

MARKING GUIDELINES**POSSIBLE ANSWERS FOR : HISTORY HG SET B****QUESTION PAPER 1 (SOUTH AFRICAN HISTORY)****EXPLANATION OF TERMINOLOGY**

Various words have been used in the past to describe South Africa's people. The use of these terms is offensive today. However they have been kept in the original historical sources used in this examination question paper and should be understood in the context in which they were originally used. The use of such terms should not be interpreted as reflective of the views of the National Examination Panel for History.

Below are some of the terms that have been generally used at different times and their meanings:

TERM	MEANING
Africans, Blacks, Natives, Bantu	Generally referred to South Africans with an African origin
Europeans, Whites	Generally referred to South Africans who traced their origins to Europe
Indians, Asians, Asiatics	Generally referred to South Africans who traced their origins to India
Coloureds, coloured	Generally referred to South Africans with mixed racial origins
Non-Europeans, Non-Whites	South Africans who were not of European origin

SENIOR CERTIFICATE EXAMINATION –SET B
MARKING GUIDELINES**Global assessment of essays**

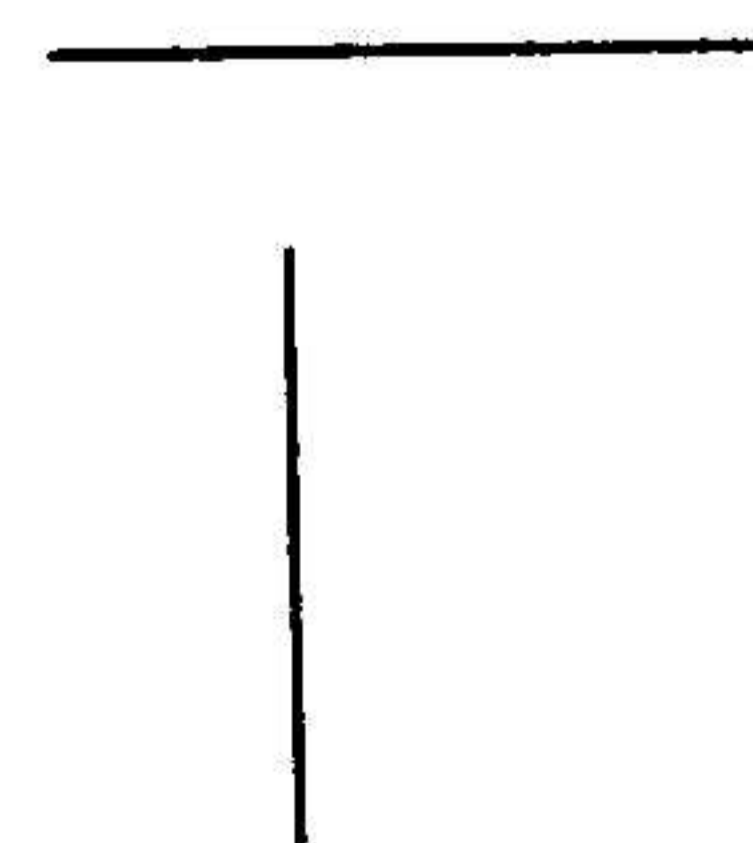
The essays will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion through using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. It will also discourage learners to prepare "model" answers and reproduce them without taking into account the specific requirements of the question. Holistic essay marking credits learners' opinions. Holistic assessment, unlike content based marking, does not penalise language inadequacies as the emphasis is on the following:

- the construction of argument;
- the appropriate selection of factual evidence to support such argument; and
- the learner's interpretation of the question.

Assessment procedures of an essay

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in memorandum) a relevant conclusion (indicated by a bullet in memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The argument should be introduced by way of a topical and relevant introduction. The conclusion should tie up the argument by binding in the introduction in a historically relevant manner.
4. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised
- wrong statement
- irrelevant statement



- repetition R
- analysis A√
- interpretation I√

4. The first reading of an essay will also be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL 3	

5. The second reading of an essay will relate to the level (on the matrix) of presentation.

C	LEVEL 3	
P	LEVEL 1	

6. Allocate an overall symbol and mark with the use of the matrix.

C	LEVEL 3	B+
P	LEVEL 1	39

The matrix

The criteria according to which the essay will be assessed are organised within a matrix and the matrix will be used to allocate a symbol to an essay. Both the content and presentation axes are divided into seven (SG) / eight (HG) competency levels. Each with criteria that will be use to assess an essay.

- 4 -
SENIOR CERTIFICATE EXAMINATION –SET B
MARKING GUIDELINES

PRESENTATION	LEVEL 1 Has developed a relevant independent line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Excellent technical skills and evidence.	LEVEL 2 Has developed a relevant line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Minor flaws.	LEVEL 3 Has developed a relevant line of argument. Has attempted analysis and historical explanation. Well planned and structured essay. Structural flaws. Higher order skills absent.	LEVEL 4 Attempts to sustain a line of argument. Has attempted analysis and historical explanation. Essay planned and structured to a certain extent	LEVEL 5 Attempts to sustain a line of argument. Applied analysis and historical explanation to a certain extent. Attempt a structure. Technical flaws.	LEVEL 6 Line of argument not sustained. Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No line of argument. No analysis and historical explanation. No structure.	LEVEL 8 No attempt to answer the question.
CONTENT								
LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument.	A+ 47 – 50	A 43 – 46	A- 40 – 42					A: 160 – 200 B: 140 – 159 C: 120 – 139 D: 100 – 119 E: 80 – 99 F: 67 – 79 FF: 60 – 66 G: 50 – 59 GG: 40 – 49 H: 0 – 39
LEVEL 2 Question has been answered. Content selection relevant to line of argument.	A 43 – 46	A- 40 – 42	B+ 38 – 39					
LEVEL 3 Question answered to a great extent. Content adequately covered and relevant.	B+ 38 – 39	B 36 – 37	B- 35	C+ 33 – 34				
LEVEL 4 Question posed is recognisable in answer. Content selection and control flawed. Omissions and irrelevant content selections.			C+ 33 – 34	C 31 – 32	D+ 28 – 29			
LEVEL 5 Content selection does relate to the question, but does not answer it. Omissions in coverage and irrelevance. Lacks control.				C- 30	D 26 – 27	E+ 23 – 24		
LEVEL 6 Question inadequately addressed. Sparse content.					D- 25	E 21 – 22	E- 20	
LEVEL 7 Question inadequately addressed or not at all. Inadequate content. Irrelevant to a great extent.						E 20	F 13 – 19	
LEVEL 8 No relevant content selection. Totally flawed								G 07 - 12 H 00 – 06

**SECTION A
ESSAY QUESTIONS**

THE PERIOD 1924 TO 1948

QUESTION 1A

Gen. JBM Hertzog declared in 1926 that South Africa and Britain must have equal constitutional status and that this should be 'officially proclaimed for the entire world to see'.

Explain to what extent Hertzog had achieved equal constitutional status and whether it had been 'officially proclaimed for the entire world to see' by 1934.

**MARKERS MUST BE AWARE THAT THE CONTENT OF THE
ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT
THE PARTICULAR CENTRE**

SYNOPSIS

The answer should make the point that it was one of Herzog's main political objectives to achieve equal constitutional status with Britain. Furthermore, it should also be stated that Hertzog would only be satisfied with an official proclamation - according to international law. Candidates should throughout their answer refer to Herzog's critical role in this process.

MAIN ASPECTS

Introduction

An explanation of the constitutional position of South Africa and that of other dominions by 1924 should be given. This is important to determine the reality faced by Hertzog in 1924 and the constitutional changes required to achieve sovereignty.

Elaboration

NB: *In each case the candidate needs to show how each of the following brought South Africa closer to constitutional independence and whether it was "proclaimed for the entire world to see".*

- The Imperial Conference of 1926
- The Balfour Declaration
- The creation of an independent Department of Foreign Affairs
- The Statute of Westminster - as the official proclamation of sovereign independence
- Constitutional Changes
- The Status Act
- The Seals Acts

Conclusion

Refer to the requirements of the question and draw lines of argument together. It is important for candidates to refer to the successes/ failures achieved by Hertzog. (OR ANY OTHER RELEVANT CONCLUSION)
(50)

QUESTION 1 B

The defeat of the United Party in the general election of May 1948 was unexpected.

Evaluate this statement by concentrating on the factors that influenced the results of the 1948 election.

**MARKERS MUST BE AWARE THAT THE CONTENT OF THE
ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT
THE PARTICULAR CENTRE**

SYNOPSIS

Candidates are required to show why the defeat was unexpected and should demonstrate a broad understanding of the factors that influenced/ impacted on the results of the general election of 1948. The policies of the UP should be used as a point of departure in illustrating how these policies or aspects thereof contributed to the defeat of the United Party in 1948.

MAIN ASPECTS**Introduction**

The strong showing of the United Party in the general elections of 1938 and 1943 could be used as a point of reference to illustrate the electoral strength of this party. A trend of faring well at elections had been established by the UP and this was expected to continue. (OR ANY OTHER RELEVANT INTRODUCTION)

Elaboration

NB: *Candidates to discuss each of the following areas, evaluating its significance in leading to the defeat of the UP.*

- Economic Policy
- Problems within the United Party
- The declining popularity and role of Smuts after World War II
- Urbanisation
- End of War and Demobilisation
- Labour Unrest
- UP Race Policy
- The Changing International Situation
- Afrikaner nationalism
- Altering constituency boundaries - By-Elections - The General Election of 1948

(Political, economic, social, cultural)

Conclusion

Should tie up the argument that the inability of the UP government to deal with critical issues and the absence of clear policy on many matters contributed significantly to the election defeat in 1948. (OR ANY OTHER RELEVANT CONCLUSION) (50)

THE PERIOD 1948 TO 1976**QUESTION 2 A**

The establishment of the Republic of South Africa in 1961 was the realisation of the National Party's republican principles.

Do you agree with this statement? Explain your answer by referring to the developments, which led to the establishment of the Republic of South Africa between 1948 and 1961.

MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE

SYNOPSIS

The answer should indicate whether the candidate agrees or disagrees with the statement contained in the question. A variety of interpretations are possible in answering this question. In the overwhelming majority of cases, it is expected, there will be agreement with the statement. In support of the statement made, a logical argument based on relevant historical evidence must be presented. Arguments should include references to the contributions of various Prime Ministers (Malan, Strijdom and Verwoerd) and the decision to withdraw from the British Commonwealth in 1961. Emphasis should be placed on the conscious breaking of ties with Britain.

Where other interpretations may be presented, the importance of a logical argument based on relevant historical evidence remains.

MAIN ASPECTS**Introduction**

Candidate should indicate whether he/ she agrees or disagrees with the statement and briefly elaborate on a motivation. The republican ideal and Afrikaners before and immediately after the general election of 1948 could serve as a point of departure for a discussion on republicanism in South Africa. (OR ANY OTHER RELEVANT INTRODUCTION)

Elaboration

NB: *Candidates must link their argument with regard to the developments under each government, in order to attain republican status.*

- Developments under the government of DF Malan, 1948-1953
- Developments under the government of JG Strijdom, 1953-1958
- Developments under the government of HF Verwoerd, 1958-1960
- Developments leading to the Union's withdrawal from the British Commonwealth, 1961
- The establishment of an independent Republic, 1961

Conclusion

The candidate should conclude his/ her essay by explaining how the achievement of republican statehood was in fact the realisation of the National Party's principles. (OR ANY OTHER RELEVANT CONCLUSION)

(50)

8
 SENIOR CERTIFICATE EXAMINATION –SET B
 MARKING GUIDELINES

QUESTION 2 B

“We felt that without sabotage there would be no way open to the African people to succeed in their struggle against white supremacy (domination).”

(From: Nelson Mandela’s Defence Speech at the Rivonia Trial, 1963)

To what extent does this statement reflect the changing nature of resistance against apartheid between 1960 and 1970? Explain your answer.

MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE

SYNOPSIS

The answer must focus on the changing nature of resistance to apartheid and the reasons for this during the 1960s. In the argument presented by learners, emphasis should be placed on the events of the 1960s after Sharpeville (1960) and developments up to the end of 1969 where the nature of resistance had fundamentally been altered. The candidates should **NOT** spend time on explaining the 1950s and then the 1960s. Reference can be made to the 1950s in a way that highlights how the resistance of the 1960s had changed.

MAIN ASPECTS**Introduction**

Candidates should present a brief statement about the nature of resistance before 1960 and that Sharpeville was a turning point. (OR ANY OTHER RELEVANT INTRODUCTION)

Elaboration

NB: *Candidates should explain what was meant by sabotage and how the following events/developments underscored the changing nature of resistance. The significance of the following events in showing the change should be highlighted.*

- Sharpeville and its aftermath
- The banning of resistance movements as a defining moment in the struggle against apartheid
- The formation of Umkhonto we Sizwe and POQO
- The start of the armed struggle
- Liliesleaf Farm and the Rivonia Trial
- Johannesburg station bomb
- The role of other organisations, e.g. the African Resistance Movement (ARM), the Black Consciousness Ideology, NUSAS, the South African Students’ Organisation (SASO), etc.

Conclusion

The conclusion should tie up the argument in a logical manner and number of important conclusions need to be emphasized. The conclusion/s will depend on the line of argumentation followed by the candidate. Important to remember is that a number of different interpretations should be provided for. (50)

SENIOR CERTIFICATE EXAMINATION –SET B
MARKING GUIDELINES

THE PERIOD 1976 TO 1994

QUESTION 3A

Critically evaluate the role played by the United Democratic Front (UDF) between 1983 and 1990 in leading to the demise (ending) of apartheid.

MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE

SYNOPSIS

The focus of the learner's response should be on the role played by the UDF as an internal resistance movement against apartheid during the 1980s. A critical analysis will require the candidate to evaluate the successes/ failures of the UDF by focussing on both the objectives and the role of this organisation in the demise of apartheid.

MAIN ASPECTS

Introduction

The introduction of this essay should serve to introduce, in short, either the political landscape in South Africa at the beginning of the 1980s and/ or briefly the reasons for the establishment of the UDF. (OR ANY OTHER RELEVANT INTRODUCTION)

Elaboration

NB: Candidates are expected to tie in the following bullets to their assessment of the successes/ failures of the UDF in the demise of apartheid.

- The aims and nature of the UDF as a popular resistance movement (organising strategy such as adopting the Freedom Charter, leadership)
- The UDF and the campaign against tri-cameral parliamentary system
- Reaction of the apartheid state to the activities of the UDF.
- The impact of the State of Emergency on the UDF
- Relations and contact with other anti-apartheid and community organisations and movements
- *Given the critical analysis required by this question, some candidates may also reflect on why the UDF 'lost' its stranglehold on anti-apartheid politics towards the end of the 1980s*

Conclusion

Candidates should evaluate the significance and/or insignificance of the role played by the UDF in the 1980's against apartheid. The conclusion should tie up the argument in a logical and historically relevant manner. (OR ANY OTHER RELEVANT CONCLUSION) (50)

QUESTION 3B

Explain how the politics of negotiation between 1990 and 1994 ensured a peaceful and democratic political settlement in South Africa.

MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE

SYNOPSIS

The emphasis in the answering of this question should be placed on the increasingly important role of negotiations that eventually led to a democratic political settlement in South Africa. Various actors and events, including De Klerk, Mandela, the violence in Natal and elsewhere and CODESA I&II should be part of an argument illustrating the growth of the sentiment of negotiation eventually leading to the first democratic elections in 1994.

MAIN ASPECTS**Introduction**

There are various possibilities in introducing a discussion on negotiations leading to a political settlement in South Africa. A number of options are possible in introducing this topic, e.g. the concept of negotiations, Mandela & De Klerk, international isolation, etc. (OR ANY OTHER RELEVANT INTRODUCTION)

Elaboration

NB The following bullets represent points of references in the map leading to a peaceful political settlement in South Africa. Candidates are expected to show how each bullet strengthened the process of negotiation.

- The decision to embark on negotiations (e.g the "why" question)
- The role of different personalities, e.g. FW de Klerk, Nelson Mandela, Cyril Ramaphosa, Roelf Meyer, etc
- The role of different events and developments, e.g. CODESA I & II, Groote Schuur Minute, the Pretoria Minute, the emergence of COSAG,
- violence in Boipatong, Natal and elsewhere, right-wing activities, Bisho, etc
- Strengthening of negotiations, compromise and commitment
- The elections of April 1994

Conclusion

The argument presented should be tied up in a logical manner showing how a peaceful and democratic political settlement in South Africa was achieved through the politics of negotiation. (OR ANY OTHER RELEVANT CONCLUSION) (50)

SENIOR CERTIFICATE EXAMINATION –SET B
MARKING GUIDELINES

SECTION B:

SOURCE-BASED QUESTIONS

Marking source-based questions

- In marking all source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on addressing the requirements of the question.
- In this marking guideline the requirements of the particular question are provided in italics.

QUESTION 4: THE PERIOD 1924 TO 1948

4.1 COALITION AND FUSION

4.1.1 [Selection of answer from the source given]

- Hertzog needed Smuts to win the election (fear of losing election)
 - To maintain unity of Afrikanerdom
 - Estrangement of Smuts and his supporters who could possibly form a coalition against Hertzog
 - The possibility of co-operation between Smuts and opponents of Hertzog
- (any 2 X 1) (2)

4.1.2 [Comparison of sources, concentrating on similarities and differences in perspectives and making extrapolations]

(Can be flexible and have any four, but must have at least 1 similarity)

- Similarities
 - Both sources illustrate coalition and fusion
 - Both sources reflect acceptance of coalition and fusion
 - Both sources reflect involvement of SAP (Smuts) and NP (Hertzog)

(any 2 X 2)
- Differences
 - Source 4B illustrates the creation of a new party dominated by the SAP as the final product of the processes of coalition and fusion. This suggests that the character of the NP will disappear in the new party. Difference is that Stallard and Malan moved away.
 - Dissatisfaction is an important theme of Source 4C in terms of new parties/ split
 - In Source 4B there is evidence of a new political player. This new political player represented the mining magnates and capitalists. The SAP was under the control of this new player. The NP, a party of the Afrikaner masses, will be dominated by the SAP, the capitalists and mining magnates

(any 2 X 2) (8)

4.1.3 *[Interpretation of Source 4C)*

- Split in SA politics
- Enmity between main political actors (Smuts & Hertzog).
- Fusion will not be lasting/ fusion is a failure
- English speaking group formed the Dominion Party led by Stallard
- Malan established the Purified National Party - leader of Afrikaner nationalist group

(any 2 X 2) (4)
(14)

4.2 SPLIT IN THE GOVERNMENT

4.2.1 *[Selection and interpretation of information from source]*

- The war had nothing to do with South Africa
- No evidence of German aggression

(2 X 2) (4)

4.2.2 *[Selection and interpretation of information from source]*

- Hitler had ambitions for world domination
- SWA/ Namibia had been a German colony
- Germany had particular interests in SWA/ Namibia and Germany may want to re-colonise the area
- Domination of SWA/ Namibia by Germany would be a threat to the security of SA

(any 2 X 2) (4)

4.2.3 *[Interpretation of Source 4F]*

- Smuts is portrayed as a puppet/ lackey of Churchill

(2)

4.2.4 *[Identification and explanation of bias]*

- Inaccurate portrayal for the supporters of Smuts or supporters of war

OR

- Accurate portrayal for the supporters of Hertzog or opponents of war

OR BOTH POINTS OF VIEW

(2 X 2) (4)
(14)

4.3 BLACK RESISTANCE 1939 - 1948

4.3.1 *[Extraction of information]*

- Impatience with the limited progress made by the ANC
- Criticism of the timidity within the ANC
- Conservative approach of old guard members of ANC

(any 2 X 1) (2)

4.3.2 *[Comparison of Sources 4G and 4H to make deductions]*

- The ANCYL suggested tactics that were diametrically opposed to that favoured by the ANC.
- Suggested ending of deputations, in favour of strikes and mass action
- The impact of this would be to change the ANC to a more aggressive, militant and activist organisation.
- The move to militancy, however, did not imply a rejection of passive resistance. The change in strategy implied the broadening of the scope of resistance tactics, not the nature of resistance.
- The ANC would be under the leadership of a new generation, implying a more youthful and dynamic approach and character.

(any 3 X 2) (6)
(8)

4.4 LABOUR PRACTICES AND LABOUR UNREST, 1943-1948

4.4.1 *[Selection of information from Source 4I]*

- The mining industry offers a life of luxury
- This is in stark contrast to life in the rural areas
- Good pay; good everything
The rising sun, a new dawn, Eldorado

(any 2 X 2) (4)

4.4.2 *[Selection and interpretation of information from Source 4I]*

- The miner disagrees with the mine owner
- The mineworker is on crutches - indicating an injury
- The mineworker is dressed in ragged clothes - poor pay and working conditions
- Standing well behind the billboard, the mineworker is hidden from public view
- Background dark, contrast with the sun
- Sarcastic remark 'Oh yes!'

(1 X 2)

(any 2 X 2) (6)

4.4.3 *[Identification and explanation of bias and propaganda]*

- Support for the mineworker's point of view
- The reality of life in the mines is contrasted with promises from mine owners

(1 X 2)

(1 X 2) (4)
(14)

[50]

SENIOR CERTIFICATE EXAMINATION –SET B
MARKING GUIDELINES

QUESTION 5: THE PERIOD 1948 TO 1976

5.1 DEFIANCE CAMPAIGN

5.1.1 [Selection of information from Sources 5A]

- To mobilise people to demand the repeal of six particularly unjust laws.
- Laws were: Pass Laws, Limitation of Stock Laws
- Separate Representation of Voters Act, Group areas Act
- Suppression of Communism Act, Bantu Authorities Act
(two examples for one mark)

(It is essential to use the source for the answer)

(3)

5.1.2 [Selection and explanation of information from Sources 5A & 5B]

- Purposeful breaking of laws
- Used whites-only entrances
- Refusal to carry passes
- Breaking of curfews
- Refusal to apply for bail and pay for fines.
- Source 5B illustrates the boarding of trains reserved for Whites

(any 4 X 1) (4)

5.1.3 [Comparison of Sources 5C & 5D and providing an explanation for differences]

- The ANC, in presenting this evaluation (Source 5C), wanted to convey the impression of an organisation making progress in the achievement of its objectives. Source 5D rejects this assertion.
- Source 5C wanted to portray the Defiance Campaign/ ANC in a positive light. Source 5D wanted to focus on the negative.
- The ANC, in its assessment, felt that there were important gains made from the Defiance Campaign. Specifically, reference is made to co-operation between different races. Source 5D declares inter-racial co-operation to have had little meaning given the tightening of apartheid laws later.
- Source 5C focuses on the longer-term implications of the Defiance Campaign while Source 5D has a more short-term perspective in mind.

(any 3 x 2) (6)

5.1.4 [Comparison of Sources 5C & 5D and providing an explanation for differences]

- Source 5C is an evaluation of the Defiance Campaign by the ANC, while Source 5D is written from the perspective of an Afrikaner nationalist historian. Afrikaner nationalist would have supported the government and ANCE in opposition, so that's why they would differ.

(3)
(16)

5.2 BANTU EDUCATION**5.2.1 [Selection of information from source]**

- To have a basic education in order to serve the interests of his/ her community to ensure that there would be no equality (1 X 2) (2)

5.2.2 [Deduction of information from source]

- The life of the African would be limited to manual labour.
- Mathematics served no purpose in preparing the African child for this. (4)

5.2.3 [Comparison of statistical information and the making of deductions]

(Could use the statistics to answer the question)

- The government's spending on education was determined by the relative "importance" of each racial group
- A hierarchy of racial importance, therefore, determined spending
- Whites, being the most privileged racial group in apartheid thinking, received the most money
- In sliding order, which indicated importance/ significance, were Coloureds, Indians and Africans (3 X 2) (6)

5.2.4 [Comparison of information contained in source]

(Could use statistics)

- Yes (1 X 2)
- The spending on education was unequal
- This resulted in inferior education for Indians, Coloureds and Africans and superior education for Whites
- The apartheid system was enforced and the government of the day decided on the different levels of spending on education
- Separate schools for different racial groups. (3 X 2) (8)
(20)

SENIOR CERTIFICATE EXAMINATION –SET B
MARKING GUIDELINES

5.3 THE SOWETO UPRISING OF 1976

5.3.1 *[Interpretation of information]*

- Statement 1 explains the Soweto Uprising in referring to the influence of Black Consciousness and the crisis within township schools at the time (1 X 2)
- While Statement 2 acknowledges the role of Black Consciousness in explaining the reasons for the Soweto Uprising, it claims that the influence of the ANC underground also played a significant role in fomenting the uprising (1 X 2)
- Statement 3 refers to neither Black Consciousness or the ANC in explaining the Soweto Uprising. Worker militancy is used to explain the causes of this uprising (1 X 2)
- Source 5H attributes the Soweto Uprising to the enforcement of Afrikaans as language of instruction in the schools (1 X 2) (8)

5.3.2 *[Interpretation of information from source]*

- Statement 1 could be attributed to the Black Consciousness Movement, SASO (1 X 1)
Reason: Impact of ideas associated with Black Consciousness, SASO (1 X 2)
- Statement 2 could be attributed to the ANC (1 X 1)
- Reason: The role of the ANC is highlighted in Statement 2 (1 X 2) (6)

(14)

[50]

QUESTION 6: THE PERIOD 1976 TO 1994**6.1 REPRESSION****6.1.1 [Selection of information from Source 6A]**

- Anti-apartheid organisations were banned
 - Key leaders of anti-apartheid organisations were imprisoned on Robben Island
 - Other leaders were detained
 - Other activists were severely beaten and tortured
 - Some candidates could also refer to Steve Biko in their answers.
- (4 X 1) (4)

6.1.2 [Interpretation of Source 6A]

- Government used intimidatory tactics to prevent further uprisings and political instability within South Africa
- (4)

6.1.3 [Interpretation of Source 6A]

- The international community did not expect such a cold and uncaring attitude
 - The apartheid government was willing to cling to power at any cost
 - A number of other relevant and applicable arguments may be presented by the candidate
- (1 X 2) (2)

6.1.4 [Contextualisation and deduction]

- Candidates need to say something about why Biko's death was a turning point: e.g. the attitude of the security forces to Biko's death hardened the resistance.
 - Resistance movements initiated a campaign of intensified resistance against the apartheid state
 - Campaign included major acts of military sabotage such as attacks on SASOL and the Koeberg power station
 - Non-military (soft) targets were also attacked, e.g. Wimpy restaurants
 - Large numbers of people became more actively involved in the struggle against apartheid
 - Many activists fled South Africa to join the military wings of liberation movements
 - Oppression by the apartheid state was intensified and this stimulated further opposition
- (any 4 X 2) (8)
(18)

SENIOR CERTIFICATE EXAMINATION –SET B
MARKING GUIDELINES

6.2 REFORM MEASURES

6.2.1 *[Selection of information from Source 6B]*

- Reforms introduced included the recognition of African trade unions
- Recognition of the permanent presence of Africans in urban areas
- Setting up of the tri-cameral system of government (any 2 X 1) (2)

6.2.2 *[Interpretation of Source 6C]*

- The tri-cameral system is portrayed as a house with three rooms on two levels
- The bottom floor is reserved for Whites who, comparatively speaking, live in luxury in a spacious environment
- The top floor is made up of two rooms where the inhabitants (Coloureds and Indians) live in cramped conditions
- There are separate entrances to the different floors
- African people are not accommodated in the house and portrayed as peering over the fence from an adjacent property (any 4 X 2) (8)

6.2.3 *[Interpretation and bias in respect of Source 6C]*

[Candidates can use anything out of the cartoon to substantiate their point of view]

- The cartoonist regards the tri-cameral parliamentary system characterised by inequality and biased in favour of White people (1 X 2)

Evidence:

- African people are onlookers, have no representation and are completely excluded
 - Representation for Coloured and Indian people is of a token nature; political power is retained by Whites
 - The tri-cameral system was a creation of Whites and not based on the will of the populace (3 X 2) (8)
- (18)**

6.3 REPRESSION MEASURES

6.3.1 *[Extraction of information from Source 6D]*

- Botha stated that there was increase in the incidents of violence in the country
 - The ordinary laws of the land proved inadequate to deal with the situation
- (2 X 1) (2)

6.3.2 *[Interpretation of Source 6E]*

- (a) *The Sowetan* explained the conditions under which it was reporting through the publication of a prominent notice
- This notice made the readers of the newspaper aware of the regulations under which it was published
 - At other times, reports and photographs that could not be published was replaced with a blank space in the newspaper
- (Any 2 x 2) (4)

(b) *[Interpretation of Source D and E]*

- The purpose of a newspaper is to inform its readers about events affecting them and the country
 - The adding of a warning on the content of the newspaper by the newspaper itself already puts a question mark behind the accuracy of reporting
 - The presence of blank spaces implies the absence of crucial information. This absence, diabolically, actually informs the reader about the "truth".
- (Any 2 x 2) (4)

6.3.3 *[Interpretation of sources and application of knowledge]*

- The State of Emergency dealt with the symptoms of opposition to apartheid, never addressing the root causes of dissatisfaction
 - The State of Emergency aimed at oppressing unrest, but actually promoted unity amongst the majority
 - The State of Emergency wanted to control/ stop resistance to apartheid, but it actually spurred on further opposition
 - Upheld the government of the day
- (any 2 X 2) (4)
(14)
[50]

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

RIGLYNE VIR NASIEN
MOONTLIKE ANTWOORDE VIR :
GESKIEDENIS HG STEL B

VRAESTEL 1 (SUID-AFRIKAANSE GESKIEDENIS)

VERDUIDELIKING VAN TERME

Verskeie woorde is in die verlede gebruik om Suid-Afrika se mense te beskryf. Die gebruik van hierdie terme is vandag vernederend. Dit is egter behou in die oorspronklike historiese bronne wat in hierdie eksamenvraestel gebruik is en behoort verstaan te word in die konteks waarin dit oorspronklik gebruik is. Die gebruik van hierdie terme moet nie geïnterpreteer word as 'n weerspieëling van die standpunte van die Nasionale Eksamenpaneel vir Geskiedenis nie.

Hieronder is sommige van die terme wat by tye algemeen gebruik is en hul betekenis:

TERM	BETEKENIS
Afrikane, Swartes, Naturelle, Bantoe	Het in die algemeen verwys na Suid-Afrikaners met 'n Afrika-oorsprong
Europeërs, Blankes, Wittes	Het in die algemeen verwys na Suid-Afrikaners wat hul oorsprong na Europa kon terugvoer
Indiërs, Asiërs, Asiate	Het in die algemeen verwys na Suid-Afrikaners wat hul oorsprong na Indië kon terugvoer
Kleurlinge, gekleurdes	Het in die algemeen verwys na Suid-Afrikaners van gemengde rasse-oorsprong
Nie-Europeërs, Nie-Blankes	Suid-Afrikaners wat nie van Europese oorsprong was nie




SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

Globale assessering van opstelle

Die opstelle sal holisties (globaal) geassesseer word. Hierdie benadering vereis dat die opvoeder die totale produk as 'n geheel sal bepunt sonder om die samestellende dele te merk. Hierdie benadering moedig die leerder aan om 'n individuele mening aan te bied deur gebruik te maak van geselekteerde feitlike bewyse om 'n argument te ondersteun. Van die leerder sal nie verwag word om slegs "feite" uit te spoeg om sodoende 'n hoë punt te behaal nie. Dit sal leerders ook ontmoedig om "modelantwoorde" voor te berei en dit dan te reproduseer, sonder inagneming van die spesifieke vereistes van die vraag. Die holistiese nasien van opstelle gee krediet vir leerders se mening. Holistiese assessering, anders as inhoudgebaseerde nasien, penaliseer nie taalontoeikendhede nie, aangesien die klem op die volgende val:

- die konstruksie / daarstel van 'n argument;
- die toepaslike seleksie van feitlike bewyse om so 'n argument te ondersteun; en
- die leerder se interpretasie van die vraag.

Assesseringsprosedures van 'n opstel

1. Hou die sinopsis in gedagte wanneer die opstel nagesien word.
2. Met die eerste deurlees van die opstel moet regmerkies toegeken word vir
 - 'n relevante inleiding (in memorandum aangedui met 'n 'bullet')
 - vir elke hoofmoment (in memorandum aangedui met 'n 'bullet')
 - 'n relevante slotopmerking (in memorandum aangedui met 'n 'bullet')
 bv. in 'n antwoord met 5 hoofmomente sal daar 7 regmerkies wees.
3. Die volgende addisionele simbole kan ook gebruik word:
 - inleiding, hoofaspekte en slotopmerking nie behoorlik gekontekstualiseer nie 
 - verkeerde stelling 
 - irrelevante stelling 

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

- herhaling R
- analise A√
- interpretasie 1√

4. Met die eerste deurlees van die opstel word daar ook bepaal in watter mate die hoofmomente gedek is en die inhoudsvlak (op die matriks) word toegeken.

I	VLAK 3	

5. Die tweede deurlees van 'n opstel sal die vlak (op die matriks) van die aanbieding.

I	VLAK 3	
A	VLAK 1	

6. Ken 'n finale simbool en punt met behulp van die matriks toe.

I	VLAK 3	B+
A	VLAK 1	39

Die matriks

Die kriteria waarvolgens die opstel geassesseer sal word, is m.b.v. 'n matriks georden en die matriks sal gebruik word vir die toekenning van 'n simbool aan 'n opstel. Beide die inhouds- en aanbiedingsasse is in ag vaardigheidsvlakke verdeel. Elke vlak met sy kriteria wat gebruik sal word om 'n opstel te assesseer.

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

AANBIEDING	VLAK 1 Volg 'n onafhanklike en relevante gedagterigting. Het geanaliseer en historiese verklarings maak. Goed beplande en gestruktuureerde opstel. Uitstekende tegniese vaardig-hede en bewyse.	VLAK 2 Volg 'n relevante gedagterigting. Het geanaliseer en historiese verklarings maak. Goed beplande en gestruktuureerde opstel. Minder belangrike foute.	VLAK 3 Volg 'n relevante gedagterigting. Poog om te analiseer en historiese verklarings te maak. Goed beplande en gestruktuureerde opstel. Strukturele gebreke. Hoë orde vaardighede ontbreek.	VLAK 4 Probeer om 'n gedagterigting vol te hou. Poog om te analiseer en historiese verklarings te maak. Opstel in 'n sekere mate beplan en gestruktuureerd.	VLAK 5 Probeer om 'n gedagterigting vol te hou. Analise en historiese verklarings in 'n sekere mate toegepas. Poog om te struktureer. Tegniese gebreke.	VLAK 6 Gedagterigting word nie volgehou nie. Analise en historiese verklarings soms of glad nie maak nie. Geen duidelike struktuur nie.	VLAK 7 Geen gedagterigting nie. Geen analise en historiese verklarings maak nie. Geen struktuur nie.	VLAK 8 Geen poging om die vraag te beantwoord nie.
INHOUD								
VLAK 1 Vraag is ten volle beantwoord. Inhoudseleksie is ten volle relevant tot gedagterigting wat gevolg is.	A+ 47 - 50	A 43 - 46	A- 40 - 42					
VLAK 2 Vraag is beantwoord. Inhoudseleksie is relevant tot gedagterigting wat gevolg is.	A 43 - 46	A- 40 - 42	B+ 38 - 39					
VLAK 3 Vraag in 'n groot mate beantwoord. Inhoud voldoende gedek en relevant.	B+ 38 39	B 36 - 37	B- 35	C+ 33 - 34				
VLAK 4 Gestelde vraag is herkenbaar in antwoord. Gebreke tov inhoudseleksie en beheer. Effens onvoltooid en irrelevante inhoudseleksies.			C+ 33 - 34	C 31 32	D+ 28 - 29			
VLAK 5 Feite hou verband met die vraag, maar beantwoord dit nie. Gebreke t.o.v. omvang en beheer.				C- 30	D 26 - 27	E+ 23 - 24		
VLAK 6 Vraag ontoereikend beantwoord. Inhoud skraal.					D- 25	E 21 - 22	E- 20	
VLAK 7 Vraag ontoereikend of glad nie beantwoord nie. Inhoud ontoereikend. Grootliks irrelevant.						E- 20	F 13 - 19	
VLAK 8 Geen relevante inhoudseleksie nie. Heeltemal foutief.								G 07 - 12 H 00 - 06

**AFDELING A
OPSTELTIPE VRAE****DIE PERIODE 1924 TOT 1948****VRAAG 1A**

In 1926 het Genl. JBM Hertzog verklaar dat Suid-Afrika en Brittanje gelyke konstitusionele mag moet hê en dat dit 'amptelik ten aanskoue van die wêreld' verklaar moet word.

Verduidelik tot watter mate Hertzog die gelyke konstitusionele status bereik het en of dit teen 1934 'amptelik ten aanskoue van die wêreld' verklaar was.

**NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE
ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE IN GEBRUIK
BY DIE BESONDERE SENTRUM**

SINOPSIS

Die antwoord moet die punt beklemtoon dat dit een van Hertzog se hoof politieke doelstellings was om gelyke konstitusionele status met Brittanje te verkry. Voorts moet dit ook duidelik gestel word dat Hertzog slegs met 'n amptelike verklaring - volgens internasionale reg - tevrede sou wees. Kandidate moet deurgaans verwys na die kritiese rol van Hertzog.

HOOFMOMENTE**Inleiding**

Verduideliking moet gegee word van die konstitusionele posisie van Suid-Afrika en van ander dominiums teen 1924. Dit is belangrik om die werklikheid wat Hertzog in 1924 in die gesig gestaar het, vas te stel, asook die konstitusionele veranderings wat nodig was om soewereiniteit te ontvang. **OF ENIGE ANDER RELEVANTE INLEIDING**

Omskrywing

NB: Die kandidate moet in elke geval aandui hoe elk van die onderstaande Suid-Afrika nader aan konstitusionele onafhanklikheid gebring het en of dit 'amptelik ten aanskoue van die wêreld' verklaar was.

- Die Rykskonferensie van 1926.
- Die Balfour-Verklaring
- Die totstankoming van onafhanklike Departement van Buitelandse Sake
- Die Statuut van Westminster die amptelike verklaring van soewereine onafhanklikheid
- Grondwetlike veranderinge
- Die Statuswet

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

- Die Seëlwette

Samevatting

Verwys na die vereistes van die vraag en moet die verskillende gedagterigtings opsom.
Dit is belangrik dat die kandidate na Hertzog se suksesse/ mislukkings verwys.
ENIGE ANDER RELEVANTE SAMEVATTING

(50)

VRAAG 1B

Die Verenigde Party se nederlaag in die algemene verkiesing van 1948 was onverwags.

Evalueer die stelling deur te konsentreer op die faktore wat die uitslag van die verkiesing van 1948 beïnvloed het.

**NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE
ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE IN GEBRUIK
BY DIE BESONDERE SENTRUM**

SINOPSIS

Dit word vereis dat kadidate moet aandui dat die nederlaag onverwags was en moet ook 'n algemene begrip hê van die faktore wat die uitslag van die algemene verkiesing van 1948 beïnvloed het. Die VP se beleid moet as uitgangspunt gebruik word om aan te dui dat die beleidsrigtings of aspekte daarvan tot die nederlaag van die Verenigde Party in 1948 gelei het.

HOOFMOMENTE**Inleiding**

Die kragtige vertoning van die Verenigde Party in die algemene verkiesings van 1938 en 1943 moet as uitgangspunt gebruik word om die stemkrag van die party aan te dui. Neiging om goed te vaar in verkiesings was gevestig deur die VP en was die verwagting dat dit sou voortduur. **OF ENIGE ANDER RELEVANTE INLEIDING**

Omskrywing

NB: Die kandidate moet elk van die volgende areas bespreek en die belangrikheid daarvan as faktor in die nederlaag van die VP evalueer.

- Ekonomiese Beleid
- Probleme binne die Verenigde Party
- Die afname van die gewildheid en die rol van Smuts na die Tweede Wêreldoorlog
- Verstedeliking
- Einde van die oorlog en Demobilisasie
- Arbeidsonrus
- Rassebeleid
- Die Veranderende Internasionale Situasië
- Afrikaner Nasionalisme

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

- Verandering van kiesafdeling grense –Tussenverkiesings - Die Algemene Verkiesing van 1948
(Politiese, ekonomies, sosiaal, kultureel)

Samevatting

Moet die verskillende gedagterigtings opsom; daarop wys dat die onvermoë van die VP-regering om kritiese aangeleenthede op te los en die afwesigheid van 'n duidelike beleid oor vele aangeleenthede grootliks tot die verkiesingsnederlaag gelei het. ENIGE ANDER RELEVANTE SAMEVATTING

(50)

DIE PERIODE 1948 TOT 1976**VRAAG 2A**

Die totstandkoming van die Republiek van Suid-Afrika in 1961 was die verwesenliking van die republikeinse ideale van die Nasionale Party.

Stem jy saam met hierdie stelling? Motiveer jou antwoord deur te verwys na die verwickelinge tussen 1948 en 1961 wat gelei het tot die stigting van die Republiek van Suid-Afrika.

**NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE
ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE IN GEBRUIK
BY DIE BESONDERE SENTRUM**

SINOPSIS

Die antwoord moet aandui of die kandidaat met die stelling saamstem of nie. Verskeie interpretasies is moontlik by die beantwoording van die vraag. Die verwagting is dat die meerderheid van kandidate, met die stelling sal saamstem. Ter ondersteuning van die stelling moet 'n argument wat op relevante historiese bewyse gebaseer is, gelewer word. Die argumente moet verwysings na die bydraes van verskeie Eerste Ministers (Malan, Strijdom en Verwoerd) en die besluit om in 1961 van die Statebond te onttrek, insluit. Klem moet geplaas word op die bewustelike verbreking van bande met Brittanje.

Waar ander interpretasies aangebied word, bly die belangrikheid van 'n logiese argument gebasseer op historiese bewyse steeds.

HOOFMOMENTE**Inleiding**

Kandidate moet aandui of hulle met die stelling saamstem of nie en verder kortliks motiveer. Die republikeinse ideaal en Afrikaners voor en onmiddellik na die algemene verkiesing van 1948 kan as vertrekpunt in die bespreking van republikanisme in Suid-Afrika gebruik word. **OF ENIGE ANDER RELEVANTE INLEIDING**

Omskrywing

NB: Die kandidate moet hul argument in verband bring met die ontwikkeling onder elke regering ten einde republikeinse status te verkry.

- Die ontwikkelings onder die regering van DF Malan, 1948-1953
- Die ontwikkelings onder die regering van JG Strijdom, 1953-1958
- Die ontwikkelings onder die regering van HF Verwoerd, 1958-1960

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

- Ontwikkelings wat gelei het tot die Unie se onttrekking van die Britse Statebond in 1961.
- Die stigting van 'n onafhanklike republiek, 1961.

Samevatting

Die kandidaat moet sy opstel afsluit met 'n verduideliking van hoe die prestasie van republikeinse status die realisering was van die Nasionale Party se program van beginsels. ENIGE ANDER RELEVANTE SAMEVATTING

(50)

VRAAG 2B

Ons het gevoel dat sonder sabotasie daar geen ander uitweg vir die Swart mense in hul stryd teen Blanke oorheersing nie.

(Uit: Toespraak deur Nelson Mandela tydens die Rivonia-Verhoor, 1963)

Tot watter mate reflekteer die verklaring die veranderende karakter van die weerstand teen apartheid tussen 1960 en 1970? Motiveer jou antwoord.

**NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE
ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE IN GEBRUIK
BY DIE BESONDERE SENTRUM**

SINOPSIS

Die antwoord moet fokus op die veranderende natuur van verzet teen apartheid en die redes daarvoor gedurende die 1960's. In hul argument moet die kandidate na die gebeure van die 1960's na Sharpeville (1960) en die ontwikkelinge tot die einde van 1969 waar die karakter van verzet fundamenteel verander was, beklemtoon. Kandidate moet nie tyd spandeer om die 1950's en dan die 1960's te verduidelik nie. Daar kan verwys word na die 1950's ten einde aan te dui hoe die weerstand gedurende die 1960's verander het.

HOOFMOMENTE**Inleiding**

Kandidate moet 'n kort verklaring aanbied van die karakter van verzet voor 1960 en aandui dat Sharpeville 'n keerpunt was. OF ENIGE ANDER RELEVANTE INLEIDING

Omskrywing

NB: Die kandidate moet verduidelik wat sabotasie beteken en hoe die onderstaande gebeure/ontwikkelinge die veranderende karakter van verzet aangemoedig het.

- Sharpeville en sy gevolge
- Die verbanning van die versetbewegings as 'n bepalende moment in die stryd teen apartheid
- Die totstandkoming van Umkhonto we Sizwe en POQO
- Die begin van die gewapende stryd
- Liliesleafplaas en die Rivonia-Verhoor
- Die Lusaka Manifest, 1969
- Die rol ander organisasies, bv. die African Resistance Movement (ARM), die Swartbewussynsideologie, die Suid-Afrikaanse Studente Organisasie (SASO), ens.

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

Samevatting

Die slot moet die argument op 'n logiese wyse saamvat en verskeie belangrike gevolgtrekkings moet beklemtoon word. Die gevolgtrekking/s sal afhang van die gedagterigting wat deur die kandidaat gevolg word. Dit is belangrik om te onthou dat daar ruimte gelaat moet word vir verskeie interpretasies. ENIGE ANDER RELEVANTE
SAMEVATTING

(50)

DIE PERIODE 1976 TOT 1994**VRAAG 3A**

Evalueer krities die rol van die United Democratic Front tussen 1983 en 1990 krities wat tot die beëindiging van apartheid gelei het.

**NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE
ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE IN GEBRUIK
BY DIE BESONDERE SENTRUM**

SINOPSIS

Die fokus van die kandidaat se antwoord moet wees op die rol wat die UDF as 'n interne weerstandsbeweging teen apartheid gespeel het. In 'n kritiese analise sal van die kandidate verwag word om die sukses /mislukking van die UDF te evalueer deur te fokus op beide die doelstellings en die rol van die organisasie in die verval van apartheid.

HOOFMOMENTE**Inleiding**

Die inleiding van die opstel moet dien om kortliks die politieke landskap van Suid-Afrika aan die begin van die 1980's en/ of kortliks die redes vir die stigting van die UDF inlei.
OF ENIGE ANDER RELEVANTE INLEIDING

Omskrywing

NB: Daar word van diie kandidate verwag om die volgende koëls (bullets) te verbind met hul assesering van die suksesse/mislukkings van die UDF in die verval van apartheid.

- Die doelstellings en karakter van die UDF as gewilde versetbeweging (organisering van strategie bv die aanvaarding van die Freedom Charter, leierskap)
- Die UDF en die veldtog teen die driekamer-parlementêre stelsel
- Die reaksie van die apartheidsstaat teen die aktiwiteite van die UDF
- Die impak van die noodtoestand op die UDF
- Verhoudinge en kontak met ander anti-apartheid en gemeenskapsorganisasies en bewegings
- *Gegee die kritiese analise wat in die beantwoording van die vraag verwag word, kan sommige kandidate ook verwys na die redes waarom die UDF sy houvas op die anti-apartheidspolitiek teen die einde van die 1980's, 'verloor' het*

SENIOR SERTIFIKAAT EKSAMEN - STEL B
RIGLYNE VIR NASIEN

Samevatting

Kandidate moet die belangrikheid en/of die onbelangrikheid van die rol wat deur die UDF gedurende die 1980's teen apartheid gespeel was, evalueer. Die slot moet die argument saamvat in 'n logies en histories relevante wyse. ENIGE ANDER RELEVANTE SAMEVATTING

(50)

VRAAG 3B

Verduidelik hoe die onderhandelingspolitiek tussen 1990 en 1994 'n vreedsame en demokratiese politieke skikking in Suid-Afrika verseker het.

**NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE
ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE IN GEBRUIK
BY DIE BESONDERE SENTRUM**

SINOPSIS

In die beantwoording van die vraag, moet die klem geplaas word op die toenemend belangrike rol van onderhandelings wat uiteindelik gelei het tot die daarstelling van 'n demokratiese politieke oplossing in Suid-Afrika. Verskeie akteurs en gebeurtenisse, ingeslote De Klerk, Mandela, die geweld in Natal en elders en CODESSA I&II, moet deel vorm van die argument om aan te dui hoe die groei van die sentiment van onderhandelinge uiteindelik tot die eerste demokratiese verkiesings in 1994 gelei het.

HOOFMOMENTE**Inleiding**

Daar is verskeie moontlikhede tot die inleiding van 'n bespreking van onderhandelinge wat gelei het tot 'n politieke oplossing in Suid-Afrika. 'n Aantal moontlikhede om die onderwerp in te lei, is moontlik, bv die konsep van onderhandelinge, Mandela&De Klerk, internasionale isolasie, ens. OF ENIGE ANDER RELEVANTE INLEIDING

Omskrywing

NB: Die onderstaande koëls (bullets) verteenwoordig verwysingspunte in die opbou tot 'n vreedsame politieke ooreenkoms in Suid-Afrika. Daar word van kandidate verwag om te toon hoe elke koël (bullet) die proses van onderhandeling versterk het.

- Die besluit om met onderhandelinge te begin (die "waarom" vraag)
- Die rol van verkillende persoonlikhede, bv. FW de Klerk, Nelson Mandela, Cyril Ramaphosa, Roelf Meyer, ens
- Die rol van verskillende gebeure en ontwikkelinge, bv. CODESA I & II, Grootte Schuur Minuut, die Pretoria Minuut, die opkoms van COSAG,
- Die geweld in Boipatong, Natal en elders, regse aktiwiteite, Bisho, ens
- Versterking van onderhandelinge, kompromie en verbondenheid
- Die verkiesing van April 1994