

**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 the marking guideline/ memorandum) each of the main points/ aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) a relevant conclusion (indicated by a bullet in marking the 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
- analysis
- interpretation

**R**

**A√**

**IV**

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 eight competency levels. Each with criteria that will be use to assess an essay.



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



**SECTION A:        ESSAY QUESTIONS**

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
  
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND/ OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC ESSAY MARKING GUIDELINE.**



**QUESTION 1A: THE PERIOD 1924 TO 1948**

General J B M Hertzog was determined to use his term of office as Prime Minister to have South Africa's sovereign independence recognised.

Do you agree with this statement? Use relevant events from 1924 to 1934 to support your argument.

**SYNOPSIS**

The candidates can agree or disagree with the statement. Most candidates would most probably agree. They need to show that Hertzog was determined to establish South Africa's sovereign independence but **also how he used the events to move South Africa towards sovereign independence by 1934. Some learners may point out that Hertzog, in achieving his aim, used opportunities presented to him within the international environment.**

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates must indicate their viewpoint. This should be **about how successful the candidate thinks** Hertzog was in having South Africa's sovereign independence recognised by 1934.

**ELABORATION**

- The position of dominions when Hertzog assumed office (legally they were subordinate to Britain and he was determined to change this situation)
- Hertzog used the Imperial Conference of 1926 to clarify the status of SA and dominions
- The Balfour Declaration of 1926 (Defined and uplifted the status of SA and other dominions; Hertzog played a major role in this regard)
- The establishment of the Department of Foreign Affairs gave SA the opportunity to demonstrate its independence (Hertzog's involvement in the establishment was evident)
- The Statute of Westminster, 1931 was a British law that put the principles of the Balfour Declaration into law (Hertzog was instrumental in pressurising the British Government to turn the Balfour Declaration into law)
- The Status and Seals Acts, 1934 (Under the leadership of Hertzog these two South African laws were passed to protect SA's independence as defined by the Statute of Westminster)
- Conclusion: Must tie up the argument by indicating how successful the candidate thought Hertzog was in getting South Africa's sovereign independence recognised by 1934. **[50]**



**QUESTION 1B: THE PERIOD 1924 TO 1948**

The United Party was formed by the merging (coming together) of parties with deep-rooted ideological differences. When the Second World War broke out in 1939 this political alliance was bound to fail.

Analyse this statement by referring to the ideological differences and the reasons for the formation as well as the split of the United Party.

**SYNOPSIS**

Candidates should outline the reasons that led to the formation of the United Party (UP). The similarities and differences in policies (ideologies) of these two parties should be explored and the extent in which the differences were ironed out or ignored. Candidates should show **how** the ideological differences led to the split of the UP. (Some candidates might indicate that the ideological differences were not that deep-rooted.)

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates need to indicate why the United Party was formed and whether ideological differences led to its split.

**ELABORATION**

- The government lost support as the economy declined after the Great Depression; left the gold standard
- Hertzog believed that a coalition government would be able to solve the economic problems (Roos' intervention may be considered a factor)
- Coalition/fusion revealed the ideological differences
- Ideological differences remained within the United Party after fusion
- Political realignment occurred because of ideological differences
- Tensions among English-speaking and Afrikaans-speaking members regarding the influence of Afrikaner nationalism
- (Tensions within the UP over race policies because some members were opposed to segregation)
- When World War Two broke out ideological differences (e.g. among others neutrality vs. participation) led to the split in the UP in 1939
- Conclusion: Tie up the argument by indicating why the UP was formed and whether ideological differences led to its split.

**[50]**



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

**Evaluate the contributions** of Dr D F Malan, Adv. J G Strijdom and Dr H F Verwoerd to the establishment of a 'whites-only' republic in South Africa in 1961.

**SYNOPSIS**

Candidates need to indicate throughout the whole answer what the various Prime Ministers (Malan, Strijdom and Verwoerd) roles were and **to what extent each** one of these Prime Ministers contributed in establishing a 'whites-only' republic.

Some candidates might focus on the 'whites-only' nature of the republic in which case they might interpret the question as the contributions of each of the prime ministers to the entrenchment of apartheid which ensured a 'whites-only' republic. In discussing this, the contribution of legislation towards entrenching apartheid needs to be discussed.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates should indicate how they are going to answer and what their line of argument will be.

**ELABORATION**

- Developments under D F Malan, 1948-1953 (focus on breaking ties with Britain through minor constitutional changes)
- Developments under J G Strijdom, 1953-1958 (highlight the symbolic changes introduced e.g. flag, anthem, official terms used, etc.)
- Developments under H F Verwoerd, 1958-1961 (decision to create a republic and the withdrawal from the Commonwealth)
- Conclusion: Candidates should tie up their arguments by evaluating the contributions of the various prime ministers.

**[50]**



**QUESTION 2B: THE PERIOD 1948 TO 1976**

The Sharpeville massacre and the reaction of the National Party government **compelled (forced)** the African National Congress and Pan Africanist Congress **to change** their resistance strategies.

Do you agree with this statement? Refer to relevant events from 1960 to 1976 to explain your point of view.

**SYNOPSIS**

Candidates need to indicate whether they agree or disagree. The candidates line of argument should determine whether the ANC and PAC were forced to change their resistance strategies by the response of the government after 1960 and up to 1976.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates should indicate their viewpoint and show how they intend to support their line of argument.

**ELABORATION**

- The Sharpeville massacre and its impact on resistance strategies (why was it a turning point ?)
- The banning of resistance movements and detentions forced ANC and PAC to go underground
- They reacted by forming Umkhonto we Sizwe (MK) and POQO
- The government reacted to the new strategies by raiding Liliesleaf Farm that led to the Rivonia Trial – impact on resistance
- The government passed General Laws (Amendment) Act to contain resistance – impact on resistance
- Increased government repression had an impact on resistance (e.g. The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), NUSAS, the 1973 Durban Corobrick strikes, etc.)
- This had an impact on the involvement of the youth (Soweto Uprisings 1976); This was another turning point; many young people left South Africa to join the ANC in exile
- Conclusion: Candidates should tie up their arguments by indicating whether the Sharpeville massacre and the reaction of the National Party government compelled (forced) the African National Congress and Pan Africanist Congress to change their resistance strategies.

**[50]**



**QUESTION 3A: THE PERIOD 1976 TO 1994**

The United Democratic Front, **as a grassroots and community-based organisation, was the only internal movement** that provided **effective** mass resistance against P W Botha's policy of total strategy between 1983 and 1989.

**Assess the validity** of this statement by **providing evidence** from the period to **justify** your answer.

**SYNOPSIS**

The answer should indicate whether the candidate agrees or disagrees with the statement. A variety of interpretations are possible in answering this question.

**Arguments should indicate whether OR not the UDF was the only mass movement that provided resistance to the policy of total strategy.**

Supporting evidence is required in answering the question. The nature and role of the UDF need to be evaluated against the nature, role and contribution of other resistance movements.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates should state their viewpoint and indicate how they are going to answer the question.

**ELABORATION**

- Reasons for the formation and the nature of the UDF (its purpose and aims - **served as an umbrella body** for resistance movements in South Africa – 1983 Constitution)
- Forms of resistance of the UDF (which included e.g. programme of defiance/rolling mass action) against total strategy
- **Compare other organisations** e.g. the National Forum; the role of churches; the Black Consciousness Movement ; Community and township organisations; the role of schools/universities; International pressure etc **in order to establish whether the UDF was the only organisation that provided effective mass resistance against P W Botha's policy of total strategy.**
- Conclusion: Candidates should evaluate the significance of the roles played by the UDF or other organisations against Botha's policy of total strategy in the 1980s. **[50]**



**QUESTION 3B: THE PERIOD 1976 TO 1994**

**Despite violence and turmoil between 1990 and 1994, the people of South Africa were able to achieve a democratic 'miracle' through political negotiations.**

Do you agree with this statement? Use specific events from 1990 to 1994 in support of your argument.

**SYNOPSIS**

Candidates should discuss how in spite of the violence and turmoil of the period, political negotiations continued and achieved a democratic miracle. Emphasis should be placed on how challenges (violence and turmoil) were overcome via the negotiation process. [Remember some candidates might argue from a different perspective in terms of the 'miracle'.]

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: The candidate should introduce their line of argument and indicate how they will support their argument.

**ELABORATION**

- Reasons for the negotiation process **in short** (De Klerk's speech - turning point).
- Process of negotiations e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II (set the tone for achieving the democratic 'miracle')
- Obstacles to negotiations e.g. the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities, etc. (show how did this attempted to derail the process)
- Political power play; clash of personalities (Mandela - De Klerk; Buthelezi; right-wing organisations)
- Strengthening of negotiations (role of Cyril Ramaphosa and Roelf Meyer), compromise and commitment
- The first democratic election of April 1994 (democratic 'miracle')
- Conclusion: Tie up the argument by focusing on how political negotiations brought about a miracle in 1994 in spite of the political context.

**[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 whether the requirements of the question have been addressed or not.
- In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

**LEVELS OF SOURCE-BASED QUESTIONS**

<b>LEVEL 1 (L 1)</b>	Extract evidence from sources.
<b>LEVEL 2 (L 2)</b>	Straightforward interpretations by using evidence from one source and broader knowledge to show an understanding of the period/ event/ issue.
<b>LEVEL 3 (L 3)</b>	Straightforward interpretations by using evidence from more than one source and broader knowledge to show an understanding of the period/ event/ issue.
<b>LEVEL 4 (L 4)</b>	Complex interpretations often involving more than one source. These questions look at aspects such as bias, reliability, usefulness, the use of organising concepts (similarity and difference; cause and consequence; chronology; change and continuity) to explain contrasts, comparisons, differing points of view and as a last step using these insights to write a paragraph or, in other words, to write a piece of history based on the evidence in the sources.

**NB: If a question asks for a yes/no answer, and the second part of the question asks for reasons, a candidate who gives the expected answer e.g. yes, but gives no reasons, should get credit for the 'yes'. If the candidate answers 'no' and does not give reasons, the answer is marked wrong. If a 'no' answer is fully substantiated, then marks are given.**



**QUESTION 4: THE PERIOD 1924 TO 1948****4.1 THE IMPACT OF POLITICS ON EDUCATION FOR BLACK SOUTH AFRICANS DURING THE 1940s**4.1.1 *[Extraction of information from Source 4B – L 1]*

- Direct representation
- Equal pay / higher wages
- Equal opportunities
- equal rights
- Right to vote
- Rental reduction

(any 2 x 1)

4.1.2 (a) *[Interpretation of evidence from Source 4B – L 2]*

- No

(2)

(b) *[Interpretation of evidence from Source 4B – L 2]*

- He was a member of the OB a rightwing organisation
- Referred to Bopape's speech as inflammatory and antagonistic
- He rejected their demands, because it would have implied that he vacate his position as Manager of Native affairs
- According to Bopape, he clashed with Language (Stance of Bopape versus the stance of Language)
- Bopape was sacked

(any 2 x 2)

4.1.3 (a) *[Analysis and interpretation of evidence from both sources – L 3]*

- Yes / to a great extent OR
- Could be no

(2)

(b) *[Analysis and interpretation of evidence from both sources – L 4]*

- The statements by both Bopape and Language do confirm the events referred to in the Source
- All the sources refer to Bopape as a teacher and a political activist
- The fact that Bopape contradicts Language
- The list of demands

OR

- Exposure to other sources over time could have affected the way that Bopape was recalling the facts
- This is a personal account that was recorded 50 years later
- Callinicos was getting 'second hand' information about the event, and was not an eye-witness.
- Callinicos could be biased in favour of Bopape

(any 3 x 2)



4.1.4 [Extract evidence from both sources, make complex interpretations in order to write a piece of history (paragraph) – L 4]

Question: What was the impact of politics on education during the 1940s?

Use the holistic rubric below and the following to allocate a mark.

The paragraph must be based on the evidence from all these sources and needs to focus on most of the following:

- Bopape’s situation at school
- Reason for dismissal (politics not tolerated in schools during that period)
- Community reaction (unfair dismissal led to community reaction)

Use the following to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract evidence</li> <li>• or extracts evidence from sources in a very elementary manner.</li> <li>• Uses evidence partially to report on topic</li> <li>• or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Evidence extracted relates to a large extent to the topic.</li> <li>• Uses evidence from sources in a very basic manner.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Evidence extracted relates very well to the topic.</li> <li>• Uses evidence from sources very effectively in an organised paragraph</li> <li>• Paragraph shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

(8)  
(24)

**4.2 THE MAIN ISSUES OF THE 1948 GENERAL ELECTION**

4.2.1 [Interpretation of information from Source 4C – L 2]

- to dispel the fear of the electorate
- to assure them that the economy will be rebuilt
- to remind them about the ultimate sacrifice that the soldiers in World War 2 made for their freedom
- wanted to assure them of the better living conditions that will be created – fight for decency and justice
- to warn them against voter apathy
- not to be confused by the NP’s message of apartheid
- to gain support

(any 3 x 2)



4.2.2 *[Interpretation of information from Source 4D – L 3]*

- That Smuts and Hofmeyr are luring the electorate into a false sense of security
- That liberalism will mean the end of their way of life
- That Smuts and Hofmeyr cannot be trusted
- Wanted to instil fear of liberalism into the electorate
- Liberalism seen as dangerous and a trap

(any 3 x 2)

4.2.3 (a) *[Selection of evidence from the Source 4C – L 2]*

- The United Party

(2)

(b) *[Selection of evidence from the Source 4C – L 2]*

- The newspaper headline is biased towards Smuts
- The fact that it was front page headlines
- The newspaper reminds the electorate that the UP stands for decency and justice; the UP stands for fair living conditions for all
- *The Argus* rejected the NP's support of apartheid.

(any 2 x 2)

4.2.4 *[Compare evidence from all sources to make deductions – L 4]*

Use the following aspects to indicate the mistakes that Smuts made in the run-up to the election.

- Post war economic situation – bread and butter issues
- Race policy
- Leadership (Over-confidence of Smuts)
- Liberalism (Hofmeyr)
- Ignorance
- World War II (changing international situation)

(any 4 x 2)

(26)

**[50]****QUESTION 5: THE PERIOD 1948 TO 1976****5.1 DIFFERENT VIEWS ON THE ESTABLISHMENT OF A REPUBLIC IN**



**SOUTH AFRICA IN 1961**

5.1.1 *[Extract evidence from both sources to indicate differences – L 4]*

- Source 5A paints a dark picture of South Africa; it sees South Africa's way forward as difficult/ bleak/ without any safe harbour (i.e. Commonwealth)
- Source 5B paints a bright future of South Africa; it sees South Africa's way forward as better than in the past/ organised without chaos

(2 x 3)

5.1.2 *[Use the evidence about the origin of the sources to understand the difference in viewpoint – L 3]*

- They appeared in different newspapers that served different communities with opposing views

(2)

(8)

**5.2 THE DEATH OF HECTOR PIETERSEN IN THE 1976 SOWETO UPRISING**

5.2.1 *[Extract evidence from Source 5E – L 1]*

- Police commander warned the students that he is going to shoot
- He pulled out his gun
- Pointed it at the students
- Fired two shots
- Gave the signal (command) to fire

(any 4 x 1)

5.2.2 (a) *[Comparison in Sources 5C and 5D to determine differences – L 4]*

- Angle from which the photo was taken
- Background – resulting from the different angle – no crowds, no houses, shoes missing, etc.
- Hector's face not visible on Source 5C
- Level of anguish and expressions on the faces)
- Photographs taken at different times

(3 x 2)

(b) *[Interpretation to show understanding – L 2]*

- The focus is on Hector Pietersen who was shot and killed
- In Source 5D Hector Pietersen's whole body is visible
- Visual impact

(2 x 2)

(If the candidate says that he/she would not have chosen the picture, credit can be given as long as the candidate justifies the answer with evidence from the sources.)

(c) *[Use evidence in sources to make a decision about reliability of sources and support viewpoint – L 4]*



Use the holistic rubric below and the following to allocate a mark.

- Reliable to a certain extent
- Sources 5E partially confirms that photos were taken
- The photos illustrate events described in all the other sources but photos can easily be changed
- Evidence in other sources confirms to a certain extent evidence in photos
- Photographer takes a photo with a specific purpose in mind

If a candidate indicates that the sources are reliable the viewpoint must be properly substantiated.

LEVEL 1	<ul style="list-style-type: none"> <li>• Candidate does not or partially understands the term reliability</li> <li>• does not have the ability to establish the reliability of the sources.</li> </ul>	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Candidate understands the term reliability</li> <li>• is able to establish the reliability of the sources to a certain extent.</li> </ul>	Marks: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> <li>• Candidate understands the term reliability</li> <li>• has the ability to establish the reliability of the sources</li> <li>• uses this ability to come to a clear and sound conclusion about the reliability of the sources.</li> </ul>	Marks: 5 – 6

(6)

5.2.3 *[Complex interpretation – L 4]*

- Candidates need to take a viewpoint
- Viewpoint must be **properly substantiated** (3 x 2)

5.2.4 (a) *[Extract and use evidence from sources to come to a conclusion – L 4]*

- Yes or Yes to a certain extent or Not at first (2)

(b) *[Extract and use evidence from sources to come to a conclusion – L4]*

- Photo acknowledged as Best Feature of the Year Award in 1977
- Enlarged copy hangs in United Nations
- Photo was used to sculpt a statue in London
- Photo did not bring him money
- In *Time* magazine he was not even mentioned when they used his photo
- Police harassment was another factor (any 2 x 2)

5.2.5 *[Extract evidence from all sources, make complex interpretations in order to write a piece of history (paragraph) – L 4]*



Use the holistic rubric below and the following to allocate a mark.

The paragraph must be based on the evidence from all these sources and needs to focus on the topic: *Soweto 1976 – Never Again*.

Use the following to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract (relevant) evidence from sources</li> <li>• extracts evidence from sources in a very elementary manner</li> <li>• or cannot report on topic</li> <li>• Uses evidence partially to report on topic</li> </ul>	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Evidence relates to a large extent to the topic.</li> <li>• Uses evidence from sources in a very basic manner.</li> </ul>	<b>Marks: 4 – 7</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Evidence relates very well to the topic.</li> <li>• Uses evidence from sources very effectively in an organised paragraph / or other effective presentation related to the genre asked for</li> <li>• that shows an understanding of the topic.</li> </ul>	<b>Marks: 8 – 10</b>

(10)

(42)

[50]

**QUESTION 6: THE PERIOD 1976 TO 1994**

**6.1 P W BOTHA'S POLICY OF REFORM**

6.1.1 [Extract evidence from Source 6A – L 1]

- Botha stated that South Africans must either adapt or die in order to meet the needs of a changing world.



- cater for the broad interests of its people or face the possibility of political death (losing power). (Any 1 x 2)
- 6.1.2 *[Interpretation of information from Source 6B– L 3]*
- The government granted rights and privileges to African unions and their workforce – in order to create a black middle class.
  - In doing this the government hoped that the black middle class would have too much to lose and therefore would not help the masses in the struggle for liberation i.e. another tactic to ensure the survival of apartheid (any 1 x 2)
- 6.1.3 (a) *[Extrapolation of evidence from Source 6C – L 4]*
- Yes (or No) (2)
- (b) *[Extrapolation of evidence from Source 6C – L 4]*
- Botha promised a number of 'reforms' for black South Africans but these did not come anywhere near in satisfying the real demands for reform. Berry portrays Africans as having a large number of demands which Botha was incapable of fulfilling.
  - A no answer can be justified by mentioning the reforms Botha introduced. (1 x 2)
- 6.1.4 (a) *[Analysis and interpretation of information from Source 6D – L 4]*
- Rian Malan's father was of the view that Botha made several changes – such as unbanning interracial marriages; offered freedom to political prisoners; promised peaceful solutions to the country's problems etc ; that these reforms would be enough
  - Oliver Tambo felt that Botha's changes were superficial, vague and deceptive because blacks were still being harassed by the security forces in the townships / because you could not reform a bad system, it had to go.
  - Different because one was from a white perspective and the other from a black perspective. (2 x 2)
- (b) *[Interpretation and analysis of Source 6D – L 3]*
- Rian Malan's father supported Botha's reform policies because he felt that Botha repealed certain discriminatory laws; offered freedom to political prisoners who renounced violence and promised just and peaceful solutions to the country.
  - Oliver Tambo, ANC leader, who was in exile had different



thoughts on Botha's reform policies he felt that they were cosmetic and inadequate to serve the broad interests of all South Africans. He knew that the reform would not satisfy the needs of the majority of South Africans.

(2 x 2)

(NB: (a) deals with HOW they differed, (b) with WHY they differed, so don't credit repetition in the answers.)

(16)

## 6.2 THE IMPACT OF WORKERS MILITANCY ON THE STRUGGLE FOR DEMOCRACY

### 6.2.1 (a) [Extraction of information from Source 6F – L 1]

- Gomomo was a shop steward at Volkswagen and he was the vice president of NAAWU
- therefore police felt that he had power and influence over workers and was instrumental in worker resistance.
- Refused to give information to the police

(1 x 2)

### (b) [Extraction of information from Source 6F – L 1]

- 3000 black workers downed tools
- the workers called a mass meeting
- the workers did not return to work until union leaders were released

(2 x 2)

### (c) [Interpretation and analysis of information from Source 6F – L 2]

- Members of the union went on a strike in order to force government to release its members from prison.
- Police held discussions with management from Volkswagen which resulted in the release of Gomomo and other trade unionists.

(1 x 2)

### 6.2.2 [Interpretation of Source 6G – L 2]

- It symbolises power to the people or workers
- Symbolises unity among the workers
- Better wages; improve working conditions; no unfair labour practice; no unemployment; no discrimination in the workplace

(any 1 x 2)

### 6.2.3 [Interpretation of information in Source 6F – L 3]

- In both sources workers are fighting for their rights/against apartheid and oppressive labour laws
- Shows politicisation of the labour movement – becoming more radical
- unity among workers against oppression

(2 x 2)

### 6.2.4 [Interpretation of information from Source 6G – L 3]

- The words show a sense of unity, equality and camaraderie among workers; joining together of a number of trade unions to form a large body – COSATU.
- It also demonstrates a feeling of unity, freedom and democracy that workers fought for.

(2)



6.2.5 *[Interpretation and analysis of Source 6H – L 2]*

- to hurt white businesses financially and businesses owned by ‘collaborators’
- pressurise the government
- to end its campaign of repression
- to stop the rape of black women
- to end the imprisonment and torture of children;
- to prevent the occupation of places of religious worship
- part of the 1980s was to make the country ungovernable and to reach the ultimate goal of independence and democracy etc. (any 2 x 2)

6.2.6 (a) *[Interpretation and analysis of Source 6H – L 2]*

- Yes partially - boycotts can only be evaluated within the context of all forms of mass action
- Or no – cannot always be sustained over a long period of time, didn’t change the situation that dramatically in the long term (1 x 2)

(b) *[Interpretation and analysis of Source 6H – L 2]*

- Most anti-apartheid movements used boycotts as an effective instrument to exert pressure on the government to end apartheid. This brought about political and economic ungovernability which eventually contributed to the government unbanning of organisations and starting the process of negotiations. (1 x 2)

6.2.7 (a) *[Extrapolation of evidence from Source 6H – L 4]*

Candidates need to choose any Two (2) points and give reasons for their answer for e.g.

- Mothers and sisters are raped (ill- treatment of women and children)
- Torture of people
- The invasion of places of worship of black south Africans
- Imprisonment of under age children
- Police and army brutality (2 X 1)

(b) *[Interpretation and synthesis of Source 6H]*

- That apartheid was an evil system which was responsible for crimes against humanity.
- The police used brutal means against black people in South Africa. (any 1 x 2 )



## 6.2.8 [Interpretation, analysis and synthesis of information from Source 6H – L 4]

Candidates need to use Source 6H and refer to the bulleted points and develop a coherent paragraph focusing on the following issues:

Changes that have occurred

- Torture of political prisoners has stopped
- No longer political informers as during the apartheid regime
- Religious places of worship are no longer invaded
- Troops no longer terrorise township residents
- Children no longer imprisoned because of political reasons

However the following continue in South Africa today

- Informers in other spheres probably still occur
- Rape of women and children
- Imprisonment of children does continue, but for other reasons

Use the following to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract evidence</li> <li>• or extracts evidence from sources in a very elementary manner.</li> <li>• Uses evidence partially to report on topic</li> <li>• or cannot report on topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Evidence extracted relates to a large extent to the topic.</li> <li>• Uses evidence from sources in a very basic manner.</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Evidence extracted relates very well to the topic.</li> <li>• Uses evidence from sources very effectively in an organised paragraph</li> <li>• Paragraph shows an understanding of the topic.</li> </ul>	<b>Marks: 5 – 6</b>

(6)  
(34)  
[50]

**TOTAL: 200**



### 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 riglyne vir nasien/ memorandum aangedui met 'n 'bullet')
  - vir elke hoofmoment (in riglyne vir nasien memorandum aangedui met 'n 'bullet')
  - 'n relevante slotopmerking (in riglyne vir nasien 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





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



AANBIEDING	VLAK 1 Volg 'n onafhanklike en relevante gedagterigting. Het geanaliseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel. Uitstekende tegniese vaardig-hede en bewyse.	VLAK 2 Volg 'n relevante gedagterigting. Het geanaliseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel. Minder belangrike foute.	VLAK 3 Volg 'n relevante gedagterigting. Poog om te analiseer en historiese verklarings te maak. Goed beplande en gestruktureerde opstel. Strukturele gebreke. Hoë orde vaardighede ontbreek.	VLAK 4 Probeer om 'n gedagterigting vol te hou. Poog om te analiseer en historiese verklarings te maak. Opstel in 'n sekere mate beplan en gestruktureerd.	VLAK 5 Probeer om 'n gedagterigting vol te hou. Analise en historiese verklarings in 'n sekere mate toegepas. Poog om te struktureer. Tegnieise gebreke.	VLAK 6 Gedagterigting word nie volgehou nie. Analise en historiese verklarings soms of glad nie gemaak nie. Geen duidelike struktuur nie.	VLAK 7 Geen gedagterigting nie. Geen analise en historiese verklarings gemaak nie. Geen struktuur nie.	VLAK 8 Geen poging om die vraag te beantwoord nie.
INHOUD								
<b>VLAK 1</b> Vraag is ten volle beantwoord. Inhoudseleksie is ten volle relevant tot gedagterigting wat gevolg is.	<b>A+</b> 47 - 50	<b>A</b> 43 - 46	<b>A-</b> 40 - 42					<b>A: 160 - 200</b> <b>B: 140 - 159</b> <b>C: 120 - 139</b> <b>D: 100 - 119</b> <b>E: 80 - 99</b> <b>F: 67 - 79</b> <b>FF: 60 - 66</b> <b>G: 50 - 59</b> <b>GG: 40 - 49</b> <b>H: 0 - 39</b>
<b>VLAK 2</b> Vraag is beantwoord. Inhoudseleksie is relevant tot gedagterigting wat gevolg is.	<b>A</b> 43 - 46	<b>A-</b> 40 - 42	<b>B+</b> 38 - 39					
<b>VLAK 3</b> Vraag in 'n groot mate beantwoord. Inhoud voldoende gedek en relevant.	<b>B+</b> 38 39	<b>B</b> 36 - 37	<b>B-</b> 35	<b>C+</b> 33 - 34				
<b>VLAK 4</b> Gestelde vraag is herkenbaar in antwoord. Gebreke tov inhoudseleksie en beheer. Effens onvoltooid en irrelevante inhoudseleksies.			<b>C+</b> 33 - 34	<b>C</b> 31 32	<b>D+</b> 28 - 29			
<b>VLAK 5</b> Feite hou verband met die vraag, maar beantwoord dit nie. Gebreke t.o.v. omvang en beheer.				<b>C-</b> 30	<b>D</b> 26 - 27	<b>E+</b> 23 - 24		
<b>VLAK 6</b> Vraag ontoereikend beantwoord. Inhoud skraal.					<b>D-</b> 25	<b>E</b> 21 - 22	<b>E-</b> 20	
<b>VLAK 7</b> Vraag ontoereikend of glad nie beantwoord nie. Inhoud ontoereikend. Grootliks irrelevant.						<b>E-</b> 20	<b>F</b> 13 - 19	
<b>VLAK 8</b> Geen relevante inhoudseleksie nie. Heeltemal foutief.								<b>G 07 - 12</b> <b>H 00 - 06</b>



**AFDELING A: OPSTELVRAE**

- **NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE WAT BY 'N SPESIFIEKE SENTRUM IN GEBRUIK IS.**
- **KANDIDATE MAG ENIGE ANDER TOEPASLIKE INLEIDING OF SAMEVATTING Hê AS DIT WAT INGESLUIT IS BY 'N RIGLYN VIR NASIEN VAN 'N SPESIFIEKE OPSTEL.**



**VRAAG 1A: DIE PERIODE 1924 TOT 1948**

Generaal J B M Hertzog was vasbeslote om sy termyn as Eerste Minister te gebruik om Suid-Afrika se soewereine onafhanklikheid erken te kry.

Stem jy met hierdie stelling saam? Gebruik relevante gebeure vanaf 1924 tot 1934 om jou antwoord te ondersteun.

**SINOPSIS**

Die kandidate moet met die stelling saamstem of verskil. Meerderheid van die kandidate sal na verwagting saamstem. Hulle moet Hertzog se vasbeslotenheid om Suid-Afrika se soewereine onafhanklikheid te verkry, aandui. **Verder moet hulle ook aandui hoe hy die gebeure gebruik het om Suid-Afrika in die rigting van soewereine onafhanklikheid teen 1934 te beweeg. Enkele leerders kan aandui dat Hertzog geleenthede binne die internasionale omgewing gebruik het om sy doel te bereik.**

*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskrif van 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul standpunte stel. Dit moet handel oor **hoe suksesvol die kandidaat dink Hertzog was** om Suid-Afrika se soewereine onafhanklikheid teen 1934 te laat erken.

**UITBREIDING**

- Die posisie van die dominiums toe Hertzog in 1924 aan bewind kom (volgens die wet was hulle aan Brittanje ondergeskik en Hertzog was vasbeslote om die situasie te verander)
- Hertzog het die Rykskonferensie van 1926 gebruik om duidelikheid oor die posisie van Suid-Afrika en die dominiums te kry.
- Die Balfourverklaring van 1926 (Die status van Suid-Afrika en die ander dominiums gedefinieer en verhoog; Hertzog het 'n belangrike rol hierin gespeel)
- Die stigting van die Departement van Buitelandse Sake het aan Suid-Afrika die geleentheid gebied om sy onafhanklikheid te bewys (Hertzog se betrokkenheid hierin was duidelik).
- Die Statuut van Westminster, 1931 was 'n Britse wet wat die beginsels van die Balfourverklaring vervat het, Hertzog het meegewerk daaraan om druk op die Britse regering te plaas om die Balfourverklaring in 'n wet te verander)
- Die Status en Seëlwette, 1934 (Onder Hertzog se leierskap is die twee Suid-Afrikaanse wette aanvaar waarvolgens SA se onafhanklikheid, soos bepaal deur die Statuut van Westminster, beskerm word)
- Samevatting: Kandidate moet hul argumente saamvat met 'n aanduiding hoe suksesvol Hertzog was om Suid-Afrika se soewereine onafhanklikheid teen 1934 erken te kry.

**[50]**



**VRAAG 1B: DIE PERIODE 1924 TOT 1948**

Die Verenigde Party is gevorm deur die samesmelting van partye met diepgaande ideologiese verskille. Met die uitbreek van die Tweede Wêreldoorlog in 1939 was hierdie politieke alliansie bestem om te misluk.

Analiseer hierdie stelling deur te verwys na die ideologiese verskille en die redes vir die ontstaan sowel as die skeuring van die Verenigde Party.

**SINOPSIS**

Kandidate moet die redes vir die totstandkoming van die Verenigde Party (VP) stel. Die ooreenkomste en verskille in die beleidsrigtings (ideologieë) tussen die NP en die SAP moet ondersoek word, asook die mate waartoe die verskille bygelê of geïgnoreer is. Kandidate moet aandui **hoe** die ideologiese verskille tot die skeuring van die VP gelei het. (Enkele kandidate kan aandui dat die ideologiese verskille nie so diepgaande is nie.)

*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding: Kandidate moet sê hoekom die VP gestig is asook aandui of die ideologiese verskille tot die skeuring gelei het.

**UITBREIDING**

- As gevolg van die ekonomiese agteruitgang na die Groot Depressie het die regering steun verloor; verlaat die goudstandaard
- Hertzog het geglo dat 'n koalisieregering die ekonomiese probleme sou oplos
- Koalisie onthul die ideologiese verskille
- Ideologiese verskille het na die samesmelting steeds voorgekom.
- Spanning tussen die Afrikaans- en Engelssprekende lede oor die invloed van Afrikaner nasionalisme
- (Spanning binne die VP oor rassebeleid omdat sommige lede gekant was teen segregasie)
- Toe die Tweede Wêreldoorlog uitbreek het ideologiese verskille (onder andere neutraliteit vs. deelname) tot die skeuring in die VP in 1939 gelei
- Samevatting: Kandidate moet hul argumente saamvat met 'n aanduiding waarom die VP gevorm is en of ideologiese verskille tot die skeuring gelei het.

**[50]**



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

**Evalueer die bydraes** van dr. D F Malan, adv. J G Strijdom en dr. H F Verwoerd tot die stigting van 'n 'slegs blanke'-republiek in Suid-Afrika in 1961.

**SINOPSIS**

Kandidate moet deurgaans aandui wat die verskillende Eerste Ministers (Malan, Strijdom en Verwoerd) se bydraes was en **in watter mate elkeen** van die Eerste Ministers bygedra het tot die totstandkoming van 'n 'slegs blanke'-republiek.

Enkele kandidate kan moontlik op die 'slegs blanke'-aard van die republiek fokus. In so 'n geval kan hulle die vraag interpreteer deur na die bydraes van elk van die Eerste Ministers om apartheid binne 'n 'slegs blanke' republiek te vestig, te kyk. In die bespreking hiervan moet die wetgewing om apartheid te vestig, bespreek word

*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding: Kandidate moet aandui hoe hulle die vraag gaan beantwoord asook wat hul gedagterigtings gaan wees.

**UITBREIDING**

- Ontwikkelings onder D F Malan, 1948-1953 (fokus op die verbreking van bande met Brittanje deur klein grondwetlike veranderings.
- Ontwikkelings onder J G Strijdom, 1953-1958 (beklemtoon die simboliese veranderings aangebring bv. vlag, volkslied, terme gebruik, ens.)
- Ontwikkelings onder H F Verwoerd, 1958-1961 (besluit om 'n republiek te stig en die onttrekking uit die Statebond)
- Samevatting: Kandidate moet hul argumente saamvat deur die bydraes van die verskillende eerste ministers te evalueer.

**[50]**



**VRAAG 2B: DIE PERIODE 1948 TOT 1976**

Die Sharpeville-massamoord en die reaksie van die Nasionale Party-regering het die African National Congress en Pan Africanist Congress **gedwing** om hulle weerstandstrategie **te wysig**.

Stem jy met hierdie stelling saam? Verwys na die relevante gebeure vanaf 1960 tot 1976 om jou standpunt te verduidelik.

**SINOPSIS**

Kandidate moet aandui of hulle saamstem of nie saamstem nie. Die kandidate se gedagterigting moet aandui of die ANC en die PAC hul versetstrategieë na 1960 tot 1976 verander het.

*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul standpunte stel en aandui hoe hulle hul gedagterigtings gaan ondersteun.

**UITBREIDING**

- Die Sharpeville-massamoord en sy uitwerking op versetstrategieë (waarom was dit 'n keerpunt?)
- Die verbanning van versetbewegings en aanhoudings het die ANC en die PAC ondergronds gedwing
- Hulle het gereageer deur Umkhonto we Sizwe (MK) en POQO te stig
- Die regering se reaksie op die nuwe strategieë was om 'n strooptog op die plaas Liliesleaf uit te voer en dit het tot die Rivonia-verhoor gelei
- Die regering het die Algemene Regswysigingswet deurgevoer om die weerstand in bedwang te hou
- Toenemende onderdrukking deur die regering het die studente se weerstand beïnvloed (die African Resistance Movement (ARM), die Swartbewussyns-organisasie (Black Consciousness Movement - BCM), die Suid-Afrikaanse Studente-Organisasie (SASO), NUSAS, the 1973 Durban Corobrick staking, ens.)
- Dit het 'n invloed op die betrokkenheid van die jeug gehad (Soweto-opstande 1976); Dit was nog 'n keerpunt, baie jongmense het Suid-Afrika verlaat om by die ANC in ballingskap aan te sluit.
- Samevatting: Kandidate moet hul argumente saamvat deur aan te dui of die Sharpeville-massamoord en die reaksie van die Nasionale Party die ANC en die PAC verplig het om hul weerstandstrategieë te verander. **[50]**



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

Die United Democratic Front, as 'n grondvlak- en gemeenskapsorganisasie, was die enigste interne beweging wat effektiewe massaweerstand teen P W Botha se beleid van totale strategie tussen 1983 en 1989 gebied het.

**Bepaal die geldigheid** van hierdie stelling deur bewyse uit die periode te gebruik om jou antwoord te staaf.

**SINOPSIS**

Die antwoord moet aandui of die kandidaat saamstem of nie saamstem nie met die stelling. 'n Verskeidenheid interpretasies is moontlik by die beantwoording van die vraag. **Argumente moet aandui of die UDF die enigste massabeweging was wat weerstand teen die totale strategie gebied het of nie.** Ondersteunende bewyse is nodig in die beantwoording van die vraag. Die aard en rol van die van die UDF moet geëvalueer word teen die aard, rol en bydraes van ander weerstandsbewegings.

*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul standpunte stel en aandui hoe hulle hul gedagterigtings gaan ondersteun.

**UITBREIDING**

- Die redes vir die stigting en die aard van die UDF (die doelstellings en beginsels- het as 'n oorkoepelende liggaam vir die weerstandsbewegings in Suid-Afrika gedien)
- Vorme van verset (wat bv. uittartingsprogram, onstuitbare massa-aksie ingesluit het) teen totale strategie
- **Vergelyk met ander organisasies** bv. die Nasionale Forum; die rol van kerke; Swartbewussynsorganisasie, Gemeenskap en township-organisasies, die rol van skole en universiteite, Internasionale druk, ens. **om sodoende vas te stel of die UDF die enigste organisasie was wat effektiewe massa-weerstand teen P W Botha se totale strategie gebied het.**
- Samevatting: Kandidate moet die belangrikheid van die rolle van die UDF of ander organisasies teenoor Botha se totale strategie in die 1980's evalueer.

**[50]**



**VRAAG 3B: DIE PERIODE 1976 TOT 1994**

**Ten spyte van geweld en onrus tussen 1990 en 1994 het die mense van Suid-Afrika 'n demokratiese 'wonderwerk' deur politieke onderhandelinge bewerkstellig.**

Stem jy met hierdie stelling saam? Gebruik spesifieke gebeure vanaf 1990 tot 1994 om jou standpunt te ondersteun.

**SINOPSIS**

Kandidate moet bespreek hoe ten spyte van geweld en onrus van die periode politieke onderhandelinge voortgegaan het en 'n demokratiese 'wonderwerk' bewerkstellig het. Daar moet klem geplaas word oor hoe die uitdagings (geweld en oproer) deur die onderhandelingsproses te bowe gekom is. [Onthou enkele kandidate kan van 'n ander perspektief ten opsigte van die 'wonderwerk' volg.]

*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul gedagterigtings inlei en kortliks aandui hoe hulle dit gaan ondersteun.

**UITBREIDING**

- **Kortliks** die redes vir die onderhandelingsproses (De Klerk se toespraak – keerpunt)
- Proses van onderhandelings, bv. die Grootte Schuur Minuut, die Pretoria Minuut, CODESA I & II (het die toon vir die bereiking van die demokratiese 'wonderwerk' aangegee)
- Struikelblokke in die onderhandelings, bv. die ontstaan van COSAG, geweld in Boipatong, Natal en elders, regse aktiwiteite, ens. (aandui hoe dit gepoog het om die onderhandelingsproses te ontspoor)
- Politieke kragspel, botsing van persoonlikhede (Mandela – De Klerk; Buthelezi, regse organisasies)
- Versterking van onderhandelings ( rol van Cyril Ramaphosa en Roelf Meyer) kompromie en verbintenis
- Die eerste demokratiese verkiesing van April 1994 (demokratiese 'wonderwerk')
- Samevatting: Kandidate moet hul argumente saamvat deur te fokus op hoe politieke onderhandelings die wonderwerk in 1994 veroorsaak het ten spyte van die politieke konteks.

**[50]**



**AFDELING B: BRONGEBASEERDE VRAE**

<b>DIE NASIEN VAN BRONGEBASEERDE VRAE</b>	
<ul style="list-style-type: none"> <li>• By die nasien van alle brongebaseerde vrae moet krediet toegeken word vir enige ander geldige en toepaslike standpunte, argumente, bewyse of voorbeelde.</li> <li>• By die toekenning van punte moet seker gemaak word of daar aan die vereistes van die vraag voldoen is of nie.</li> <li>• In hierdie riglyne vir nasien word die vereistes van die vraag (vaardighede waaraan aandag gegee moet word) sowel as die vlak van vraagstelling aangedui in kursiefgedrukte skrif.</li> </ul>	

<b>VLAKKE VAN BRONGEBASEERDE VRAAGSTELLING</b>	
<b>VLAK 1 (V 1)</b>	Seleksie/ onttrekking van inligting uit bronne.
<b>VLAK 2 (V 2)</b>	Eenvoudige interpretasies deur gebruik te maak van een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
<b>VLAK 3 (V 3)</b>	Eenvoudige interpretasies deur gebruik te maak van meer as een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
<b>VLAK 4 (V 4)</b>	Komplekse interpretasies wat dikwels meer as een bron behels. Hierdie vrae konsentreer op aspekte soos bevooroordeeldheid, betroubaarheid, die gebruik van organiseringsbegrippe (ooreenkoms en verskil, oorsaak en gevolg, chronologie; verandering en kontinuïteit) om kontraste, vergelykings en verskillende standpunte te verduidelik en as 'n finale stap om hierdie insigte aan te wend om 'n paragraaf te skryf of, met ander woorde, om 'n stukkie geskiedenis te skryf wat gebaseer is op bewyse uit die bronne.

**As 'n vraag 'n JA/Nee antwoord verwag en die tweede deel van die vraag redes verwag: die kandidaat wat die verwagte antwoord gee bv. 'ja' maar geen redes aanbied nie, krediteer die 'Ja'. As die kandidaat 'Nee' antwoord en geen rede(s) aanbied nie, geen krediet vir die antwoord. As die 'nee' ten volle gemotiveerd is, krediteer dan.**



**VRAAG 4: DIE PERIODE 1924 TOT 1948****4.1 DIE INVLOED VAN DIE POLITIEK OP DIE ONDERWYS GEDURENDE DIE 1940's**4.1.1 *[Onttrekking van inligting uit Bron 4B – V 1]*

- Direkte verteenwoordiging
- Gelyke betaling / Hoër salarisse
- Gelyke geleenthede
- Gelyke regte
- Stemreg
- Verlaging van huur

(enige 2 x 1)

4.1.2 (a) *[Interpretasie van bewyse uit Bron 4B – V 2]*

- Nee

(2)

(b) *[Interpretasie van bewyse uit Bron 4B – V 2]*

- Hy was lid van die OB 'n regse organisasie
- Verwys na Bopape se toesprake as opruiend en antagonisties
- Hy het hul eise verwerp, omdat dit sou impliseer dat hy sy posisie as Bestuurder van Naturelle sake moet ontruim
- Volgens Bopape het hy met Language gebots (siening van Bopape teenoor die van Language)
- Aanbeveel dat hy afgedank word

(enige 2 x 2)

4.1.3 (a) *[Analise en interpretasie van bewyse uit beide bronne – V 3]*

- Ja / in 'n groot mate OF
- Kan Nee wees

(2)

(b) *[Analise en interpretasie van bewysse uit beide bronne – V 4]*

- Die verklaring van beide Bopape en Language bevestig die gebeure waarna in die bron verwys word
- Al die bronne verwys na Bopape as onderwyser en politieke aktivis
- Die feit dat Bopape vir Language weerspreek
- Die lys van eise

OF

- As gevolg van tydsverloop kon blootstelling aan ander bronne die wyse waarop Bopape die feite oproep, beïnvloed het
- Hierdie is 'n persoonlike weergawe wat 50 jaar later opgeteken is
- Callinicos het tweedehandse inligting gekry oor die gebeurtenis en was nie 'n ooggetuie
- Callinicos was bevooroordeel ten gunste van Bopape

(enige 3 x 2)



4.1.4 [Onttrek bewyse uit beide bronne, maak meer komplekse interpretasies ten einde 'n stuk geskiedenis te skryf (paragraaf) – V 4]

Vraag: Wat was die invloed van politiek op onderwys gedurende die 1940's?

**Gebruik die holistiese matriks hier onder en die volgende om 'n punt toe te ken.**

Die paragraaf moet gebaseer wees op bewyse van al hierdie bronne en moet op die meeste van die onderstaande fokus:

- Bopape se situasie by die skool
- Rede vir ontslag (politiek was gedurende die periode nie in skole toegelaat nie)
- Gemeenskap se reaksie (onregverdige ontslag het tot die gemeenskaps reaksie gelei)

Gebruik die volgende om 'n punt toe te ken:

<b>VLAK 1</b>	<ul style="list-style-type: none"> <li>• Kan nie bewyse onttrek nie</li> <li>• of onttrek bewyse uit bronne op 'n baie elementêre wyse.</li> <li>• Gebruik bewyse in 'n mate om oor die onderwerp verslag te doen</li> <li>• of kan nie oor onderwerp skryf nie.</li> </ul>	<b>0 – 2 punte</b>
<b>VLAK 2</b>	<ul style="list-style-type: none"> <li>• Onttrek bewyse uit bronne wat meestal relevant is</li> <li>• Bewyse wat onttrek is hou in 'n groot mate verband hou met die onderwerp</li> <li>• Gebruik bewyse uit bronne op 'n baie basiese wyse.</li> </ul>	<b>3 – 5 punte</b>
<b>VLAK 3</b>	<ul style="list-style-type: none"> <li>• Onttrek relevante bewyse uit bronne</li> <li>• Bewyse wat onttrek is hou baie goed met die onderwerp</li> <li>• Gebruik bewyse uit bronne baie effektief in 'n georganiseerde paragraaf</li> <li>• Paragraaf toon 'n begrip van die onderwerp.</li> </ul>	<b>6 – 8 punte</b>

(8)

(24)



## 4.2 DIE HOOFKWESSIES WAAROM DIE ALGEMENE VERKIESING VAN 1948 GEHANDEL HET

### 4.2.1 *[Interpretasie van inligting uit Bron 4C – V2]*

- Om die kieserskorps se vrese te besweer
- Om hulle te verseker dat die ekonomie herbou sal word
- Om hulle te herinner aan die grootste opoffering wat die soldate in die Tweede Wêreldoorlog gemaak het vir hul (kiesers se) vryheid
- Wil hulle verseker dat beter lewensomstandighede sal geskep word (stryd vir geregtigheid en regverdigheid)
- Waarsku teen apatie onder kiesers
- Nie verwar met die NP se boodskap van apartheid nie
- om steun te werf

(enige 3 x 2)

### 4.2.2 *[Interpretasie van inligting uit Bron 4D – V 3]*

- dat Smuts en Hofmeyr die kieserskorps in 'n bedrieglike gevoel van sekuriteit in verlei
- dat liberalisme die einde aan hul leefwyse sou maak
- dat Smuts en Hofmeyr nie vertrou kan word nie
- wil vrees vir by die kiesers inboesem
- sien liberalisme as 'n gevaar en 'n strik

(enige 3 x 2)

### 4.2.3 (a) *[Seleksie van bewyse uit Bron 4C – V 2]*

- Die Verenigde Party

(2)

### (b) *[Seleksie van bewyse uit Bron 4C – V 2]*

- Die koerantopskrif is bevooroordeeld teenoor Smuts
- Die koerant herinner die kiesers dat die VP staan vir waardigheid en geregtigheid; dat die VP staan vir regverdige lewenstoestande vir almal
- *The Cape Argus* het die NP se ondersteuning van apartheid verwerp

(enige 2 x 2)

### 4.2.4 *[Vergelyk bewyse uit al die bronne en maak sekere afleidings – V 4]*

Gebruik die volgende aspekte om Smuts se foute in die aanloop tot die verkiesing aan te dui

- Na-oorlogse ekonomiese situasie (brood en botter sake)
- Rassebeleid
- Leierskap (oormaat van selfvertroue)
- Liberalisme (Hofmeyr)
- Onkunde
- Tweede Wêreldoorlog (verandere situasie)

(enige 4 x 2)

**(26)****[50]**



**VRAAG 5: DIE PERIODE 1948 TOT 1976****5.1 VERSKILLENDE GESIGSPUNTE OOR DIE TOTSTANDKOMING VAN 'N REPUBLIEK IN SUID-AFRIKA IN 1961****5.1.1 [Onttrekking van inligting uit beide bronne om die verskille aan te dui – V 4]**

- Bron 5A het 'n donker prentjie van Suid-Afrika geskilder; dit toon Suid-Afrika se pad vorentoe as moeilik/ droewig/ sonder enige veilige hawe (d.i. Statebond)
- Bron 5B skilder 'n rooskleurige toekoms vir Suid-Afrika; dit stel Suid-Afrika se pad vorentoe sal beter wees as die verlede/ georganiseerd sonder chaos

(2 x 3)

**5.1.2 [Gebruik die bewyse ten opsigte van die oorsprong van die bronne ten einde die verskillende standpunte te kan verstaan – V 3]**

- Hulle het in verskillende koerante verskyn wat verskillende gemeenskappe dien

(2)  
(8)**5.2 DIE DOOD VAN HECTOR PIETERSEN IN DIE 1976-SOWETO-OPSTAND****5.2.1 [Onttrekking van inligting uit Bron 5E – V 1]**

- Die bevelvoerder van die polisie het die studente gewaarsku dat hy gaan skiet
- Hy het sy vuurwapen uitgehaal
- Hy het dit op die studente gerig
- Twee skote gevuur
- Het die bevel gegee om te skiet

(enige 4 x 1)

**5.2.2 (a) [Vergelyking van Bronne 5C en 5D ten einde die verskille vas te stel – V 4]**

- Hoek waarteen die foto geneem is
- Agtergrond – gevolglik 'n ander hoek – geen skare, huise, skoene weg, ens
- Die angs op die gesigte
- Hector se gesig is nie sigbaar in Bron 5C nie
- Foto's nie terselfdertyd geneem nie

(3 x 2)

**(b) [Interpretasie om begrip te toon – V 2]**

- Die fokus is op Hector Pietersen, wat noodlottig geskiet is
  - Hector Pietersen se hele liggaam is sigbaar in Bron 5D
  - Die visuele trefkrag
- (As 'n kandidaat sê dat hy/sy nie die foto sou kies nie, moet hy/sy gekrediteer word as hy/sy die nodige bewyse lewer)

(2 x 2)



(c) [Gebruik die bewyse in bronne ten einde oor die betroubaarheid daarvan te besluit – V4]

**Gebruik die holistiese matriks hieronder en die volgende om 'n punt toe te ken.**

- Betroubaar in 'n sekere mate
- Bron 5E bevestig gedeeltelik dat die foto's geneem is
- Die foto's illustreer die gebeure wat in die ander bronne beskryf word, maar die foto's kon maklik verander gewees het
- Bewyse in die ander bronne bevestig in 'n sekere mate die getuienis (bewyse) in die foto's
- Fotograaf het die foto met 'n bepaalde doel geneem

As 'n kandidaat aandui dat die bronne betroubaar is, moet hy/sy standpunt ten volle motiveer.

<b>VLAK 1</b>	<ul style="list-style-type: none"> <li>• Kandidaat verstaan nie of verstaan gedeeltelik die begrip betroubaarheid</li> <li>• het nie die vermoë om die betroubaarheid van bronne te bepaal nie.</li> </ul>	<b>0 – 2 punte</b>
<b>VLAK 2</b>	<ul style="list-style-type: none"> <li>• Kandidaat verstaan die begrip betroubaarheid</li> <li>• is daartoe in staat om die betroubaarheid van bronne in 'n sekere mate te bepaal.</li> </ul>	<b>3 – 4 punte</b>
<b>VLAK 3</b>	<ul style="list-style-type: none"> <li>• Kandidaat verstaan die begrip betroubaarheid</li> <li>• het die vermoë om die betroubaarheid van bronne te bepaal.</li> <li>• Gebruik hierdie vermoë om tot 'n duidelike en gegronde slotsom oor die betroubaarheid van bronne te kom.</li> </ul>	<b>5 – 6 punte</b>

(6)

5.2.3 [Komplekse interpretasie – V 4]

- Kandidate moet 'n standpunt inneem
- Die standpunt moet **ten volle gemotiveer** word (3 x 2)

5.2.4 (a) [Onttrek en gebruik bewyse uit bronne om tot 'n gevolgtrekking te kom – V 4]

- Ja of ja in 'n sekere mate of nie in die eerste plek nie (2)

(b) [Onttrek en gebruik bewyse uit bronne om tot 'n gevolgtrekking te kom – V4]

- Foto het die Beste Foto van die Jaar Toekenning in 1977 ontvang
- Vergrote kopie hang in die Verenigde Nasies
- Foto is gebruik om 'n standbeeld in London te skep
- Hy het geen finansiële gewin uit die foto gekry nie
- Hy is skaars in die *Time* tydskrif gemeld toe hulle sy foto daarin gebruik het
- Teistering deur die polisie (enige 2 x 2)



5.2.5 [Onttrek bewyse uit beide bronne, maak meer komplekse interpretasies ten einde 'n stuk geskiedenis te skryf (paragraaf) – V 4]

**Gebruik die holistiese matriks hieronder en die volgende om 'n punt toe te ken.**

Die paragraaf moet gebaseer wees op bewyse van al hierdie bronne en moet op die volgende onderwerp fokus: 'Soweto 1976 – Nooit Weer Nie'.

Gebruik die volgende om 'n punt toe te ken:

<b>VLAK 1</b>	<ul style="list-style-type: none"> <li>• Kan nie (relevante) bewyse onttrek nie</li> <li>• Onttrek bewyse uit bronne op 'n baie elementêre wyse</li> <li>• Of kan nie oor onderwerp skryf nie</li> <li>• Gebruik bewyse in 'n mate om 'n paragraaf te skryf</li> </ul>	<b>0 – 3 punte</b>
<b>VLAK 2</b>	<ul style="list-style-type: none"> <li>• Onttrek bewyse uit bronne wat meestal relevant is</li> <li>• Bewyse in 'n groot mate verband met die onderwerp</li> <li>• Gebruik bewyse uit bronne op 'n baie basiese wyse</li> </ul>	<b>4 – 7 punte</b>
<b>VLAK 3</b>	<ul style="list-style-type: none"> <li>• Onttrek relevante bewyse uit bronne</li> <li>• Evidence hou baie goed met die onderwerp verband</li> <li>• Gebruik bewyse uit bronne baie effektief in 'n georganiseerde paragraaf/ of ander effektiewe aanbieding wat verband hou met die gevraagde genre</li> <li>• wat 'n begrip van die onderwerp toon.</li> </ul>	<b>8 – 10 punte</b>

(10)  
(42)  
[50]



**VRAAG 6: DIE PERIODE 1976 TOT 1994****6.1 P W BOTHA SE HERVORMINGSBELEID****6.1.1 [Onttrekking van inligting uit Bron 6A – V 1]**

- Botha het verklaar dat Suid-Afrikaners moet aanpas of in die niet verdwyn ten einde aan die behoeftes van die veranderde wêreld te voldoen
- voorsiening maak vir die breë belange van die mense of om die moontlikheid van 'n politieke dood (mag af te staan) in die gesig te staar

(Enige 1 x 2)

**6.1.2 [Interpretasie van inligting uit Bron 6B – V 3]**

- Die regering het regte en voorregte aan die swart vakbonde en hul arbeidsmag toegestaan - ten einde 'n swart middelklas te skep
- Deur dit te doen, het die regering gehoop dat die swart middelklas te veel sou verloor en daarom nie die massas in die stryd vir vryheid sou bystaan nie; d.i. 'n ander taktiek om die voortbestaan van apartheid te verseker

(Enige 1 x 2)

**ENIGE VAN DIE BOSTAANDE REAKSIES****6.1.3 (a) [Onttrekking van getuienis uit Bron 6C – V 4]**

- Ja of Nee

(2)

**(b) [Onttrekking van getuienis uit Bron 6C – V 4]**

- Botha het 'n aantal 'hervormings' aan die swart Suid-Afrikaners belowe, dit het egter nie naastenby voldoen aan hul verwagtinge van hervorming nie. Volgens Berry (in sy spotprent) het swart Suid-Afrikaners 'n groot aantal eise, waaraan Botha nie kon voldoen nie.

OF

- ('n nee antwoord kan aanvaar word as die kandidaat na die hervormings van Bothas verwys)

(1 x 2)

**6.1.4 (a) [Analise en interpretasie van inligting uit Bron 6D – V 4]**

- Rian Malan se vader was oortuig dat Botha verskeie veranderings aangebring het – soos die toelating van huwelike tussen rasse; vryheid aan die politieke gevangenis gebied; vreedsame oplossings vir die land se probleme aangebied, ens.; dat die hervormings genoeg sou wees
- Oliver Tambo het gevoel dat Botha se veranderinge oppervlakkig, vaag en misleidend was omdat vele swart Suid-Afrikaners in die townships steeds geteister is deur die veiligheidspolisie / omdat jy nie 'n swak stelsel kon hervorm nie, dit moes afgeskaf word
- Verskillend omdat een'n wit (blanke) perspektief en die ander 'n swart perspektief reflekteer

(2 x 2)



(b) *[Interpretasie en analise van inligting uit Bron 6D – V 3]*

- Rian Malan se vader het Botha se hervormingsbeleid ondersteun omdat hy gevoel het dat Botha sekere diskriminerende wette herroep het, vryheid aan die politieke gevangenis wat geweld afgesweer het, aangebied en regverdig en vreedsame oplossings vir die land belowe
- Oliver Tambo, die leier van die ANC, wat in ballingskap was, het ander idees oor Botha se hervormings gehad. Volgens hom was die hervormings te kosmeties en te ontoereikend om die belange van alle Suid-Afrikaners te dien. Hy het gewet dat die hervormings nie die behoeftes van die meerderheid van Suid-Afrikaners sou bevredig nie

(LW: (a) vewys na waarom hulle verskil het moenie kandidate krediteer vir herhalings nie)

(2 x 2)  
(16)

## 6.2 DIE UITWERKING VAN MILITANTHEID VAN WERKERS OP DIE STRYD OM DEMOKRASIE

6.2.1 (a) *[Onttrekking van getuienis uit Bron 6F – V 1]*

- Gomomo was 'n vakbondwerker by Volkswagen en die visie-president NAAWU
- Die polisie het daarom gevoel dat hy die mag en invloed oor die werkers gehad het en bygedra het tot die werkers se weerstand
- Geweier om inligting aan die polisie te gee

(Enige 1 x 2)

(b) *[Onttrekking van getuienis uit Bron 6F – V 1]*

- 3 000 swart werkers het geweier om te werk
- hulle het 'n massavergadering gereël
- werkers het nie teruggekeer werk toe voordat hul vakbondleiers nie vrygelaat is nie

(2 x 2)

(c) *[Interpretasie en analise van inligting uit Bron 6F – V 2]*

- Lede van die vakbond het begin staak ten einde die regering te dwing om hul lede vry te laat
- Polisie het met die bestuur van Volkswagen vergader en dit het gelei tot Gomomo en ander lede van die vakbond se vrylating

(1 x 2)

6.2.2 *[Interpretasie van Bron 6G – V 2]*

- Dit simboliseer mag aan die werkers
- Dit simboliseer eenheid van die werkers
- Beter lone, verbeterde arbeidstoestande, geen onregverdige arbeidspraktyke nie, geen werkloosheid

(enige 1 x 2)

6.2.3 *[Interpretasie van inligting in Bron 6F – V3]*

- In beide bronne veg die werkers om hul regte / teen apartheid en onderdrukkede arbeidswette
- Verwys na die verpolitisering van die werkers
- Eenheid onder die werkers teen onderdrukking

(2 x 2)



## 6.2.4 [Interpretasie van inligting in Bron 6G – V 3]

- Die woorde toon 'n sin van gelykheid, eenheid en kamaraadskap onder die werkers, hulle het 'n aantal vakbonde in een groot liggaam – COSATU – verenig
- Dit toon ook die gevoel van eenheid, vryheid en demokrasie waarvoor die werkers geveg het.

(1 X 2)

## 6.2.5 [Interpretasie en analise van Bron 6H – V 2]

- om blanke besighede, asook besighede wat deur 'verraaiers' (medewerkers) besit is, finansieel te beskadig
- druk op die regering geplaas
- om 'n einde aan die veldtog van onderdrukking te maak
- om die verkragting van swart vroue te stop
- om 'n einde te maak aan die gevangenskap en marteling van kinders
- om die besetting van plekke van aanbidding te voorkom
- deel van die 1980's was om die land onregeerbaar te maak en om die uiteindelijke doel van onafhanklikheid en demokrasie te kan bereik, ens.

(enige 2 x 2)

## 6.2.6 (a) [Interpretasie en analise van Bron 6H – V 2]

- Ja, gedeeltelik – wegbly-aksies kan slegs geëvalueer word binne die konteks van alle vorme van massa-aksie
- Nee kan nie aanhou boikot nie, het op die lang termyn nie die situasie verander nie

(2)

## (b) [Interpretasie en analise van Bron 6H – V 2]

- die meeste anti-apartheidsorganisasies het wegbly-aksies as 'n effektiewe instrument gebruik om druk op die regering te plaas om apartheid te beëindig. Dit het politieke en ekonomiese onregeerbaarheid veroorsaak, wat uiteindelik gelei het tot die ontbanning van organisasies deur die regering en die begin van die onderhandelingsproses

(1 x 2)

## 6.2.7 (a) [Onttrekking van bewyse uit Bron 6H – V 4]

Kandidate moet enige TWEE (2) punte kies en dan redes verskaf vir hul keuse, bv

- Moeders en susters word verkrag (Swak behandeling van vroue en kinders)
- Marteling van mense
- Besetting van plekke van aanbidding van swart Suid-Afrikaners.
- Gevangenskap van kinders onder die toelaatbare ouderdom
- Polisie en weermag se brutaliteit

(2 X 1)

## (b) [Interpretasie en sintese van Bron 6H – V 4]

- Dat apartheid 'n bose stelsel was wat vir baie wandade teen die mensdom verantwoordelik was
- Die polisie het wrede metodes gebruik teen die swart Suid-Afrikaners (enige 1 x 2)



## 6.2.8 [Interpretasie, analise en sintese van inligting uit Bron 6H – V 4]

Kandidate moet Bron 6H gebruik en verwys na die bullets om dan 'n samehangende paragraaf te ontwikkel wat op die volgende aangeleenthede fokus:

Veranderings wat voorgekom het

- Marteling van politieke gevangenis het gestop
- Nie meer politieke informante soos gedurende die apartheidregime nie
- Plekke van aanbidding word nie meer beset nie
- Troepe terroriseer nie meer die inwoners van 'township' nie
- Kinders nie meer in gevangenskap vir politieke redes nie

Die volgende kom egter steeds voor in Suid-Afrika

- Informante in ander sferes kom steeds voor
- Verkragting van vroue en kinders
- Gevangenskap van kinders, maar vir ander redes

Gebruik die volgende om 'n punt toe te ken:

<b>VLAK 1</b>	<ul style="list-style-type: none"> <li>• Kan nie bewyse onttrek nie</li> <li>• of onttrek bewyse uit bronne op 'n baie elementêre wyse.</li> <li>• Gebruik bewyse in 'n mate om 'n paragraaf te skryf</li> <li>• of kan nie oor onderwerp skryf nie.</li> </ul>	<b>0 – 2 punte</b>
<b>VLAK 2</b>	<ul style="list-style-type: none"> <li>• Onttrek bewyse uit bronne wat meestal relevant is</li> <li>• Onttrekte bewyse hou in 'n groot mate verband met die onderwerp</li> <li>• Gebruik bewyse uit bronne op 'n baie basiese wyse.</li> </ul>	<b>3 – 4 punte</b>
<b>VLAK 3</b>	<ul style="list-style-type: none"> <li>• Onttrek relevante bewyse uit bronne</li> <li>• Onttrekte bewyse hou baie goed met die onderwerp verband</li> <li>• Gebruik bewyse uit bronne baie effektief in 'n georganiseerde paragraaf</li> <li>• Paragraaf toon 'n begrip van die onderwerp.</li> </ul>	<b>5 – 6 punte</b>

(6)  
(34)  
[50]

**TOTAAL: 200**