

POSSIBLE ANSWERS FOR :

MARKING GUIDELINES
HISTORY SG 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

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 following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised



- wrong statement



- irrelevant statement



- repetition R
- analysis A√
- interpretation 1√

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.

SENIOR CERTIFICATE EXAMINATION – SET B

PRESENTATION	LEVEL 1 Has employed analysis and historical explanation. Well planned and structured essay.	LEVEL 2 Has employed analysis and historical explanation. Well planned and structured essay	LEVEL 3 Has attempted analysis and historical explanation. Well planned and structured essay	LEVEL 4 Has attempted analysis and historical explanation. Essay planned and structured to a certain extent.	LEVEL 5 Applied analysis and historical explanation to a certain extent. Attempted a structure.	LEVEL 6 Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No analysis and historical explanation. No structure. Illogical (to a certain extent).
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				
LEVEL 2 Question has been answered. Content selection relevant.	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. Slightly incomplete and mostly relevant.			C+ 33 - 34	C 31 - 32	D+ 28 - 29		
LEVEL 5 Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance).				C- 30	D 26 - 27	E+ 23 - 24	
LEVEL 6 Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance).					D- 25	E 21 - 22	E- 20
LEVEL 7 Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

**SECTION A
ESSAY QUESTIONS**

THE PERIOD 1924 TO 1948

QUESTION 1A

Describe the steps taken by the Pact Government towards achieving sovereign independence for South Africa between 1926 and 1934.

**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 describe the steps taken by the Pact government towards achieving sovereign independence for South Africa. The discussion should focus on the central role that Herzog's government played in the process of constitutional development.

MAIN ASPECTS

Introduction

A brief explanation of South Africa's constitutional position within the British empire. This outline will serve to illustrate the gradual development of South Africa's constitutional status from 1926 to 1934.

Or any other relevant introduction.

Elaboration

NB The candidate needs to include the following steps in answering the question.

- The Imperial Conference of 1926
- The Balfour Declaration
- The Statute of Westminster
- Department of Foreign Affairs
- The Status Act
- The Seals Act

Conclusion

Draw argument together.

QUESTION 1B

Discuss the factors that led to coalition and eventually fusion between the National Party and South African Party in the period 1929 to 1934.

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

SYNOPSIS

Candidates should focus on the various factors that led to coalition between the National Party and the South African Party and how these facilitated a fusion government in 1934.

MAIN ASPECTS**Introduction**

The political situation between the National Party and the South African Party should be briefly outlined. Focus on how the international economic situation contributed to the strengthening of political ties between the NP and SAP.

Or any other relevant introduction.

Elaboration

NB: The following aspects which outline how the coalition and fusion occurred should be included in the candidates elaboration.

- The 1929 Great Depression and the economic effects on South Africa and Britain's withdrawal from the Gold Standard and its associated impact on South Africa's economy.
- (The role of Tielman Roos on South African politics)
- Negotiations between Hertzog and Smuts with regard to coalition.
- The formation of the United Party.

Conclusion

The candidate should draw together the argument.

QUESTION 2A

Describe the main forms of resistance to apartheid in the period 1948 to 1958.

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

SYNOPSIS

Candidates should highlight the popular resistance to apartheid during the period 1948 and 1958 i.e. from the publication of the Programme of Action in 1949 through to its implementation in the 1950's and up to the eve of the formation of the PAC.

MAIN ASPECTS**Introduction**

Candidates should focus on the crystallization of the policy of apartheid and how this led to the growth of popular mass-based militancy against the apartheid regime.
Or any other relevant introduction.

Elaboration

NB: Candidates are expected to refer to the following in answering the question:

- Programme of Action
- The Defiance Campaign – 1952
- Congress Alliance and The Freedom Charter – 1955
- The Treason Trial – 1956
- (The bus boycotts – 1957)
- The Anti- Pass Campaign by Women to the Union Buildings – 1956
- Some might mention other actions after 1956 e.g. continuing protests against the extension of the pass laws, SACTU pound – a – day campaign 1957.

Conclusion

Candidates should tie argument together.

QUESTION 2B

Explain how the *methods* of resistance to apartheid changed after the Sharpeville Massacre of 1960 and how the state reacted to repress resistance. Use examples of resistance and repression in the 1960s in 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

Candidates need to focus on why the aftermath of the Sharpeville Massacre in 1960 led to a change in thinking of the ANC and the PAC in its opposition to the apartheid regime. In answering the question candidates need to include the “new” modes of struggle such as sabotage etc. which the liberation movement was forced to use to counter the apartheid government.

MAIN ASPECTS**Introduction**

Candidates may state how the Sharpeville Massacre triggered the adoption of the use of armed force as a form of resistance against apartheid.

Or any other relevant introduction.

Elaboration

NB: The candidate should include the following aspects in elaborating his/her answer.

- The Sharpeville Massacre; Langa
- The declaration of the state of emergency.
- Banning of the ANC and PAC
- The formation of Umkhonto we Sizwe and POQO
- The armed struggle – blowing of power pylons/stations, government buildings, bridges; killing of collaborators etc.
- Actions of POQO
- Rivonia Trial and repression - its impact on black resistance politics.
- Detention without trial
- Banning and house arrests.

Conclusion

Candidates should tie up the argument in a logical manner.

SENIOR CERTIFICATE EXAMINATION – SET B
THE PERIOD 1976 TO 1994

QUESTION 3A

Explain the importance of the role of workers and their trade unions in the struggle against apartheid between 1976 and 1985.

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

SYNOPSIS

Candidates should focus on the role played by workers and their trade unions between 1976 and 1985 against the apartheid system. Relevant examples of worker unions and their militancy should be used to highlight arguments.

MAIN ASPECTS

Introduction

Candidates may trace the reasons for the emergence of worker unionism and militancy against the system of apartheid.
Or any other relevant introduction.

Elaboration

NB: Candidates are expected to discuss the role of trade unions in resistance and the following organisations could be used in answering the question. Labour militancy and worker action needs to be infused in their discussions.

*The following are some of the focal areas that **might** be discussed:*

- The Federation of South African Trade Unions (FOSATU)
- Council of Unions Of South Africa (CUSA)
- Unaffiliated Unions, e.g. South African Allied Workers Union (SAAWU) and GWU (General Workers Union), National Union of Mineworkers (NUM) 1982
- Congress of the South African Trade Unions (COSATU)

Conclusion

Candidates should draw together their argument.

QUESTION 3B

Describe the main characteristics (features) of the tri-cameral parliamentary system and discuss resistance to it between 1983 and 1989.

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

SYNOPSIS

Candidates must give a description of the main features of the tri-cameral system. Resistance against Botha's 'reform' strategy must also be included in the candidate's response.

MAIN ASPECTS**Introduction**

Reference to how and why the tri-cameral system came about, e.g. The 1983 Constitution, the "whites" only referendum etc., should be made.
Or any other relevant introduction.

Elaboration

NB: The candidate needs to focus on the following aspects in discussing the tri-cameral system and resistance to it:

Features:

- How the system worked, e.g. the 'own affairs' policy.
- Exclusion of blacks (Africans) from parliamentary participation.
- Voting system – perpetuating white dominance.

Resistance:

- Initial resistance by the Coloured and Indian communities in the tri-cameral elections (and right-wing resistance).
- Formation and the role of the UDF
- Mass resistance – community, religious, student etc.
- Role of worker militancy i.e. COSATU etc,
- The pro-sanctions, disinvestments/boycott campaigns etc and their impact

Conclusion

Candidates should tie up their argument.

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 answering the requirements of the particular question.
- In this marking guideline the requirements of the particular question are provided in italics.

QUESTION 4: THE PERIOD 1924 –1948

4.1 AFRIKANER NATIONALISM AND RESISTANCE

4.1.1 [*Deduction*]

- Hertzog argues that the Treaty of Versailles was an injustice to Germany
- and he refers to it as a 'monster'; insult; humiliation; belittlement.

(2 X 2) (4)

4.1.2 [*Selection*]

- English and Jewish capitalists, moderate Afrikaner leaders and after 1939, the SA government.

(2 x 1) (2)

4.1.3 [*Deduction*]

- "This extremist right wing group thought that the volk was betrayed by moderate Afrikaner leaders".
- poor, uneducated, unskilled
- radical views, militancy, undermining

(Any one of these) (2)

4.1.4 [*Deduction*]

- The OB adopted a militant position against, and tried to undermine S.A's war effort. (Based views on European fascist movements)

(2)

SENIOR CERTIFICATE EXAMINATION – SET B

4.1.5 [Deduction and explanation]

- He liked it (shows the way to greatness)
- The OB supported the Nazis because Reverend JD Vorster praises the book by stating that it showed greatness. 2 x 2 (4)

4.1.6 [Deduction and evaluation]

- He seems to suggest that Malan supported Nazism/ Nazi Germany.
- Confused, worried, indecisive (standing in the middle of Swastika) 1 x 3 (3)

4.1.7 [Analysis and deduction]

- a) Reverend 'JD Vorster states that Hitler's Mein Kampf was great. (3)
 - b) The cartoonist suggests that Malan supported Nazi Germany because Malan is shown standing on the Swastika. (Did not support because of the confusion) (3)
- (23)**

4.2 DISCRIMINATORY LABOUR PRACTICES AND LABOUR UNREST

4.2.1 [Selection]

ANY OF THE FOLLOWING FOUR RESPONSES:

- living wage
- ten shillings a day
- fair treatment
- decent conditions of employment
- recognition by the government and the chamber of mines (employers)
- The mine owners ignored their communication/letters to them
- Requests all been rejected or ignored.
- Better life (4)

4.2.2 [Selection]

(Source 4G)

- raid the offices of the African Mine Workers Union (AMWU) and confiscating documents.
- Arresting the president of the union, JB Marks.
- Creating a committee consisting of four ministers to deal with the strike.

(Source 4H)

- Police action (3x2) (6)

4.2.3 *[Analysis and reliability]*

- Reliable, in the sense that if there are no printing errors, then the statements were the demands made by the Union.
- OR
- A reliable view of the feelings of the Union as the statements were written by it.
- OR
- Unreliable (must be accompanied by a valid reason).
- I.e does not show the bad working conditions or how blacks were arrested

2 marks for reliable/unreliable and 2 for substantiation (4)

4.2.4 *[Evaluation] (One reason is sufficient)*

- Yes. The newspaper hailed the strike as “the Greatest Strike in South Africa’s History”
- (Some candidates may also point to the paper’s pro-workers stance as it referred to the mainstream press as the “capitalist press”, mentioning “offence” or any other relevant explanation from the source.)

1 for yes, 2 for substantiation (3)

4.2.5 *[Synthesis, communication and paragraph writing skills]*

- African mine workers went on strike in 1946.
- Strike organised by the AMWU.
- Demands included (living wage, 10 shillings a day; decent conditions of employment; fair treatment of workers; recognition of the union by the government by the employers)
- The government responded by repressing the strike.
- Union offices were raided and documents confiscated.
- President of the AMWU was arrested.

(10)

LEVELS OF MARKING

LEVEL 1	Cannot extract evidence or extracted evidence from sources in a very elementary manner. Used evidence partially to report on topic or cannot report on topic. 0 – 3 marks
LEVEL 2	Extracted evidence from sources that is mostly relevant and relates to the topic to a great extent. Used evidence from sources satisfactorily. 4 – 6 marks
LEVEL 3	Extracted relevant evidence from sources that relates very well to the topic. Used evidence from sources effectively in a focused report. 7 - 10 marks

(27)

[50]

QUESTION 5: THE PERIOD 1948-1976**5.1 APARTHEID (GROUP AREAS ACT AND FORCED REMOVALS)****5.1.1 [Explanation]**

- compulsory segregation/separation of blacks from whites (races)/ racial discrimination. (2)

5.1.2 [Deduction, comparison and analysis]

- Malan favoured segregation and moving whole populations to their designated areas.
- The United Party pointed out that apartheid was unworkable and economically unviable. 2 x 2 (4)

5.1.3 [Deduction]

- The Group Areas Act was the core of apartheid because it physically separated the South African people from each other. (it was also brutal in its implementation) (3)

5.1.4 [Explanation]

- The affected people were not allowed to live in that particular area anymore if they were not the designated group. (2)

5.1.5 [Interpretation]

- They rejected and protested/demonstrating/marching/ toiting against the Group Areas Act (2)

5.1.6 [Interpretation and comparison of sources]

- In Source 5D the speaker seems to have been happy/approve/ in favour of police action against the people of Sophiatown, while in Source 5E the speaker voices his/her disapproval at being moved from Sophiatown.

OR

- The person in Source 5D was an onlooker while the one in Source 5E had personal experience of forced removals. (Each influenced by experience)

OR

- The view of the dominant group/whites (Source 5D) is contrasted with the view of those who suffered under apartheid.

OR

- Source 5D unsympathetic/unfeeling/cold towards suffering 2x2 (4)
(17)

5.2 APARTHEID (POLICY OF BANTU EDUCATION)

5.2.1 *[Selection]*

- Belongs to whites (1)

5.2.2 *[Selection]*

- In the reserves. (1)

5.2.3 a) *[Deduction]*

- Verwoerd expected black people to serve as cheap labour/servants/
Subservient. (2)

b) *[Selection]*

- Blacks were given a very basic form of education.
- To empower the black child to do what the economy will expect
from him (any 1 X 2) (2)

5.2.4 *[Selection]*

ANY OF THE FOLLOWING FOUR:

- to teach blacks that equality with whites was not for them.
- to teach blacks that there was no place for them above certain forms of labour.
- that blacks could not be absorbed into the white community.
- to place the education for blacks under central government control.
- to educate blacks that they belonged in the homelands and that they were not
to be part of the white urban world. (4x1=4)

(11)

5.3 SEPARATE DEVELOPMENT AND THE HOMELANDS POLICY

5.3.1 *[Interpretation]*

- Africans (1)

5.3.2 *[Selection]*

- Transkei (1x2) (2)

5.3.3 *[Deduction and interpretation]*

- No.
- While Verwoerd painted a positive/favourable picture of the Homelands the world looked at the harsher reality – away from the picture being painted, to the people walking towards banishment. (1 + 2) (3)

5.3.4 *[Interpretation and deduction]*

- The world refused to recognize the Transkei's homeland status. (2)

5.3.5 *[Interpretation and deduction]*

- Portrays them as islands of poverty. The characters representing the homelands are depicted as poverty stricken individuals marooned/ cast away/ isolated on an island that is poor and too small. (4)

5.3.6 *[Interpretation and selection]*

- That the homelands were a 'joke', meaning that they were not real.
- Emphasize that a lot of lies was spread about the homelands (any 1 X 2) (2)

5.3.7 [Analysis, synthesis, communication and paragraph writing skills]

- Verwoerd created the Bantustans because he tried to show the world that apartheid (homelands) was a workable solution to S.A.'s racial diversity.
- But in reality the conditions in the Bantustans were not favourable.
- The world realised that the homelands were nothing but places of banishment for Africans.
- The world therefore refused to recognize the homelands because they were desolated and poverty stricken places.
- Four of the homelands subsequently became independent.
- The homeland system came to an end during De Klerk's rule.

(8)

LEVELS OF MARKING

LEVEL 1	The selection of evidence does not relate to the question or relates only partially. 0 – 2 marks
LEVEL 2	Answered the question and supported the argument to a certain extent with evidence from the sources. 3 – 5 marks
LEVEL 3	Answered the question and supported the argument properly with evidence from the sources and own knowledge that is fully relevant. 6 - 8 marks

(22)
[50]

QUESTION 6: THE PERIOD 1976 TO 1994**6.1 REPRESSION, 1977 - 1989****6.1.1 [Deduction and selection]**

- Biko sustained several injuries to the head/ brain damage /hunger strike.
- Biko did not recover from a coma.
- Taken 800 miles in a coma
- Left on the stone floor of a cell (2x2) (4)

6.1.2 [Deduction]

- According to Kruger (Minister of Police), Biko died as a result of a hunger strike. (2)

6.1.3 [Deduction]

- He accuses the security police OR J. Kruger as the head of the police. (2)

6.1.4 [Reliability and interpretation]

- It is reliable because it is from Donald Woods who was also a close friend of Biko's

OR

- It is NOT reliable because as Biko's friend, Woods could be heavily biased in favour of Biko and against the police. (1 x 2) (2)

6.1.5 [Interpretation, analysis and deduction] (One reason acceptable)

- Says how important /not important
- Source 6B Biko is said to have died of a hunger strike, while in Source 6C the security police, and not the hunger strike, were blamed for Biko's death.

(2 x 2) (4)

6.1.6 [Interpretation, analysis and deduction] [Any two acceptable]

- Evidence from the sources indicate that Biko did not die from a hunger strike, one would probably die of starvation and not from brain damage.
- Source 6B states that Biko sustained blows to the head which suggests he died from brain damage.
- Source 6C the security police were blamed for Biko's death.
- Source 6D indicates the various official causes of death of activists are unbelievable/unreliable.

2 x 2 (4)

(18)

6.2 THE MOVE TO DEMOCRACY

6.2.1 [Selection]

- Inkatha supporters (2)

6.2.2 [Selection]

- Unbanning of the ANC.
- The establishment of a new democratic South Africa.
- The ANC's commitment to ending of the homeland system of government.
- Buthelezi's power would be reduced (any 3x2) (6)

6.2.3 [Selection]

- The ANC (2)

6.2.4 [Selection and deduction]

- a) Inkatha and the police. (2)
- b) Both groups (Inkatha and the police) supported each other (2)

6.2.5 [Interpretation, analysis and continuity]

- In 1987 there was low level of violence
- but by 1990 violence increased substantially
- **OR REFERENCE TO THE GEOGRAPHICAL LOCATION OF VIOLENCE**
any (2x2)(4)

6.2.6 [Selection]

- KwaZulu-Natal and Transvaal (Johannesburg) (Gauteng/Natal) (2)

6.2.7 [Synthesis and interpretation]

- No, (2)
- a few sources can't be enough because they only depict a part of the story.
- Any other relevant substantiation (2) (4)
- **(Yes is wrong)**

6.2.8 [Analysis, deduction, synthesis, communication and paragraph writing skills]

- Political violence increased in the run up to South Africa's first democratic elections.
- Thousands of people were killed since the late 1980s and the early 1990s throughout the country.
- Fighting became more intense between the ANC and Inkatha forces especially in the Transvaal and Natal.
- Both Inkatha and the ANC blamed each other for the violence.
- The ANC blamed the state for assisting Inkatha with money and weapons to attack its members in especially Natal and Transvaal.
- Bickering between political enemies (Inkatha and ANC) led to the death of thousands of people.

(8)

LEVELS OF MARKING

LEVEL 1	Cannot extract evidence or extracted evidence from sources in a very elementary manner. Used evidence partially to report on topic or cannot report on topic.	0 – 2 marks
LEVEL 2	Extracted evidence from sources that is mostly relevant and relates to a great extent to the topic. Used evidence from sources in a basic report.	3 – 5 marks
LEVEL 3	Extracted relevant evidence from sources that relates very well to the topic. Used evidence from sources very effectively in a focused report.	6 – 8 marks

(32)

[50]

TOTAL: 150

SENIORSERTIFIKAAT- EKSAMEN – STEL B
RIGLYNE VIR NASIEN

MOONTLIKE ANTWOORDE VIR :

RIGLYNE VIR NASIEN

GESKIEDENIS SG 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

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.

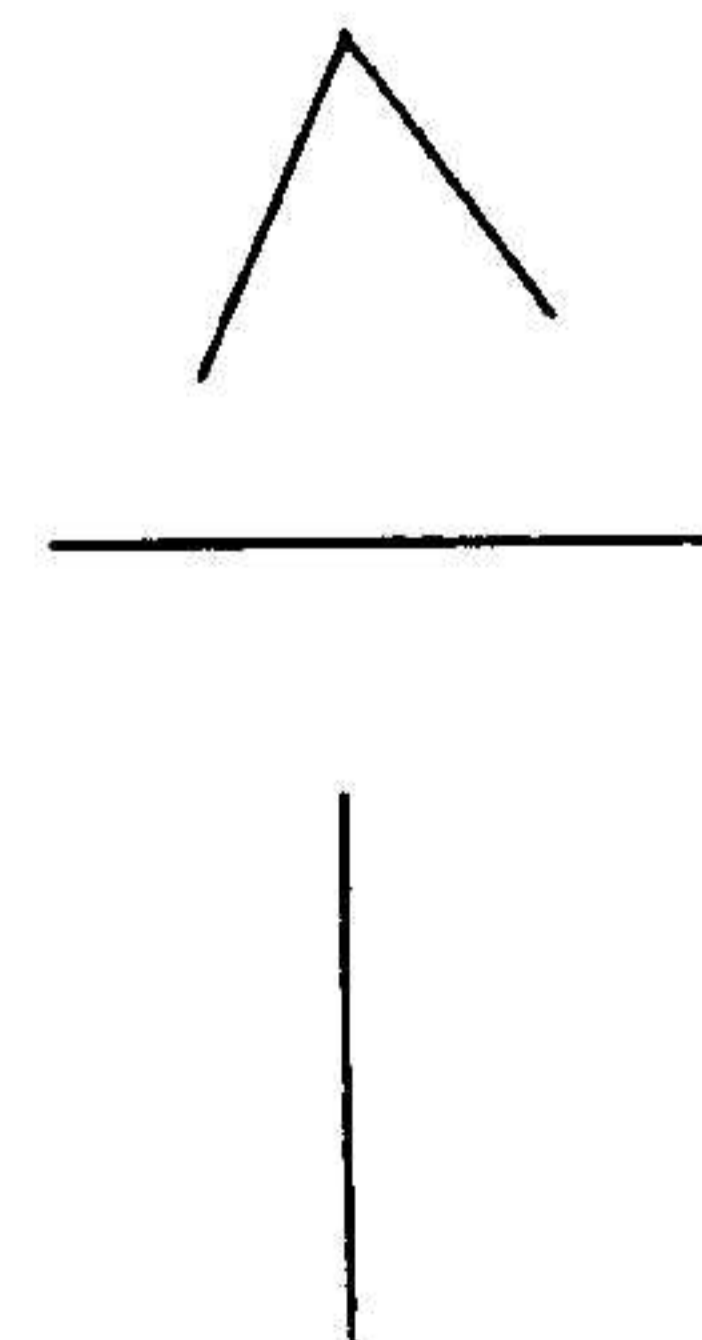
Assesseringsprosedures van 'n opstel

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').
 - '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



Blaai om asseblief

- herhaling R
- analise A√
- interpretasie I√

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.

C	VLAK 3	

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

C	VLAK 3	
P	VLAK 1	

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

C	VLAK 3	B+
P	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.

SENIORSERTIFIKAAT- EKSAMEN – STEL B
RIGLYNE VIR NASIEN

AANBIEDING	VLAK 1 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktu- reerde opstel.	VLAK 2 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktu- reerde opstel.	VLAK 3 Poog om te analiseer en historiese verklarings toe te pas. Goed beplande en gestruktu- reerde opstel.	VLAK 4 Poog om te analiseer en historiese verklarings toe te pas. Opstel in 'n sekere mate beplan en gestruktureerd.	VLAK 5 Analise en historiese verklarings in 'n sekere mate toegepas. Poging tot strukturering.	VLAK 6 Analise en historiese verklarings soms of glad nie maak nie. Geen duidelike struktuur nie.	VLAK 7 Geen analises en historiese verklarings nie. Geen struktuur nie. Onlogies (tot 'n sekere mate).
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 beant- woord. Inhoudseleksie is relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39				
VLAK 3 Vraag tot '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. Effens onvoltooid en meestal relevant.			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 (soms irreleventhede).				C- 30	D 26 - 27	E+ 23 - 24	
VLAK 6 Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skraal (soms irreleventhede).					D- 25	E 21 - 22	E- 20
VLAK 7 Vraag ontoereikend of glad nie beantwoord nie. Inhoud skraal of ontoereikend. Grootliks/ heel- temal irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

**AFDELING A
OPSTELVRAE****DIE PERIODE 1924 TOT 1948****VRAAG 1A**

Beskryf die stappe wat geneem is deur die Pakt-regering ten einde soewereine onafhanklikheid vir Suid-Afrika tussen 1926 en 1934 te bereik.

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

SINOPSIS

Daar word van kandidate verwag om 'n beskrywing te gee van die stappe wat deur die Hertzog-regering geneem is in die bereiking van soewereine onafhanklikheid vir Suid-Afrika. Die bespreking behoort te fokus op die sentrale rol wat Hertzog gespeel het in die proses van konstitusionele ontwikkeling. (*kandidate moet gefokus bly in die bespreking van die vraag soewereine onafhanklikheid en nie byvoorbeeld die pakt regering se ekonomiese beleid nie*)

HOOFASPEKTE**Inleiding**

'n Kort verduideliking van Suid-Afrika se konstitusionele posisie binne die Britse Gemenebes. Hierdie verduideliking kan dien om die geleidelike ontwikkeling van Suid-Afrika se konstitusionele status tussen 1926 en 1934 te illustreer. Of enige ander toepaslike inleiding.

Uiteensetting

NB *Die kandidaat behoort die volgende in die beantwoording van die vraag in te sluit .*

- Die Rykskonferensie van 1926
- Die Balfour-verklaring
- Departement van Buitelandse Sake
- Die Westminster-statuut
- Die Statuswet
- Die Seëlswette

Samevatting

Trek lyne van die argument saam.

VRAAG 1B

Bespreek die faktore wat tot koalisie en uiteindelik samesmelting tussen die Nasionale Party en die Suid-Afrikaanse Party in die periode 1929 tot 1934 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

Kandidate behoort te fokus op die verskillende faktore wat tot koalisie tussen die Nasionale Party en die Suid-Afrikaanse Party gelei het en hoe dit koalisieregering in 1934 gefasiliteer het.

HOOFASPEKTE**Inleiding**

Die politieke situasie tussen die Nasionale Party en die Suid-Afrikaanse Party behoort in kort bespreek te word. Fokus op hoe die internasionale ekonomiese situasie bygedra het tot die verstewiging van politieke bande tussen die NP en SAP.
Of enige ander toepaslike inleiding

Uiteensetting

NB: Die volgende aspekte, wat aandui hoe koalisie en samesmelting plaasgevind het, behoort by die kandidaat se antwoord ingesluit wees:

- Die Groot Depressie van 1929 en die ekonomiese impak daarvan op Suid-Afrika. Brittanje se onttrekking aan die Goudstandaard en die geassosieerde impak op Suid-Afrika
(Die rol van Tielman Roos op die Suid-Afrikaanse politiek)
- Onderhandelings tussen Hertzog en Smuts met betrekking tot koalisie
- Die totstandkoming van die Verenigde Party

Samevatting

Trek lyne van die argument saam.

VRAAG 2A

Beskryf die vernaamste vorme van verzet teen apartheid in die periode 1948 tot 1958.

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

SINOPSIS

Kandidate behoort klem te plaas op populêre verzet teen apartheid in die periode tussen 1948 en 1958 - vanaf die publikasie van die Program van Aksie in 1949, die implementering daarvan in die 1950's en tot die vooraand van die totstandkoming van die PAC.

HOOFASPEKTE**Inleiding**

Kandidate behoort te fokus op die kristallisering van die apartheidsbeleid en hoe dit gelei het tot groei van populêre massa-gebaseerde militantheid teen die apartheidsregime.
Of enige ander toepaslike inleiding.

Uiteensetting

NB: Daar word van kandidate verwag om na die volgende te verwys in die beantwoording van hierdie vraag:

- Program van Aksie
- Die Verzetveldtog (Defiance Campaign) – 1952
- Kongresalliansie en die Vryheidsmanifes – 1955
- Die Hoogverraadsaak – 1956
- (Die busboikotte – 1957 en ander busboikotte)
- Die anti-pasveldtog deur vroue en die opmars na die Uniegebou – 1956
- (Sommige kandidate mag verwys na ander aksie na 1958, bv. voortslepende protes teen die uitbreiding van die paswette, SACTU se pond-per-dag veldtog van 1957)

Samevatting

Trek lyne van die argument saam.

VRAAG 2B

Verduidelik hoe die *metodes* van verset teen apartheid verander het na die Sharpeville massa-moord van 1960 en hoe die staat gereageer het om weerstand te onderdruk. Gebruik voorbeelde van verset en onderdrukking in die 1960's om jou antwoord te verduidelik.

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

SINOPSIS

Kandidate, in die beantwoording van hierdie vraag, behoort te fokus op waarom daar na die Sharpeville-massamoord van 1960 'n verandering was in die denke van die ANC en PAC in hul opposisie teen die apartheidsregime. In die beantwoording van hierdie vraag moe kandidate ook verwys na nuwe 'metodes' van stryd, soos gewapende verset, ens. Wat die bevrydingsbeweging gedwonge moes aanvaar in hul teenstand teen die apartheidsregering.

HOOFASPEKTE**Inleiding**

Kandidate kan daarop wys hoe die Sharpeville-massamoorde gelei het tot die aanvaarding van gewapende verset as 'n vorm van verset teen apartheid.

Of enige ander toepaslike inleiding.

Uiteensetting

NB: Die kandidaat behoort die volgende aspekte in die verduideliking van sy/ haar antwoord in te sluit:

- Sharpeville-massamoorde, Langa
- Die afkondiging van die noodtoestand
- Verbanning van die ANC en PAC
- Die totstandkoming van Umkhonto we Sizwe en POQO
- Die gewapende stryd – opblaas van elektriese kragstasies/ kraglyne, regeringsgeboue, doodmaak van daardie mense wat met die regering saamgewerk het, ens.
- Aksies van POQO
- Die Rivonia-verhoor en onderdrukking - die impak daarvan op swart versetpolitiek
- Aanhouding sonder verhoor
- Verbannings en huisarrestasies

Samevatting

Bind die lyne van die argument saam

DIE PERIODE 1976 TOT 1994

VRAAG 3A

Verduidelik die belangrike rol van werkers en hul vakbonde in die stryd teen apartheid tussen 1976 en 1985.

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

SINOPSIS

Kandidate behoort te konsentreer op die rol wat deur werkers en hul vakbonde gespeel is in verzet teen die apartheidstelsel tussen 1976 en 1985. Toepaslike voorbeelde van vakbonde en hul militantheid behoort gebruik te word om redenasies te ondersteun.

HOOFASPEKTE

Inleiding

Kandidate kan die redes vir die opkoms van vakbonde en werkersmilitantheid teen apartheid kortliks bespreek.

Of enige ander toepaslike inleiding.

Inleiding

NB: Kandidate behoort te fokus op die rol wat gespeel is deur vakbonde in verzet teen apartheid en die volgende organisasies kan bespreek in die beantwoording van hierdie vraag. Arbeidsmilitantheid en aksies deur werkers moet ingesluit word in besprekings.

Die volgende is sommige van die fokusareas wat bespreek mag word:

- Die Federasie van Suid-Afrikaanse Vakbonde (FOSATU)
- Raad van Suid-Afrikaanse Vakbonde (CUSA)
- Ongeaffilieerde vakbonde, bv. die South African Allied Workers Union (SAAWU) en die GWU (General Workers Union), Nasionale Unie van Mynwerkers (NUM) 1982
- Kongres van Suid-Afrikaanse Vakbonde (COSATU)

Samevatting

Trek lyne van die argument saam.

VRAAG 3B

Beskryf die hoofkenmerke van die driekamer parlementêre stelsel en bespreek die weerstand teen die nuwe stelsel tussen 1983 en 1989.

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

SINOPSIS

Kandidate moet 'n beskrywing van die hoofkenmerke van die driekamer-stelsel gee. Verset teen Botha se 'hervormingsstrategie' moet ook by die kandidaat se antwoord ingesluit wees.

HOOFASPEKTE**Inleiding**

Verwysing na hoe en waarom die driekamer-stelsel tot stand gekom het, bv. die Grondwet van 1983, die "slegs blankes"-referendum, ens. Kan gemaak word.
 Of enige ander toepaslike inleiding.

Uiteensetting

NB: Die kandidaat behoort klem te plaas op die volgende aspekte in 'n bespreking van die driekamer-stelsel en verset daarteen.

Kenmerke:

- Hoe die stelsel gewerk het, bv. "eie sake"-beleid
- Uitsluiting van swartes aan parlementêre deelname
- Kiesstelsel - die ingrawing van blanke oorheersing

Verset:

- Aanvanklike verset deur Kleurling- en Indiërgemeenskappe in die driekamer-verkiesings (verset van konserwatiewe blankes)
- Totstandkoming en rol van die UDF
- Massa-verset – gemeenskap, godsdienstige groepe, studente, ens.
- Rol van werkersmilitantheid, bv. COSATU ens
- Die pro-sanksies debat, disinvesterings-/ boikotaksies, ens. en die impak daarvan

Samevatting

Trek lyne van die argument saam

Kopiereg voorbehou

FINALE EINDWEERGAWE

Blaai om asseblief

**AFDELING B
 BRONGBASEERDE VRAE**

Die merk van brongebaseerde vrae

- In die merk van alle brongebaseerde vrae moet krediet toegeken word vir enige ander geldige en toepaslike standpunte, argumente, bewyse of voorbeelde.
- In die toekenning van punte moet klem geplaas word op die beantwoording van die vereistes van die betrokke vraag.
- In hierdie riglyn vir merk word die vereistes van die vraag aangedui in skuinsgedrukte skrif.

VRAAG 4: DIE PERIODE 1924 TOT 1948

4.1 AFRIKANER-NASIONALISME EN VERSET

4.1.1 [Afleiding van inligting uit bron]

- Hertzog het daarop aanspraak gemaak dat die Verdrag van Versailles onregverdig was teenoor Duitsland was.
 Hy verwys daarna as 'n 'monster'; onbillik, vernederend; verkleinering
(2x2) (4)

4.1.2 [Seleksie van inligting uit Bron]

- Engelse en Joodse kapitaliste, gematigde Afrikanerleiers en, na 1938, die SA regering
(2x1) (2)

4.1.3 [Afleiding]

- "Hierdie ekstremistiese regse groepering het gevoel dat die volk uitverkoop is deur gematigde Afrikanerleiers".
- "arm, onopgevoed en ongeskoold"
- "radikale standpunte, militantheid, ondermynend" (enige 1x2) (2)

4.1.4 [Afleiding]

- Die OB het 'n militante houding teenoor die SA oorlogspoging aanvaar en dit probeer ondermyn (Gebaseer op standpunte van Europese fascistiese bewegings) (2)

4.1.5 [Afleiding en verduideliking]

- Hy het daarvan gehou (“toon die weg na grootsheid”)
- Die OB het die Nazis ondersteun omdat Ds JD Vorster die boek geprys het deur te verklaar dat dit grootsheid wys. (2x2) (4)

4.1.6 [Afleiding en evaluering]

- Dit wil voorkom asof hy daarop sinspeel dat Malan Naziisme/ Nazi Duitsland ondersteun
- Verward, onseker (staan op swastika, kruispad) (1x3) (3)

4.1.7 [Analise en afleiding]

- a) Ds JD Vorster verklaar dat Hitler se Mein Kampf groots was (3)
- b) Die spotprenttekenaar suggereer dat Malan Nazi Duitsland ondersteun omdat Malan uitgebeeld word as om op die Swastika te staan of was onseker daarom nie ondersteun nie (3)
(23)

4.2 DISKRIMINERENDE ARBEIDSPRAKTYKE EN ARBEIDSONRUS

4.2.1 [Seleksie]

ENIGE VAN DIE VOLGENDE VIER ANTWOORDE:

- Lewensvatbare loon
- Tien shillings per dag
- Regverdige behandeling
- Ordentlike werkstoestande
- Erkennung deur die regering en Kamer van Mynwese (werkgewers)
- Die mynbase het kommunikasie/ briewe geignoreer
- Alle versoeke is verwerp of geignoreer (4)

4.2.2 [Seleksie]

(Bron 4G)

- Daar is toegeslaan op die kantore van die Swart Mynwerkersunie (AMWU) en dokumente is verwyder
- Die President van die Unie, JB Marks, is gearresteer
- 'n Komitee bestaande uit vier Ministers is tot stand gebring om met die staking te deel

(Bron 4H)

- Aksie deur die polisie (3x2) (6)

4.2.3 *[Analise en betroubaarheid]*

- Betroubaar in die sin dat daar geen drukkersfoute is nie. Die uitsprake bevat die eise van die Unie

OF

- 'n Betroubare persepsie oor gevoelens omdat die uitsprake deur lede van die Unie geskryf is

OF

- Onbetroubaar ('n geldige rede moet voorsien word) (4)

(2 punte vir betroubaar/onbetroubaar, 2 punte vir verduideliking)4.2.4 *[Evaluering]**Verskaffing van een rede voldoende*

- Ja. (1x1)
- Die koerant het die staking opgehemel as 'Die Grootste Staking in Suid-Afrika se Geskiedenis'
- "oortreding" wat in aanhalingstekens verskyn
- enige ander toepaslike antwoord uit bron
- (Sommige kandidate mag ook daarop wys dat die koerant se pro-werker gesindheid soos daarna verwys is deur ander koerante - die kapitalistiese pers) (1x2 per rede) (3)

4.2.5 *[Sintese, kommunikasie, en die skryf van 'n paragraaf]*

- Swart mynwerkers het in 1946 gestaak
- Hierdie staking is georganiseer deur die Swart Mynwerkersunie (AMWU)
- Hulle eise het ingesluit: lewensvatbare loon, 10 shillings per dag, ordentlike arbeidstoestande, regverdige behandeling van werkers, erkenning van die unie deur die regering en werkgewers
- Die regering se reaksie op die staking was om dit te onderdruk
- Uniekantore is deur die polisie deursoek en beslag is op dokumente gelê
- President van die AMWU is gearresteer (10)

VLAKKE VAN NASIEN

VLAK 1	Die kandidaat is nie in staat om inligting uit die bronne te selekteer nie of die inligting word op 'n baie basiese manier geselekteer. Inligting is net gedeeltelik gebruik om oor die onderwerp te rapporteer of kan nie 'n verslag oor die onderwerp skryf nie. 0 – 3 punte
VLAK 2	Meestal toepaslike inligting is geselekteer. Inligting uit die bronne is gebruik. 4 – 6 punte
VLAK 3	Goed toepaslike inligting is geselekteer. Inligting uit die bronne is goed gebruik om 'n gefokusde verslag te skryf. 7 - 10 punte

(27)
[50]

VRAAG 5: DIE PERIODE 1948 TOT 1976**5.1 APARTHEID (GROEPSGEBIEDEWET EN GEDWONGE VERSKUIWINGS)****5.1.1 [Verduideliking]**

- Verpligte segregasie / skeiding van swartes en blankes/ rassediskriminasie (2)

5.1.2 [Afleiding, vergelyking en analise]

- Malan was ten gunste van segregasie en die verskuiwing van geheel bevolkings na gebiede wat aan hulle toegewys is
- Die Verenigde Party het daarop gewys dat apartheid onwerkbaar en ekonomies ontoepaslik was (2x2) (4)

5.1.3 [Afleiding]

- Die Groepsgebiedewet het die kern van apartheid gevorm omdat dit die fisiese skeiding van mense voorsien het - dit was ook brutaal wat implementering betref (3)

5.1.4 [Verduideliking]

- Mense wat hierdeur geaffekteer is, is nie toegelaat om langer in die spesifieke gebied te woon nie as die gebied nie vir bewoning aan daardie groep toegewys is nie (2)

5.1.5 [Interpretasie]

- Die Groepsgebiedewet is deur hulle verwerp en hulle het daarteen geprotesteer /toy/toyi (2)

5.1.6 [Interpretasie en vergelyking van bronne]

- In Bron 5D wil dit voorkom asof die spreker tevrede/ gelukkig is met die aksies van die polisie teen die mense van Sophiatown.
In Bron 5E is die spreker se afwysing teenoor verskuiwing vanaf Sophiatown duidelik.

OF

- Die persoon in Bron 5D was 'n waarnemer en die persoon in Bron 5E het persoonlike ervaring van gedwonge verskuiwings. Elkeen is beïnvloed deur verskillende ervarings

OF

- Die persepsie van die dominerende groep [blankes] (Bron 5E) word gekontrasteer met die persepsie van hulle [swartes] wat gelei het onder apartheid

OF

- Bron 5D is onsimpatiek/ ongevoelig/ koud teenoor die lyding in Bron 5E

(4)
(17)

5.2 APARTHEID (BELEID VAN BANTOE-ONDERWYS)

5.2.1 [Seleksie]

- Behoort aan blankes

(1)

5.2.2 [Seleksie]

- In die tuislande

(1)

5.2.3 a) [Afleiding]

- Verwoerd het verwag dat swart mense sou dien as goedkoop arbeid/ onderdaniges/ slawe

(2)

b) [Seleksie]

- Swartmense het 'n basiese vorm van onderwys ontvang
- Om Swart kind te bemagtig in terme van wat die ekonomie van hom verwag

(1x2) (2)

5.2.4 [Seleksie]

ENIGE VAN DIE VOLGENDE VIER:

- om swartes te leer dat gelykheid met blankes nie vir hulle bedoel was nie
- om swartes te leer dat daar geen plek vir hulle was nie behalwe sekere vorme van arbeid
- dat swartes nie opgeneem kon word in die blanke gemeenskap nie
- om onderwys vir swartes onder sentrale regeringsbeheer te plaas
- om swartes te leer dat hulle in die tuislande behoort en dat hulle nie deel was van die stedelike blanke wêreld nie

(4x1) (4)
(11)

5.3 AFSONDERLIKE ONTWIKKELING EN DIE TUISLANDBELEID

5.3.1 *[Interpretasie]*

- Swartes

(1)

5.3.2 *[Seleksie]*

- Transkei

(1x2) (2)

5.3.3 *[Afleiding en interpretasie]*

- Nee.
- Ofskoon Verwoerd 'n positiewe/ gunstige prentjie van die tuislande geskets het, is die wêreld deur die naakte realiteit in die gesig gestaar - verwyderd van die prentjie

(1+2) (3)

5.3.4 *[Afleiding en interpretasie]*

- Die wêreld het geweier om erkenning te gee aan die Transkei se tuislandstatus

(2)

5.3.5 *[Afleiding en interpretasie]*

- Word uitgebeeld as eilande van armoede. Die karakters wat as tuislande uitgebeeld word is verarmde individue wat uitgespoel het/ verban is na 'n klein eiland

(4)

5.3.6 *[Afleiding en interpretasie]*

- Die tuisland was 'n "grap" gewees, betekenend dat hulle nie deel van die werklikheid was nie

(2)

5.3.7 *[Analise, sintese, kommunikasie en die skryf van 'n paragraaf]*

- Verwoerd het tuislande geskep omdat hy aan die wêreld wou wys dat apartheid (tuislande) 'n werkende oplossing vir Suid-Afrika se rasseverskeidenheid was.
- In werklikheid was die toestande in die tuislande glad nie gunstig nie
- Die wêreld het besef dat tuislande niks meer as plekke vir die afsondering van swartmense was nie.
- Daarom het die wêreld geweier om erkenning aan die tuislande te gee omdat dit afgesonderde en verarmde plekke was
- Vier van die tuislande het "onafhanklikheid" ontvang
- Die tuislandstelsel het tot 'n einde gekom tydens die regering van De Klerk

(8)

VLAKE VAN NASIEN

VLAK 1	Die kandidaat is nie in staat om inligting uit die bronne te selekteer nie of die inligting word op 'n baie basiese manier geselekteer. Inligting is net gedeeltelik gebruik om oor die onderwerp te rapporteer of kan nie 'n verslag oor die onderwerp skryf nie. 0 – 2 punte
VLAK 2	Meestal toepaslike inligting is geselekteer. Inligting uit die bronne is gebruik. 3 – 5 punte
VLAK 3	Goed toepaslike inligting is geselekteer. Inligting uit die bronne is goed gebruik om 'n gefokusde verslag te skryf. 6 - 8 punte

(22)
[50]

VRAAG 6: DIE PERIODE 1976 TOT 1994

6.1 ONDERDRUKKING, 1977 - 1989

6.1.1 *[Afleiding en verduideliking]*

- Biko het ernstige beserings aan die hoof/ brein opgedoen, hongerstaking
- Biko het nie sy bewussyn herwin nie
- Oor afstand van 800 myl vervoer terwyl hy in koma was
- Laat lê op die klipvloer van 'n tronksel (2x2) (4)

6.1.2 *[Afleiding]*

- Volgens Kruger (Minister van Polisie), het Biko gesterf as gevolg van 'n hongerstaking (2)

6.1.3 *[Afleiding]*

- Hy beskuldig die Veiligheidspolisie OF Kruger as hoof van die polisie (2)

6.1.4 *[Betroubaarheid en interpretasie]*

- Dit is betroubaar omdat dit afkomstig is van Donald Woods wat ook 'n nabye vriend van Biko was

OF

- Dit is NIE betroubaar nie omdat Woods, as vriend van Biko, erg bevooroordeeld was ten gunste van laasgenoemde en gekant was teen die polisie (1x2) (2)

6.1.5 *[Interpretasie, analise en afleiding]*

- Sê hoe belangrik of onbelangrik dit is
 - In Bron B word verklaar dat Biko gesterf het a.g.v 'n hongerstaking
 - In Bron 6C word die polisie geblameer vir sy dood (2x2) (4)
- (18)**

6.1.6 *[Interpretasie, analise en afleiding] [Enige twee aanvaarbaar]*

- Bewyse uit Bronne dui aan dat Biko nie gesterf het agv 'n hongerstaking nie en die verwagting is dat hy veel eerder gesterf het weens breinskade
 - Bron 6B verklaar dat Biko hou teen die kop gehad het wat sou aandui dat hy gesterf het weens breinskade
 - In Bron 6C word die Veiligheidspolisie verantwoordelik gehou vir dood van Biko
 - Bron 6D dui die amptelike oorsake van aktiviste se dood as ontmoontlik, onbetroubaar (2x2) (4)
- (18)**

6.2 DIE WEG NA DEMOKRASIE

6.2.1 *[Seleksie]*

- Ondersteuners van Inkatha (2)

6.2.2 *[Seleksie]*

- Ontbanning van die ANC
- Die totstandkoming van 'n nuwe demokratiese Suid-Afrika
- Die ANC se verbintenis daartoe om die stelsel van tuislandregering tot 'n einde te bring (6)

6.2.3 *[Seleksie]*

- Die ANC (2)

6.2.4 *[Seleksie en afleiding]*

- a) Inkatha en die polisie (2)
- b) Beide groepe (Inkatha en die polisie) het mekaar ondersteun (2)

6.2.5 *[Interpretasie, analise en deurloopenheid]*

- In 1987 was daar 'n lae geweldsvlak gewees
 - maar teen 1990 het geweld merkbaar toegeneem
- OF VERWYSINGS NA GEOGRAFIESE LIGGING VAN GEWELD (2x2) (4)

6.2.6 [Seleksie]

- KwaZulu-Natal en Transvaal (Johannesburg) (Gauteng/ Natal) (2)

6.2.7 [Sintese en interpretasie]

- Nee (2)
- 'n paar bronne kan nie genoegsaam wees omdat hulle slegs oor 'n deel van die gebeure vertel
- Enige ander toepaslike verduideliking (JA IS VERKEERD) (2)

6.2.8 [Analise, afleiding, sintese, kommunikasie en die skryf van 'n paragraaf]

- Politieke geweld het toegeneem in die aanloop tot Suid-Afrika se eerste demokratiese verkiesing
- Duisende mense het gesterf in die laat 1980's en vroeë 1990's
- Gevegte het toegeneem tussen die ANC en Inkatha - veral in Transvaal en Natal
- Beide Inkatha en die ANC het mekaar beskuldig vir die geweld
- Die ANC het die staat beskuldig daarvan dat hy ondersteuning vir Inkatha gegee het deur die verskaffing van geld en wapens
- Stryery tussen politieke vyande (Inkatha en ANC) het gelei tot die dood van duisende mense (8)

VLAKKE VAN NASIEN

VLAK 1	Die kandidaat is nie in staat om inligting uit die bronne te selekteer nie of die inligting word op 'n baie basiese manier geselekteer. Inligting is net gedeeltelik gebruik om oor die onderwerp te rapporteer of kan nie 'n verslag oor die onderwerp skryf nie. 0 – 2 punte
VLAK 2	Meestal toepaslike inligting is geselekteer. Inligting uit die bronne is gebruik. 3 – 5 punte
VLAK 3	Goed toepaslike inligting is geselekteer. Inligting uit die bronne is goed gebruik om 'n gefokusde verslag te skryf. 6 - 8 punte

(32)

[50]

TOTAAL: 150