19	16.21	19	21.78	38
Agree	28	33.28	50	44.72	78
Disagree	17	14.50	17	19.49	34
	64		86		150

df =2
0.48 + 0.83 + 0.43 + 0.35 + 0.62 + 0.71
X^2= 3.02
p = 0.30—0.20

Table X2.25 Contingency table for statement no.9

	Indian		White		
	O	E	O	E	
Strongly agree	4	2.34	7	8.15	11
[illegible] ee	10	8.00	17	20.01	27
Disagree	12	14.22	43	40.77	55
Strongly disagree	4	5.44	19	17.05	23
	30		80		116

df = 3

1.15 + 1.30 + 0.34 +0.03 + 0.16 + 0.45 + 0.12 + 0.22

X^2= 4.38

p = 0.30 - 0.20

Table X2.26 Contingency table for statement no. 7

	Indian		Black		
	O	E	O	E	
Strongly agree	4	4	8	8	
Agree	10	8	14	16	24
Disagree	12	12.66	26	25.33	38
Strongly disagree	4	5.33	12	10.66	16
	30		60		90

df = 3

0 + 0.5 + 0.03 + 0.33 + 0 + 0.25 + 0.01 + 0.16

X^2 =1.28

p = 0.70 - 0.50

Table X2.27 Contingency table for statement no. 8

	Black		White		
	O	E	O	E	
Strongly a[illegible] ee	8	6.16	7	8.83	15
Agree	14	12.73	17	18.26	31
Disagree	26	26.35	43	40.64	69
Strongly disagree	12	12.73	19	18.26	31
	60		86		146

df = 3

0.54 + 0.12 + 0.19 + 0.04 + 0.37 + 0.08 + 0.15 + 0.02

X^2= 1.49

p = 0.50 - 0.70

Table X2.28 Contingency table for statement no. 10

	Indian		White		
	O	E	O	E	
Strongly agree	28	29.80	50	50.39	79
Agree	5	8.80	28	24.20	33
Disagree	2	0.78	1	2.21	3
	30		85		115

df = 2
0.28 + 1.50 + 1.9 + 0.09 + 0.52 + 0.80
X^2= 4.94
p = 0.10 - 0.05

Table X2.29 Contingency table for statement no. 10

	Indian		Black		
	O	E	O	E	
Strongly agree	23	16.90	27	33.14	50
Agree	5	9.43	23	18.58	28
Disagree	2	3.70	9	7.29	11
	30		59		89

df = 2
2.28 + 2.08 + 0.78 + 1.13 + 1.06 + 0.40
X^2 = 7.73
p = 0.05 - 0.02

Table X2.30 Contingency table for statement no. 10

	Black		White		
	O	E	O	E	
Strongly agree	27	34	56	49.99	83
Agree	23	20.89	28	30.10	51
Disagree	9	4.09	1	5.90	10
	59		85		144

df =2
1.68 = 0.21 + 5.89 + 1.00 + 0.14 + 4.08
X^2= 13.18
p = 0.01 - 0.001

Table X2.31 Contingency table for statement no.11

	Indian		White		
	O	E	O	E	
Strongly agree	11	8.58	33	32.62	44
Agree	16	15.51	44	44.48	60
Disagree	3	3.10	9	8.89	12
	30		86		116

df = 2
0.71 + 0.01 + 0.003 + 0.004 + 0.005 + 0.001
X^2 = 0.733
p = 0.70 - 0.50

Table X2.32 Contingency table for statement no. 11

	Indian		Black		
	O	E	O	E	
Strongly agree	11	14.94	33	29.05	44
Agree	19	19.36	29	27.63	41
Disagree	3	2.29	4	4.71	7
	30		92		92

df = 2
0.77 + 0.52 + 0.22 + 0.37 + 0.25 + 1.11
X^2 = 3.24
p = 0.20 - 0.10

Table X2.33 Contingency table for statement no. 11

	Black		White		
	O	E	O	E	
Strongly agree	33	27.14	33	38.85	66
Agree	25	29.90	44	40.09	69
Disagree	4	5.44	9	7.56	13
	62		86		148

df =2
1.03 + 0.52 + 0.38 + 0.74 + 0.98 + 0.27
X^2= 3.32
p = 0.20 - 0.10

Table X2.34 Contingency table for statement no.12

	Indian		White		
	O	E	O	E	
Strongly agree	13	12.10	35	35.90	48
Agree	13	15.30	40	39.03	53
Disagree	3	3.53	11	10.46	14
	29		86		115

df = 2
0.3 + 0.009 + 0.07 + 0.02 + 0.003 + 0.02
X^2= 1.022
p = 0.70 - 0.50

Table X2.35 Contingency table for statement no. 12

	Indian		Black		
	O	E	O	E	
Strongly agree	13	13.68	29	28.31	42
Agree	13	13.68	29	28.31	42
Disagree	3	1.62	2	3.37	5
	29		60		89

df = 2
0.03 + 0.03 + 1.17 = 0.01 + 0.01 + 0.55
X^2 = 2.79
p = 0.70 - 0.50

Table X2.36 Contingency table for statement no 12

	Black		White		
	O	E	O	E	
Strongly agree	29	29.30	35	34.69	64
Agree	29	28.35	40	40.64	69
Disagree	2	5.34	11	7.65	13
	60		86		146

df =
0.2) + 0.01 + 2.08 + 0.19 + 0.01 + 1.48
X^2= 4.07
p = 0.20 - 0.10

Table X2.37 Contingency table for statement no. 13

	Indian		White		
	O	E	O	E	
Strongly agree	15	18.86	55	51.13	70
Agree	12	11.05	29	29.94	41
Disagree	4	1.07	0	2.92	4
	31		84		115

df = 2
0.70 + 0.08 + 8.02 + 0.29 + 0.29 + 2.92
X^2= 12.39
p = 0.01 - 0.001

Table X2.38 Contingency table for statement no.13

	Indian		Black		
	O	E	O	E	
Strongly agree	15	14.66	29	29.39	44
Agree	12	14.66	32	29.39	44
Disagree	4	1.66	1	3.33	5
	31		62		93

df = 2
0.007 + 0.48 + 3.29 + 0.003 + 0.24 + 1.03
X^2 = 5.060
p = 0.10 - 0.05

Table X2.39 Contingency table for statement no. 13

	Black		White		
	O	E	O	E	
Strongly agree	28	35.67	55	48.32	84
Agree	32	25.90	29	35.09	61
Disagree	1	0.42	0	0.57	1
	62		84		146

df =2
1.24 + 1.43 + 0.58 + 0.92 + 1.02 + 0.57
X^2= 5.76
p = 0.10 - 0.05

Table X2.40 Contingency table for statement no.14

	Indian		White		
	O	E	O	E	
Strongly agree	0	1.01	7	5.10	7
Agree	9	8.53	24	24.46	33
Disagree	9	11.69	37	34.10	46
Strongly disagree	12	7.75	18	22.24	30
	30		86		116

df = 3

1.01 + 0.02 + 0.70 + 2.33 + 0.68 + 0.04 + 0.24 + 0.80

X^2= 6.57

p = 0.10 - 0.05

Table X2.41 Contingency table for statement no.14

	Indian		Black		
	O	E	O	E	
Strongly agree	0	1.66	5	3.33	5
Agree	9	6.33	10	12.66	19
Disagree	9	9	18	18	27
Strongly disagree	12	13	27	26	39
	30		60		90

df = 3

1.66 + 1.12 + 0 + 0.07 + 0.83 + 0.55 + 0 + 0.03

X^2 = 4.26

p = 0.30 - 0.20

Table X2.42 Contingency table for statement no.14

	Black		White		
	O	E	O	E	
Strongly agree	5	7.93	7	7.00	12
Agree	10	13.87	24	20.02	34
Disagree	18	22.80	37	32.38	52
Strongly disagree	27	18.49	18	26.50	45
	60		86		146

df = 3

0.0004 + 1.12 + 0.88 + 3.91 + 0.0005 + 0.79 + 0.85 + 2.72

X^2= 10.1209

p = 0.02 - 0.01

Table X2.43 Contingency table for statement no. 15

	Indian		White		
	O	E	O	E	
Strongly agree	3	2.41	6	6.58	9
Agree	15	13.12	34	35.87	49
Disagree	8	8.03	24	21.96	30
Strongly disagree	6	6.42	18	17.57	24
	50		82		112

df = 3
0.14 + 0.28 + 0.31 + 0.02 + 0.05 + 0.09 + 0.18 + 0.01
X^2 = 1.28
p = 0.80 - 0.70

Table X2.44 Contingency table for statement no. 15

	Indian		Black		
	O	E	O	E	
Strongly agree	3	5.93	15	12.06	18
Agree	15	19.18	25	20.81	40
Disagree	6	5.93	12	12.06	18
Strongly disagree	6	4.94	8	10.05	15
	30		61		91

df = 3
1.44 + 0.25 + 0.0008 + 0.22 + 0.71 + 0.27 + 0.10
X^2 = 2.9908
p = 0.50 - 0.30

Table X2.45 tingency table for statement no.15

	Black		White		
	O	E	O	E	
Strongly agree	15	9.85	6	12.04	21
Agree	25	20.90	24	28.09	49
Disagree	12	19.62	34	26.37	46
Strongly disagree	9	11.51	18	15.48	27
	61		82		143

df = 3
4.06 + 0.80 + 2.95 + 0.54 + 3.03 + 0.59 + 2.20 + 0.41
X^2 = 14.60
p = 0.01 - 0.001

Table X2.46 Contingency table for statement no.16

	Indian		White		
	O	E	O	E	
Strongly agree	19	18.95	45	47.04	64
Agree	9	12.43	38	34.54	47
Disagree	3	1.58	3	4.41	6
	31		86		117

df = 2
0.24 + 0.05 + 1.27 + 0.02 + 0.34 + 0.45
X^2= 3.33
p = 0.30 - 0.20

Table X2.47 Contingency table for statement no.16

	Black		White		
	O	E	O	E	
Strongly agree	38	33.61	45	47.38	81
Agree	25	28.14	38	38.85	63
Disagree	0	1.24	3	1.75	3
	61		86		147

df = 2
0.169 + 0.049 + 1.24 + 0.119 + 0.035 + 0.89
X^2= 2.502
p = 0.50 - 0.30

Table X2.48 Contingency table for statement no.16

	Indian		Black		
	O	E	O	E	
Strongly agree	19	18.5	36	36.46	55
Agree	9	11.45	25	22.54	34
Disagree	3	1.0	0	1.96	3
	31		61		92

df = 2
0.01 + 0.52 + 4 + 0.005 + 0.298 + 1.98
X^2= 6.803
p = 0.02 - 0.05

Table X2.49 Contingency table for statement no.17

	Indian		White		
	O	E	O	E	
Strongly agree	12	11.50	32	32.42	44
Agree	15	14.47	40	39.07	55
Disagree	3	3.94	12	11.05	15
	30		84		114

df = 2
0.5 + 0.53 + 0.22 + 0.005 + 0.022 + 0.08
X^2= 1.357
p = 0.70 - 0.50

Table X2.50 Contingency table for statement no. 17

	Indian		Black		
	O	E	O	E	
Strongly agree	12	14.50	32	29.49	44
Agree	15	13.18	25	26.81	40
Disagree	3	2.30	4	4.69	7
	30		61		91

df = 2
0,43 + 1,56 + 0.21 + 0.21 + 0.12 + 0.10
X^2 = 2.63
p = 0,30 - 0.20

Table X2.51 Contingency table for statement no.17

	Black		White		
	O	E	O	E	
Strongly agree	32	26,92	32	37.07	64
Agree	25	27,94	40	37,05	65
Disagree	4	6,73	12	9.26	16
	61		84		145

df =2
0,95 + 0.20 + 1.10 + 0.69 + 0.14 + 0.81
X^2= 3.89
p = 0.20 - 0.10

Table X2.52 Contingency table for statement no. 19

	Indian		White		
	O	E	O	E	
Strongly agree	5	2.60	5	7.41	10
Agree	13	11.03	32	33.36	45
Disagree	5	10.03	34	28.91	39
Strongly disagree	7	5.66	15	16.31	22
	30		86		116

df = 3
2.26 + 0.16 + 2.56 + 0.30 + 0.78 + 0.05 + 0.09 + 0.10
X^2= 7.10
p = 0.05 - 0.02

Table X2.53 Contingency table for statement no. 19

	Indian		Black		
	O	E	O	E	
Strongly agree	5	4.33	0	0.00	18
Agree	13	12.30	25	25,33	38
Disagree	5	7	16	14	21
Strongly disagree	7	6	11	12	18
	30		60		90

df = 3
0.15 + 0.000 + 0.57 + 0.16 + 0.05 + 0.004 + 0.28 + 0.05
X^2 = 1.303
p = 0.80 - 0.70

Table X2.54 Contingency table for statement no.19

	Black		White		
	O	E	O	E	
Strongly agree	8	5.34	5	7.65	13
Agree	25	23.42	32	33.57	57
Disagree	16	20.54	34	29.45	50
Strongly disagree	11	10.08	15	15.91	26
	60		86		140

df = 3
1.32 + 0.10 + 1.00 + 0.009 + 0.81 + 0.07 + 0.70 + 0.006
X^2= 4.115
p = 0.80 - 0.20

Table X2.56 Contingency table for statement no.19

	Indian		Black		
	O	E	O	E	
Strongly agree	17	17.03	38	37.96	55
Agree	11	10.43	21	21.56	32
Disagree	2	1.05	3	3.96	5
	30		62		92

df = 2
0.04 + 0.00 + 0.00 + 0.02 + 0.01 + 0.03
X^2 = 0.21
p = 0.00

Table X2.56 Contingency table for statement no.19

	Indian		White		
	O	E	O	E	
Strongly agree	17	21.72	67	62.27	84
Agree	11	7.5	18	21.5	29
Disagree	2	0.77	1	2.22	3
	30		86		116

df = 2
1.025 + 1.83 + 1.96 + 0.35 + 0.56 + 0.87
X^2 =0.195
p = 0.05 - 0.02

Table X2.57 Contingency table for statement no.19

	Black		White		
	O	E	O	E	
Strongly agree	38	43.96	67	61.01	105
Agree	21	16.33	18	22.66	39
Disagree	3	1.07	1	2.32	4
	62		86		148

df = 2
0.94 + 1.33 + 1.05 + 0.68 + 0.95 + 0.75
X^2= 5.60
p = 0.10 - 0.05

Table X2.58 Contingency table for statement no. 20

	Indian		White		
	O	E	O	E	
Strongly agree	10	8.98	28	28.4	38
Agree	17	17.4	52	51.6	69
Disagree	2	2.0	0	5.0	8
	29		80		115

df = 2
0.04 + 0.000 + 0 + 0.005 + 0.003 0.000
X^2= 0.053
p = 0.00 - 0.05

Table X2.59 Contingency table for statement no. 20

	Indian		Black		
	O	E	O	E	
Strongly agree	10	14.00	30	31.04	40
Agree	17	12.10	21	25.9*	38
Disagree	2	2.23	5	4.76	7
	29		62		91

df = 2
1.44 + 1.99 + 0.09 + 0.02 + 0.01 + 0.02
X^2 = 5.00
p = 0.10 - 0.05

Table X2.60 Contingency table for statement no. 20

	Black		White		
	O	E	O	E	
Strongly agree	36	26.81	28	37.19	64
Agree	21	30.50	52	42.41	73
Disagree	5	4.80	6	6.39	11
	62		86		148

df =2
3.15 + 9.0 + 0.03 + 2.26 + 2.13 + 0.02
X^2=10.82
p = 0.01 - 0.001

Table X2.61 Contingency table for statement no. 21

	Indian		White		
	O	E	O	E	
Strongly agree	12	13.8	42	40.30	54
Agree	17	12.66	34	38.98	51
Disagree	0	2.52	10	7.47	10
	29		86		115

df = 2
0.18 + 1.33 + 2.52 0.06 + 0.01 + 0.35
X^2= 5.03
p = 0.10 – 0.05

Table X2.62 Contingency table for statement no. 21

	Indian		Black		
	O	E	O	E	
Strongly agree	12	2.70	27	26.29	39
Agree	17	15.96	32	33.03	49
Disagree	0	0.32	1	0.67	1
	29		60		89

df = 2
0.03 + 0.06 + 0.32 + 0.01 = 0.03 + 3.32
X^2 = 3.77
p = 0.20 – 0.30

Table X2.63 Contingency table for statement no. 21

	Black		White		
	O	E	O	E	
Strongly agree	27	28.35	42	40.64	69
Agree	32	27.12	34	38.87	66
Disagree	1	4.52	10	6.47	11
	60		86		146

df =2
0.06 + 0.07 + 2.74 + 0.04 + 0.01 + 1.92
X^2= 6.24
p = 0.05 - 0.02

CONTINGENCY TABLES AND RESULTS OF FINDINGS FOR CHI SQUARE TESTS FOR SIGNIFICANCE OF DIFFERENCE IN PERCEPTION BETWEEN PAIRS OF RACE GROUPS OF RIVERBEND'S ACHIEVEMENT OF CHARACTERISTICS DESCRIBED IN STATEMENTS 1-21

Table X3.1 Contingency table for statement no. 1

	Black		White		
	O	E	O	E	
Large extent	4	40.80	54	58.68	97
Little	18	21.68	33	30.36	52
Not at all	0	0	0	0	0
	62		87		149

df = 2
0.17 + 0.31 + 0.12 + 0.22
X^2= 0.82
p = 0.98 - 0.95

Table X3.2 Contingency table for statement no. 1

	Indian		White		
	O	E	O	E	
Large extent	16	18.38	54	50.61	70
A little	15	12.61	33	35.38	48
Not at all	0	0	0	0	0
	31		87		118

df = 2
0.30 + 0.45 + 0.12 + 0.18
X^2= 1.08
p = 0.70 - 0.50

Table X3.3 Contingency table for statement no. 1

	Indian		Black		
	O	E	O	E	
Large extent	16	19.66	43	39.33	59
Little	15	11.33	19	22.66	34
Not at all	0	0	0	0	0
	31		[illegible]		93

df = 2

0.66 + 1.16 + 0.34 + 0.58

X^2 = 2.79

p = 0.30 - 0.20

Table X3.4Contingency table for statement no. 2

	Indian		White		
	O	E	O	E	
Large extent	18	18.5	54	51.48	70
A little	15	12.09	33	33.30	48
Not at all	1	0.79	2	2.20	3
	32		89		121

df = 2
0.05 + 0.42 + 0.05 + 0.12 + 0.003 + 0.01
X^2= 0.653
p = 0.80 - 0.70

Table X3.5Contingency table for statement no. 2

	Indian		Black		
	O	E	O	E	
Large extent	16	13.6	24	27.6	40
Little	15	16.68	34	32.31	49
Not at all	1	3.29	4	3.29	5
	32		62		94

df = 2
0.42 + 0.16 + 1.59 + 0.48 + 0.008 + 0.15
X^2 = 2.888
p = 0.30 - 0.20

Table X3.6 Contingency table for statement no.2

	Black		White		
	O	E	O	E	
Large extent	24	31.82	5?	44.37	70
Little	34	27.87	33	55.12	67
Not at all	4	2.49	2	3.50	6
	62		97		143

df = 2
1.89 + 0.21 + 0.91 + 1.31 + 0.95 + 0.64
X^2= 5.85
p = 0.10 - 0.05

Table X3.7 Contingency table for statement no.3

	Indian		White		
	O	E	O	E	
Large extent	18	21.5	32	28.48	50
A little	10	8.14	24	24.85	34
Not at all	4	1.34	1	3.65	5
	32		87		119

df = 2
0.50 + 0.08 + 3.28 + 0.21 + 0.02 + 1.02
X^2= 5.07
p = 0.02 - 0.01

Table X3.8 Contingency table for statement no. 3

	Indian		Black		
	O	E	O	E	
Large extent	18	15.12	25	27.87	43
Little	10	13.30	28	24.68	38
Not at all	4	3.51	6	6.48	10
	32		59		91

df = 2
0.25 + 0.04 + 0.00 + 0.28 + 0.46 + 0.03
X^2 = 1.99
p = 0.50 - 0.90

Table X3.9 Contingency table for statement no.3

	Black		White		
	O	E	O	E	
Large extent	23	35.15	32	51.84	57
Little	28	21.01	24	30.99	52
Not at all	8	2.82	1	4.17	7
	59		87		146

df = 2
2.33 + 2.32 + 3.50 + 1.59 + 1.57 + 2.40
X^2= 14.70
p < 0.001

Table X3.10 Contingency table for statement no.4

	Indian		White		
	O	E	O	E	
Large extent	19	19.59	50	49.40	69
A little	11	11.48	31	30.51	42
Not at all	3	1.91	4	5.09	7
	32		85		117

df = 2
0.18 + 0.02 + 0.02 + 0.007 + 0.007 + 0.22
X^2= 1.054
p = 0.70 - 0.50

Table X3.11 Contingency table for statement no. 4

	Indian		Black		
	O	E	O	E	
Large extent	19	12.17	17	22.82	35
Little	11	19	35	30	46
Not at all	3	3.82	8	7.17	11
	32		60		92

df = 2
2.78 + 1.50 + 0.16 + 1.48 + 0.83 + 0.05
X^2 = 6.91
p = 0.05 - 0.02

Table X3.12 Contingency table for statement no. 4

	Black		White		
	O	E	O	E	
Large extent	17	27.72	50	39.27	67
Little	35	27.31	31	38.69	66
Not at all	8	4.96	4	7.03	12
	60		85		145

df = 2
4.14 + 2.18 + 1.86 + 2.93 + 1.52 + 1.9
X^2= 12.91
p = < 0.001

Table X3.13 Contingency table for statement no.5

	Indian		White		
	O	E	O	E	
Large extent	7	5.25	13	14.74	20
A little	16	16.18	48	47.18	64
Not at all	0	0.93	26	25.06	34
	31		87		118

df = 2
0.58 + 0.4002 + 0.09 + 0.20 + 0.01 + 0.03
X^2= 0.9102
p = 0.70 - 0.50

Table X3.14 Contingency table for statement no. 5

	Indian		Black		
	O	E	O	E	
Large extent	7	7.15	14	13.84	21
Little	16	15.32	29	29.67	45
Not at all	0	0.51	17	16.48	25
	31		60		91

df = 2
0.003 + 0.05 + 0.03 + 0.001 + 0.01 + 0.01
X^2 = 0.084
p = > 0.99

Table X3.15 Contingency table for statement no. 5

	Black		White		
	O	E	O	E	
Large extent	14	11.02	13	15.97	27
Little	29	31.42	48	45.57	77
Not at all	17	17.55	26	25.44	43
	60		87		147

df = 2
0.80 + 0.18 + 0.01 + 0.55 + 0.12 + 0.01
X^2= 1.07
p = 0.50 - 0.30

Table X3.13 Contingency table for statement no.5

	Indian		White		
	O	E	O	E	
Large extent	7	5.25	13	14.74	20
A little	16	16.16	48	47.18	64
Not at all	8	8.59	26	25.06	34
	31		87		118

df = 2
0.50 + 0.0002 + 0.09 + 0.20 + 0.01 + 0.03
X^2= 0.9102
p = 0.70 - 0.50

Table X3.14 Contingency table for statement no. 4

	Indian		Black		
	O	E	O	E	
Large extent	7	7.19	14	13.84	21
Little	16	15.32	29	29.67	45
Not at all	8	8.51	17	16.48	25
	31		60		91

df = 2
0.003 + 0.03 + 0.03 + 0.001 + 0.01 + 0.01
X^2 = 0.084
p = > 0.99

Table X3.15 Contingency table for statement n.5

	Black		White		
	O	E	O	E	
Large extent	14	11.02	13	15.97	27
Little	29	31.42	48	45.57	77
Not at all	17	17.55	26	25.44	43
	60		87		147

df = 2
0.80 + 0.18 + 0.01 + 0.55 + 0.12 + 0.01
X^2= 1.67
p = 0.50 - 0.30

Table X3.16 Contingency table for statement no. 6

	Indian		White		
	O	E	O	E	
Large extent	15	12.85	32	34.14	47
A little	14	19.32	53	48.67	67
Not at all	3	0.82	0	2.17	3
	32		85		117

df = 2
0.35 + 1.01 + 5.79 + 0.13 0.38 + 2.17
X^2= 9.83
p = 0.01 - 0.001

Table X3.17 Contingency table for statement no. 6

	Indian		Black		
	O	E	O	E	
Large extent	15	8.79	25	25.93	40
Little	14	14.41	27	26.58	41
Not at all	3	3.51	7	6.48	10
	32		59		91

df = 2
0.70 + 0.01 + 0.07 + 0 03 + 0.006 + 0.04
X^2 = 0.856
p = 0.70 - 0.50

Table X3.18 Contingency table for statement no. 6

	Black		White		
	O	E	O	E	
Large extent	25	23.35	32	33.64	57
Little	27	32.77	53	47.22	80
Not at all	7	2.86	0	4.12	7
	59		85		144

df = 2
0.11 + 1.01 + 5.99 + 0.07 + 0.70 + 4.12
X^2= 12.01
p = 0.01 - 0.001

Table X3.19 Contingency table for statement no. 7

	Indian		White		
	O	E	O	E	
Large extent	9	11.12	33	30.87	42
A little	15	18.89	48	48.30	63
Not at all	7	3.17	5	8.82	12
	31		86		117

df = 2
0.40 + 0.17 + 4.62 + 0.14 + 0.06 + 1.65
X^2 = 7.04
p = 0.05 - 0.02

Table X3.20 Contingency table for statement no. 7

	Indian		Black		
	O	E	O	E	
Large extent	9	8.78	17	17.23	26
Little	15	16.17	33	31.82	48
Not at all	7	6.06	11	11.88	18
	31		61		92

df = 2
0.006 + 0.08 + 0.14 + 0.003 + 0.04 + 0.07
X^2 = 0.339
p = 0.90 - 0.80

Table X3.21 Contingency table for statement no. 7

	Black		White		
	O	E	O	E	
Large extent	17	20.74	33	29.25	50
Little	33	33.61	48	47.38	81
Not at all	11	6.63	5	9.36	16
	61		86		147

df = 2
0.87 + 0.01 + 2.88 + 0.48 + 0.008 + 2.03
X^2 = 6.078
p = 0.05 - 0.02

Table X3.22 Contingency table for statement no. 8

	Indian		White		
	O	E	O	E	
Large extent	8	7.79	25	21.20	29
A little	13	10.80	48	44.59	61
Not at all	13	7.79	16	21.20	29
	32		87		119

df = 2
0.41 + 0.7 + 3.46 + 0.15 + 0.26 + 1.27
X^2= 6.27
p = 0.05 - 0.02

Table X3.23 Contingency table for statement no. 8

	Indian		Black		
	O	E	O	E	
Large extent	6	5.19	12	11.80	18
Little	13	11.69	21	22.30	34
Not at all	13	14.10	28	26.89	41
	32		61		93

df = 2
0.005 + 0.14 + 0.08 + 0.003 + 0.07 + 0.04
X^2 = 0.338
p = 0.90 - 0.80

Table X3.24 Contingency table for statement no. 8

	Black		White		
	O	E	O	E	
Large extent	12	14.42	23	20.57	35
Little	21	28.43	48	40.56	69
Not at all	28	18.13	16	25.86	44
	61		87		148

df = 2
0.40 + 1.94 + 5.87 + 0.28 + 1.96 + 3.75
X^2= 13.10
p = 0.01 - 0.001

Table X3.25 Contingency table for statement no.8

	Indian		White		
	O	E	O	E	
Large extent	8	6.91	14	15.09	22
A little	18	19.18	43	41.81	61
Not at all	13	12.89	28	28.10	41
	39		85		124

df = 2
0.17 + 0.07 + 0.009 + 0.77 + 0.03 + 0.0003
X^2 = 1.0493
p = 0.70 - 0.50

Table X3.26 Contingency table for statement no. 9

	Indian		Black		
	O	E	O	E	
Large extent	8	9.55	16	14.44	24
Little	18	18.30	28	27.69	46
Not at all	13	11.37	15	16.85	28
	39		59		98

df = 2
0.25 + 0.004 + 0.23 + 0.16 + 0.003 + 0.20
X^2 = 0.847
p = 0.70 - 0.50

Table X3.27 Contingency table for statement no. 9

	Black		White		
	O	E	O	E	
Large extent	16	12.29	14	17.70	30
Little	28	29.09	43	41.90	71
Not at all	15	17.61	28	25.38	43
	59		85		144

df = 2
0.15 + 0.04 + 0.38 + 0.77 + 0.02 + 0.27
X^2 = 1.63
p = 0.50 - 0.30

Table X3.28 Contingency table for statement no. 10

	Indian		White		
	O	E	O	E	
Large extent	8	8.33	23	22.66	31
A little	17	18.01	50	48.98	67
Not at all	7	5.64	14	15.35	21
	32		87		119

df = 2
0.01 + 0.05 + 0.02 + 0.003 + 0.02 + 0.11
X^2= 0.513
p = 0.80 - 0.70

Table X3.29 Contingency table for statement no. 10

	Indian		Black		
	O	E	O	E	
Large extent	8	9.04	18	16.95	26
Little	17	14.20	24	26.73	41
Not at all	7	8.69	18	16.30	25
	32		60		92

df = 2
0.11 + 0.52 + 0.32 + 0.06 + 0.27 + 0.17
X^2 = 1.45
p = 0.50 - 0.30

Table X3.30 Contingency table for statement no. 10

	Black		White		
	O	E	O	E	
Large extent	18	16.73	23	24.28	41
Little	24	30.20	50	43.79	74
Not at all	18	13.06	14	18.93	32
	60		87		147

df = 2
0.96 + 1.27 + 1.86 + 0.06 + 0.88 + 1.28
X^2= 6.31
p = 0.05 - 0.02

Table X3.31 Contingency table for statement no. 11

	Indian		White		
	O	E	O	E	
Large extent	8	8.34	23	22.65	31
A little	16	15.07	40	40.92	56
Not at all	4	4.57	13	12.42	17
	28		76		104

df = 2
0.01 + 0.05 + 0.07 + 0.005 + 0.02 + 0.02
X^2= 0.175
p = 0.50 - 0.30

Table X3.32 Contingency table for statement no. 11

	Indian		Black		
	O	E	O	E	
Large extent	8	5.33	20	18.66	28
Little	16	13.66	25	27.33	41
Not at all	4	5	11	10	15
	28		56		84

df = 2
0.18 + 0.40 + 0.2 + 0.09 + 0.19 + 0.1
X^2 = 1.16
p = 0.70 - 0.50

Table X3.33 Contingency table for statement no. 11

	Black		White		
	O	E	O	E	
Large extent	20	18.24	23	24.75	43
Little	25	27.57	40	37.42	65
Not at all	11	10.18	13	13.81	24
	56		76		132

df = 2
0.16 + 0.23 + 0.06 + 0.12 + 0.17 + 0.04
X^2= 0.78
p = 0.70 - 0.50

Table X3.34 Contingency table for statement no. 12

	Indian		White		
	O	E	O	E	
Large extent	10	10.08	29	28.9	39
A little	16	14.46	40	41.51	56
Not at all	4	5.43	17	15.56	21
	30		86		116

df = 2
0.0004 + 0.001 + 0.37 + 0.0003 + 0.05 + 0.13
X^2= 0.5517
p = 0.80 - 0.70

Table X3.35 Contingency table for statement no. 12

	Indian		Black		
	O	E	O	E	
Large extent	10	10.0	22	21.33	32
Little	16	17.9	22	25.33	38
Not at all	4	3.33	16	13.33	20
	30		60		90

df = 2
0.04 + 0.88 + 1.08 + 0.03 + 0.43 + 0.53
X^2 = 2.97
p = 0.30 - 0.20

Table X3.36 Contingency table for statement no. 12

	Black		White		
	O	E	O	E	
Large extent	22	20.95	29	30.04	51
Little	22	25.47	40	36.52	62
Not at all	16	13.56	17	19.43	33
	60		86		146

df = 2
0.05 + 0.47 + 0.13 + 0.03 + 0.33 + 0.30
X^2= 1.61
p = 0.50 - 0.30

Table X3.37 Contingency table for statement no. 13

	Indian		White		
	O	E	O	E	
Large extent	12	13.83	39	37.16	51
A little	17	14.91	38	40.08	55
Not at all	3	3.25	9	8.74	12
	32		86		118

df = 2
0.24 + 0.29 + 0.01 + 0.09 + 0.10 + 0.007
X^2= 0.737
p = 0.70 - 0.50

Table X3.38 Contingency table for statement no. 13

	Indian		Black		
	O	E	O	E	
Large extent	12	10.43	18	19.56	30
Little	17	18.43	36	34.56	53
Not at all	3	3.13	6	5.86	9
	32		60		92

df = 2
0.23 + 0.11 + 0.0 5 + 0.12 + 0.00 + 0.003
X^2 = 0.528
p = 0.80 - 0.70

Table X3.39 Contingency table for statement no. 13

	Black		White		
	O	E	O	E	
Large extent	18	23.42	39	33.57	57
Little	36	30.41	38	43.58	74
Not at all	6	6.16	9	8.83	15
	60		86		146

df = 2
1.25 + 1.02 + 0.004 + 0.87 + 0.71 + 0.003
X^2= 3.857
p = 0.20 - 0.10

Table X3.40 contingency table for table no. 14

Statement 14.	Black		White		
	O	E	O	E	
Large extent	25	20.27	24	28.72	49
Little	22	25.05	40	36.94	62
Not at all	13	14.68	21	19.33	34
	80		85		145

df= 2
1.10 + 0.51 + 0.79 + 0.77 + 0.38 + 0.05
X ²= 3.58
p= 0.20 - 0.10

Table X3.41 Contingency Table for statement no. 14

Statement 14.	Black		Indian		
	O	E	O	E	
Large extent	25	25.43	14	13.58	39
Little	22	19.58	8	10.43	30
Not at all	13	15	10	8	23
	60		32		92

df= 2
0.0007 + 0.30 + 0.26 + 0.01 + 0.58 + 0.5
X ²= 1.6807
p = 0.50 - 0.30

Table X3.42 Contingency Table for statement no. 14

Statement 14.	Indian		White		
	O	E	O	E	
Large extent	14	10.39	24	27.60	38
Little	8	13.12	40	34.87	48
Not at all	10	8.47	21	22.52	31
	32		85		117

df= 2
0.34 + 1.99 + 0.27 + 0.46 +0.75 + 0.10
X ²= 3.91
p= 0.20 - 0.10

Table X3.43 Contingency table for statement no. 15

	Indian		White		
	O	E	O	E	
Large extent	6	5.00	11	11.99	17
A little	17	18.85	47	45.14	64
Not at all	10	9.13	21	21.86	31
	33		79		112

df = 2
0.2 + 0.18 + 0.08 + 0.08 + 0.07 + 0.03
X^2= 0.94
p = 0.80 - 0.70

Table X3.44 Contingency table for statement no. 15

	Indian		Black		
	O	E	O	E	
Large extent	6	5.81	10	10.38	16
Little	17	19.80	38	35.69	55
Not at all	10	8.07	13	14.92	23
	33		61		94

df = 2
0.02 = 0.27 + 0.48 + 0.91 + 0.14 + 0.24
X^2 = .14
p = 0.70 - 0.50

Table X3.45 Contingency table for statement no. 15

	Black		White		
	O	E	O	E	
Large extent	10	9.15	11	11.85	21
Little	38	37.03	47	47.96	85
Not at all	13	14.81	21	19.18	34
	61		79		140

df = 2
0.07 + 0.97 + 0.32 + 0.08 + 0.01 + 0.17
X^2= 1.50
p = 0.50 - 0.30

Table X3.46 Contingency table for statement no. 16

	Indian		White		
	O	E	O	E	
Large extent	12	16.27	47	42.72	59
A little	15	12.98	29	34.03	47
Not at all	2	2.75	8	7.24	10
	32		84		116

df = 2
1.12 + 1.69 + 0.20 + 0.42 + 0.74 + 0.07
X^2= 4.84
p = 0.20 - 0.10

Table X3.47 Contingency table for statement no. 16

	Indian		Black		
	O	E	O	E	
Large extent	12	15.49	34	30.50	46
Little	18	13.13	21	25.86	39
Not at all	2	3.38	8	6.63	10
	32		63		93

df = 2
0.78 + 1.80 + 0.55 + 0.40 + 0.91 + 0.21
X^2 = 4.65
p = 0.10-0.05

Table X3.48 Contingency table for statement no. 16

	Black		White		
	O	E	O	E	
Large extent	34	34.71	47	46.28	81
Little	21	21.42	29	28.57	50
Not at all	8	6.85	9	9.14	16
	63		84		147

df = 2
0.01 + 0.0008 + 0.19 + 0.01 + 0.008 + 0.14
X^2= 0.3568
p = 0.50 - 0.80

Table X3.49 Contingency table for statement no. 17

	Indian		White		
	O	E	O	E	
Large extent	10	7.38	17	19.61	27
A little	17	18.95	45	45.04	62
Not at all	5	7.65	23	20.34	28
	32		85		117

df = 2
0.93 + 0.0001 + 0.71 + 0.34 + 0.00008 + 0.34
X^2= 2.52015
p = 0.30 - 0.20

Table X3.50 Contingency table for statement no. 17

	Indian		Black		
	O	E	O	E	
Large extent	10	7.02	13	15.17	23
Little	17	18.34	31	31.65	48
Not at all	5	7.62	18	15.17	23
	32		62		94

df = 2
0.60 + 0.02 + 1.01 + 0.31 + 0.01 + 0.52
X^2 = 2.47
p = 0.30 - 0.20

Table X3.51 Contingency table for statement no. 17

	Black		White		
	O	E	O	E	
Large extent	13	12.65	17	17.34	30
Little	31	31.05	45	43.94	76
Not at all	18	17.29	23	23.70	41
	62		85		147

df = 2
0.009 + 0.03 + 0.02 + 0.008 + 0.02 + 0.02
X^2= 0.105
p = 0.95 - 0.90

Table X3.52 Contingency table for statement no. 18

	Indian		White		
	O	E	O	E	
Large extent	9	7.35	19	20.64	28
A little	18	18.05	55	52.34	71
Not at all	0	4.99	13	14.00	19
	31		87		118

df = 2
0.37 + 0.87 + 0.20 + 0.13 + 0.13 + 0.07
X^2= 1.27
p = 0.70 - 0.50

Table X3.53 Contingency table for statement no. 18

	Indian		White		
	O	E	O	E	
Large extent	9	10.44	21	19.55	30
Little	18	13.23	22	24.76	38
Not at all	0	7.31	15	13.68	21
	31		81		89

df = 2
0.19 + 0.12 + 0.23 + 0.10 + 0.30 + 0.12
X^2 = 1.06
p = 0.70 - 0.50

Table X3.54 Contingency table for statement no. 18

	Black		White		
	O	E	O	E	
Large extent	21	16	19	24	40
Little	22	30.8	55	46.2	77
Not at all	15	11.2	13	16.8	28
	58		87		145

df = 2
1.56 + 2.51 + 1.28 + 1.04 + 1.67 + 0.85
X^2= 8.91
p = 0.02 - 0.01

Table X3.55 Contingency table for statement no. 19

	Indian		White		
	O	E	O	E	
Large extent	14	19.52	58	52.47	72
A little	16	9.22	18	24.77	34
Not at all	2	3.25	10	8.74	12
	32		86		118

df = 2
1.50 + 4.98 + 0.48 + 0.58 + 1.85 + 0.18
X^2 = 9.83
p = 0.01 - 0.001

Table X3.56 Contingency table for statement no. 19

	Indian		Black		
	O	E	O	E	
Large extent	14	11.82	20	22.17	34
Little	16	15.80	28	28.89	44
Not at all	2	4.66	12	9.13	14
	32		60		92

df = 2
0.40 + 0.03 + 1.08 + 0.21 + 0.01 + 0.80
X^2 = 3.23
p = 0.20 - 0.10

Table X3.57 Contingency table for statement no. 19

	Black		White		
	O	E	O	E	
Large extent	20	32.05	58	45.94	78
Little	28	18.90	18	27.09	46
Not at all	12	9.04	10	12.95	22
	60		86		146

df = 2
4.52 + 4.38 + 0.96 + 3.16 + 3.05 + 0.07
X^2 = 16.78
p < 0.001

Table X3.58 Contingency table for statement no.20

	Indian		White		
	O	E	O	E	
Large extent	9	7.31	16	19.38	27
A little	19	19.71	51	50.25	70
Not at all	5	5.64	15	14.35	20
	33		84		117

df = 2

0.25 + 0.02 + 0.07 + 0.09 + 0.004 + 0.02

X^2= 0.454

p = 0.80

Table X3.59 Contingency table for statement no. 20

	Indian		Black		
	O	E	O	E	
Large extent	9	9.22	17	16.77	26
Little	19	18.67	28	30.32	47
Not at all	5	7.09	15	12.90	20
	33		60		93

df = 2

0.005 + 0.32 + 0.61 + 0.003 + 0.17 + 0.34

X^2 = 1.448

p = 0.50 - 0.30

Table X3.60 Contingency table for statement no. 20

	Black		White		
	O	E	O	E	
Large extent	17	14.58	18	20.41	35
Little	28	32.91	51	46.08	79
Not at all	15	12.5	15	17.5	30
	60		84		144

df = 2

0.40 + 0.73 + 0.5 + 0.28 + 0.52 + 0.35

X^2= 2.76

p = 0.30—0.20

Table X3.61 Contingency table for statement no. 21

	Indian		White		
	O	E	O	E	
Large extent	8	8.20	24	21.79	30
A little	21	18.41	39	43.59	60
Not at all	5	7.38	22	19.61	27
	32		85		117

df = 2
0.59 + 1.28 + 0.76 + 0.22 + 0.18 + 2.99
X^2= 5.72
p = 0.10 - 0.05

Table X3.62 Contingency table for statement no. 21

	Indian		Black		
	O	E	O	E	
Large extent	8	7.73	14	14.26	22
Little	21	17.28	28	31.76	49
Not at all	5	7.03	15	12.98	20
	32		59		91

df = 2
0.38 + 0.82 + 0.58 + 0.21 + 0.44 + 0.32
X^2 = 2.75
p = 0.30 - 0.20

Table X3.63 Contingency table for statement no. 21

	Black		White		
	O	E	O	E	
Large extent	16	16.38	24	23.61	40
Little	28	27.45	39	39.54	67
Not at all	15	15.15	22	21.84	37
	59		85		144

df = 2
0.008 + 0.01 + 0.001 + 0.006 + 0.007 + 0.001
X^2= 0.033
p = 0.99 - 0.98

SUPPLEMENTARY VERBATIM COMMENTS FOR CHAPTER 8

1. Qualities of 'good' and 'not good' teachers

1.1 Good teachers

Mr Jones is a very good teacher. He can explain things in interesting ways. You can understand him well, and he can explain where you've gone wrong in an interesting way.
Angus, MB in Std 6

He's nice. He used to explain the sums in a story way, and he knew Maths very well, and so he was good.
Seki, BB in Std 6

Mr Jones is a very good teacher. Every time we did a setwork he'd let us read a paragraph and discuss words we didn't know. We didn't just rush through it. And he explained very well.
Nonani, BB in Std 6.

Mr Williams taught us very clearly and was a good teacher.
Dyson, BB in Std 6

Mr Ronnie, how can I say? He could explain very well, you could ask him questions and he'd answer. He was helpful.
Shadrack, BB in Std 6

Mr Phillips is patient, and makes sure you understand, and he goes slow enough for everyone to understand

Rachel, G2 in Std 8

1.2 Qualities of 'not good' teachers

When someone didn't understand he wouldn't spend enough time. He'd say, 'See me at the end of the class', and the person would spend the rest of the period blank, and miss the lesson. He didn't make sure people who didn't understand understood.

Yusi, G3 in Std 6

Our teacher was Mr Ronnie. He likes shouting at you. If you don't understand something, he'd shout at you. So he wasn't a good teacher.

Tracy, M3 in Std 8

She's not a good teacher. There's a lot of non interaction in IS and I didn't learn anything. Often she doesn't explain, or answer the question, or says, 'I'm coming to that' or 'Ask me afterwards.'

Patience, G3 in Std 8.

2. Enjoyable and not enjoyable lessons

2.1 Lessons that are enjoyable

In Science we did a lot of Chemistry, and it was always fun. We mixed chemicals & did experiments in groups. It was a lot of fun. It didn't involve that much work, just fun, putting stuff together and mixing it.

Jerry, M3 Std 8

In IS you do something different every day, so you never think, 'Oh no! IS!', the way you do with Maths

Mandy, M3 Std 8

General Science was quite easy. I like it very much. It falls core to Maths, and I'm very good at Maths.

Jabu, G3 in Std 8

IS has been fun. I like it. You learn about a lot of different things, and if you don't like one thing, you can choose another.

Clive, M3 Std 8

I like Afrikaans. The teacher uses the way I was taught in my old school, so it's easier for me to learn. We have a setwork book to read, then a test. We answer the questions what's happening in the story, and we have woordeskat to learn.

Candlish, G3 in Std 8

I enjoy Science. We have Mr Bolt, and she's a great teacher. She's fun, and never moody.

Angela, M3 in Std 8

I like Maths very much. Mr Silver is a very good teacher. There's discipline in the class, and she makes sure we do our homework. She explains in depth, and I do well.

Thoko, BB in Std 8

I'm in Mr Walsh's class. I always enjoy his periods. He makes Maths fun- gives us riddles and puzzles involving Maths.

Bradley, BB in Std 8

I find Accountancy nice. I like business, and to do the different transactions is nice. Though I'm not a genius, I like it.

Jay, IB in Std 9

2.2 Lessons that are not enjoyable

Biology I don't like very much. Maybe 'cos I don't have much interest in it, and it has to do with dressing and lots of words, and Science is easier 'cos it falls more to Maths.

Godfrey, BB in Std 7

I don't enjoy Afrikaans. I feel it's unnecessary. I would rather do French or something that is more widely spoken.

Hassan, IB in Std 8

I don't like Biology. There's no variety in her lessons. She just teaches us, and it goes on and on.

Nandi, IB in Std 8

Maths is boring. It's taught just with examples. I don't enjoy it.

Graham, HB in Std 8

She is not interested in the person behind the work, only in the drawing. She never appreciates the message, only the drawing. I don't really learn anything from her, she isn't stimulating. I'm going to give it up. Shows how a teacher can ruin a subject for you.

Lisa, HB in Std 8

I think it's a very personal thing, but Speech and Drama is a lot down. It's not pratical enough. There's no mucst and acting. It's very much taking a play and analysing it.

Julia, HG in Std 8

I can't say I enjoy Biology. It's taught as a body of facts rather than principles. It's taught in a rigid, fact orientated manner.

Charles, HB in Std 7

I don't like Science. He can't explain, and I don't know what's it about.

Tsakani, BG in Std 7

3. Pupils' comments about reasons for choosing Riverbend

My parents had friends with a child here. They told them about the school. They thought it had a high academic standard, so they brought me here.

Zodwa, BG in Std 9

There are lots of reasons why I came here. I was getting fed up with the petty rules at St A's, finding it very restrictive. Riverbend seemed like a good school - a different philosophy, not so restrictive, you are left to make your own decisions and do your own thing. I came in the third term in Standard 8.

Cherry, WG in Std 9

I came in May 1986. I was in Standard 7, and had nowhere else to go. My school had broken up. I heard about scholarships at Riverbend, and I applied, and it worked.

Tebogo, BG in Std 8

I left my old school half way through the year (expelled). Riverbend wouldn't let me come then, so I had a year off and drew pictures. What attracted you to Riverbend? Not a lot of petty rules, like you can't walk on the grass, things that have nothing to do with me and getting a good education.

Alan, WB in Std 8

I came to Riverbend 'cos my school had closed. I applied to Waterford and Riverbend, and came here 'cos it's closer.

Nicoree, BG in Std 8

My parents had read about Riverbend in a magazine, and they know Mr White. They liked that you could be an individual, that there was the charter instead of rules, and no uniform. They also heard that there were good teachers, and the school was never stuck without one.

Ralph, WB in Std 8

I came in Standard 8. I came because the fees were a bit lower than St A, and friends of my parents had said it was a nice place.

Ezekiel, BG in Std 8

I had to go to boarding school - it's complicated. Riverbend seemed relaxed, no uniform, the kind of place where I would excel.

Ravi, IB in Std 8

My brother suggested I change from the government school. He liked the freedom here, and the multiracial nature of it.

Indrin, IG in Std 8

I came in 1985. Because it's close, and different - multiracial, no uniform, you don't get taught, you learn, you're educated, it's not given to you on your lap, it's up to you to work or to play, a free school.

Jenny, WG in Std 8

I came in 1986. There were riots where we live, so we were looking for a multiracial school. I applied to Kingswood, but they were full, so they sent us here.

Nxalati, BF in Std 8

I came in Standard 8 from Soweto. I wasn't at school in Soweto b cause of all the rioting. I found Riverbend, and was accepted.

Nocabala, BG in Std 8

I was at school in Soweto. We were disturbed every day. My father's friend knew about Riverbend, said it was good school so I came here. I had no choice, it was getting late, so I accepted.

Mollolo, BB in Std 8

I came here because it sat my parents' ideals as a school. Not too much stress on Matric, but enough to do well, and to develop you as a person, to develop self-respect, and trust, everythi = a government school doesn't do, a school where you are treated as : erson

Janet, WG in Std 8

The first reason is obvious. Because the school could give us a better education that a government school; because it was multiracial, and I wanted to be in a multiracial society; and also 'cos I felt I could grow as a person and be an individual in the school 'cos of the freedom of speech they allowed and they force individuality and things like that

Verity, WG in Std 8

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