

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 from preparing '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 discussion/explanation;
- the appropriate selection of factual evidence to support such a discussion/explanation.

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

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

- **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

Describe how General J B M Hertzog helped South Africa to move towards sovereign independence in the period 1924 to 1934.

SYNOPSIS

The answer needs to show Hertzog's involvement and **how it helped** South Africa to move towards sovereign independence from 1924 until 1934.

NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument.

MAIN ASPECTS

- Introduction: It should indicate how Hertzog helped South Africa to move towards sovereign independence from 1924 to 1934.

ELABORATION

- The position of Dominions when Hertzog assumed office (legally they were subordinate to Britain)
- The Imperial Conference of 1926 (Hertzog wanted to clarify the status of SA and dominions) and the Balfour Declaration of 1926 (Defined the status of SA and other dominions)
- *[The Department of Foreign Affairs and flag - The establishment of this Department demonstrated SA's independence as did the flying of the new SA flag.]*
- The Statute of Westminster, 1931 (Put into law the principles of the Balfour Declaration)
- The Status and Seals Acts, 1934 (These protected SA's independence by writing into South African law the Statute of Westminster)
- Conclusion: Must tie up the argument by indicating that Hertzog was an integral part of the process of the move towards sovereign independence by 1934.

[50]

QUESTION 1B: THE PERIOD 1924 TO 1948

Discuss the reasons for the formation (December 1934) and split of the United Party (September 1939).

SYNOPSIS

Candidates should focus on the various reasons that led to the establishment and split of the United Party.

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

Candidates should deal with economic factors and coalition briefly, however, if they take more time over economic factors and coalition, this should not be penalised.

MAIN ASPECTS

- Introduction: Candidates need to indicate that the United Party was formed in December 1934 and split in September 1939.

ELABORATION

- Economic factors (effects of the Great Depression, including the gold standard crisis)
- Coalition (factors leading to and the ideological differences)
- Fusion (reasons and effects) Formation of splinter groups
- Political realignment (link to personalities clashes; Afrikaner vs. English)
- *[Race issues - some members were opposed to segregation]*
- The effects of the outbreak of World War Two (neutrality vs. participation)
- Conclusion: Tie up the argument by indicating why the UP was formed and what led to the split.

[50]

QUESTION 2A: THE PERIOD 1948 TO 1976

Discuss the circumstances between 1948 and 1961 that led to the establishment of a 'whites only' Republic of South Africa.

SYNOPSIS

The candidate, in answering this question, is expected to discuss the circumstances under the various prime ministers that led to the establishment of a 'whites only' republic. In discussing this, the contribution of legislation towards entrenching apartheid can be discussed. Given the broad nature of the question, resistance might also be discussed by candidates.

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

MAIN ASPECTS

- Introduction: Candidates should focus on the establishment of a 'whites only' republic in 1961 as a culmination of struggle for a republic led by Afrikaner nationalist since 1948.

ELABORATION

- Developments under the period of D F Malan, 1948-1953 (focus on breaking ties with Britain)
- Developments under period of J G Strijdom, 1953-1958 (highlight the symbolic changes introduced)
- Developments under the period of H F Verwoerd, 1958-1961 (decision to create a republic and withdrawal from the Commonwealth)
- Conclusion: Candidates should tie up their arguments showing that the various prime ministers contributed to the establishment of a 'whites only' republic.

[50]

QUESTION 2B: THE PERIOD 1948 TO 1976

Describe the passive resistance to apartheid between 1948 and 1958.

SYNOPSIS

Candidates should highlight the passive nature of the resistance to apartheid during the period 1948 and 1958.

NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument.

MAIN ASPECTS

- Introduction: Candidates should focus on the reasons for passive resistance against the apartheid regime or an explanation of what the nature of passive resistance was.

ELABORATION

- Programme of Action
- The Defiance Campaign – 1952
- *[Education boycott – 1954]*
- Congress Alliance and The Freedom Charter – 1955
- The Treason Trial – 1956 as a response to the resistance by the state
- The Anti- Pass Campaign by Women to the Union Buildings – 1956
- *[The bus boycotts – e.g. 1957]*
- Some might mention other actions after 1956 e.g. continuing protests against the extension of the pass laws, SACTU pound – a – day campaign 1957.
- Conclusion: Candidates should tie argument together by highlighting that this period involved passive opposition to apartheid.

[50]

QUESTION 3A: THE PERIOD 1976 TO 1994

Discuss internal resistance to and international pressure against P W Botha's policy of total strategy in the 1980s.

SYNOPSIS

The candidates are expected to outline the repressive measures as an introduction to the focus on resistance. They also need to discuss the nature of internal resistance and give an indication of the external pressure on South Africa at the time.

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

MAIN ASPECTS

- Introduction : Candidates need to state what the policy of 'total strategy' was and indicate that repressive measures led to internal and international pressure against Botha's government or that the resistance came from two sides (internally and internationally).

ELABORATION

- Repression and reform (1983 constitution) – brief overview
- Resistance – (rolling mass action; the formation and role of the UDF in resisting reforms)
- Resistance – (role of other organisations e.g. National Forum, AZAPO, BCM, township/ community based; religious etc. in resisting reforms).
- The imposition of the state of emergency (reasons and reaction) as a response to resistance
- The emergence MDM - 1985
- International pressure (impact of sanctions by international community)
- Conclusion: Candidates should tie their arguments together and indicate the impact of internal and international pressure on Botha's government.

[50]

QUESTION 3B: THE PERIOD 1976 TO 1994

Explain how negotiations between 1989 and 1994 led to a democracy in South Africa.

SYNOPSIS

Candidates should indicate how South Africa was transformed from a tense political scene under apartheid to a government of national unity as a result of the negotiations.

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

MAIN ASPECTS

- Introduction: It should indicate that political negotiations transformed South Africa into a democracy or could have a statement about the significance of 1989.

ELABORATION

- The decision in favour of negotiations (why negotiations) – briefly
- The role of different personalities, e.g. FW de Klerk, Nelson Mandela, Cyril Ramaphosa, Roelf Meyer, etc
- The role of different events and developments, e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, the emergence of COSAG, violence as the context in which these negotiations were taking place [*some events such as in Boipatong, Natal and elsewhere, right wing activities, could be mentioned*].
- Strengthening of negotiations, compromise and commitment
- The first democratic election of April 1994 [*flag and the national anthem symbolised an allegiance to the new democracy*]
- Conclusion: Candidates must tie up the argument by showing how political negotiation led to a democracy in 1994.

[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

LEVEL 1 (L 1)	Extract evidence from sources.
LEVEL 2 (L 2)	Straightforward interpretations by using evidence from one source and broader knowledge to show an understanding of the period/ event/ issue.
LEVEL 3 (L 3)	Straightforward interpretations by using evidence from more than one source and broader knowledge to show an understanding of the period/ event/ issue.
LEVEL 4 (L 4)	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.

QUESTION 4: THE PERIOD 1924 TO 1948**4.1 THE ROLE OF GENERAL J C SMUTS AND GENERAL J B M HERTZOG IN THE POLITICS OF FUSION AND SPLIT IN THE 1930s****4.1.1 [Interpretation of Source 4A – L 2]**

- Source 4A shows good/cordial/loving relations between Smuts and Hertzog.
- Hertzog is shown as the dominant figure (depicted as a man) while Smuts' is shown as a woman. During that period men were perceived as dominant figures
- Smuts seducing Hertzog / manipulating Hertzog
- This depicts a 'marriage' of convenience. (any 2 x 2)

4.1.2 [Interpretation of Source 4B – L 2]

Candidates have to point out that the relationship between the two was NOT good and then any piece of evidence to show this

- Source 4B shows that Hertzog and Smuts are standing back to back – propping each other up – one cannot stand without the other
- Hertzog is depicted as being bigger (seniority) or dominant partner i.e. Prime Minister
- Body language, facial expression
- Shows that there is animosity/ ill feeling between Hertzog and Smuts – both of them have their feet firmly embedded in the ground – 'digging their heels in' (any 2 x 2)

4.1.3 [Interpretation of Sources 4A and 4B – L 3]

- According to the cartoonists, Source 4A shows the two as happy to be together, while Source 4B indicates that the relationship has changed and they are no longer happy together.
- Source 4 A depicts the expected relationship between Smuts and Hertzog before fusion, while Source 4B shows *Die Burgers* viewpoint regarding fusion.
- Cartoon 4A seems to show agreement, while Source 4B shows disagreement.
- Cartoon 4A: no reference to the breakaway groups, while Source 4B shows the two men who broke away to form new parties.
Any bullet allocate (1 x 4)

4.1.4 *[Interpretation of evidence from Statement 1 from Source 4C - L 2]*

- Hertzog did not expect the Afrikaans speaking community to want to participate in the war.
(Some candidates may refer to the OB and the New Order open sympathy with the Nazis)
- Shocked because they were anti-British and pro-German (1 x 2)

4.1.5 *[Selection of information from Statements 1 and 2 from Source 4C – L 2]*

- It split the political thinking regarding South Africa's neutrality
- It split the United Party and it led to the formation of new political alignments
- Hertzog resigned
- Smuts became Prime Minister
- South Africa participated in World War Two (any 2 x 2)
(18)

4.2 CRITICISM OF THE AFRICAN NATIONAL CONGRESS (ANC) IN THE 1940s4.2.1 *[Interpret information from sources 4D and 4E – L 3]*

- Source 4D states the ANC was the only organisation that catered for intellectuals and was not concerned about the masses.
- Source 4E states that the ANC followed a moderate policy, e.g. deputations and negotiations.
- Members of the ANCYL wanted the ANC to follow a radical strategy which included strikes and mass actions (3 x 2)

4.2.2 *[Selection of evidence from Source 4F – L 1]*

- Lack of political training
- Members of the South African Communist Party had a better understanding of the ANC than members of the ANC
- The ANC wanted people to join but did not make sure they had an understanding of the principles of the organisation.
- The ANC did not make sure its members understood what they were fighting for
- Communist Party trained members of the ANC politically (any 4 x 1)

4.2.3 *[Interpretation and analysis of evidence from sources – L 4]*

- Candidates need to determine the level of reliability
- Evidence in these sources support one another on the inability of the ANC to appeal to the masses
- Some members of the ANC were critical of the ANC leadership and policies
- Evidence from all sources show that the ANC was not a mass based organisation
- Any other relevant information

Use the following to allocate a mark:

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

(6)
(16)

4.3 THE TREATMENT OF RETURNING SOLDIERS AFTER WORLD WAR TWO

4.3.1 *[Selection of information from Sources 4G and 4H – L 1]*

- Will not have to carry passes (Source 4G)
 - Given houses at low rent (Source 4G)
 - Will be rewarded (Source 4H)
 - Changed South Africa (Source 4H)
- (4 x 1)

4.3.2 *[Interpretation of evidence in Source 4H – L 2]*

- White soldiers received better treatment
 - benefits such as money, education, pension benefits and membership to ex –servicemen’s organisations
- (2 x 2)

4.3.3 *[Interpretation and analysis of evidence from sources – L 4]*

Candidates are required to explain how black soldiers were treated.

Focus on the following aspects:

- Employment
- Housing
- Education
- Pension
- Denied membership to ex servicemen's organisations
- Passes

Use the following to allocate a mark:

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

(8)
(16)
[50]

QUESTION 5: THE PERIOD 1948 TO 1976**5.1 WOMEN IN THE RESISTANCE MOVEMENT DURING THE 1950s**5.1.1 *[Selection of evidence from the Source 5A – L 1]*

- They marched so that the pass laws could be abolished. (1 x 2)

5.1.2 *[Interpretation of evidence from Source 5A – L 2]*

- The government ignored their petitions / Prime Minister not available (not in offices) / petitions left at the empty offices of the government
- The civil servants looked astonished
- Felt that their petitions were not important enough to receive consideration

(2 x 2)

5.1.3 *[Interpretation of information from Source 5A – L 2]*

- Women are strong; powerful; resilient (and they were the strength behind the men but now will become more active)
- The government will regret its decision of imposing the pass laws on black women in South Africa / government will pay for what it has done
- Women will begin to play a more active role in politics

(any 1 x 2)

5.1.4 *[Interpretation of evidence from Source 5B – L 2]*

- It symbolised resistance; solidarity; unity; togetherness; black power; power to the people; protest action; thumbs up sign, meaning Mayibuye iAfrika (ANC sign of the 1950s)
- Any other relevant response

(1 x 2)

5.1.5 *[Selection of evidence from Source 5C – L 1]*

- Suffering of every African family
- African men in particular were arrested;
- Pass laws restricted the freedom of movement
- Weeks in the cells awaiting trials;
- There were raids and loss of pay;
- Waited for long hours to obtain a pass;
- Forced into farm labour;
- Families were broken;
- Promoted a cycle of poverty among Africans etc.

(any 3 x 2)

5.1.6 (a) Analysis of evidence from Source 5C – L 2]

- No

(2)

(b) Analysis of evidence from Source 5C – L 2]

- The government only changed the name of the pass to a reference book; it was actually one and the same thing.
- Africans still had to carry some form of documentation to allow them entry into so called 'white' areas.
- Extension of pass laws to African women

Any other relevant response

(2 x 2)

5.1.7 [Extrapolation and synthesis of information from Sources 5A, 5B and 5C –L 4]

Candidates should focus on the following aspects:

- Role of women in the anti-pass protest
- Women played a vital role in resistance politics
- Were involved in marches, boycotts, stay-aways in order to force the government to change its policies
- In rural African communities they provided the much needed support for children and the elderly
- Assumed a number of leadership positions in the struggle against apartheid in the 1950s
- The role of the Black Sash

Use the following to allocate a mark:

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

(8)
(30)

5.2 THE ROLE OF THE PAN AFRICANIST CONGRESS (PAC) AND ROBERT SOBUKWE IN THE STRUGGLE AGAINST APARTHEID

5.2.1 [Selection of information from Source 5D – L 2]

- For Thloloe, Sobukwe was a principled leader who had courage, integrity and above all, he loved people; characteristics that shaped Thloloe's life (this is from the inscription on the stone) (1 x 2)

5.2.2 [Selection of evidence from Source 5D – L 1]

- He was honest, had integrity, courageous, fearless
- He was an electric and an eloquent speaker. (1 x 2)

5.2.3 [Interpretation and analysis of Source 5E – L 2]

- The PAC thinking was that only Africans should lead the resistance movement - these slogans reflect this
- The liberation of Africa should be undertaken by Africans alone
- The whole of Africa should be led by Africans
- Source 5D reflects that Robert Sobukwe wanted a United States of Africa (any 2 x 2)

5.2.4 [Analysis of evidence from Sources 5D and 5G – L 3]

- Both Sources 5D and 5G are very positive about Sobukwe's strong personality
- his intellectual ability
- They also stated that he was a good organiser
- he had a magnetic character. (any 2 x 2)

5.2.5 (a) [Interpretation of Source 5F – L 2]

- Condemnation of the massacre
 - It highlights the brutality of the police (apartheid regime)
- Any other relevant expression (2 x 2)

(b) [Interpretation and analysis of Source 5F – L 2]

- The text emphasises the condemnation and brutality
 - Emotionally filled words such as battlefield, highlighting the numbers killed and wounded, sprawled, opened fire - guns, and women and children were victims
- Candidates may state that the figures given by the newspaper are inaccurate (2 x 2)

(20)
[50]

QUESTION 6: THE PERIOD 1976 TO 1994**6.1 THE REACTION OF THE UNITED DEMOCRATIC FRONT (UDF) TO P W BOTHA'S REFORMS**6.1.1 *[Extraction of evidence from Source 6A - L 1 & L 2]*

- ALL: All South Africans demand all their rights irrespective of 'race'
- HERE: South Africans demand their rights in a united, undivided South Africa
- NOW: South Africans want all their rights immediately (3 x 2)
Candidates may phrase explanations differently

6.1.2 *[Extraction of evidence from Source 6B to show an understanding - L 1 & L 2]*

- It reveals that Botha's reforms changed nothing
- Instead UDF leaders are still detained
- Meetings are still banned
- People are still repressed
- People are still killed
- Above all the banner highlighted the fact that they will continue to protest (any 3 x 2)

6.1.3 (a) *[Extract and compare evidence between sources 6A and 6B – L 3]*

- Yes to a great extent (2)

(b) *[Extract and compare evidence between sources 6A and 6B – L 3]*

- Both urge all South Africans to protest against apartheid and its effects
- Both are of the opinion that the 'reforms' were not really reforms (2 x 1)

If a point of view other than the one mentioned above is followed it must be properly and relevantly substantiated and it should be rewarded accordingly.

6.1.4 *[Extrapolation and synthesis of evidence from sources 6A and 6B - L 4]*

Candidates should focus on the UDF's reactions to Botha's reforms.
Use the following to allocate a mark:

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

(6)
(22)

6.2 THE IMPORTANCE OF DR NELSON MANDELA'S RELEASE TO THE PEACE PROCESS IN SOUTH AFRICA

6.2.1 *[Extract evidence from the Source 6C- L 1]*

- New democratic constitution
- Universal franchise
- No domination
- Equality before an independent judiciary
- Freedom of religion
- Release of Mandela
- Protection of minority and individual rights
- Better education, health services, housing and social conditions for all

(any 4 x 1)

6.2.2 *[Extract and compare evidence from sources 6D and 6F – L 3]*

- The written source tells us that he was released and what he said
- The photo shows the people who were present when he was released and the people who protected him (security)
- It also shows the mood of the people
- Shows how people were dressed and what they looked like e.g. describes the people who went to greet Mandela wearing T- shirts; high level of security
- Winnie Mandela (wife) accompanied Nelson Mandela
- Presence of the media
- The interest of white South Africans in Mandela's release

(any 2 x 2)

6.2.3 *[Use and interpret evidence from the Source 6E – L 3]*

- It shows a cage in the form of Africa and with its door open
- A bird which symbolises Mandela leaving the cage and is free to go (with the release of Mandela South Africa was a step closer to real freedom for all people in South Africa)
- It also sends out a new spirit of freedom / liberation for the whole continent of Africa
- It illustrates that Mandela opened doors for South Africa in the international community
- The release of Mandela also gives Africa some credibility (international icon).

(any 3 x 2)

6.2.4 *[Extract and compare evidence from sources 6C and 6F – L 3]*

DE KLERK

- Feels that there is no reason to continue with the struggle and violence
- Wishes to start to talk to all leaders in a position to pursue politics freely

MANDELA

- calls for the intensification of the struggle on all fronts including armed resistance and international isolation of the apartheid regime
- He calls specifically on white compatriots to join all other South Africans in the shaping of a new South Africa and to join the liberation movement

(3 x 2)

6.2.5 *[Extrapolation and synthesis of evidence from all sources - L 4]*

Candidates need to show why political oppression should never occur in South Africa again by using the sources.

Use the following to allocate a mark:

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

(8)

(28)

[50]

TOTAL:

150

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 bespreking/ verduideliking;
- die toepaslike seleksie van feitlike bewyse om so 'n bespreking/ verduideliking te ondersteun.

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

AANBIEDING	VLAK 1 Het ge-analiseer en historiese verklarings gemaak. Goed beplande en gestruktu-reerde opstel.	VLAK 2 Het ge-analiseer en historiese verklarings gemaak. Goed beplande en gestruktu-reerde opstel.	VLAK 3 Poog om te analyseer en historiese verklarings toe te pas. Goed beplande en gestruktu-reerde opstel.	VLAK 4 Poog om te analyseer en historiese verklarings toe te pas. Opstel in 'n sekere mate beplan en gestruktuereerd.	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).
INHOUD							
VLAK 1 Vraag is ten volle beantwoord. Inhoudseleksie is ten volle relevant tot gedagterigting wat gevolg is.	A+ 47 - 50	A 43 - 46	A- 40 - 42				
VLAK 2 Vraag is beantwoord. Inhoudseleksie is relevant.	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 irrelevantheide).				C- 30	D 26 - 27	E+ 23 - 24	
VLAK 6 Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skraal (soms irrelevantheide).					D- 25	E 21 - 22	E- 20
VLAK 7 Vraag ontoereikend of glad nie beantwoord nie. Inhoud skraal of ontoereikend. Grootliks/ heeltemal irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

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 1934

Beskryf hoe Generaal J B M Hertzog gehelp het om in die periode 1924 tot 1934 Suid-Afrika nader na soewereine onafhanklikheid te beweeg.

SINOPSIS

Die antwoord moet Hertzog se betrokkenheid aandui en ook hoe dit Suid-Afrika in sy beweging na soewereine onafhanklikheid vanaf 1924 to 1934 gehelp het.

NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en die gegewe gedagterigting te volg.

HOOFASPEKTE

- Inleiding: Dit moet aandui hoe Hertzog Suid-Afrika gehelp het in sy beweging na soewereine onafhanklikheid vanaf 1924 tot 1934.

UITBREIDING

- Die posisie van die dominiums toe Hertzog in 1924 aan bewind kom (volgens die wet was hulle aan Brittanje ondergeskik)
- Die Rykskonferensie (Hertzog wou duidelikheid oor die posisie van Suid-Afrika en die dominiums te kry) en die Balfourverklaring (Die status van Suid-Afrika en die ander dominiums is gedefinieer.)
- *[Die Departement van Buitelandse Sake en vlag - die stigting en aanname hiervan het aan Suid-Afrika die geleentheid gebied om sy onafhanklikheid te bewys].*
- Die Statuut van Westminster, 1931 ('n Britse wet wat die beginsels van die Balfourverklaring vervat het)
- Die Status en Seëlwette, 1934 (Hierdie wette het die Suid-Afrikaanse onafhanklikheid beskerm deur die Statuut van Westminster in Suid-Afrikaanse reg in te skryf.)
- Samevatting: Kandidate moet hul argumente saamvat met 'n aanduiding dat Hertzog 'n integrale deel was van die beweging na Suid-Afrika se soewereine onafhanklikheid teen 1934 erken te kry.

[50]

VRAAG 1B: DIE PERIODE 1924 TOT 1948

Bespreek die redes vir die ontstaan (Desember 1934) en skeuring van die Verenigde Party (September 1939).

SINOPSIS

Kandidate moet fokus op die onderskeie redes wat tot die stigting en skeuring van die Verenigde Party gelei het.

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

Kandidate moet kortliks verwys na die ekonomiese faktore en koalisie, maar as hulle uitbrei oor die ekonomiese faktore en koalisie, moet hulle nie gepenaliseer word nie.

HOOFASPEKTE

- Inleiding: Kandidate moet aandui dat die VP in Desember 1934 gestig is en geskeur het in September 1939.

UITBREIDING

- Ekonomiese faktore (gevolge van die Groot Depressie, ingeslote die goudstandaard-krisis)
- Koalisie (faktore wat daartoe gelei het en ideologiese verskille)
- Samesmelting (redes en gevolge) en die vorming van splintergroepe
- Politieke hergroepering (gekoppel aan die botsing van persoonlikhede; Afrikaner vs. Engelssprekende)
- *[Rassekwessie - sommige was gekant teen segregasie]*
- Die uitbreek van die Tweede Wêreldoorlog (neutraliteit vs. deelname)
- Samevatting: Kandidate moet hul argumente saamvat met 'n aanduiding waarom die VP gevorm was en waarom dit geskeur het.

[50]

VRAAG 2A: DIE PERIODE 1948 TOT 1976

Bespreek die omstandighede tussen 1948 en 1961 wat tot die totstandkoming van die 'slegs blankes'-Republiek van Suid-Afrika gelei het.

SINOPSIS

In die beantwoording van die vraag, word verwag dat die kandidaat die omstandighede onder die onderskeie eerste ministers wat tot die totstandkoming van die 'slegs blankes'-republiek gelei het, bespreek. In die bespreking hiervan kan die wetgewing om apartheid te vestig, bespreek word. Gegee die bree raamwerk van die vraag, kan weerstand ook bespreek word.

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

HOOFASPEKTE

- Inleiding: Kandidate behoort te fokus op die totstandkoming van 'n 'slegs blankes'-republiek in 1961 as 'n hoogtepunt in die stryd om 'n republiek wat deur Afrikaner-nasionaliste sedert 1948 gelei is.

UITBREIDING

- Ontwikkelings gedurende die periode onder D F Malan, 1948-1953 (fokus op die verbreking van bande met Brittanje)
- Ontwikkelings gedurende die periode onder J G Strijdom, 1953-1958 (beklemtoon die simboliese veranderings aangebring)
- Ontwikkelings gedurende die periode onder H F Verwoerd, 1958-1961 (besluit om 'n republiek te stig en die onttrekking van die Statebond)
- Samevatting: Kandidate moet hul argumente saamvat deur te toon dat die verskillende eerste ministers bygedra het tot die totstandkoming van 'n 'slegs blankes'-republiek

[50]

VRAAG 2B: DIE PERIODE 1948 TOT 1976

Beskryf die passiewe weerstand teen apartheid tussen 1948 en 1958.

SINOPSIS

Kandidate moet passiewe verset teen apartheid gedurende die periode 1948 tot 1958 beklemtoon.

NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en die gegewe gedagterigting te volg.

HOOFASPEKTE

- Inleiding: Kandidate moet fokus op die redes vir passiewe verset teen apartheid of 'n verduideliking gee van die aard van passiewe verset.

UITBREIDING

- Die Program van Aksie van die ANC
- Die Verset-veldtog (Defiance Campaign) – 1952
- *[Onderwysboikot – 1954]*
- Die Kongres-Alliansie (Congress Alliance) en die Vryheidsmanifes (Freedom Charter) - 1955
- Die Hoogverraad-verhoor – 1956 as die staat se reaksie op die weerstand
- Die Anti-pas-veldtog van die Vroue na die Uniegebou - 1956
- *[Die busboikotte – bv. 1957]*
- Kandidate kan ook verwys ná ander aksies na 1956 bv. voortgesette proteste teen die uitbreiding van die paswette, SACTU pond-per-dag-veldtog van 1957
- Samevatting: Kandidate moet hul argumente saamvat deur te beklemtoon dat dié 'n periode van passiewe verset teen apartheid was.

[50]

VRAAG 3A: DIE PERIODE 1976 TOT 1994

Bespreek die interne weerstand en die internasionale druk teen P W Botha se beleid van totale strategie in die 1980's.

SINOPSIS

Daar word van die kandidate verwag om kortliks die onderdrukkende maatreëls te skets as 'n inleiding tot die fokus op weerstand. Hulle moet ook die aard van die interne verset bespreek en 'n aanduiding gee van die buitelandse druk op Suid-Afrika op hierdie stadium.

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

HOOFASPEKTE

- Inleiding: Kandidate moet sê wat die beleid van 'totale strategie' was en aandui dat die onderdrukkende maatreëls tot interne en internasionale druk teen die regering van Botha gelei het of dat die weerstand vanaf twee kante (binnelands en internasionaal) gekom het.

UITBREIDING

- Onderdrukking en hervorming (grondwet van 1983) – kort oorsig
- Weerstand – (ontstuitbare massa-aksie; die totstandkoming en rol van die UDF in verset teen hervorming)
- Weerstand – (rol van ander organisasies in verset teen hervorming) bv. die Nasionale Forum, AZAPO, Swartbewussynsorganisasie, gemeenskap- /township, godsdienstige organisasies, ens. in verset teen hervorming)
- Instelling van Noodtoestand (redes en reaksie) as 'n reaksie op weerstand
- Die ontstaan van die MDM - 1985
- Internasionale druk (invloed van sanksies deur die internasionale gemeenskap)
- Samevatting: Die kandidate moet hul argumente saamvat deur aan te dui wat die invloed van interne en buitelandse druk op Botha se regering was.

[50]

VRAAG 3B: DIE PERIODE 1976 TOT 1994

Verduidelik **hoe** onderhandelinge tussen 1989 en 1994 tot 'n demokrasie in Suid-Afrika gelei het.

SINOPSIS

Kandidate moet aandui hoe Suid-Afrika vanaf 'n gespanne politieke toneel onder apartheid na 'n regering van nasionale eenheid as gevolg van onderhandelinge verander is.

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

HOOFASPEKTE

- Inleiding: Daar moet aangedui word dat die politieke onderhandelings Suid-Afrika in 'n demokrasie verander het of 'n verklaring kan gemaak word oor die belangrikheid/betekenis van 1989.

UITBREIDING

- Die besluit ten gunste van onderhandelings (waarom onderhandelings?) – kortliks
- Die rol van verskillende persoonlikhede bv. FW de Klerk, Nelson Mandela, Cyril Ramaphosa, Roelf Meyer, ens.
- Die rol van verskillende gebeure en ontwikkelings, bv. die Grootte Schuur Minuut, die Pretoria Minuut, CODESA I & II, die ontstaan van COSAG, geweld as die konteks waarin die onderhandewlinge plaasgevind het [*geweld in Boipatong, Natal en elders, regse aktiwiteite*].
- Versterking van onderhandelings, kompromie en verbintenis
- Die eerste demokratiese verkiesing van April 1994 [*die vlag en die volkslied as eed van trou aan die nuwe demokrasie*]
- Samevatting: Kandidate moet hul gedagterigtings saamvat deur aan te dui hoe politieke onderhandelinge tot 'n demokrasie in 1994 gelei het. **[50]**

AFDELING B: BRONGEBASEERDE VRAE**DIE NASIEN VAN BRONGEBASEERDE VRAE**

- By die nasien van alle brongebaseerde vrae moet krediet toegeken word vir enige ander geldige en toepaslike standpunte, argumente, bewyse of voorbeelde.
- By die toekenning van punte moet seker gemaak word of daar aan die vereistes van die vraag voldoen is of nie.
- 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.

VLAKKE VAN BRONGEBASEERDE VRAAGSTELLING

VLAK 1 (V 1)	Seleksie/ onttrekking van inligting uit bronne.
VLAK 2 (V 2)	Eenvoudige interpretasies deur gebruik te maak van een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
VLAK 3 (V 3)	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.
VLAK 4 (V 4)	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.

VRAAG 4: DIE PERIODE 1924 TOT 1948**4.1 DIE ROL VAN GENERAAL J C SMUTS EN GENERAAL J B M HERTZOG IN DIE SAMESMELTINGS- EN SKEURINGSPOLITIEK IN DIE 1930's**4.1.1 *[Interpretasie van Bron 4A – V 2]*

- Bron 4A toon goeie/ hartlike /verliefde verhouding tussen Hertzog en Smuts
- Hertzog word uitgebeeld as die dominante figuur (die man) terwyl Smuts as die vrou uitgebeeld word. Gedurende die periode was mans as die dominante figure beskou.
- Smuts verlei/ manipuleer Hertzog
- Dit beeld 'n 'gerieflikheidshuwelik' uit

(enige 2 x 2)

4.1.2 *[Interpretasie van Bron 4B – V 2]*

Kandidate moet toon dat die verhouding tussen die twee nie goed was nie en moet dan enige bewys lewer om dit aan te toon

- In Bron 4B staan Hertzog en Smuts rug teen rug – ondersteun mekaar – kan nie sonder mekaar staande bly nie
- Hertzog word baie groter uitgebeeld (senioriteit) dominante vennoot – d.i. Eerste Minister
- Toon vyandigheid tussen Hertzog en Smuts aan – beide staan met hul voete vas geanker in die grond – 'hulle steek viervoet vas'
- liggaamshouding en gesigsuitdrukking

(enige 2 x 2)

4.1.3 *[Interpretasie van Bronne 4A en 4B – V 3]*

- volgens die spotprenttekenaars Bron 4A toon dat die twee gelukkig saam verkeer en Bron 4B wys dat die verhouding verander het en dat hulle nie meer gelukkig saam is nie
- Bron 4 A beeld die verwagte verhouding tussen Hertzog en Smuts na die samesmelting uit, terwyl Bron 4B *Die Burger* se standpunt oor die samesmelting wys.
- Bron 4A toon ooreenstemming en Bron 4B wys die gebrek daaraan
- Bron 4A het geen verwyssing na die wegbreek groepe, Bron 4B wys op die wegbreek

(enige 1 x 4)

4.1.4 *[Interpretasie van bewyse uit Verklaring 1 van Bron 4C - V 2]*

- Hertzog het verwag dat die Afrikaanssprekendes nie aan die oorlog sou wou deelneem nie.
(Sommige kandidate mag na die OB en die Nuwe Orde se openlike simpatie met die Nazi's verwys)
- Geskok, was anti-Brits en pro-Duits

(1 x 2)

4.1.5 [Seleksie van inligting uit Verklaring 1 en 2 van Bron 4C – V 2]

- Dit het die politieke denke rakende Suid-Afrika se neutraliteit /deelname verdeel
- Dit het die Verenigde Party verdeel en tot die stigting van nuwe politieke bondgenootskappe gelei
- Hertzog het bedank
- Smuts het Eerste Minister geword
- Suid-Afrika het aan die Tweede Wêreldoorlog deelgeneem

(enige 2 x 2)
(18)

**4.2 KRITIEK OP DIE AFRICAN NATIONAL CONGRESS (ANC)
IN DIE 1940's****4.2.1 [Interpreteer inligting uit Bronne 4D en 4E – V 3]**

- Volgens Bron 4D was die ANC 'n organisasie wat slegs vir intellektuele voorsiening gemaak het en nie bekommerd was oor die massas nie
- Volgens Bron 4E het die ANC 'n gematigde beleid, bv. afvaardigings en onderhandelings, gevolg.
- ANCYL lede wou hê dat die ANC 'n radikale beleid moet volg, wat stakings en massa-aksies ingesluit het.

(3 x 2)

4.2.2 [Seleksie van bewyse uit Bron 4F – V 1]

- Tekort aan politieke opleiding/ onderrig
- Lede van die Suid-Afrikaanse Kommunistiese Party het die ANC beter as lede van die ANC verstaan
- Die ANC wou hê dat mense by die organisasie moes aansluit, maar het nie seker gemaak dat hulle die beginsels van die organisasie verstaan nie
- Die ANC het nie seker gemaak dat sy lede verstaan het waarvoor hulle geveg het nie
- Die Kommunistiese Party het die lede van die ANC polities opgelei

(enige 4 x 1)

4.2.3 [Interpretasie en analise van bewyse uit bronne – V 4]

- Kandidate moet die vlak van betroubaarheid vasstel
- Bewyse in die bronne moet mekaar oor die ANC se onvermoë om aanklank by die massas te vind, ondersteun
- Sommige lede van die ANC was krities teenoor die organisasie se leierskap
- Bewyse uit al die bronne toon dat die ANC nie 'n massa-grondslag gehad het nie
- Enige ander toepaslike inligting

Gebruik die volgende om 'n punt toe te ken:

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

(6)
(16)

4.3 BEHANDELING VAN DIE TERUGKERENDE SOLDATE NA DIE TWEEDE WêRELDOORLOG

4.3.1 [Seleksie van inligting uit Bronne 4G en 4H – V 1]

- Hoef nie passe te dra nie (Bron 4G)
- Huise teen 'n lae huur ontvang (Bron 4G)
- Sal vergoed word (Bron 4H)
- Suid-Afrika verander (Bron 4H) (4 x 1)

4.3.2 [Interpretasie van bewyse uit Bron 4H – V 2]

- Blanke soldate het beter behandeling ontvang
- Voordele soos geld, onderwys, pensioenvoordele en lidmaatskap van oud-strydersorganisasies (2 x 2)

4.3.3 [Interpretasie en analise van bewyse uit bronne – V 4]

Daar word van kandidate verwag om te verduidelik hoe soldate behandel was.

Fokus op die volgende aspekte:

- Werkverskaffing
- Behuising
- Onderwys
- Pensioen
- Nie toegelaat tot oud-strydersorganisasies nie
- Passe

Gebruik die volgende om 'n punt toe te ken:

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

(8)
(16)
[50]

VRAAG 5: DIE PERIODE 1948 TOT 1976**5.1 VROU IN DIE WEERSTANDBEWEGING IN DIE 1950's**5.1.1 *[Seleksie van inligting uit Bronne 5A – V 1]*

- Hulle het aan 'n opmars deelgeneem ter afskaffing van die paswette (1 x 2)

5.1.2 *[Interpretasie van bewyse uit Bron 5A – V 2]*

- Die regering het hul petisies geïgnoreer/ Eerste Minister was nie beskikbaar (nie op kantoor) / petisies voor leë kantore van die regering gelaat
- die styaaatsamptenare lyk verbaas
- Gevoel hul petisies nie as belangrik genoeg geag vir oorweging nie (2 x 2)

5.1.3 *[Interpretasie van bewyse uit Bron 5A – V 2]*

- Vroue was sterk; magtig; veerkragtig (en hulle was die krag agter die manne, maar sou nou meer aktief word)
- Die regering sou die besluit om paswette ook op die vroue van toepassing te maak, betreur / regering sal betaal vir wat dit gedoen het
- Vroue sal nou 'n meer aktiewe rol in die politiek begin speel (enige 1 x 2)

5.1.4 *[Interpretasie van bewyse uit Bron 5B – V 2]*

- Dit het verset simboliseer, solidariteit, eenheid, saam wees, swart mag, magsoorgawe aan die mense; Duim omhoog-teken beteken Mayibuye iAfrika (ANC teken van die 1950s) Enige ander relevante reaksie. (1 x 2)

5.1.5 *[Seleksie van inligting uit Bron 5C – V 1]*

- Dit was veral swartmense wat gearresteer was
- Daar was strooptogte en verlies aan lone;
- Paswette het bewegingsvryheid ingeperk
- Weke in die selle verhoorafwagend
- Lang ure gewag om 'n pas te verkry;
- Tot plaas-arbeid gedwing;
- Families is verdeel;
- 'n Kringloop van armoede onder swartes aangemoedig, ens. (enige 3 x 2)

5.1.6 (a) *[Analise van bewyse uit Bron 5C – V 2]*

- Nee (2)

(b) *[Analise van bewyse uit Bron 5C – V 2]*

- Die regering het slegs die naam van die pas verander na 'n Verwysingsboek; dit was eintlik dieselfde.
- Swartes moes steeds sekere vorm van dokumentasie hê wat hulle toelating tot die sogenaamde 'blanke' areas sou gee.
- Uitbreiding van paswette om swart vroue in te sluit
- Enige ander relevante respons (2 x 2)

5.1.7 [Onttrekking en sintese van inligting uit Bronne 5A, 5B en 5C –V 4]

Kandidate moet op die volgende aspekte fokus:

- Die rol in hierdie anti-pasprotes
- Vroue het 'n vernamese rol in die versetpolitiek gespeel
- Was betrokke in optogte, wegbly-aksies, boikotte ten einde die regering te dwing om sy beleid te verander
- In plattelandse swart gemeenskappe het hulle die broodnodige ondersteuning vir kinders en die bejaardes voorsien
- Het in die 1950's 'n aantal leierskapsposisies in die stryd teen apartheid ingeneem
- Die rol van die Black Sash

Gebruik die volgende om 'n punt toe te ken:

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

(8)
(30)

5.2 DIE ROL VAN DIE PAN AFRICANIST CONGRESS (PAC) EN ROBERT SOBUKWE IN DIE STRYD TEEN APARTHEID

5.2.1 [Seleksie van inligting uit Bron 5D – V 2]

- Volgens Thlooe, was Sobukwe 'n beginselvaste leier wat moed en integriteit gehad het en bowenal lief was vir mense; dit is kenmerke wat Thlooe se lewe gevorm het (dit is van die inskripsie op die grafsteen)

(1 x 2)

5.2.2 [Seleksie van inligting uit Bron 5D – V 1]

- Hy was eerlik, het integriteit gehad, was dapper, ook vreesloos
- Hy was dinamies en welsprekend

(1 x 2)

5.2.3 *[Interpretasie en analise van Bron 5E – V2]*

- Die PAC het gereken dat slegs Afrikane die beweging moes lei – die slagspreuk het dit gereflekteer
- Die bevryding van Afrika moes slegs deur Afrikane gedoen word
- Die hele Afrika moes deur Afrikane gelei word
- Volgens Bron 5D wou Robert Sobukwe 'n Verenigde State van Afrika hê

(enige 2 x 2)

5.2.4 *[Analise van bewyse uit Bronne 5D en 5G – V 3]*

- Beide bronne is baie positief oor Sobukwe se sterk persoonlikheid
- Beide bronne is baie positief oor Sobukwe se intellektuele vermoë
- Volgens die bronne was hy ook 'n goeie organiseerder
- en het 'n magnetiese karakter gehad

(enige 2 x 2)

5.2.5 (a) *[Interpretasie van Bron 5F – V 2]*

- Veroordeling van die massamoord
 - Dit het die polisie se wreedheid beklemtoon (apartheid regime)
- Enige ander relevante uitdrukking

(2 x 2)

(b) *[Interpretasie van Bron 5F – V 2]*

- Die teks beklemtoon die veroordeling en wreedheid
 - Emosioneel deurdrenkte woorde soos slagveld, het die aantal sterftes en gewondes beklemtoon, gespartel, begin vuur – vuurwapens, en vroue en kinders was slagoffers
- Die kandidate mag sê dat die getalle wat deur die koerant verstrekk word, verkeerd is

(2 x 2)

(20)**[50]**

VRAAG 6: DIE PERIODE 1976 TOT 1994**6.1 DIE WEERSTAND VAN DIE UNITED DEMOCRATIC FRONT (UDF) OP P W BOTHA SE HERVORMINGS****6.1.1 [Onttrekking van bewyse uit Bron 6A – V 1 & V 2]**

- ALLE: Alle Suid-Afrikaners, ongeag 'ras', het al hul regte geëis
- HIER: Suid-Afrikaners het hul regte in 'n verenigde, onverdeelde Suid- Afrika, geëis
- NOU: Suid-Afrikaners het hul regte onmiddellik geëis (3 x 2)
Kandidate kan hul verduidelikings verskillend uitdruk

6.1.2 [Onttrekking van bewyse uit Bron 6B om begrip te toon - V 1 & V 2]

- Dit het onthul dat Botha se hervormings niks verander het nie
- Die UDF leiers, daarteen is steeds aangehou
- Vergaderings is steeds verban
- Mense steeds onderdruk
- Mense steeds doodgemaak
- Die banier het bowenal beklemtoon dat hulle steeds sou protesteer (enige 3 x 2)

6.1.3 (a) [Onttrek en vergelyk bewyse uit bronne 6A en 6B – V 3]

- Ja, in 'n groot mate (2)

(b) [Onttrek en vergelyk bewyse uit bronne 6A en 6B – V 3]

- Beide het alle Suid-Afrikaners aangemoedig om teen apartheid en die gevolge van apartheid te protesteer
- Beide was die mening toegedaan dat die 'hervormings' nie werklik hervormings was nie (2 x 1)

As 'n ander standpunt as die bogenoemde gehuldig word, moet dit behoorlik en relevant gemotiveer word en dienooreenkomstig bepunt word.

6.1.4 [Onttrekking en sintese van bewyse uit bronne 6A en 6B - V 4]

Kandidate moet op die UDF se reaksies op Botha se hervormings fokus

Gebruik die volgende om 'n punt toe te ken:

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

(6)
(22)

6.2 DIE BELANGRIKHEID VAN DIE VRYLATING VAN DR. NELSON MANDELA VIR DIE VREDESPROSES IN SUID-AFRIKA

6.2.1 [Onttrek bewyse uit Bron 6C- V 1]

- Nuwe demokratiese grondwet
- Universele stemreg
- Geen onderdrukking/ oorheersing
- Gelykheid voor 'n onafhanklike regbank
- Godsdiensvryheid
- Vrylating van Mandela
- Beskerming van minderheid en individuele regte
- beter onderwys, gesondheidsdienste, behuising en maatskaplike dienste vir almal

(enige 4 x 1)

6.2.2 [Onttrek en vergelyk bewyse uit bronne 6D en 6F – V 3]

- Die geskrewe bron sê aan ons dat hy vrygelaat is en ook wat hy gesê het
- Die foto wys die mense wat tydens sy vrylating by was, asook sy veiligheidswagte
- Dit toon ook die gemoedstoestand van die mense
- Dit toon die mense se kleredrag, bv. wys dat die mense wat hom gaan ontmoet het, T-hempde aan gehad het; hoë vlak van sekuriteit
- Winnie Mandela (eggenote) het Nelson Mandela vergesel
- Teenwoordigheid van die pers
- Die belangstelling van blanke Suid-Afrikaners in Mandela se vrylating

(enige 2 x 2)

6.2.3 [Gebruik en interpreteer inligting uit Bron 6E – V 3]

- Dit wys 'n hok in die vorm van Afrika met sy deur oop
- Die voël simboliseer Mandela wat besig is om die hok te verlaat en vry is om te gaan (met Mandela se vrylating was Suid-Afrika nader aan die bevryding van alle Suid-Afrikaners)
- Dit het ook 'n nuwe gees van vryheid / bevryding oor die hele Afrika uitgestuur
- Dit illustreer dat Mandela vir Suid-Afrika deure na die internasionale gemeenskap oopgemaak het
- Die vrylating van Mandela het ook aan Afrika kredietwaardigheid gegee (internasionale ikoon)

(enige 3 x 2)

6.2.4 [Onttrek en vergelyk bewyse uit bronne 6C en 6F – V 3]

DE KLERK

- Voel dat daar geen rede was vir 'n voortsetting van die stryd en geweld nie
- Wil graag met alle leiers praat in 'n poging om politiek vrylik te kan bedryf

MANDELA

- vra dat die stryd op alle vlakke, ingeslote die gewapende weerstand en internasionale isolasie van die apartheidsregime in intensiteit moet toeneem
- hy het spesifiek die blanke medewerkers versoek om by alle ander Suid-Afrikaners in die vorming van die nuwe Suid-Afrika en by die vryheidstryd aan te sluit

(3 x 2)

6.2.5 [Onttrekking en sintese van bewyse uit alle bronne - V 4]

Kandidate moet aandui waarom politieke onderdrukking nie weer in Suid-Afrika sou voorkom nie, deur al die bronne te gebruik

Gebruik die volgende om 'n punt toe te ken:

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

(8)

(28)

[50]

TOTAAL: 150