

POSSIBLE ANSWERS FOR :
MARKING GUIDELINE 2003
HISTORY SG
QUESTION PAPER 2
WORLD HISTORY

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 marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in marking guideline/ memorandum) a relevant conclusion (indicated by a bullet in marking guideline/ 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 **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) competency levels. Each with criteria that will be use to assess an essay.

**SENIOR CERTIFICATE EXAMINATION
MARKING GUIDELINE**

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				A: 120 - 150 B: 105 - 119 C: 90 - 104 D: 75 - 89 E: 60 - 74 F: 50 - 59 FF: 45 - 49 G: 38 - 44 GG: 30 - 37 H: 0 - 29
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

EACH ESSAY HAS ITS OWN INDIVIDUAL CHARACTER, SO BEAR IN MIND THAT THE WEIGHT OF THE BULLETS DIFFER FROM ESSAY TO ESSAY.

QUESTION 1A: AFRICA IN THE TWENTIETH CENTURY

Give an account of the economic, social and political developments that the newly independent African states experienced after 1957. Use examples from various countries to support 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 demonstrate an understanding of the developments (problems/ challenges) that had an effect on the newly independent African states. Candidates need to use all three fields (economic, social and political) and examples from various countries to support their answer.

MAIN ASPECTS

- Introduction: Candidates need to indicate how they are going to answer the question. They must also indicate what the position of the newly independent states were directly after independence. Any other relevant introduction.

ELABORATION

Candidates need to use the following fields and appropriate examples from various countries to support their answer:

- Economic developments/ challenges
- Social developments/ challenges
- Political developments/ challenges



BE LENIENT ON EXAMPLES

- Conclusion: Candidates need to draw the argument together by making a general statement about the position of newly independent states.

[50]

QUESTION 1B: AFRICA IN THE TWENTIETH CENTURY

The dream of African unity is no nearer to reality than it was at the first meeting of the Organisation of African Unity (OAU) in Addis Ababa 10 years ago.
 (Statement taken from an article: *To the Point*, 19 May 1973.)

In the light of the above statement, discuss the strengths and weaknesses of the OAU between 1963 and 1973.

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 discuss the strengths and weaknesses of the OAU between 1963 and 1973. Candidates need to show that solidarity and co-operation amongst the member states of the OAU were responsible for many positive steps (strengths) taken by the organisation. The answer also needs to indicate that the weaknesses of the OAU resulted from e.g. an inability of its members to work together towards realising the dream of African unity.

MAIN ASPECTS

- Introduction: Candidates state their line of argument by indicating that although there were strengths, the inability to realise the dream of African unity, reflect the weaknesses of the OAU from 1963 to 1973. Candidates could also refer to the aims of the OAU as a basis to weigh up successes and failures in the remainder of the essay. Any other relevant introduction.

ELABORATION

- A discussion on the strengths of the OAU giving a variety of examples
- A discussion with examples of e.g. disunity and its results to show the weaknesses of the OAU
- Conclusion: Candidates need to draw the argument together by indicating that the dream of African unity had not been realised in the first ten years of the existence of the OAU. Any other relevant or valid answer.

[50]

QUESTION 2A: THE RISE OF SOVIET RUSSIA

Describe how the policy of War Communism forced Lenin to implement the New Economic Policy in 1921.

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 briefly describe the policy of War Communism. Demonstrate how it led to the implementation of the New Economic Policy (NEP) by Lenin in 1921. They could also indicate how successful this new policy was. Candidates could refer to War Communism and NEP with varying degrees – in terms of content and discussion. Important, however, is the presence in the line of argument of the link between War Communism and the NEP.

MAIN ASPECTS

- **Introduction:** Candidates need to give an indication of the effect of the policy of War Communism and indicate that this led to the implementation of the NEP by Lenin. Any other relevant introduction.

ELABORATION

- Use measures of and resistance to War Communism to indicate how it forced Lenin to implement the NEP.
- Imperativeness of New Economic Policy:
 Compromise with capitalism
- Features in broad outline of the NEP
- **Conclusion:** Candidates need to tie up the argument by indicating that Lenin was forced to implement the NEP. Any other relevant or valid answer.

[50]

QUESTION 2B: THE RISE OF SOVIET RUSSIA

Explain how Stalin's influence on agriculture and industry during the First Five Year Plan, transformed Soviet Russia into an economically self-supporting country.

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 could indicate the aims and needs to indicate how Stalin's agricultural and industrial development during the First Five Year Plan improved the Soviet economy to become self-supportive.

MAIN ASPECTS

- **Introduction:** There could be an indication of the aims and the candidate should indicate how Soviet Russia developed from a farming country into an economically viable country. Any other relevant introduction.

ELABORATION

Show how measures introduced during the First Five Year Plan made Soviet Russia more economically self-reliant:

- State Planning Commission (GOSPLAN) and/ or aims
- Agricultural measures
- Industrial measures
- Importance of the First Five Year Plan
- **Conclusion:** Candidates need to tie up the argument. State how Stalin's influence resulted in Soviet Russia becoming a more economically viable country. Any other relevant conclusion.

[50]

QUESTION 3A: THE RISE OF THE UNITED STATES OF AMERICA

Describe the unequal distribution of wealth in the United States of America's economy during the so-called 'Seven Fat Years', 1922-1929.

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 needs to make the point that the unequal distribution of wealth created a sense of false prosperity and security, which eventually led to the depression. The presentation should refer to the factors responsible for the unequal distribution of wealth in discussing the latter.

MAIN ASPECTS

- Introduction: The line of argument needs to indicate that there was a sense of false prosperity because of an uneven distribution of wealth. Any other relevant introduction.

ELABORATION

Refer to the unequal distribution of wealth by describing the:

- The features of the Boom Years/Seven Fat Years, e.g. Industrial growth
- Weaknesses of the Seven Fat Years and reasons for the Great Depression
- Conclusion: Candidates must tie up the argument. Underline the fact that economic prosperity was accompanied by uneven distribution of wealth.

[50]

QUESTION 3B: THE RISE OF THE UNITED STATES OF AMERICA

Discuss the measures that Roosevelt introduced and the successes he reached through the New Deal, to save the United States of America from the effects of the Great Depression (1929-1932).

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 provide examples of the measures taken: to bring relief to the millions of Americans who were desperately poor; to help the country recover from the depression and to reform the American social and economic life so that all evils might be eradicated. The answer must also show whether the New Deal was as a whole successful or not.

MAIN ASPECTS

- **Introduction:** The candidate needs to indicate what measures were introduced to bring relief, reform and recovery to save the American economy. Any other relevant introduction.

ELABORATION

- Relief
- Recovery
- Reform
- General significance or successes
- **Conclusion:** Candidates need to tie up the argument by indicating that the measures introduced by Roosevelt's New Deal saved America from the Depression of 1929 or not. Any other relevant conclusion.

[50]

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 these marking guidelines the requirements of the question are indicated in italics.

QUESTION 4: AFRICA IN THE TWENTIETH CENTURY

4.1 DECOLONISATION AND THE GROWTH OF AFRICAN NATIONALISM

- 4.1.1 *[Take a point of view and extract relevant evidence from the source]*
 - Yes (1)

- Decolonisation began soon after the end of the Second World War
- It started partly because the war had greatly weakened colony-owning countries such as Britain and France
- Strengthened African nationalism/ run own affairs (2 x 2)(4)

- 4.1.2 *[Extract evidence from the source]*
- 4A: The war also strengthened African Nationalism
 - 4B: Soldiers are coming back with new ideas
 - 4B: We had been told what we fought for – that is freedom – we want freedom, nothing but freedom (2 x 2)(4)

- 4.1.3 *[Interpret by using evidence from the source]*
- Refers to the demolishing of colonialism which already started (Any relevant and valid answer) (2)

**SENIOR CERTIFICATE EXAMINATION
MARKING GUIDELINE**

- 4.1.4 *[Own knowledge in combination with evidence used from sources]*
 - Demand by Africans to run their own affairs, not to be dependent on colonial rule anymore
- OR
- Strive for freedom and independence by Africans
 (Any relevant and valid answer) (2)
(13)
- 4.2 CHALLENGES OF THE INDEPENDENT AFRICAN STATES**
- 4.2.1 *[Extract evidence from source]*
 - It proved easier than one might have feared (2)
 - national equality/independence (2)
- 4.2.2 *[Take a point of view and support it with evidence from the source]*
 - Yes (1)
 - Problems of social and economic equality began to take pride of place (2)
- 4.2.3 *[Interpretation by using evidence from the source]*
 - Children must be saved from HIV/AIDS
 - Children need to be educated/given life skills (any 1x2) (2)
- 4.2.4 *[Extract evidence from the source]*
 - From mother to child by breast-feeding (2 x 1)(2)
- 4.2.5 *[Use evidence from source to synthesise]*
 - AIDS is killing Africa
 - AIDS is destroying Africa
 - AIDS is a major socio-economic problem in Africa
 - AIDS and any relevant answer (2 x 2)(4)

- 4.2.6 *[Use evidence from sources to make own interpretation]*
 - NO SEX, NO AIDS
 - NO SEX, NO PAINS
 - (An appropriate and relevant slogan is a necessity
 A slogan is normally short and to the point
 The slogan must show a connection between sex and AIDS) (2)
(17)

4.3 THE ORGANISATION OF AFRICAN UNITY (OAU)

- 4.3.1 *[Extract selected evidence from source and organise it in a paragraph]*
 The paragraph must be based on the evidence from this source and needs to focus on the requirements in the question.
 Challenges of the OAU:
 - Disunity among member states
 - Members disregard the OAU-charter
 - Rivalry within guerilla organizations
 - Clashes for leadership occurs
 - Severe financial difficulties were experienced
 - Disputes led to tension
 - Conflicts in Africa

Use the following to allocate a mark:

LEVEL 1	Can not extract evidence or extract evidence from source in an elementary manner. Use evidence partially to report on topic or cannot report on topic. 0 – 3 marks
LEVEL 2	Extract evidence from source that is mostly relevant and relates to a great extent to the topic. Use evidence from source in a very basic manner. 4 – 6 marks
LEVEL 3	Extract relevant evidence from source that relates well to the topic. Use evidence from source very effectively in an organised paragraph that shows an understanding of the topic. 7 – 10 marks

LEVELS AND CORRECT TICKS SHOULD BE INDICATED)

(10)

- 4.3.2** *[Take a point of view and use evidence from source in combination with own knowledge]*
- Yes (1)
- OR
- No (1)
- YES:**
- Played role in decolonisation of many states
 - Steps were taken against white (minority) dominated countries
 - Non-involvement in Cold War
 - Establishment of the African Development Bank (two reasons) (2 x 2)(4)
- NO:**
- Relevant and applicable motivation (two reasons)
 - Involvement in the Cold War
 - OAU had relatively small role in decolonisation
 - National approaches in conflict with agenda of OAU
 - Limited success of OAU organisational structures (two reasons) (2 x 2)(4)
- 4.3.3** *[Interpret evidence from source and use own knowledge to draw a conclusion]*
- No unity and conflict inside the OAU (2)
 - Yes or no (note the link between this and explanation) (1)
 - Any valid or relevant explanation (one reason sufficient/ adequate) (2 x 1)(2)
- (20)**
[50]

QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR

5.1 THE NATURE OF TOTALITARIANISM IN GERMANY

5.1.1 *[Take a point of view and extract evidence from the source to support view point]*

- Yes

(1)

- Girls were educated to be good wives and future mothers of strong healthy children
- Most of their time spent at school (6 days a week)
- No choice of subjects
- Nature of subjects
- All of the German youth movements were organised within the Hitler Youth
- The German youth shall be educated in the spirit of National Socialism
(two reasons must be provided)

(2 x 2)(4)

5.1.2 *[Interpret evidence from source]*

- To encourage students to join the Socialist Students' Society

(2)

5.1.3 *[Interpret information from sources to give answer]*

- Youth and children could be easily influenced or indoctrinated
- The German Youth was a priority for the Nazis
- The youth is the future of the nation
- Any relevant answer

(2 x 1)(2)

5.1.4 *[Needs to draw a conclusion, with regard to evidence in sources]*

- (i) Normally they would not agree
- (ii) Normally they would agree
- (iii) Normally they would agree
(3 marks per correct answer)

(2 x 3)(6)

(15)

5.2 VIOLATION OF THE LEAGUE OF NATIONS BY ITALY AND JAPAN

5.2.1 *[Extract evidence from the sources]*

- Japan's invasion of Manchuria
- Italian Invasion of Abyssinia

(2 x 2)(4)

5.2.2 *[Extract evidence from the sources]*

- Manchuria's rich coalmines
- And fertile farmlands

(2 x 2)(4)

5.2.3 *[Extract evidence from the sources]*

- Imposed economic sanctions
- Members were forbidden to import goods from Italy
- Or to provide loans
- The export of raw material to Italy was stopped
 (any two reasons must be provided)

(2 x 3)(6)

5.2.4 *[Extract evidence from the sources]*

- The Japanese went on with the attack, and brought Manchuria under their rule

OR

- Japanese walked out of the League

- Italy ignored the League
 (note that Italy and Japan must be included)

(2 x 2)(4)

5.2.5 *[Extract evidence from the source]*

- He felt that the League wanted to humiliate Italy
 (any other relevant answer)

(2)

5.2.6 *[Compare and conclude]*

- They did not take note of the League of Nations
- They did not take the League of Nations seriously
- Both went against the wishes of the League
- They became more hostile/ aggressive and would not allow the League to place restrictions on them
- Any relevant answer, but there must be evidence of comparison

(2 x 1)(2)
(22)

5.3 GERMANY'S FOREIGN POLICY

5.3.1 *[Point of view and extract evidence from the source]*

- Yes

(1)

- Hitler is wanted for murder
 - Hitler is wanted for kidnapping
 - Hitler is wanted for theft and for arson
 - This reckless criminal is wanted - dead or alive
 - It appeared in a British newspaper and they do not support Hitler
 - Hitler was the enemy of the British
- (two reasons must be provided)

(2 x 2)(4)

5.3.2 *[Take a point of view and extract evidence from the source]*

- Yes

(1)

- French and British armies would have crushed them
- The French and British armies were stronger
- The German army was weaker
- Any other relevant evidence from the source

(2 x 1)(2)

5.3.3 *[Interpretation by using evidence from the source]*

- Germany took back what legally belonged too them
 - More important for Britain to preserve peace, that is why they let Hitler
 - Continue his expansion
- (two reasons must be provided)

(2 x 2)(4)

5.3.4 *[Draw own conclusion with regard to different sources]*

- It was aggressive but without bloodshed
 - Hitler took wat he believed legally belonged to German people
 - Hitler's stategist and opportunist
 - It was relatively peaceful
- (one reason must be provided)

(1)

(13)
[50]

QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR

6.1 THE DIVISION OF GERMANY

6.1.1 *[Extract evidence from the source given to answer the question]*
 - French zone (2)

6.1.2 *[Extract evidence to support the argument]*
 - He wanted to add another anti-Russian voice to the armies of occupation (2 x 1)(2)

6.1.3 *[Extract evidence from the source]*
 - Churchill's fear was that Roosevelt was too pro-Russian (2 x 1)(2)

6.1.4 *[Extract evidence from the source]*
 - Soviet zone (2)

6.1.5 *[Extract evidence from the source and use own knowledge]*
 - It puts Russia in a stronger position
 - Berlin was situated in the Soviet/ Russian zone
 - Any other relevant answer (2 x 1)(2)
 (two reasons must be provided) (10)

6.2 THE BERLIN BLOCKADE

6.2.1 *[Extract selected evidence]*
 - The Soviets suspended all traffic into Berlin (2)

- Technical difficulties (suspension of traffic)
 - Shortage of coal (2 x 2)(4)
 (two reasons must be provided)

6.2.2 *[Extract and interpret selected evidence to answer the question]*
 - Truman demonstrated that the West would act resolutely when the freedom of the people of Europe was threatened.
 - Truman wanted to protect free world against communism (2 x 1)(2)
 (candidate could quote information from source or interpret source)

6.2.3 *[Extract evidence from the source]*

- It brought the people of Western Europe closer to the USA.
 - Firm stand against Russia
 - USA would protect Europe against communism
- (candidate could quote information from source or interpret source) (2 x 1)(2)

6.2.4 *[Select evidence from the source]*

- The USSR did not gain control of Berlin
 - The West had no guarantees that land communications would not be cut again
 - Confrontation made both sides even more stubborn
- (two reasons must be provided) (2 x 3)(6)

6.2.5 *[Select evidence from the source given]*

- In Washington (USA) (2)

6.2.6 *[Extract evidence from the source given]*

- It hit the West Berlin population with harshness
 - The people were freezing and starving
 - Other relevant answer
- (two reasons must be given) (2 x 2)(4)

6.2.7 *[Extract selected evidence from the source given]*

- Their war plans had come to nothing, because of the conduct of the USSR (2 x 1)(2)

6.2.8 *[Selected evidence from the sources given to show differences by comparison]*

- Source 6D portrays the USA as having succeeded in resisting the Soviet Union's attempt, to force them out of the city of Berlin
 - According to Source 6E the USSR and the West did not gain anything from the Berlin confrontation
 - Source 6F on the other hand indicates that the USA was finally forced to yield as a result of the USSR conduct in Berlin
- (candidates must refer to all three sources; two reasons must be given) (2 x 3)(6)

6.2.9 *[Select evidence from the source given]*
 Source 6E (2)

It is a more balanced view of the airlift giving the factual results of the incident
 It was written much later than the other two/ the author was not directly
 involved

- Any valid and relevant answer (2 x 1)(2)
 (two reasons must be given)

6.2.10 *[Point of view and extract evidence to support your answer]*

- They do contain facts and opinions (2)

- Any relevant answer/ motivation/ substantiation (2 x 2)(4)
 (two reasons must be given)

(40)

[50]

TOTAL: 150

- END -




MOONTLIKE ANTWOORDE VIR :
RIGLYNE VIR NASIEN 2003
GESKIEDENIS SG STEL B
VRAESTEL 2
WÊRELDGESKIEDENIS

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 feitelike 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 feitelike 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 stalling 
 - irrelevante stelling 

- herhaling R
- analiseer 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.

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 sewe vaardigheidsvlakke verdeel. Elke vlak met sy kriteria wat gebruik sal word om 'n opstel te assesseer.

**SENIOR SERTIFIKAAT-EKSAMEN
RIGLYNE VIR NASIEN**

AANBIEDING	VLAK 1 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruk- tureerde opstel.	VLAK 2 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruk- tureerde opstel.	VLAK 3 Poog om te analiseer en historiese verklarings toe te pas. Goed beplande en gestruk- tureerde 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 gemaak nie. Geen duidelike struktuur nie.	VLAK 7 Geen analises en historiese verklarings nie. Geen struktuur nie. Onlogies (tot 'n sekere mate).
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				A: 120 - 150 B: 105 - 119 C: 90 - 104 D: 75 - 89 E: 60 - 74 F: 50 - 59 FF: 45 - 49 G: 38 - 44 GG: 30 - 37 H: 0 - 29
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 irrelevantheid).				C- 30	D 26 - 27	E+ 23 - 24	
VLAK 6 Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skaal (soms irrelevantheid).					D- 25	E 21 - 22	E- 20
VLAK 7 Vraag ontoereikend of glad nie beantwoord nie. Inhoud skaal of ontoereikend. Grootliks heel- temal irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

AFDELING A: OPSTELVRAE

OMDAT ELKE OPSTEL SY EIE INDIVIDUELE KARAKTER HET, IS DIT BELANGRIK DAT IN AANMERKING GENEEM MOET WORD DAT DIE GEWIG WAT AAN DIE BULLETS TOEGEKEN WORD VAN OPSTEL TOT OPSTEL SAL VERSKIL

VRAAG 1A: AFRIKA IN DIE TWINTIGSTE EEU

Skryf 'n verslag van die ekonomiese, maatskaplike en politieke ontwikkelings wat die nuutgestigte-onafhanklike Afrika-state na 1957 ervaar het. Gebruik voorbeelde uit verskeie lande om jou antwoord te ondersteun.

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

SINOPSIS

Kandidate moet 'n begrip van die ontwikkelings (probleme/ uitdagings) wat 'n uitwerking op die nuutgestigte- onafhanklike Afrika-state gehad het, toon. Kandidate moet al drie die aspekte (ekonomies, maatskaplik en polities) en voorbeelde vanuit verskeie lande gebruik om hul antwoord te ondersteun.

HOOFMOMENTE

- Inleiding: Kandidate moet aandui hoe hulle die vraag gaan beantwoord. Hulle moet ook aandui wat die stand van die nuutgestigte-onafhanklike state direk na onafhanklikheid was. Enige ander relevante inleiding.

UITBREIDING

Kandidate moet die volgende aspekte en toepaslike voorbeelde uit verskeie lande gebruik om hulle antwoord te ondersteun.

- Ekonomiese ontwikkelings/ uitdagings
- Maatskaplike ontwikkelings/ uitdagings
- Politieke ontwikkelings/ uitdagings



**WEES TOEGEEFLIK MET
 VOORBEELDE WAT
 GEBRUIK WORD**

- Slotopmerking: Kandidate moet die gedagterigting opsom deur 'n algemene stelling oor die stand van die nuwe onafhanklike state te maak. Enige ander relevante slotopmerking.

[50]

VRAAG 1B: AFRIKA IN DIE TWINTIGSTE EEU

Die droom van Afrika-eenheid is nie nader aan die werklikheid as wat dit was by die eerste vergadering van die Organisasie vir Afrika-Eenheid (OAE) in Addis Ababa 10 jaar gelede nie.

(Standpunt geneem uit 'n berig: *To the Point*, 19 Mei 1973.)

In die lig van die bostaande stelling, bespreek die sterkpunte en swakhede van die OAE tussen 1963 en 1973.

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

SINOPSIS

Kandidate moet die sterkpunte en swakhede van die OAE tussen 1963 en 1973 te bespreek. Kandidate behoort aan te toon dat die solidariteit en samewerking tussen die lidstate van die OAE verantwoordelik was vir baie positiewe stappe (sterkpunte) wat deur die organisasie geneem is. Die antwoord behoort ook aan te dui dat die swakhede van die OAE die gevolg is van bv. die onvermoë van sy lede om saam te werk in die verwesenliking van die droom van Afrika-eenheid.

HOOFMOMENTE

- **Inleiding:** Kandidate moet hulle standpunt te stel deur aan te dui dat alhoewel daar sterkpunte was, maar dat die onvermoë om die droom van Afrika-eenheid te verwesenlik 'n aanduiding van die swakhede van die OAE vanaf 1963 tot 1973 was. Kandidate kan ook verwys na die doelstellings van die OAE as basis om die sterkpunte en swakhede in die res van die opstel op te weeg. Enige ander relevante inleiding.

UITBREIDING

- 'n Bespreking van die sterkpunte van die OAE deur 'n verskeidenheid van voorbeelde te verskaf.
- 'n Bespreking met voorbeelde van bv. verdeeldheid en sy gevolge om die swakhede van die OAE aan te dui.
- **Slotopmerking:** Kandidate moet die standpunt op te som deur aan te dui dat die droom van Afrika-eenheid nie in die eerste tien jaar verwesenlik is nie. Enige ander relevante slotopmerking.

[50]

VRAAG 2A: DIE OPKOMS VAN SOWJET-RUSLAND

Beskryf hoe die beleid van Oorlogskommunisme daartoe gelei het dat Lenin die Nuwe Ekonomiese Beleid in 1921 geïmplementeer het.

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

SINOPSIS

Kandidate moet kortliks die beleid van oorlogskommunisme beskryf en aantoon hoe dit tot die implementering van die Nuwe Ekonomiese Beleid (NEB) deur Lenin in 1921 gelei het. Hulle kan ook aandui hoe suksesvol hierdie nuwe beleid was. Kandidate kan verwys na Oorlogskommunisme en die NEB – die graad van die inhoud en bespreking kan wissel. Belangrik, is hoe die verband tussen oorlogskommunisme en die NEB, aangedui word in die argument.

HOOFMOMENTE

- Inleiding: Kandidate moet 'n aanduiding gee van die uitwerking wat die beleid van Oorlogskommunisme gehad het en aandui dat dit tot die implementering van die NEB gelei het. Enige ander relevante inleiding.

UITBREIDING

- Gebruik maatreëls van en weerstand teen Oorlogskommunisme om aan te dui hoe dit Lenin gedwing het om die NEB te implementeer.
- Noodsaaklikheid van die Nuwe Ekonomiese Beleid:
 - Kompromie met kapitalisme
- Kenmerke van die NEB in breë trekke
- Slotopmerking: Kandidate moet standpunt opsom deur aan te dui dat Lenin gedwing was om die NEB te implementeer. Enige ander relevante slotopmerking. **[50]**

VRAAG 2B: DIE OPKOMS VAN SOWJET-RUSLAND

Verduidelik hoe Stalin se invloed op landbou en nywerheid gedurende die eerste Vyfjaarplan, Sowjet-Rusland in 'n ekonomies selfonderhoudende land omskep het.

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

SINOPSIS

Die antwoord kan die doelstellings aandui en moet aandui hoe Stalin se landbou- en nywerheidsontwikkelinge gedurende die Eerste Vyfjaarplan die Sowjet-ekonomie verbeter het om meer selfonderhoudend te word.

HOOFMOMENTE

- Inleiding: Daar kan 'n aanduiding van die doelstellings wees. Die kandidate moet aandui hoe Sowjet-Rusland van 'n landbouland tot 'n ekonomies lewensvatbare land ontwikkel het. Enige ander relevante inleiding.

UITBREIDING

Toon hoe die maatreëls wat ingestel is gedurende die eerste Vyfjaarplan Sowjet-Rusland meer ekonomies selfonderhoudend gemaak het:

- Staatsbeplanningskommissie (GOSPLAN) en/ of doelstellings
- Landboukundige maatreëls
- Industriële maatreëls
- Belangrikheid van die Eerste Vyfjaarplan
- Slotopmerking: Kandidate moet standpunt opsom deur aan te dui hoe Stalin se invloed tot gevolg gehad het dat Sowjet-Rusland 'n ekonomies lewensvatbare land geword het. Enige ander relevante slotopmerking.

[50]

VRAAG 3A: DIE OPKOMS VAN DIE VERENIGDE STATE VAN AMERIKA

Beskryf die ongelyke verdeling van rykdom in die ekonomie van die Verenigde State van Amerika gedurende die sogenaamde 'Sewe Vet Jare', 1922 – 1929.

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

SINOPSIS

Die antwoord behoort aan te toon dat die ongelyke verdeling van rykdom 'n tydperk van sogenaamde voorspoed geskep het nie wat uiteindelik tot die depressie gelei het. Die aanbieding behoort te verwys na die faktore wat verantwoordelik was vir die ongelyke verdeling van rykdom in bespreking van laasgenoemde.

HOOFMOMENTE

- Inleiding: Die standpunt behoort aan te dui dat daar 'n tydperk van sogenaamde voorspoed was wat nie werklik bestaan het nie omdat daar 'n ongelyke verdeling van rykdom was. Enige ander relevante inleiding.

UITBREIDING

Verwys na die ongelyke verspreiding van rykdom deur die beskrywing van die:

- Kenmerke van die Boom-jare/ Sewe Vet Jare bv. industriële groei
- Swakhede van die Sewe Vet Jare en redes vir die Groot Depressie
- Slotopmerking: Kandidate moet die standpunt opsom deur te toon dat ekonomiese voorspoed saamgeloop het met die ongelyke verdeling van die rykdom. Enige ander relevante slotopmerking.

[50]

VRAAG 3B: DIE OPKOMS VAN DIE VERENIGDE STATE VAN AMERIKA

Bespreek die maatreëls wat Roosevelt getref het en die suksesse wat hy bereik het deur die instelling van die Nuwe Bedeling ('New Deal') om die Verenigde State van Amerika te red van die gevolge van die Groot Depressie (1929 -1932). [50]

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

SINOPSIS

Kandidate moet voorbeelde van die maatreëls wat getref is, voorsien: om verligting aan miljoene Amerikaners te bied wat baie arm was, om die land te help om te herstel van die depressie en om die Amerikaanse maatskaplike en ekonomiese lewe te hervorm sodat al wat boos is, uitgewis kan word. Die antwoord moet toon dat die Nuwe Bedeling in die geheel suksesvol was of nie.

HOOFMOMENTE

- Inleiding: Die kandidaat moet aandui watter maatreëls ingestel is om verligting, hervorming en herstel te bring om die Amerikaanse ekonomie te red. Enige ander relevante inleiding.

UITBREIDING

- Verligting
- Herstel
- Hervorming
- Betekenis of suksesse in die algemeen
- Slotopmerking: Kandidate moet die standpunt opsom deur aan te dui dat die maatreëls wat volgens die Nuwe Bedeling van Roosevelt ingestel is, wel die Amerikaanse ekonomie uit die Depressie van 1929, gered het of nie. Enige ander Relevante slotopmerking.

[50]

AFDELING B: BRONGEBASEERDE VRAE**Nasien van brongebaseerde vrae**

- Met die nasien van alle brongebaseerde vrae behoort krediet gegee word vir enige ander geldige en toepaslike standpunte, argumente, bewyse of voorbeelde.
- Wanneer punte toegeken word, moet klem geplaas word op hoe die vereistes van die betrokke vraag aangespreek word.
- In hierdie riglyne vir nasien word die vereistes van die vraag aangedui in skuinsgedrukte skrif.

VRAAG 4: AFRIKA IN DIE TWINTIGSTE EEU**4.1 DEKOLONISASIE EN DIE GROEI VAN AFRIKA-NASIONALISME**

4.1.1 *[Neem standpunt in en onttrek relevante bewyse uit die bron]*
- Ja (1)

- Dekolonisasie het kort na die einde van die TWO begin
- Dit het deels begin omdat die oorlog koloniale lande soos Brittanje en Frankryk baie verswak het
- Versterk Afrika-nasionalisme/ eie sake hanteer (2 x 2)(4)

4.1.2 *[Onttrek bewyse uit die bron]*
- 4A: Die oorlog het ook Afrika-nasionalisme versterk
- 4B: Soldate kom terug met nuwe idees
- 4B: Ons is vertel dat ons veg vir – dit is vryheid – ons wil vryheid hê, niks behalwe vryheid (2 x 2) (4)

4.1.3 *[Interpreteer deur bewyse uit bronne te gebruik]*
- Verwys na die vernietiging van kolonialisme wat reeds begin het (Enige relevante en geldige antwoord) (2)

- 4.1.4 *[Gebruik eie kennis saam met bewyse uit bronne]*
- Afrikane (swartmense) eis dat hulle hul eie sake kan bestuur en wil nie meer afhanklik van koloniale bestuur wees nie
- OF
- Strewe na vryheid en onafhanklikheid vir Afrikane
(Enige relevante en geldige antwoord) (2)
(13)
- 4.2 **UITDAGINGS VAN DIE ONAFHANKLIKE AFRIKA-STATE**
- 4.2.1 *[Onttrek bewyse uit bron]*
- Dit was makliker as wat 'n mens gevrees het (2)
- nasionale gelykheid/ onafhanklikheid (2)
- 4.2.2 *[Neem standpunt in en ondersteun dit met bewyse uit bron]*
- Ja (1)
- Probleme rondom maatskaplike en ekonomiese gelykheid het belangriker geword (2)
- 4.2.3 *[Interpretasie deur bewyse uit bronne te gebruik]*
- Kinders moet beskerm word teen MIV/VIGS
- Kinders moet oor MIV/VIGS onderrig word/ lewensvaardighede
(enige 2 x 1) (2)
- 4.2.4 *[Onttrek bewyse uit die bron]*
- Van moeder na kind deur borsvoeding (2 x 1) (2)
- 4.2.5 *[Gebruik bewyse uit bronne om eie interpretasie te maak]*
- VIGS maak Afrika dood
- VIGS vernietig Afrika
- VIGS is 'n groot sosio-ekonomiese probleem in Afrika
- VIGS en enige relevante antwoord (2 x 2) (4)

- 4.2.6 *[Gebruik bewyse uit bronne om eie interpretasie te maak]*
 - GEEN SEKS, GEEN VIGS
 - GEEN SEKS, GEEN PYN
 ('n Toepaslike en relevante slagspreuk is noodsaaklik.
 'n Slagspreuk is normaalweg kort en kragtig.
 Die slagspreuk moet verband toon tussen seks en VIGS.)

(2)
(17)

4.3 DIE ORGANISASIE VIR AFRIKA-EENHEID (OAE)

- 4.3.1 *[Onttrek geselekteerde bewyse uit bron en organiseer dit in 'n paragraaf]*
 Die paragraaf moet op die bewyse uit hierdie bron gebaseer wees en moet op die vereistes in die vraag fokus.
 Uitdagings van die OAE:
 - Onenigheid tussen ledestate
 - Lede verontagsaam die handves van die OAE
 - Wedywering binne die guerilla-organisasies
 - Botsings oor leierskap het voorgekom
 - Verskeie finansiële hindernisse is ervaar
 - Geskille lei tot spanning
 - Konflikte in Afrika

Gebruik die volgende om 'n punt toe te ken:

VLAK 1	Kan nie bewyse onttrek nie of onttrek bewyse uit bron op 'n elementêre wyse. Gebruik bewyse tot 'n mate om verslag te doen of kan nie oor onderwerp verslag doen 0 – 3 punte	Gebruik nie.
VLAK 2	Onttrek bewyse uit bron wat meestal relevant is en tot 'n groot mate verband hou met die onderwerp. Gebruik bewyse uit bron op 'n baie basiese wyse.	4 – 6 punte
VLAK 3	Onttrek relevante bewyse uit bron wat baie goed met die onderwerp verband hou. Gebruik bewyse uit bron baie effektief in 'n georganiseerde paragraaf wat 'n begrip van die onderwerp toon.	7 – 10 punte

(VLAK EN KORREKTE HOEVEELHEID REGMERKIES MOET AANGEDUI WORD.)

(10)

- 4.3.2 *[Neem standpunt in en gebruik bewyse uit bron en eie kennis gesamentlik]*
- Ja (1)
 - OF
 - Nee (1)
- JA**
- Het 'n rol in die dekolonisasie van baie state gespeel
 - Stappe is teen blank-oorheersde lande geneem
 - Onbetrokkenheid in Koue Oorlog
 - Vestiging van die Afrika Ontwikkelingsbank (2 x 2)(4)
(twee redes)
- NEE**
- Relevante en toepaslike motivering (twee redes)
 - Betrokkenheid in die Koue Oorlog
 - OAE het relatiewe klein rol in dekolonisasie gespeel
 - Nasionale benaderings in konflik met die agenda van die OAE
 - Beperkte suksesse van die organisatoriese structure van die OAE (2 x 2)(4)
(twee redes)
- 4.3.3 *[Interpreteer bewyse uit bron en gebruik eie kennis om tot 'n gevolgtrekking te kom]*
- Geen eenheid en konflik binne die OAE (2)
 - Ja of nee. (let op die verband tussen dit en verduideliking) (1)
 - Enige geldige of relevante verklaring (2 x 1) (2)
(een rede is voldoende)
- (20)**
[50]

**VRAAG 5: OMSTANDIGHEDEN WAT TOT DIE TWEDE WERELDOORLOG GELEI
HET****5.1 DIE AARD VAN TOTALITARISME IN DUITSLAND**5.1.1 *[Neem standpunt in en haal bewyse uit bron om dit te staaf]*

Ja

(1)

- Dogters is opgevoed om goeie vrouens en toekomstige moeders vir sterk gesonde kinders te wees

- Meeste van hul tyd by skool deurgebring (6 dae per week)

- Geen eie keuse van vakke nie

- Aard van die vakke

- Al die Duitse jeugbewegings is opgeneem en georganiseer deur die Hitler Jeug

- Die Duitse jeug is opgevoed in die gees van Nasionaal-Sosialisme (twee redes moet gegee word)

(2 x 2)(4)

5.1.2 *[Interpreteer bewyse uit bronne]*

- Om studente aan te moedig om by die Sosialistiese Studentevereniging aan te sluit

(2)

5.1.3 *[Interpreteer inligting uit bronne om te kan antwoord]*

- Jeug en kinders kan maklik beïnvloed of geïndoktrineer word

- Die Duitse jeug was 'n prioriteit vir die Nazi's

- Die jeug is die toekoms van die nasie

- Enige relevante antwoord

(2 x 1)(2)

5.1.4 *[Moet 'n gevolgtrekking maak met behulp van die bewyse in die bron]*

- (i) Normaalweg sal hulle nie saamstem nie

- (ii) Normaalweg sal hulle saamstem

- (iii) Normaalweg sal hulle saamstem

(3 punte per korrekte antwoord)

(2 x 3)(6)

(15)

5.2 DIE SKENDING VAN DIE VOLKEBOND DEUR ITALIË EN JAPAN5.2.1 *[Onttrek bewyse uit die bronne]*

- Japan se inval in Mantsjoerye

- Italië se inval in Abessinië

(2 x 2)(4)

- 5.2.2 *[Onttrek bewyse uit die bronne]*
 - Mantsjoerye se ryk steenkoolmyne
 - En vrugbare plaasgrond (2 x 2)(4)
- 5.2.3 *[Onttrek bewyse uit die bronne]*
 - Ekonomiese sanksies ingestel
 - Lede is verbied om goedere vanaf Italië in te voer
 - Of om lenings te verskaf
 - Die uitvoer van grondstowwe na Italië is gestop
 (Enige twee redes moet voorsien word) (2 x 3)(6)
- 5.2.4 *[Onttrek bewyse uit die bronne]*
 - Die Japannese het voortgegaan met die aanval en Mantsjoerye onder hulle beheer gebring
- OF
- Japan het aan die Volkebond onttrek
- Italië het die Volkebond geïgnoreer
 (let daarop dat beide Italië en Japan ingesluit moet word) (2 x 2)(4)
- 5.2.5 *[Onttrek bewyse uit die bron]*
 - Hy het gevoel dat die Volkebond Italië wou verneder
 (enige ander relevante antwoord) (2)
- 5.2.6 *[Interpretasie van die bewyse]*
 - Hulle nie ag geslaan op die Volkebond nie
 - Het nie die Volkebond ernstig opgeneem nie
 - Hulle het 'n aggressiewe beleid gehad
 - Enige relevante antwoord, maar daar moet bewyse wees van vergelyking (1 X 2)(2)
 (22)

5.3 DUITSLAND SE BUITELANDSE BELEID**5.3.1 [Standpunt en onttrek bewyse uit bron]**

- Ja

(1)

- Hitler word gesoek vir moord
 - Hitler word gesoek vir ontvoering
 - Hitler word gesoek vir diefstal en brandstigting
 - Hierdie roekelose krimineel word gesoek - dood of lewendig
 - Dit het in 'n Britse koerant verskyn en dit nie Hitler ondersteun nie
 - Hitler was 'n vyand van Brittanje
- (twee redes moet verskaf word)

(2 x 2) (4)

5.3.2 [Neem standpunt in en onttrek bewyse uit die bron]

- Ja

(1)

- Franse en Britse leërs sou hulle vernietig het
- Die Franse en Britse leërs was sterker
- Die Duitse leër was swakker
- Enige ander relevante antwoorde uit die bron

(2 x 1) (2)

5.3.3 [Interpretasie deur bewyse uit bronne te gebruik]

- Duitsland het teruggeneem wat wettig aan hom behoort het
 - Was belangriker vir Brittanje om vrede te bewaar; dit is waarom Hitler met die uitbreiding voortgegaan het
 - Hou vol met sy uitbreiding
- (twee redes moet verskaf word)

(2 x 2) (4)

5.3.4 [Maak éie gevolgtrekking met behulp van verskillende bronne]

- Dit was aggressief, maar sonder bloedvergieting
 - Hitler geneem wat hy geglo het wettiglik aan Duitse mense behoort het
 - Hitler 'n strateeg en opportunist
 - Dit was relatief vreedsaam
- (een rede moet verskaf word)

(1)

(13)

[50]

VRAAG 6: INTERNASIONALE VERHOUDINGE EN GEBEURTENISSE: DIE KOUE OORLOG**6.1 DIE VERDELING VAN DUITSLAND**

- 6.1.1 *[Onttrek bewyse uit die bron om vraag te beantwoord]*
- Franse sone (2)
- 6.1.2 *[Onttrek bewyse om standpunt te ondersteun]*
- Hy wou nog 'n ander anti-Russiese stem voeg teen die besettingsleër (2 x 1) (2)
- 6.1.3 *[Onttrek bewyse uit die bron]*
- Churchill vrees dat Roosevelt te pro-Russies was (2 x 1) (2)
- 6.1.4 *[Onttrek bewyse uit die bron]*
- Sowjet-sone (2)
- 6.1.5 *[Onttrek bewyse uit die bron en gebruik eie kennis]*
- Dit het Rusland versterk
- Berlyn is in die Sowjet/ Russiese-sone geleë
- Enige ander relevante antwoord (2 x 1) (2)
- twee redes moet verskaf word (10)

6.2 DIE BERLYNSE BLOKKADE

- 6.2.1 *[Onttrek geselekteerde bewyse]*
- Sowjet-Rusland het alle verkeer na Berlyn opgeskort (2)

- Tegnieese streukelblokke (verkeer opgeskort)
- Tekort aan steenkool (2 x 2)(4)
(twee redes moet verskaf word)
- 6.2.2 *[Onttrek en interpreteer geselekteerde bewyse om vrae te beantwoord]*
- Truman het getoon dat die Weste sou onverskrokke optree wanneer die vryheid van mense in Europa bedreig word
- Truman wou die vrye wêreld beskerm teen kommunisme (2 x 1)(2)
(kandidaat kon die inligting aanhaal uit die bron of die bron interpreteer)

- 6.2.3 *[Onttrek bewyse uit die bron]*
 - Dit het die mense van Wes-Europa nader aan VSA gebring
 - VSA tree sterk op teenoor Rusland
 - VSA sal Europa teen kommunisme beskerm (2 x 1)(2)
(kandidaat kon die inligting aanhaal uit die bron of die bron interpreteer)
- 6.2.4 *[Selekteer bewyse uit die bron]*
 - Die USSR het nie beheer oor Berlyn verkry nie
 - Die Weste het geen waarborge dat die kommunikasieverbindings oor land weer afgesny sal word nie
 - Botsing het beide kante selfs meer hardkoppig gemaak (2 x 3)(6)
(twee redes moet verskaf word)
- 6.2.5 *[Selekteer bewyse uit die gegewe bron]*
 - In Washington (VSA) (2)
- 6.2.6 *[Onttrek bewyse uit die gegewe bron]*
 - Dit het die Berlynse bevolking swaar getref
 - Die mense is aan ernstige koue onderworpe en het honger gely
 - Ander relevante antwoord (2 x 2)(4)
(twee redes moet verskaf word)
- 6.2.7 *[Onttrek geselketeerde bewyse uit die gegewe bron]*
 - Hulle oorlogsplanne is nie geïmplimenteer nie as gevolg van die optrede van die USSR (2 x 1)(2)
- 6.2.8 *[Geselekteerde bewyse uit die bronne word gebruik om verskille by wyse van vergelyking te toon]*
 - Bron 6D toon dat VSA suksesvol was om die Sowjet-Unie se poging om hulle uit die stad te dwing, teen te staan
 - Volgens Bron 6E het die USSR en die Weste niks met die Berlynse konfrontasie gebaat nie
 - Bron 6F aan die ander kant toon dat die VSA uiteindelik gedwing was om in te gee as gevolg van die USSR optrede in Berlyn. (2 x 3)(6)
(kandidate moet na al drie bronne verwys; twee redes moet gegee word)

6.2.9 *[Selekteer bewyse uit die gegewe bron]*

- Bron 6E

(2)

- Dit is 'n meer gebalanseerde standpunt van die lugbrug wat die feitlike gevolge van die insident gee

- Dit is heelwat later as die ander twee geskryf/ die skrywer was nie direk betrokke nie

- Enige geldige en relevante antwoord
 (twee redes moet gegee word)

(2 x 1)(2)

6.2.9 *[Standpunt inneem en bewyse onttrek om antwoord te staaf]*

- Hulle bevat feite en menings

(2)

- Enige relevante motivering
 (twee redes moet genoem word)

(2 x 2) (2)

(40)

[50]

TOTAAL:**150**