

**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 for an essay**

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

- introduction, main aspects and conclusion not properly contextualised



- wrong statement



- irrelevant statement



- repetition R
- analysis A√
- interpretation 1√

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

C	LEVEL 3	

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

C	LEVEL 3	
P	LEVEL 1	

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

C	LEVEL 3	B+
P	LEVEL 1	39

### The matrix

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

<b>PRESENTATION</b>	<b>LEVEL 1</b> Has employed analysis and historical explanation. Well planned and structured essay.	<b>LEVEL 2</b> Has employed analysis and historical explanation. Well planned and structured essay	<b>LEVEL 3</b> Has attempted analysis and historical explanation. Well planned and structured essay	<b>LEVEL 4</b> Has attempted analysis and historical explanation. Essay planned and structured to a certain extent.	<b>LEVEL 5</b> Applied analysis and historical explanation to a certain extent. Attempted a structure.	<b>LEVEL 6</b> Applied analysis and historical explanation occasionally or not at all. No clear structure.	<b>LEVEL 7</b> No analysis and historical explanation. No structure. Illogical (to a certain extent).
<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>A: 120 - 150</b> <b>B: 105 - 119</b> <b>C: 90 - 104</b> <b>D: 75 - 89</b> <b>E: 60 - 74</b> <b>F: 50 - 59</b> <b>FF: 45 - 49</b> <b>G: 38 - 44</b> <b>GG: 30 - 37</b> <b>H: 0 - 29</b>
<b>LEVEL 2</b> Question has been answered. Content selection relevant.	<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. Slightly incomplete and mostly relevant.			<b>C+</b> 33 - 34	<b>C</b> 31 - 32	<b>D+</b> 28 - 29		
<b>LEVEL 5</b> Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance).				<b>C-</b> 30	<b>D</b> 26 - 27	<b>E+</b> 23 - 24	
<b>LEVEL 6</b> Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance).					<b>D-</b> 25	<b>E</b> 21 - 22	
<b>LEVEL 7</b> Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant						<b>E-</b> 20	
							<b>F 13 - 19</b> <b>G 07 - 12</b> <b>H 00 - 06</b>

**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 1: AFRICA IN THE TWENTIETH CENTURY****QUESTION 1A**

Discuss the factors which influenced the decolonisation of African states after 1945. **[50]**

**SYNOPSIS**

Candidates should be able to identify several different factors which influenced the process of decolonisation.

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

**MAIN ASPECTS**

- Introduction – Candidates may define/ describe decolonisation or make mention of the factors leading to decolonisation.  
Any other relevant introduction

**ELABORATION**

- Former Colonial powers (esp. France and Britain) militarily humiliated during WWII, loss of Asian colonies
- Cost of colonies – French and Britain unwilling to invest large sums required to develop African colonies when faced with post-war reconstruction at home
- New superpowers – USA and USSR – hostile to European colonialism
- Creation of United Nations: pressure for universal suffrage (especially from newly independent Asian countries), Bandung Conference 1955, Pan-Africanism strengthened during war, International Declaration of Human Rights.
- Emergence of more radical African nationalism - mass opposition parties in some African countries
- Growth of more radical working class (response to wartime experiences of urbanisation, industrialisation, strikes)
- Spread of education (growing awareness of 'Western' concepts of freedom, democracy, middle-class keen to bring about political change)
- Conclusion – Candidates, in concluding the essay, could again define/ describe decolonisation or make mention of the factors leading to decolonisation.  
Any other relevant conclusion

**QUESTION 1B**

Describe the aims and achievements of the Organisation of African Unity (OAU) from 1963 to 1994. **[50]**

**SYNOPSIS**

The candidate needs to identify the aims of the OAU (they are not required to know all of the aims). They must provide examples to show the achievements of the OAU.

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

**MAIN ASPECTS**

- Introduction – The candidate could present an initial outline discussion on the achievements of the OAU. Mention could also be made of the aims/ objectives of the OAU.  
Any other relevant introduction

**ELABORATION**

- Aims – any three aims from the Charter
  - To promote solidarity of all African countries
  - To uphold basic human rights
  - To eradicate all forms of colonialism in Africa
  - To pursue policy of non-alignment internationally, etc.
- Achievements (or failure to achieve aims)
  - Any relevant example that must be clearly linked to stated aims
- Conclusion - Candidates, in concluding the essay, could again refer to the achievements of the OAU.  
Any other relevant conclusion.

**QUESTION 2: THE RISE OF SOVIET RUSSIA****QUESTION 2A**

Explain the changes in Lenin's economic policy (War Communism and the New Economic Policy) in Russia over the period 1918 and 1924. **[50]**

**SYNOPSIS**

Candidates, in answering this question, must present a discussion of Lenin's economic policies between 1918 and 1924, viz. War Communism and the New Economic Policy. Emphasis must be placed on the reasons for the introduction of each, distinguishing features, agricultural development, industrial development and the successes/ weaknesses of the each policy.

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

**MAIN ASPECTS**

- Introduction - Candidate could introduce essay in variety of ways. One approach could be to refer to socialist transformation under War Communism and economic realities as opposed to ideological considerations in the introduction of the NEP. The learner could also refer to the backdrop of the revolutions of 1917 in an introductory paragraph. Important is that the candidate must refer to **both** War Communism and the NEP in answering this question.  
Any other relevant introduction.

**ELABORATION**

- War Communism
  - Reasons for introduction
  - War Communism and Agriculture
  - War Communism and Industry
  - Successes/ weaknesses
- The New Economic Policy
  - NEP and Agriculture
  - NEP and Industry
  - Successes/ weaknesses
- Conclusion - Learner must draw the lines of his/ her argument together in the concluding paragraph and again refer to War Communism and the NEP under Lenin.  
Any other relevant conclusion.

**QUESTION 2B**

Describe Stalin's Five Year Plans in Soviet Russia between 1928 and 1941.

**[50]**

**SYNOPSIS**

Candidates, in answering this question, must provide a description of the five year plans. This should include some explanation for why they were introduced, the aims and the actual effects of the plans between 1928 and 1941. The candidate many choose to answer this question by discussing each of the three Five Year Plans in turn but this is not entirely necessary – other structures should be rewarded if they address the requirements of the topic.

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

**MAIN ASPECTS**

- Introduction – The candidate, in an introductory paragraph, could present an outline discussion on the Five Year Plans.  
Any other relevant introduction.

**ELABORATION**

- Aims of Five year Plans
  - Implementation of Five Year Plans
    - First five year plan
    - Second five year plan
    - Third five year plan
  - Effects of Five Year Plans
    - industrial expansion
    - Suffering of the Russian People
- 
- Conclusion - Learner must draw the lines of the argument together and the conclusion should again relate to Stalin's Five Year Plans.  
Any other relevant conclusion.



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

Discuss the causes and consequences of the Wall Street Crash in the USA in 1929. **[50]**

**SYNOPSIS**

The essay requires a discussion of the causes of the Great Depression in the USA and a description of the consequences thereof.

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

**MAIN ASPECTS**

- Introduction – The candidate could present an introductory discussion of either and/ or the causes and consequences of the Wall Street Crash in 1929.  
Any other relevant introduction.

**ELABORATION**

- **Causes (Any four will be adequate)**
  - Isolationism
  - Overproduction in agriculture as consequence of post-WWI loss of European markets
  - Laissez-faire policy
  - Ineffectual labour legislation
  - Lack of welfare programmes protecting the poor and the infirm
  - Buying on credit/ no personal saving
  - Mass selling of shares
- **Consequences (Any four will suffice)**
  - Unemployment
  - Homelessness
  - Drop in production and prices
  - The closure of banks
  - Collapse of international trade
- **Conclusion** - The conclusion must refer to the causes and consequences of the Wall Street crash.  
Any other relevant conclusion.

**QUESTION 3B**

Describe Franklin D. Roosevelt's New Deal Policy during the period 1932 to 1939. **[50]**

**SYNOPSIS**

Candidates are expected to discuss the implementation of the New Deal and to describe, within the discussion, its attempts to solve both the causes and the consequences of the Great Depression.

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

**MAIN ASPECTS**

- Introduction - The candidate could present an introductory discussion on Roosevelt's New Deal.  
Any other relevant introduction.

**ELABORATION**

- Relief measures
  - Mass creation of employment opportunities (CCC, PWA, CWA, WPA etc)
  - Soup kitchens
  - Tennessee Valley Authority
- Recovery measures
  - Loans granted to home owners (Home Owners' Loan Corporation)
  - Production and pricing strategy in agriculture (AAA)
- Reform measures
  - Regulating employer-employee relations (NRA, Wagner Act, Fair Labour Standards Act)
  - Welfare system (Social Security Act)

- Conclusion – The candidate must bring the concluding part of his/ her essay in line with the New Deal.  
Any other relevant conclusion.

**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.

**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 AFRICAN VIEWS ON COLONISATION AND DECOLONISATION**4.1.1 [*Extraction, L1*]

- Western view presented in European capitals
- African view that presented a history of glory and dignity (2 x 1)

4.1.2 (a) [*Extraction and simple interpretation, L2*]

- Africans wanted to replace colonial structures with structures that would cater for their needs
- They wanted to introduce structures that would assist in the development of Africa
- Colonialism weighed heavily on economic, social and political and cultural life of Africa. (any 2 x 2)

(b) [*Straightforward interpretation, L2*]

- Yes (1 x 2)

(c) [*Explanation and straightforward interpretation, L2*]

- By the destruction of colonial structures
- By replacing colonial structures with African structures
- If African people changed their behaviour (individual decolonisation) (any 2 x 2)

4.1.3 a) [*Extraction, L1*]

- Military
- Economic
- Technological (3 x 1)

b) [*Extraction, L1*]

- Forming resistance/ liberation movements (1 x 2)
- (17)**

## 4.2 THE RISE OF AFRICAN NATIONALISM

### 4.2.1 [Extraction, L1]

- Desire for self-government (independence)
- Equality with other members of Commonwealth
- Indigenous people taking over of government (any 1 x 2)

### 4.2.2 [Extraction, L1]

- To overthrow the colonial government
- To reform the colonial system (2 x 1)

### 4.2.3 [Explanation and straightforward interpretation, L2]

- The independence of Ghana was a symbol that African independence was achievable
- Nkrumah believed that Ghana had to lead and assist other African states towards gaining their independence
- That African countries could be independent democracies (any 2 x 2)

### 4.2.4 [Complex interpretation and comparison involving more than one source and requires an ability to differentiate the two terms, L4]

The matrix should be used to mark this question. *The points offered below merely serve as a guide for marking.*

*(Candidates, in answering this question, must refer to **both** colonialism and African nationalism)*

#### COLONIALISM

- Africans not conducting their own affairs
- Irresponsible
- Lack of self confidence
- Did not cater for the needs of the Africans
- Colonialists used resources to control Africans
- Africans subordinate to colonists (inequality)

#### AFRICAN NATIONALISM

- Self-government (complete independence)
- Right to control their own affairs
- Democracy
- Equality with the colonists

Level 1	The difference is not indicated. Candidate has not extracted evidence from the sources in a meaningful way	Marks: 0-3
Level 2	The candidate used material extracted from the sources in a very basic manner.	Marks: 4-6
Level 3	Material organised into a paragraph and shows good utilisation of the sources. The differences are clearly worked out.	Marks: 7-10

(10)  
(18)

### 4.3 THE ACHIEVEMENTS OF THE OAU

#### 4.3.1 [Extraction, L1]

- In spite of conflict of self interests among the heads of states, it was still possible for the OAU to be formed (1 x 2)

#### 4.3.2 [Straightforward interpretation, L2]

Failure to prevent the following:

- Standard of living decline
- African states became chaotic (anarchy)
- African states ruled by civilians and military dictatorships
- Violation of human rights (torture)
- Kleptocracy (ruled by thieves)
- Genocide (mass murder of people) (any 5 x 1)

#### 4.3.3 [Extraction, L1]

- Liquidation (put an end to, terminating) of the system of colonialism (1 x 2)

#### 4.3.4 [Extraction, L1]

- 'Club of dictators' (1 x 2)

#### 4.3.5 [Complex interpretation and comparison involving more than two sources and requires an understanding, L4]

- Sources 4G and 4I highlight major successes of the OAU despite the problems which existed in Africa at that time – the OAU was not a total failure as some people claimed
- Sources 4H and 4J highlight some of the post-colonial problems in Africa and point out the OAU's inability to overcome those problems (failures/shortcoming) (2 x 2)

(15)  
[50]



5.1.3 (a) *[Simple interpretation, L2]*

- 5C – Farm workers, people in rural areas (farmers)
- 5D – Women, mothers, families

(2 x 2)

(b) *[Extraction and simple interpretation, L1 and L2]*

- 5D – Promised farm workers (people in rural areas) 'work, liberty and bread.'
- 5E – Promised women that their families would be protected – implication that jobs would be found for unemployed men and hungry children fed.

(2 x 2)

5.1.4 *[Complex analysis using more than one source, L4]*

This question should be marked using the matrix below. *The points offered below merely serve as a guide for marking.*

- High unemployment levels
- Sense of hopelessness (never expected to have jobs)
- Social dislocation (people wandering around the country in search of work)
- Nazis promising well paid jobs, food, protection for families
- Nazi promises seem to offer hope to those suffering during the depression

Level 1	A purely emotional response which talks in generalities and has not engaged with the source material	Marks: 0-3
Level 2	Extracts evidence from sources that is mostly relevant. Uses source material in a very basic manner to answer question	Marks: 4-6
Level 3	Makes clear links between source material and the reason for voting/ not voting for the Nazi Party. Shows a good understanding of the topic.	Marks: 7-8

(8)



5.1.5 *[Simple interpretation, L2]*

- In July 1932 the Nazi Party won 230 seats. In November of the same
- year that number had declined to 196 seats.
- Meanwhile the Communist Party who had won 89 seats in July 1932 increased their seats to 100 in November. Thus they were seen as a threat to the Nazi Party.
- Ideological differences with Communist Party. Social Democrats (SDP) was the second largest political party in Germany, but they were never labelled as a threat
- Any other relevant answer (any 2 x 2)

5.1.6 (a) *[Extraction, L1]*

- Emphasised threat of Communists
- Banned communist election meetings
- Shut down communist newspaper (3 x 1)

(b) *[Simple interpretation, L2]*

- Hitler uses his powers as chancellor (1 x 2)

5.1.7 (a) *[Simple interpretation, L2]*

- No (1 x 2)

(b) *[More complex interpretation, L3]*

- Hitler is standing over the voter with a gun against his head
  - Suggestion that voter has no real choice in who he votes for
  - Suggests that the Nazi Party used violence/ force to 'persuade' people to vote for them
  - Form of voter intimidation (any 2 x 2)
- [40]**

**5.2 THE AXIS BETWEEN GERMANY AND ITALY**5.2.1 *[Extraction, L1]*

- They have the same enemies
- They have the same conception of life and history
- They believe in the will as a determining power in life and history
- Both put a great deal of emphasis on young people (any 2 x 1)

5.2.2 (a) *[Simple interpretation, L2]*

- Yes (1 x 2)

(b) *[Simple interpretation, L2]*

- Equality – both symbols (Fasces and Swastika) are of equal size
- Strength – Britain and America are trying to break through the axis, but it is so strong that their saw breaks (any 1 x 2)

(c) *[More complex interpretation and comparison, L4]*

- Source 5H gives the impression of strength and equality.
  - The two nations appear to be bound by an unbreakable bond
  - Source 5I gives the impression that Hitler is the dominant partner.
  - He is shown strangling Mussolini who is powerless to resist.
  - Mussolini also wears a swastika suggesting that he is a follower of Hitler rather than an independent and equal partner. (any 2 x 2)
- [10]**  
**[50]**

**QUESTION 6      INTERNATIONAL RELATIONS AND EVENTS, 1945 – 1970:  
THE COLD WAR****6.1      PERSPECTIVES ON SOVIET RUSSIA**

- 6.1.1 (a)    *[Interpretation, L2]*
- USSR portrayed as hungry for world domination
  - USSR portrayed as expansionist
  - The bear (USSR) is drooling over the world anticipating gobbling it up
- (any 1 x 2)
- (b)    *[Interpretation, L2]*
- Although Poland, Czechoslovakia et al are celebrating their freedom, they are not free as such.
  - They are still in bondage.
  - The allies are being imprisoned by Russia
  - Any other relevant interpretation
- (any 2 x 2)
- (c)    *[Extrapolation, L3]*
- To portray Russia in a bad light.
  - To show Russia as a power-hungry nation. (Source 6A)
  - To show Russia as a country that wants to enslave other countries (Source 6B)
  - As propaganda
  - Degrade as superpower
- (any 2 x 2)
- 6.1.2 (a)    *[Interpretation, L2]*
- (ii) - Russian security
- (1 x 1)
- (b)    *[Interpretation, extraction, L2]*
- Russia had been invaded by Germany from the West.
  - The invasion led to huge losses in Russian lives.
  - Soviet citizens were sent to German servitude.
  - Russia lost more lives than the Allied powers combined.
- (any 2 x 2)

## 6.1.3 [Empathy, L4]

*The points offered below merely serve as a guide for marking.*

- USSR not power-hungry. Definitely not out for world domination. That is an exaggeration
- The USSR is simply concerned about her own security. Only wants to secure her Western front from the hostile West. The installation of communist governments in Finland, Poland, Romania and Bulgaria should be seen in this context.
- The German invasion of the USSR in 1941 (Operation Barbarossa) was through these states because they had governments that were hostile to the Soviet Union.
- As a consequence, Russia suffered losses in human life as a result of the invasion.
- Russia simply wants to prevent a repeat of that. One way of doing so is by installing governments in these states that are friendly towards the USSR.

Level 1	The paragraph is totally or to a great extent irrelevant. Candidate has not extracted evidence from the sources in any meaningful way.	Marks: 0 – 3
Level 2	Provides a partial response to the question. Uses material extracted from the sources in a very basic manner.	Marks: 4 – 6
Level 3	Extracts relevant evidence from the sources in order to answer the question. Material organised into a paragraph and shows good understanding of the topic.	Marks: 7 – 10

(10)  
[25]

**6.2 THE BERLIN CRISIS OF 1948-1949**6.2.1 (a) *[Extraction, L1]*

- Suspension of all traffic into Berlin.
- Barge (river) traffic stopped.
- Electric power into the Western sectors disrupted. (3 x 1)

(b) *[Usefulness, L4]*

- Yes/ No (1 x 2)

(c) *[Usefulness, explanation, L4]***If "yes":**

- Contemporary document and provides an official view
- The problems that should be attended to are identified
- It portrays what had actually happened during this crisis
- Any other relevant answer

**If "no":**

- It is a biased report (issued during the Cold War) and could thus have been seen as propaganda
- The American perspective is illustrated here
- Any other relevant answer (any 2 x 2)

6.2.2 *[Interpretation, extraction, L2]*

- They feared the domino effect
- If they let Berlin fall, Russia might be encouraged to demand to occupy the whole of Germany or other parts of Europe (2 x 2)

- 6.2.3 (a) *[Interpretation, L2]*
- Sympathetic/ understanding towards Russia/ empathy with Soviet Russia.
  - Attempted to calm Russians down
  - Also propaganda (any 1 x 2)
- (b) *[Extraction, L1]*
- Feared German aggression in future (1 x 2)
- 6.2.4 *[Interpretation, L2]*
- Western countries are trying to revive a Germany that would be hostile to Russia [*see spiked boots and bayonets on the chick*]
  - Revival of a dangerous Nazi Germany [*see Nazi insignia on the chick*]
  - Revival of a Germany that is loyal to the West [*see the chick's Nazi salute to the American bird*] (any 2 x 2)
- 6.2.5 *[Comparative interpretation, L4]*
- Both sources are sympathetic towards Russia
  - Both sources express Russia's concern about the revival of Germany.
  - Source 6F alludes to Russian concerns about German aggression. This is also depicted in Source 6G by way of an armed Nazi German hatchling (chicken). (any 2 x 2)
- (25)  
[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 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 1√

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	

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.



<b>AANBIEDING</b>	<b>VLAK 1</b> Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktu- reerde opstel.	<b>VLAK 2</b> Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktu- reerde opstel.	<b>VLAK 3</b> Poog om te analiseer en historiese verklarings toe te pas. Goed beplande en gestruktu- reerde opstel.	<b>VLAK 4</b> Poog om te analiseer en historiese verklarings toe te pas. Opstel in 'n sekere mate beplan en gestruktureerd.	<b>VLAK 5</b> Analise en historiese verklarings in 'n sekere mate toegepas. Poging tot strukturering.	<b>VLAK 6</b> Analise en historiese verklarings soms of glad nie gemaak nie. Geen duidelike struktuur nie.	<b>VLAK 7</b> Geen analises en historiese verklarings nie. Geen struktuur nie. Onlogies (tot 'n sekere mate).
<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: 120 - 150</b> <b>B: 105 - 119</b> <b>C: 90 - 104</b> <b>D: 75 - 89</b> <b>E: 60 - 74</b> <b>F: 50 - 59</b> <b>FF: 45 - 49</b> <b>G: 38 - 44</b> <b>GG: 30 - 37</b> <b>H: 0 - 29</b>
<b>VLAK 2</b> Vraag is beant- woord. Inhoudseleksie is relevant.	<b>A</b> 43 - 46	<b>A-</b> 40 - 42	<b>B+</b> 38 - 39				
<b>VLAK 3</b> Vraag tot '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. Effens onvoltooid en meestal relevant.			<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 (soms irrelevantehede).				<b>C-</b> 30	<b>D</b> 26 - 27	<b>E+</b> 23 - 24	
<b>VLAK 6</b> Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skraal (soms irrelevantehede).					<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 skraal of ontoereikend. Grootliks/ heel- temal irrelevant						<b>E-</b> 20	<b>F 13 - 19</b> <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 IN GEBRUIK BY DIE SPESIFIEKE SENTRUM**
- **KANDIDATE MAG ENIGE ANDER TOEPASLIKE INLEIDING OF SAMEVATTING Hê AS DIT WAT INGESLUIT IS BY DIE RIGLYN VIR DIE NASIEN VAN 'n SPESIFIEKE OPSTEL.**

**VRAAG 1: AFRIKA IN DIE TWINTIGSTE EEU****VRAAG 1A**

Bespreek die faktore wat die dekolonisaie van Afrika-state na 1945 beïnvloed het. **[50]**

**SINOPSIS**

Kandidate behoort in staat te wees om 'n verskeidenheid faktore te identifiseer wat die proses van dekolonisasie beïnvloed het.

*NB: Die hoofaspekte (bullets) moet gebruik word om die vereistes van die vraag aan te spreek en om die gegewe lyn van argumentasie te ontwikkel. 'n Suiwre neerskryf van die 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding - Kandidate mag kolonialisme definieer/ beskryf of melding maak van die faktore wat dekolonisasie beïnvloed het.  
Enige ander toepaslike inleiding

**UITEENSETTING**

- Voormalige koloniale moondhede (veral Frankryk en Brittanje) is militêr verneder gedurende die Tweede Wêreldoorlog, verlies van kolonies in Asië
- Koste van kolonies - Frankryk en Brittanje was onwillig om groot bedrae geld te belê wat nodig was vir die ontwikkeling van Afrika-kolonies nie. Veral teen agtergrond van na-oorlogse rekonstruksie tuis
- Nuwe supermoondhede – VSA en USSR – krities teenoor Europese kolonialisme
- Skepping van Verenigde Nasies: druk vir universele stemreg (veral vir die nuut onafhanklike state in Asië), Bandung-konferensie 1955, Pan-Afrikanisme sterker geword gedurende oorlogsperiode, Internasionale Verklaring oor Menseregte
- Opkoms van 'n meer radikale Afrika-nasionalisme - massa opposisiepartye in sommige Afrika-state
- Groei van meer radikale werkersklas (reaksie op oorlogservarings van verstedeliking, industrialisering, stakings)
- Verspreiding van onderwys (groeïende bewuswording van 'Westerse' konsepte van vryheid, demokrasie, middelklas angstig om politieke verandering mee te bring)
- Samevatting - Kandidate, in die afsluiting van hierdie opstel, kan weereens dekolonisasie definieer/ beskryf of melding maak van die faktore wat aanleiding gegee het tot dekolonisasie.  
Enige ander toepaslike slotopmerking

**VRAAG 1B**

Bespreek die oogmerke/doelwitte en prestasies van die Organisasie vir Afrika-eenheid (OAE) vanaf 1963 tot 1994.

**[50]****SINOPSIS**

Kandidate, in die beantwoording van hierdie vraag, moet die oogmerke/doelwitte ('n kennis van al die oogmerke/ bedoelings word nie verwag nie) van die OAE identifiseer. Voorbeelde om die prestasies te illustreer wat deur die OAE bereik is, moet verskaf word.

*NB: Die hoofaspekte (bullets) moet gebruik word om die vereistes van die vraag aan te spreek en om die gegewe lyn van argumentasie te ontwikkel. 'n Suiwre neerskryf van die 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding - Die kandidaat kan 'n aanvanklike buitelynbespreking van die prestasies van die OAE aanbied. Melding kan ook gemaak word van die oogmerke/doelwitte van die OAE. Enige ander toepaslike inleiding

**UITEENSETTING**

- Oogmerke/ bedoelings – enige drie oogmerke uit die Handves
  - Om solidariteit van alle Afrika-state te bevorder
  - Om basiese menseregte te beskerm
  - Om alle vorme van kolonialisme in Afrika uit te wis
  - Om 'n beleid van onverbondenheid internasionaal te volg
- Prestasies (of mislukking om oogmerke te bereik)
  - Enige toepaslike voorbeeld wat die verband met die gekonstateerde oogmerk duidelik aandui.
- Afsluiting - Kandidate, in die afsluiting van hierdie opstel, kan weereens verwys na die prestasies van die OAE. Enige ander toepaslike slotopmerking

**VRAAG 2: DIE OPKOMS VAN SOWJET-RUSLAND****VRAAG 2A**

Verduidelik die veranderings in Lenin se ekonomiese beleid (Oorlogskommunisme en die Nuwe Ekonomiese Beleid) in Rusland in die tydperk tussen 1918 en 1924. **[50]**

**SINOPSIS**

Kandidate, in die beantwoording van hierdie vraag, moet 'n bespreking aanbied oor Lenin se ekonomiese beleid tussen 1918 en 1924, nl. Oorlogskommunisme en die Nuwe Ekonomiese Beleid. Klem moet geplaas word op die redes vir die implementering van elk, onderskeidende kenmerke, landbouontwikkeling, industriële ontwikkeling en die suksesse/tekortkomings van elke beleid.

*NB: Die hoofaspekte (bullets) moet gebruik word om die vereistes van die vraag aan te spreek en om die gegewe lyn van argumentasie te ontwikkel. 'n Suiwre neerskryf van die 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding - Die kandidaat kan hierdie opstel op 'n verskeidenheid moontlike maniere bekend stel. Een benadering kan verwys na sosialistiese transformasie onder Oorlogskommunisme en die ekonomiese werklikhede in teenstelling met ideologiese oorwegings as oorwegings in die implementering van die NEB. Die leerder kan ook verwys na die rewolusies van 1917 in 'n inleidende paragraaf. Belangrik is dat die kandidaat moet verwys na **beide** Oorlogskommunisme en die NEB in die beantwoording van hierdie vraag.  
Enige ander toepaslike inleiding

**UITEENSETTING**

- Oorlogskommunisme
  - Redes vir implementering
  - Oorlogskommunisme en Landbou
  - Oorlogskommunisme en Industrie
  - Suksesse/ mislukkings
- Die Nuwe Ekonomiese Beleid
  - NEB en Landbou
  - NEB en Industrie
  - Suksesse/ tekortkomings
- Samevatting – Die leerder moet die lyne van die argument saambind in die afsluitingsparagraaf en weereens verwys na Oorlogskommunisme en die NEB onder Lenin.  
Enige ander toepaslike slotopmerking

**VRAAG 2B**

Bespreek Stalin se Vyfjaarplanne in Sowjet-Rusland tussen 1928 en 1941.

**[50]**

**SINOPSIS**

Kandidate, in die beantwoording van hierdie vraag, moet fokus op die suksesse en mislukkings/ tekortkomings van Stalin se Vyfjaarplanne tussen 1928 en 1941. Daar word nie van die kandidaat verwag om 'n gedetailleerde bespreking oor elk van die Vyfjaarplanne aan te bied nie, maar moet eerder konsentreer op die vereistes van die vraag. Argumente moet geïllustreer word deur toepaslike historiese voorbeelde.

*NB: Die hoofaspekte (bullets) moet gebruik word om die vereistes van die vraag aan te spreek en om die gegewe lyn van argumentasie te ontwikkel. 'n Suiwre neerskryf van die 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding – Die kandidaat, in 'n inleidende paragraaf, kan 'n buitelynbespreking van die Vyfjaarplanne aanbied.  
Enige ander toepaslike inleiding

**UITEENSETTING****Suksesse van die Vyfjaarplanne**

- Oogmerke van die Vyfjaarplanne
- Implementering van die Vyfjaarplanne
  - Eerste Vyfjaarplan
  - Tweede Vyfjaarplan
  - Derde Vyfjaarplan
- Impak van Vyfjaarplanne
  - Nywerheisuitbreiding
  - Swaarkry vir die Russiese bevolking
- Samevatting - Lyne van die argument moet saamgebind word en die slotopmerking moet verband hou met Stalin se Vyfjaarplanne  
Enige ander toepaslike slotopmerking.

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

Bespreek die oorsake en gevolge van die ineenstorting van die Amerikaanse Effektebeurs op Wallstraat in 1929. **[50]**

**SINOPSIS**

Hierdie opstel verlang 'n bespreking van die oorsake van die Groot Depressie in die VSA en 'n beskrywing van die gevolge daarvan.

*NB: Die hoofaspekte (bullets) moet gebruik word om die vereistes van die vraag aan te spreek en om die gegewe lyn van argumentasie te ontwikkel. 'n Suiwre neerskryf van die 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding – Die kandidaat kan 'n inleidende bespreking van die oorsake en/ of die gevolge van die ineenstorting van die Effektebeurs op Wallstraat in 1929 aanbied.  
Enige ander toepaslike inleiding

**UITEENSETTING**

- Oorsake (*Enige vier sal voldoende wees*)
  - Krediet aankope
  - Spekulasie met aandele op die Effektebeurs
  - Isolاسie (proteksionisme)
  - Laissez-faire beleid (minimale inmenging deur die regering)
  - Min beskerming vir werkers (ondoeltreffende arbeidswetgewing)
  - Geen maatskaplike programme (min beskerming vir siekes en armoediges)
  - Oorproduksie in landbou as gevolg van die verdwyning van markte in Europa na die Eerste Wêreldoorlog
- Gevolge (*Enige vier sal voldoende wees*)
  - Werkloosheid
  - Gebrek aan behuising
  - Afname in produksie en pryse
  - Sluit van banke
  - Ineenstorting van internasionale handel
- Samevatting – Die slotopmerking moet verwys na die oorsake en gevolge van die ineenstorting van die Effektebeurs op Wallstraat.  
Enige ander toepaslike slotopmerking.

**VRAAG 3B**

Beskryf Franklin D. Roosevelt se New Deal-beleid in die tydperk 1932 tot 1939.

**[50]**

**SINOPSIS**

Daar word van kandidate verwag om die implementering van die New Deal te bespreek en om aan te dui, binne hierdie bespreking, pogings om oplossings te vind vir die oorsake en gevolge van die Groot Depressie.

*NB: Die hoofaspekte (bullets) moet gebruik word om die vereistes van die vraag aan te spreek en om die gegewe lyn van argumentasie te ontwikkel. 'n Suiwre neerskryf van die 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding – Die kandidaat kan 'n inleidende bespreking oor Roosevelt se New Deal aanbied. Enige ander toepaslike inleiding.

**UITEENSETTING**

- Maatreëls ter verligting:
  - Skepping van massa werkseleenthede (CCC, PWA, CWA, WPA etc)
  - Sopkombuise
  - Tennessee Valley Authority
- Maatreëls ter herstel:
  - Lenings is beskikbaar gestel aan huiseienaars (Home Owners' Loan Corporation)
  - Produksie- en prysstrategie in landbou (AAA)
- Hervormingsmaatreëls:
  - Regulasies om verhouding tussen werkgewers en werknemers te reguleer (NRA, Wagner Act, Fair Labour Standards Act)
  - Maatskaplike stelsel (Social Security Act)
- Samevatting – Die slotopmerking moet verwys na die New Deal. Enige ander toepaslike slotopmerking.



**AFDELING B: BRON-GEBASEERDE VRAE****DIE NASIEN VAN BRONGEBASEERDE VRAE**

- In die nasien van alle bron-gebaseerde vrae moet krediet toegeken word vir enige ander geldige en toepaslike standpunte, argumente, bewyse of voorbeelde.
- In die toekenning van punte moet klem daarop geplaas word of die vereistes van die vraag aangespreek is of nie.
- In hierdie riglyne vir nasien word die vereistes van die vraag (vaardighede wat aangespreek moet word) sowel as die vlak van vraagstelling aangedui in skuinsgedrukte skrif.

**VLAKKE VAN BRON-GEBASEERDE VRAAGSTELLING**

<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 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 meer as een bron mag behels. Hierdie vrae konsentreer op aspekte soos bevooroordeeldheid, betroubaarheid, die gebruik van organiserende konsepte (ooreenkoms en verskil, oorsaak en gevolg, chronologie; verandering en kontinuiteit) 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: AFRIKA IN DIE TWINTIGSTE EEU****4.1 AFRIKA PERSPEKTIEWE OP KOLONISASIE EN DEKOLONISASIE**4.1.1 *[Seleksie van inligting, V1]*

- Westerse siening wat aangebied word in die hoofstede van Europa
- Afrika-perspektief wat 'n geskiedenis van glorie en Menswaardigheid uitbeeld (2 x 1)

4.1.2 (a) *[Seleksie van inligting en eenvoudige interpretasie, V2]*

- Afrikane wou strukture gehad het wat aan hul behoeftes voldoen
- Strukture wat 'n bydrae sou lewer tot die ontwikkeling van Afrika
- Kolonialisme swaar geweeg op ekonomiese, maatskaplike en politieke lewe van Afrika (enige 2 x 2)

(b) *[Eenvoudige interpretasie, V2]*

- Ja (1 x 2)

(c) *[Verduideliking en eenvoudige interpretasie, V2]*

- Vernietiging van koloniale strukture
- Vervanging van koloniale strukture met inheemse strukture
- Indien mense van Afrika hul gedrag sal verander (persoonlike dekolonisasie) (enige 2 x 2)

4.1.3 a) *[Seleksie, V1]*

- Militêre
- Ekonomiese
- Tegnologiese (3 x 1)

b) *[Seleksie, V1]*

- Totstandkoming van verset-/ bevrydingsbewegings (1 x 2)
- (17)**

## 4.2 DIE OPKOMS VAN AFRIKA-NASIONALISME

### 4.2.1 [Seleksie, V1]

- Strewe na selfregering (onafhanklikheid)
  - Gelykheid met ander lede van Gemenebes
  - Oorname van regering deur inheemse mense
- (enige 1 x 2)

### 4.2.2 [Seleksie, V1]

- Om die koloniale regering omver te werp
  - Hervorming van koloniale stelsel
- (2 x 1)

### 4.2.3 [Verduideliking en eenvoudige interpretasie, V2]

- Onafhanklikheid van Ghana was 'n simbool vir die bereikbaarheid van Afrika-onafhanklikheid
  - Nkrumah het geglo dat Ghana die leiding moes neem en ander state moes bystaan in die bereiking van onafhanklikheid
  - Afrika-state kon onafhanklike demokrasieë wees
- (enige 2 x 2)

### 4.2.4 [Komplekse interpretasie en vergelyking van meer as een bron wat die vermoë vereis om 'n onderskeid te kan maak tussen twee begrippe, V4]

Die matriks moet gebruik word vir die nasien van hierdie vraag. *Die punte wat hieronder aangebied word, dien alleen as 'n gids vir nasien*

*(Kandidate, in die beantwoording van hierdie vraag, moet verwys na **beide** kolonialisme en Afrika-nasionalisme)*

#### KOLONIALISME

- Afrikane het nie hul eie sake bestuur nie
- Onverantwoordelik
- Tekort aan selfvertroue
- Het nie voldoen aan die behoeftes van Afrikane nie
- Kolonialiste het hulpbronne gebruik om beheer oor Afrikane uit te oefen
- Afrikane was onderhorig aan koloniste (ongelykheid)

#### AFRIKA-NASIONALISME

- Selfregering (totale onafhanklikheid)
- Reg om eie sake te beheer
- Demokrasie
- Gelykheid met die koloniste

Vlak 1	Die verskil word nie aangedui nie. Kan nie bewyse onttrek nie of onttrek bewyse uit bronne op 'n baie elementêre wyse.	Punte: 0-3
Vlak 2	Gebruik bewyse uit bronne op 'n baie basiese wyse.	Punte: 4-6
Vlak 3	Gebruik bewyse uit bronne baie effektief in 'n georganiseerde paragraaf wat 'n begrip van die onderwerp toon.	Punte: 7-10

(10)

(18)

### 4.3 DIE PRESTASIES VAN DIE OAE

#### 4.3.1 [Seleksie, V1]

- Ten spyte van konflikte oor selfbelang tussen staatshoofde, was dit steeds moontlik vir die OAE om gestig te word. (1 x 2)

#### 4.3.2 [Eenvoudige interpretasie, V2]

Mislukking om die volgende te verhoed:

- Afname in lewensstandaard
- Chaos in Afrika-state (anargie)
- Afrika-state is regeer deur burgerlikes en militêre diktature
- Oorteding van menseregte (marteling)
- Kleptokrasie (regering deur dieewe)
- Volksmoorde (enige 5 x 1)

#### 4.3.3 [Seleksie, V1]

- Likwidering (beëindiging) van koloniale stelsel (1 x 2)

#### 4.3.4 [Seleksie, V1]

- Klub van diktators (1 x 2)

#### 4.3.5 [Komplekse interpretasie en vergelyking waar meer as een bron betrokke is wat begrip vereis, V4]

- Bronne 4G en 4I beklemtoon dat OAE suksesse behaal het ten spyte van probleme wat in Afrika op daardie tydstop bestaan het – die OAE was nie 'n totale mislukking soos aangevoer is deur sekere mense nie
- Bronne 4H en 4J beklemtoon sommige van die post-koloniale probleme in Afrika en wys op die OAE se onvermoë om hierdie probleme te oorkom (mislukkings/ tekortkomings)

(2 x 2)

(15)

[50]

**VRAAG 5 OMSTANDIGHEDE WAT GELEI HET TOT DIE TWEEDE WêRELDOORLOG****5.1 DIE NAZI PARTY IN DUITSLAND**

- 5.1.1 (a) *[Onttrekking, V1]*  
• Nazi of Nasionaal-Sosialistiese Party (1 x 1)
- (b) *[Onttrekking, V1]*  
• Aantal parlementsetels het vanaf 12 tot 230 gegroei tussen 1928 en Julie 1932 (2 x 1)
- (c) *[Eenvoudige interpretasie, V2]*  
• Werkloosheid (1 x 1)
- d) *[Onttrekking, V1]*  
• 5A – Werkloosheid het gegroei vanaf 1,3 tot 5, 6 miljoen tussen 1928 en 1932 (1 x 2)
- 5.1.2 (a) *[Onttrekking, V1]*  
• Hoër lone (1 x 1)
- (b) *[Onttrekking, V1]*  
• Goedbetaalde werk (1 x 1)
- (c) *[Onttrekking, V1]*  
• Land/ grond (1 x 1)

- 5.1.3 (a) *[Eenvoudige interpretasie, V2]*
- 5C – Plaaswerkers, mense in landelike gebiede
  - 5D – Vroue, moeders
- (2 x 2)

- (b) *[Seleksie en eenvoudige interpretasie, V1 en V2]*
- 5D – Plaaswerkers (mense in landelike gebiede) is 'werk, vryheid en brood' belowe
  - 5E – Aan vroue is belowe dat hul gesinne beskerm sou word - implikasie dat werksgeleenthede vir weklose mans gevind sou word en dat honger kinders gevoed sou word
- (2 x 2)

5.1.4 *[Komplekse analise waar meer as een bron gebruik word, V4]*

Die matriks moet gebruik word vir die nasien van hierdie vraag. *Die punte wat hieronder aangebied word, dien alleen as 'n gids vir nasien.*

- Hoë werkloosheidsvlakke
- Moedverlore (nooit verwag om werk te kry nie)
- Maatskaplike ontseteling (mense drentel in stede en dorpe in die land rond op soek na werk)
- Nazi's belowe werk met goeie salarisse, voedsel, beskerming vir gesinne
- Die Nazi's se beloftes het veral aanklank gevind by hulle wat onder die depressie swaar gekry het

Vlak 1	'n Suiwer emosionele respons word aangebied waarin verwys word na algemene konsepte. Geen bewyse dat daar met bronmateriaal omgegaan is nie.	Punte: 0-3
Vlak 2	Onttrek bewyse uit die bronne wat meestal toepaslik is. Gebruik bronmateriaal om 'n baie elementêre wyse om die vraag te beantwoord	Punte: 4-6
Vlak 3	Duidelike verbande word getrek tussen die bronmateriaal en die redes om te stem/ nie te stem nie vir die Nazi Party nie. Goeie begrip van die onderwerp word vertoon.	Punte: 7-8

(8)

## 5.1.5 [Eenvoudige interpretasie, V2]

- In Julie 1932 het die Nazi Party 230 setels gewen en teen November het dit afgeneem tot 196 setels.
- Ondertussen het die Kommunistiese Party, wat 89 setels in die verkiesing van Julie 1932 gewen het, hul aantal setels opgestoot tot 100 in November. Dit is dus gesien as 'n bedreiging deur die Nazi Party.

(2 x 2)

## 5.1.6 (a) [Seleksie, V1]

- Beklemtoon die kommunistiese gevaar
- Verkiesingsbyeenkomste van die kommuniste verbode verklaar
- Kommuniste se koerant is gesluit

(3 x 1)

## (b) [Eenvoudige interpretasie, V2]

- Hitler het sy magte as Kanselier gebruik

(1 x 2)

## 5.1.7 (a) [Eenvoudige interpretasie, V2]

- Nee

(1 x 2)

## (b) [Meer komplekse interpretasie, V3]

- Hitler neem 'n dreigende houding teenoor die kieser in en hou 'n pistool teen sy hoof
- Suggestie word gemaak dat die kieser nie eintlik 'n keuse het oor vir wie hy moet stem nie
- Suggestie dat Nazi Party geweld gebruik het om mense te 'oortuig' om vir die party te stem

(enige 2 x 2)  
**[40]**

## 5.2 DIE SPILVERBAND TUSSEN DUITSLAND EN ITALIË

### 5.2.1 [Seleksie, V1]

- Hulle het dieselfde vyande
  - Hulle het dieselfde uitkyk/ begrip oor die lewe en geskiedenis
  - Glo in volkswil as bepalende faktor in lewe en geskiedenis
  - Beide groot klem geplaas op jongmense
- (enige 2 x 1)

### 5.2.2 (a) [Eenvoudige interpretasie, V2]

- Ja
- (1 x 2)

### (b) [Eenvoudige interpretasie, V2]

- Gelykheid – beide simbole (Skavot en Swastika) van ooreenstemmende grootteare of equal
  - Krag – Brittanje en Amerika probeer om deur die spil te saag, maar dit is so sterk dat saag breek
- (2 x 2)

### (c) [Meer komplekse interpretasie en vergelyking, V4]

- Bron 5I gee indruk van krag en gelykheid.
  - Twee nasie is verbind deur onbreekbare band
  - Bron 5J gee indruk dat Hitler die oorheersende vennoot is
  - Hy word uitgebeeld as om Mussolini te verwug wat hulpeloos is om dit teen te staan.
  - Mussolini dra ook 'n swastika wat suggereer dat hy 'n navolger van Hitler is eerder as 'n onafhanklike en gelyke vennoot
- (enige 2 x 2)

[10]  
[50]



**VRAAG 6 INTERNASIONALE VERHOUDINGS EN GEBEURE, 1945 – 1970:  
DIE KOUE OORLOG****6.1 SIENINGS OOR SOWJET-RUSLAND IN DIE WESTE**6.1.1 (a) *[Interpretasie, V2]*

- USSR uitgebeeld as om wêreldoorheersing na te strew
- USSR uitgebeeld as ekspansionisties
- Die beer (USSR) se mond kwyl terwyl hy droom om dit in te sluk

(enige 1 x 2)

(b) *[Interpretasie, V2]*

- Ofskoon Pole, Tsjeggo-Slowakye, ens hul bevryding vier, is hulle nie werklik vry nie.
- Hulle is steeds met kettings vasgebind
- In Russiese tronk
- Enige ander toepaslike interpretasie

(enige 1 x 2)

(c) *[Ekstrapolering, V3]*

- Om Rusland in slegte lig te stel.
- Om Rusland as magshonger uit te beeld (Bron 6A)
- Om Rusland uit te beeld as 'n land wat ander lande wil verslawe (Bron 6B)
- As propaganda
- Degraderend as super-moondheid

(enige 2 x 2)

6.1.2 (a) *[Interpretasie, V2]*

- (ii) – Russiese sekuriteit/ veiligheid

(1 x 1)

(b) *[Interpretasie, seleksie, V2]*

- Rusland is deur Duitsland ingeval vanaf die Weste.
- Inval het groot Russiese lewensverlies tot gevolg gehad
- Sowjet-burgers is in Duitse slawerny weggevoer
- Rusland het groter lewensverliese gelei as al die Geallieerde moondhede saam.

(enige 2 x 2)

## 6.1.3 [Empatie, V4]

Die punte wat hieronder aangebied word, dien alleen as 'n gids vir nasien

- USSR nie magsugtig nie. Geen behoefte aan wêreldoorheersing. Laasgenoemde is propaganda
- USSR is eenvoudig bekommerd oor sekuriteit/ veiligheid. Wil alleen haar westerse front teen aggressiewe Weste beveilig. Kommunistiese regerings in Finland, Pole, Roemenië en Bulgarye moet teen hierdie agtergrond gesien word.
- Dië Duitse inval van die USSR in 1941 (Operasie Barbarossa) was deur hierdie state omdat hulle regerings gehad het wat vyandiggesind teenoor die USSR was
- As gevolg hiervan het Rusland groot lewensverliese gelei
- Rusland wil eenvoudig 'n herhaling hiervan verhoed. Een manier om dit te doen is om simpatieke regerings in te stel in lande wat gunstig gesind is teenoor die USSR

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

(10)  
[25]

**6.2 DIE BERLYNSE KRISIS VAN 1948-1949**6.2.1 (a) *[Seleksie, V1]*

- Opheffing van alle verkeer na Berlyn.
- Skeepsverkeer is gestaak.
- Elektriese krag na die Westerse sektore is onderbreek. (3 x 1)

(b) *[Bruikbaarheid, V4]*

- Ja/ Nee (1 x 2)

(c) *[Bruikbaarheid, verduideliking, V4]***Indien "ja":**

- Kontemporêre dokument en verkaf 'n amptelike standpunt
- Die probleme wat aandag moet geniet word geïdentifiseer
- Wat werlik tydens die krisis gebeur het, word uitgebeeld
- Enige ander toepaslike antwoord

**Indien "nee":**

- Dit is 'n bevooroordeelde verslag (uitgegee ten tye van die Koue Oorlog) en kan daarom as propaganda gesien word
- Die Amerikaanse perspektief word hier uitgebeeld
- Enige ander toepaslike antwoord (enige 2 x 2)

6.2.2 *[Interpretasie, seleksie, V2]*

- Vrees vir die "domino-effek"
- As hulle toelaat dat Berlyn tot 'n val kom, sal Rusland aangemoedig word om die hele Duitsland en ander dele van Europa te beset (2 x 2)

6.2.3 (a) *[Interpretasie, VL2]*

- Sympatie/ begrip vir Rusland/ empatie met Sowjet-Rusland
- Pogings om die Russe te kalmeer
- Ook propaganda

(enige 1 x 2)

(b) *[Seleksie, V1]*

- Vrees vir toekomstige Duitse aggressie

(1 x 2)

6.2.4 *[Interpretasie, VL2]*

- Westerse lande probeer om Duitsland op te wek tot 'n land wat aggressief teenoor Rusland staan [*sien stewels met spykers en bajonette op kuiken*]
- Herlewing van gevaarlike Nazi Duitsland [*sien Nazi-simbole op kuiken*]
- Herlewing van Duitsland wat lojaal aan Weste is [*sien kuiken se Nazi-saluut aan Amerikaanse voël*]

(enige 2 x 2)

6.2.5 *[Vergelykende interpretasie, V4]*

- Beide bronne simpatiek teenoor Rusland
- Beide bronne reflekteer Rusland se bekommernis oor die herlewing van Duitsland
- Bronne 6F spekuleer oor Rusland se bekommernis oor Russiese Aggressie. Dit word ook weerspieel in Bron 6G deur gewapende kuiken

(enige 2 x 2)

**(25)****[50]****TOTAAL: 150**