

**Global assessment of essays**

The essays will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion through using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. It will also discourage learners to prepare "model" answers and reproduce them without taking into account the specific requirements of the question. Holistic essay marking credits learners' opinions. Holistic assessment, unlike content based marking, does not penalise language inadequacies as the emphasis is on the following:

- the construction of argument;
- the appropriate selection of factual evidence to support such argument; and
- the learner's interpretation of the question.

**Assessment procedures of an essay**

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/ memorandum) each of the main points/ aspects that is properly contextualised (also indicated by bullets in the marking guideline/ memorandum) a relevant conclusion (indicated by a bullet in 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 **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 eight competency levels. Each with criteria that will be use to assess an essay.



<b>PRESENTATION</b>	<b>LEVEL 1</b> Has developed a relevant independent line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Excellent technical skills.	<b>LEVEL 2</b> Has developed a relevant line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Minor flaws.	<b>LEVEL 3</b> Has developed a relevant line of argument. Has attempted analysis and historical explanation. Well planned and structured essay. Structural flaws. Higher order skills absent.	<b>LEVEL 4</b> Attempts to sustain a line of argument. Has attempted analysis and historical explanation. Essay planned and structured to a certain extent	<b>LEVEL 5</b> Attempts to sustain a line of argument. Applied analysis and historical explanation to a certain extent. Attempt a structure. Technical flaws.	<b>LEVEL 6</b> Line of argument not sustained. Applied analysis and historical explanation occasionally or not at all. No clear structure.	<b>LEVEL 7</b> No line of argument. No analysis and historical explanation. No structure.	<b>LEVEL 8</b> No attempt to answer the question.
<b>CONTENT</b>								
<b>LEVEL 1</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>A+</b> 47 – 50	<b>A</b> 43 – 46	<b>A-</b> 40 – 42					<b>A: 160 – 200</b> <b>B: 140 – 159</b> <b>C: 120 – 139</b> <b>D: 100 – 119</b> <b>E: 80 – 99</b> <b>F: 67 – 79</b> <b>FF: 60 – 66</b> <b>G: 50 – 59</b> <b>GG: 40 – 49</b> <b>H: 0 – 39</b>
<b>LEVEL 2</b> Question has been answered. Content selection relevant to line of argument.	<b>A</b> 43 – 46	<b>A-</b> 40 – 42	<b>B+</b> 38 – 39					
<b>LEVEL 3</b> Question answered to a great extent. Content adequately covered and relevant.	<b>B+</b> 38 – 39	<b>B</b> 36 – 37	<b>B-</b> 35	<b>C+</b> 33 – 34				
<b>LEVEL 4</b> Question posed is recognisable in answer. Content selection and control flawed. Omissions and irrelevant content selections.			<b>C+</b> 33 – 34	<b>C</b> 31 – 32	<b>D+</b> 28 – 29			
<b>LEVEL 5</b> Content selection does relate to the question, but do not answer it. Omissions in coverage. Lacks control.				<b>C-</b> 30	<b>D</b> 26 – 27	<b>E+</b> 23 – 24		
<b>LEVEL 6</b> Question inadequately addressed. Sparse content.					<b>D-</b> 25	<b>E</b> 21 – 22	<b>E-</b> 20	
<b>LEVEL 7</b> Question inadequately addressed or not at all. Inadequate content. Irrelevant to a great extent.						<b>E</b> 20	<b>F</b> 13 – 19	
<b>LEVEL 8</b> No relevant content selection. Totally flawed								<b>G 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 1A: THE PERIOD 1924 TO 1948**

The changing political climate in South Africa after 1929 forced General J B M Hertzog and General J C Smuts into a 'marriage of convenience'.

Do you agree with this statement? Substantiate your answer with reference to the period 1929 to 1934.

**SYNOPSIS**

The candidates can agree or disagree with the statement. They should focus on how the economic situation and various other factors contributed to a closer political relationship between Hertzog and Smuts in the period 1929 to 1934.

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

**MAIN ASPECTS**

- Introduction: The candidates should state their points of view and indicate whether the political climate forced Hertzog and Smuts into a 'marriage of convenience'.

**ELABORATION**

- The impact of the great depression on South African politics
- Britain's withdrawal from the gold standard and its impact on South Africa's economy
- The role of Tielman Roos (created a climate for political negotiations)
- Political negotiations between Hertzog and Smuts ( 7 points of agreement)
- Coalition (impact on elections)
- Fusion (formation of the UP and other political parties)
- Conclusion: Candidates should tie up their arguments by indicating whether the political climate forced Hertzog and Smuts into a 'marriage of convenience'.

**[50]**



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

After its triumph in the 1943 general election, the United Party support began to decline. Against this background the defeat in the 1948 general election was not unexpected.

Do you agree with the statement? Substantiate your answer by referring to events that influenced the swing in support to the Reunited National Party (National Party) in the 1948 general election.

**SYNOPSIS**

The candidates should state whether they agree or disagree with the statement. They are required to show why the defeat of the UP was unexpected and should demonstrate a broad understanding of the factors that influenced/impacted on the results of the general election of 1948.

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

**MAIN ASPECTS**

- Introduction: Candidates need to state their line of argument and show how they intend supporting it.

**ELABORATION**

- The 1943 general election (background)
  - Economic policy (the economy was biased towards the war effort)
  - Problems within the United Party (internal problems and the declining popularity of Smuts after World War II)
  - Urbanisation (effects of urbanisation)
  - End of World War II and demobilisation (treatment of returning soldiers)
  - Post – war economic problems and labour unrest (strikes)
  - White fears of losing power (Hofmeyr's liberal views; demands of black nationalism)
  - Race policy (Smuts' lack of a clear racial policy versus the NP's policy of apartheid)
  - The changing international situation (UNO)
  - By-elections (Smuts lost support)
  - The significance of the 1948 general election
- Conclusion: Candidates should tie up their arguments and show how the absence of a clear policy on many matters contributed significantly to the election defeat of the UP in 1948.

**[50]**



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

Evaluate the success of resistance to apartheid in the period 1948 to 1958.

**SYNOPSIS**

Candidates should determine the extent to which the initial resistance to apartheid was successful during the period 1948 and 1958.

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

**MAIN ASPECTS**

- Introduction: Candidates should state their points of view on the extent of success to the initial resistance against apartheid.

**ELABORATION**

Please note: All the parts below need to be dealt with in relation to the question ie. how successful were each of them in bringing an end to apartheid.

- Programme of Action – 1949
- The Defiance Campaign – 1952
- Education boycott – 1954
- Congress Alliance and The Freedom Charter – 1955
- The Treason Trial – 1956
- The Anti- Pass Campaign by Women to the Union Buildings – 1956
- Some might mention other actions after 1956 e.g. continuing protests against the extension of the pass laws, SACTU pound – a – day campaign 1957.
- The bus boycotts - 1957
- 1958 Split in the ANC - formation of PAC
- Conclusion: Candidates should tie up their arguments by evaluating the success of passive opposition to apartheid.

**[50]**



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

After the Sharpeville massacre both the African National Congress (ANC) and the Pan Africanist Congress (PAC) decided that more militant resistance was necessary. The National Party government however was determined to suppress any resistance with everything in its power.

Do you agree with this statement? Support your answer by referring to the repression and resistance between 1960 to 1976.

**SYNOPSIS**

Candidates need to indicate whether they agree or disagree. Their line of argument should determine whether the ANC and PAC changed their resistance strategies after 1960.

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

**MAIN ASPECTS**

- Introduction: Candidates should indicate their points of view and show how they intend to support their arguments.

**ELABORATION**

- The Sharpeville massacre and the change in resistance strategies
- Repression by the government (the banning of resistance movements and detention of black political leaders )
- Reasons for the formation of Umkhonto we Sizwe (MK) and POQO
- Liliesleaf Farm and the Rivonia Trial (impact on resistance politics)
- The General Laws (Amendment) Act (further suppression of blacks)
- The impact of student resistance (The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), etc.
- The influence of the youth in resistance (Soweto Uprisings 1976)
- Conclusion: Candidates should tie up their arguments by indicating whether the Sharpeville massacre and the reaction of the National Party government compelled (forced) the African National Congress and Pan Africanist Congress to change their resistance strategies.

**[50]**



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

The trade unions played a significant role in the demise (ending) of apartheid during the 1980s.

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

**SYNOPSIS**

Candidates should assess the role of trade unions against other movements during the 1980s against the apartheid system. Relevant examples of worker unions and their militancy should be used to highlight arguments.

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

**MAIN ASPECTS**

- Introduction: Candidates should indicate whether the trade unions played a significant role in the demise of apartheid and how they intend supporting their argument.

**ELABORATION**

In discussing the unions, candidates should highlight the role they played / actions they took that contributed to the end of apartheid.

- Emergence of worker unionism after the Wiehan Commission
- Reasons for the formation of The Federation of South African Trade Unions (FOSATU)
- Council of Unions of South Africa (CUSA)
- Unaffiliated unions e.g. South African Allied Workers Union (SAAWU);
- General Workers Union (GWA) and The National Union of Mineworkers (NUM)
- Congress of South African Trade Unions (COSATU)

(In the assessing the statement candidates may also refer to the role of white unions in upholding the apartheid system or challenging it and protecting the interests of white workers)

- Conclusion: Candidates should tie up their arguments in a logical manner. They have to give some indication of how important they thought the role of the trade unions was.

**[50]**



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

To what extent were internal resistance and international pressure successful in bringing an end to apartheid?

Explain your point of view by using evidence from the period 1983 until 1989.

**SYNOPSIS**

The candidates need to indicate their points of view and the extent to which internal resistance and international pressure were successful in bringing an end to apartheid. In order to do this, some candidates might weigh up the resistance against other reasons for the ending of apartheid.

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

**MAIN ASPECTS**

- Introduction: Candidates need to indicate their points of view and indicate the extent to which internal resistance and international pressure were successful against Botha's government.

**ELABORATION**

- Repression and reform (1983 constitution) as setting the scene for resistance
- 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/ religious organisations etc. in resisting reforms).
- The imposition of the state of emergency (reasons and reaction)
- The emergence MDM - 1985
- International pressure (impact of sanctions by international community)

(NB: The really good a candidate will be the one that focuses on the 'to what extent' rather than the content of resistance and repression.)

- Conclusion: Candidates should tie up their arguments and indicate the extent of the success to internal resistance and international pressure on Botha's government.

**[50]**



**SECTION B: SOURCE-BASED QUESTIONS****MARKING SOURCE-BASED QUESTIONS**

- In marking all source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on whether the requirements of the question have been addressed or not.
- In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

**LEVELS OF SOURCE-BASED QUESTIONS**

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



**QUESTION 4: THE PERIOD 1924 TO 1948****4.1 THE VIEWS EXPRESSED BY AFRICANISTS REGARDING AFRICAN NATIONALISM IN THE 1940s**4.1.1 *[Extraction of information from Source 4A – L 1]*

The ANC consisted of:

- teachers, intellectuals, clergymen
- the elite of African society
- older people
- people who believed in reconciliation with the powers that be
- older people not interested in action against the government

(any 3 x 1)

4.1.2 *[Interpretation of information from Source 4A – L 1]*

- The ANC consisted of the elite and the elderly of African society and they believed in demonstration and meetings with the government
- The youth believed in challenging the government by using militant means - though still passive.

(2 x 2)

4.1.3 (a) *[Extraction and interpretation of evidence from Source 4B – L 3]*

- To revitalise the ANC
- Reaction against ANC leadership

(2 x 1)

(b) *[Extraction and interpretation of evidence from Source 4B – L 3]*

- To be a co-ordinating agency
- The youth wanted to continue their rich tradition of their elders.
- They wanted to establish the ANCYL to impart and develop political consciousness.
- To develop people politically and inculcate national consciousness
- To make it more mass based and change its methods of resistance

(any 3 x 2)

4.1.4 (a) *[Identification of evidence from sources 4C and 4D – L 1]*

- Lembede and Garvey professed an African nationalism that focussed only on Africans
- Both refer to the fact that Africa belongs exclusively to Africans
- Exclude Europeans from Africa
- That Africans must unite irrespective of tribal differences

(any 3 x 1)



(b) *[Analysis and interpretation of Sources 4C and 4D - L 4]*

- The Youth League advocates a moderate form of nationalism
- It states that South Africa belongs to all who live in it
- It seeks inter-racial peace

(any 3 X 2)  
(24)**4.2 THE LEADERSHIP OF THE BUS BOYCOTTS IN ALEXANDRA DURING THE 1940s**4.2.1 *[Extract evidence from Source 4E – L 3]*

- R.G. Baloyi was a NRC representative, bus owner and a stand owner and supported the increase in bus fares.
- Gaur Radebe was a trade unionist, a leading member of the Transvaal ANC, Communist Party and a leader in the Alexandra bus boycotts. He opposed the increase in bus fares.

(2 x 3)

4.2.2 *[Extract evidence from Source 4E – L 1]*

- Planned a bus boycott for next morning
- Printed leaflets
- Decided on two groups of protesters
- Planned a meeting for the next evening
- Gaur encouraged committee members to participate

(any 3 x 1)

4.2.3 *[Interpretation of evidence in Source 4E – L 3]*

- Reminded committee members that they are leaders in their own right and not only the two group leaders and each one should make a difference
- Encouraged the committee members to show through their example that they are strong leaders

(2 x 2)

4.2.4 *[Extract evidence from Source 4F – L 1]*

- No serious effort was made at the beginning of the struggle, to get a committee democratically elected in Alexandra to lead the struggle
- More could have been done and should have been done, to arouse European public opinion on behalf of the Alexandra people
- The public sympathy that was there should have been organised

(3 x 1)



## 4.2.5 [Extrapolation and synthesis of information from all sources – L 4]

Candidates should use the evidence from these sources to explain the effectiveness of the leadership of the 1940s Alexander bus boycott. Candidates may include the following points:

- The influence of the Communist Party of South Africa and the ANC on the leaders
- The leadership role played by Gaur Radebe and others
- Effectiveness of the leaders in mobilising support for the Alexander bus boycott
- Self-criticisms of the CPSA with regard to the leadership of the boycotts
- Any other relevant points

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	Cannot extract evidence or extracts evidence in a very elementary manner. Use evidence partially to report on topic or cannot report on topic.	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	Extract evidence from sources that is mostly relevant and relates to a great extent to the topic. Use evidence from sources in a very basic manner.	<b>Marks: 4 – 7</b>
<b>LEVEL 3</b>	Extract relevant evidence from sources that relates very well to the topic. Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic.	<b>Marks: 8 - 10</b>

(10)

(26)

**[50]**



**QUESTION 5: THE PERIOD 1948 TO 1976****5.1 THE EFFECT OF THE PASS LAWS ON SOUTH AFRICANS IN THE 1950s**5.1.1 *[Interpretation and extraction of evidence from Sources 5A and 5B – L 3]*

- Black South Africans are forced to carry passes and to prove that they have the permission to be in town.
  - If they were found without passes they would be arrested
  - Police controlled/monitored black people constantly
  - Black South Africans were harassed
  - People were neatly dressed
- (2 x 2)

5.1.2 (a) *[Interpretation of evidence from Source 5B – L 2]*

- Displayed an attitude that undermined their basic human rights
  - Brutality – prisoners were inferior/less than human (degrading)
  - prison authorities exerted their power over the prisoners
- (any 1 x 2)

(b) *[Extraction of information from Source 5B – L 2]*

- They joked, mocked and swore prisoners
  - Prisoners were hit in their face
  - Police kicked and whipped prisoners regularly
  - Prisoners washed without soaps and towels
- (any 2 x 2)

5.1.3 (a) *[Deduction of evidence from Source 5A, 5B and 5C – L 2]*

- No - they did not commit a violent crime – they should not have been forced to carry passes (they were discriminated against)
  - OR Yes – it was a law and if you break the law therefore you become a criminal / could have been a bad law
- (any 1 x 2)

(b) *[Interpretation and analysis of Sources 5A, 5B and 5C – L 4]*

- Source 5A shows the black men's passes being examined by the police
  - It also depicts the lack of free movement by blacks in the cities
  - Source 5B reveals the arrest of Henry Nxumalo because he did not carry a pass
  - It also shows the harsh treatment of people in prison
  - Source 5C shows Motsoaledi being arrested for not carrying a pass; not allowed to go home and fetch it
- (3 x 2)



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

- Relatives and family would not be able to find him. (1 x 2)

5.1.5 *[Analysis, Interpretation and synthesis of sources - L 4]*

The paragraph should include the following:

- Enforcement of the pass law
- The treatment of pass law offenders in prison – power over other people
- Humiliation and abuse of human rights
- Degrading

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	Cannot extract evidence or extracts evidence in a very elementary manner. Use evidence partially to report on topic or cannot report on topic.	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	Extract evidence from sources that is mostly relevant and relates to a great extent to the topic. Use evidence from sources in a very basic manner.	<b>Marks: 4 – 7</b>
<b>LEVEL 3</b>	Extract relevant evidence from sources that relates very well to the topic. Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic.	<b>Marks: 8 – 10</b>

(10)

(30)

## 5.2 THE EFFECT OF THE GROUP AREAS ACT ON THE PEOPLE OF SOPHIATOWN IN THE 1950s

5.2.1 *[Interpretation of Source 5D - L 2]*

- To reserve areas for occupation by different race groups.
- The law ensured that other race groups could not occupy or buy land in areas reserved for specific race groups. (2 x 2)

5.2.2 *[Extraction of evidence from Source 5E - L 2]*

- The police evicted people.
- Their homes were destroyed
- Government used brutal means to enforce the Group Areas Act
- Acted before protest could happen they came three days earlier (3 x 2)

5.2.3 *[Analysis and interpretation of evidence from Source 5E – L 3]*

- To disallow people from meeting and organising
- To quell any possibility of resistance or reaction against the government's forced removals (2 x 2)



5.2.4 (a) *[Deduction of evidence from Source 5F – L 3]*

- The building was destroyed
- People were left homeless, destitute and helpless
- Inhumanity of forced removals

(any 2 x 1)

(b) *[Interpretation and analysis of evidence from Source 5F – L 3]*

- Wanted to highlight the plight of the people that were forcefully removed from their homes
- Women and children were left in the open (cold)
- They had meagre belongings
- Wanted to show the brutality of the Group Areas Act
- To report on what happened (news)

(any 2 x 2)

(20)

**[50]**



**QUESTION 6: THE PERIOD 1976 TO 1994****6.1 THE IMPACT OF CONSCRIPTION ON SOUTH AFRICANS IN THE 1980s**6.1.1 *[Extract evidence from Source 6A – L 1]*

- It was a war in which brother fought against brother
- It helped to maintain the illegal occupation of Namibia
- The army was used to uphold the apartheid laws
- Conscription was very costly (4 x 1)

6.1.2 *[Interpreting evidence from Source 6A to make deductions – L 3]*

- Equality before the law
- The freedom of choice
- Equal distribution of wealth
- Unjust war
- Defending the policy of apartheid (3 x 2)

6.1.3 *[Extraction and interpretation of information from Source 6B – L 3]*

- Message of the horror of what conscription meant
- So that he can not see the reality
- That he does not realize that he was fighting against his own people
- That he is oblivious to the consequences of his actions
- That he slavishly follow the orders of his superiors (any 3 x 2)

6.1.4 (a) *[Interpretation of information from Source 6C – L 2]*

- To fight terrorism
- To defend South Africa against foreign enemies
- To uphold apartheid
- To stop Soviet sponsored liberation forces (2 x 2)

(b) *[Interpretation of information from Source 6C – L 2]*

- To help with the implementation of apartheid policies
- To conduct house-to-house searches in townships
- The SADF was seen as the fist of apartheid
- Use to defend the white minority government (3 x 2)



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

Candidates may choose any of the following points of view and support their argument using their own knowledge and relevant information from the sources.

- Some candidates may choose conscription and avoid imprisonment

OR

- Other candidates may choose conscription because they supported the apartheid government; they wanted to protect themselves against communist influence

OR

- Certain candidates may not choose conscription as an option and may leave the country or go into exile

Use the following to allocate a mark:

<b>LEVEL 1</b>	Did not make a choice or made a choice but has not justified the choice in a way that relates to the evidence in the source or shows an understanding of the situation faced by the young matriculants after they left school.	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	A relevant point of view has been chosen. Valid reasons for the choice were given. The justification and the use of evidence from the sources show to a certain extent an understanding of the situation faced by the young matriculants after they left school.	<b>Marks: 4 – 7</b>
<b>LEVEL 3</b>	A relevant point of view has been chosen. Logical, clear and valid reasons for the choice has been made. The justification relates very well to the situation faced by the young matriculants after they left school. Evidence from sources was also used effectively to show an understanding of the topic.	<b>Marks: 8 – 10</b>

(10)  
(36)



**6.2 THE CONGRESS OF SOUTH AFRICAN STUDENTS' (COSAS)  
VIEW ON NON-RACISM****6.2.1 [Extract evidence from Source 6D – L 1]**

- The absence of a cordial relationship between students and society
- That students were short sighted in their planning
- The anti-white tendencies
- The initial absence of coloureds and Indians from the struggle
- Apartheid policies did not allow non-racial unions

(any 4 x 1)

**6.2.2 [Interpretation of Source 6D – L 2]**

- To break down the racial barriers
- To convince COSAS of moving away from Black Consciousness
- Make all aware that the problem is a class struggle between the rich and poor
- To convince coloureds and Indians to join them

(any 3 x 2)

**6.2.3 [Interpretation of Source 6D to make deductions – L 3]**

- It emphasises the slogan
- It refers to the universal ideal of power sharing (taking responsibility for other students)
- Education for all

(2 x 2)

**(14)****[50]****TOTAL: 200**



### Globale assessering van opstelle

Die opstelle sal holisties (globaal) geassesseer word. Hierdie benadering vereis dat die opvoeder die totale produk as 'n geheel sal bepunt sonder om die samestellende dele te merk. Hierdie benadering moedig die leerder aan om 'n individuele mening aan te bied deur gebruik te maak van geselekteerde feitlike bewyse om 'n argument te ondersteun. Van die leerder sal nie verwag word om slegs "feite" uit te spoeg om sodoende 'n hoë punt te behaal nie. Dit sal leerders ook ontmoedig om "modelantwoorde" voor te berei en dit dan te reproduseer, sonder inagneming van die spesifieke vereistes van die vraag. Die holistiese nasien van opstelle gee krediet vir leerders se mening. Holistiese assessering, anders as inhoudgebaseerde nasien, penaliseer nie taalontoeikendhede nie, aangesien die klem op die volgende val:

- die konstruksie / daarstel van 'n argument;
- die toepaslike seleksie van feitlike bewyse om so 'n argument te ondersteun; en
- die leerder se interpretasie van die vraag.

### Assesseringsprosedures van 'n opstel

1. Hou die sinopsis in gedagte wanneer die opstel nagesien word.
2. Met die eerste deurlees van die opstel moet regmerkies toegeken word vir
  - 'n relevante inleiding (in riglyne vir nasien/ memorandum aangedui met 'n 'bullet')
  - vir elke hoofmoment (in riglyne vir nasien memorandum aangedui met 'n 'bullet')
  - 'n relevante slotopmerking (in riglyne vir nasien memorandum aangedui met 'n 'bullet')
 bv. in 'n antwoord met 5 hoofmomente sal daar 7 regmerkies wees.
3. Die volgende addisionele simbole kan ook gebruik word:

- inleiding, hoofaspekte en slotopmerking nie behoorlik gekontekstualiseer nie
- verkeerde stelling
- irrelevante stelling





- herhaling R
- analiseer A√
- interpretasie 1√

4. Met die eerste deurlees van die opstel word daar ook bepaal in watter mate die hoofmomente gedek is en die inhoudsvlak (op die matriks) word toegeken.

I	VLAK 3	

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

I	VLAK 3	
A	VLAK 1	

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

I	VLAK 3	B+
A	VLAK 1	39

### Die matriks

Die kriteria waarvolgens die opstel geassesseer sal word, is m.b.v. 'n matriks georden en die matriks sal gebruik word vir die toekenning van 'n simbool aan 'n opstel. Beide die inhouds- en aanbiedingsasse is in agt vaardigheidsvlakke verdeel. Elke vlak met sy kriteria wat gebruik sal word om 'n opstel te assesseer.



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



**AFDELING A: OPSTELVRAE**

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



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

Die veranderende politieke klimaat in Suid-Afrika na 1929 het generaal J B M Hertzog en generaal J C Smuts in 'n 'gerieflikheidshuwelik' ingedwing.

Stem jy met hierdie stelling saam? Motiveer jou antwoord deur te verwys na die periode 1929 tot 1934.

**SINOPSIS**

Die kandidate kan met die stelling saamstem of verskil. Hulle moet fokus op hoe die ekonomiese situasie en verskeie ander faktore tot 'n nouer politieke verhouding tussen Hertzog en Smuts tussen 1929 tot 1934 bygedra het.

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

**HOOFASPEKTE**

- Inleiding: Die kandidate moet hul standpunte inneem en aandui of hulle dink die politieke klimaat vir Hertzog en Smuts in 'n 'gerieflikheidshuwelik' ingedwing het.

**UITBREIDING**

- Die uitwerking van die groot depressie op Suid-Afrikaanse politiek
- Brittanje se onttrekking uit die goudstandaard en die uitwerking op Suid-Afrika se ekonomie
- Die rol van Tielman Roos (skep 'n klimaat vir politieke onderhandelinge)
- Politieke onderhandelinge tussen Hertzog en Smuts ( 7 puntooreenkoms)
- Koalisie (uitwerking op verkiesings)
- Samesmelting (totstandkoming van die VP en ander politieke partye)
- Samevatting: Kandidate moet hul gedagterigtings saamvat deur aan te dui of die politieke klimaat Hertzog en Smuts in 'n 'gerieflikheidshuwelik' ingedwing het.

**[50]**



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

Na sy triomf in die 1943-verkiesing het die Verenigde Party se ondersteuning begin afneem. Teen hierdie agtergrond was die nederlaag in die 1948-verkiesing nie onverwags nie.

Stem jy met die stelling saam? Motiveer jou antwoord deur na die gebeure wat die ommeswaai in ondersteuning na die Herenigde Nasionale Party (Nasionale Party) in die 1948-verkiesing beïnvloed het.

**SINOPSIS**

Die kandidate moet aandui of hulle met die stelling saamstem of verskil. Daar word van hulle vereis om te toon hoekom die VP se nederlaag onverwags was. Hulle moet ook 'n breë begrip van die faktore wat die uitslae van die algemene verkiesing van 1948 beïnvloed het, demonstreer.

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

**HOOFASPEKTE**

- Inleiding: Kandidate moet aandui wat hul gedagterigtings is en hoe hulle dit gaan ondersteun.

**UITBREIDING**

- Die 1943-algemene verkiesing (agtergrond)
  - Ekonomiese beleid (die ekonomie was bevooroordeelde ten gunste van die oorlogspoging)
  - Probleme binne die Verenigde Party (interne probleme en die afname van Smuts se gewildheid na die Tweede Wêreldoorlog)
  - Verstedeliking (gevolge van verstedeliking)
  - Einde van Tweede Wêreldoorlog en demobilisasie (behandeling van die soldate wat teruggekom het)
  - Na-oorlogse ekonomiese probleme en arbeidsonrus (stakinge)
  - Vrese van blankes dat hulle beheer sal verloor (Hofmeyr se liberale sienswyses; eise van swart nasionalisme)
  - Rassebeleid (Smuts se gebrek aan 'n duidelike rassebeleid teenoor die NP se beleid van apartheid)
  - Die veranderende internasionale situasie (VVO)
  - Tussenverkiesings (Smuts verloor ondersteuning)
  - Die betekenis van die 1948-verkiesing
- Samevatting: Kandidate moet hul gedagterigtings saamvat en toon hoe die afwesigheid van 'n duidelike beleid oor baie sake betekenisvol bygedra het tot die nederlaag in die 1948-verkiesing.

**[50]**



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

Evalueer die sukses van die weerstand teen apartheid in die periode 1948 tot 1958.

**SINOPSIS**

Kandidate moet bepaal in watter mate die aanvanklike weerstand teen apartheid gedurende die periode 1948 en 1958 suksesvol was.

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

**HOOFASPEKTE**

- Inleiding: Kandidate moet standpunt inneem oor die mate waarin die aanvanklike weerstand teen apartheid suksesvol was.

**UITBREIDING**

Let wel: Al die dele hieronder moet verband hou met die vereistes van die vraag, naamlik hoe suksesvol elkeen was om apartheid tot 'n end te bring.

- Program van Aksie – 1949
- Die Versetveldtog (Defiance Campaign) – 1952
- Onderwysboikot – 1954
- Congress Alliance en die Vryheidmanifes (Freedom Charter) – 1955
- Die Hoogverraadsaak – 1956
- Die Anti- Pasveldtog deur vroue na die Uniegebou – 1956
- Sommige kan moontlik ander aksies na 1956 insluit bv. voortdurende proteste teen die uitbreiding van die paswette, SACTU pond-per-dag-veldtog - 1957
- Die busboikotte - 1957
- Skeuring in die ANC – stigting van die PAC (as gevolg van onenigheid)
- Samevatting: Kandidate moet hul gedagterigtings saamvat deur te toon hoe suksesvol die passiewe weerstand teen apartheid was.

**[50]**



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

Na die Sharpeville-massamoord het beide die African National Congress (ANC) en die Pan Africanist Congress (PAC) besluit dat meer militante weerstand noodsaaklik was. Die Nasionale Party-regering was egter vasberade om enige weerstand met alles in sy mag te onderdruk.

Stem jy met die stelling saam? Ondersteun jou antwoord deur na die onderdrukking en weerstand tussen 1960 en 1976 te verwys.

**SINOPSIS**

Die kandidate kan met die stelling saamstem of verskil. Die kandidate se gedagterigtings moet bepaal of die ANC en PAC hulle weerstandstrategie na 1960 verander het.

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

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul gedagterigtings aandui en toon hoe hulle beplan om die gedagterigting te ondersteun

**UITBREIDING**

- Die Sharpeville-massamoord en die verandering in die weerstandstrategieë
- Onderdrukking deur die regering (verbanning van weerstandsbewegings en aanhouding van swart politieke leiers)
- Redes vir die stigting van Umkhonto we Sizwe (MK) en POQO
- Liliesleaf Farm en die Rivonia-verhoor (uitwerking op weerstandspolitiek)
- Algemene Regswysigingswet (verdere onderdrukking van vryhede)
- Die uitwerking van studente-weerstand (Die African Resistance Movement (ARM), die Swartbewussynsbeweging (Black Consciousness Movement – BCM), die South African Students' Organisation (SASO), ens.
- Die invloed van die jeug op weerstand (Soweto-Opstand, 1976)
- Samevatting: Kandidate moet hul argumente saamvat deur aan te dui of die Sharpeville-massamoord en die reaksie van die Nasionale Party-regering die African National Congress en Pan Africanist Congress gedwing het om hulle weerstandstrategieë te verander.

**[50]**



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

Die vakbonde het 'n betekenisvolle rol in die aftakeling (beëindiging) van apartheid gedurende die 1980's gespeel.

Assesseer die geldigheid van hierdie stelling deur bewyse uit die periode te verskaf om jou antwoord te ondersteun.

**SINOPSIS**

Kandidate moet die rol van die vakbonde teenoor ander bewegings teen die apartheidstelsel gedurende die 1980's assesseer. Relevante voorbeelde van werkerunies en hulle militantheid moet gebruik word om hulle argument te beklemtoon.

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

**HOOFASPEKTE**

- Inleiding: Kandidate moet aandui of hulle dink die vakbonde 'n betekenisvolle rol in die aftakeling van apartheid gespeel het en hoe hulle beplan om hulle argument te ondersteun.

**UITBREIDING**

In die bespreking van die vakbonde moet kandidate die rol wat hulle gespeel het om apartheid te beëindig, beklemtoon.

- Opkoms van die werkervakbondwese na die Wiehan Kommissie
- Redes vir die stigting van die Federation of South African Trade Unions (FOSATU)
- Council of Unions of South Africa (CUSA)
- Nie-geaffillieerde unies bv. South African Allied Workers Union (SAAWU);
- General Workers Union (GWA) en die National Union of Mineworkers (NUM)
- Congress of South African Trade Unions (COSATU)

(Wanneer die kandidate die stelling assesseer, kan die kandidate ook verwys na die rol van die blanke werkersvakbonde om die apartheidstelsel in stand te hou of om die blanke werkers te beskerm)

- Samevatting: Kandidate moet hul argumente op 'n logiese wyse saamvat. Hulle moet 'n aanduiding gee van hoe belangrik hulle gedink het die rol van die vakbonde was.

**[50]**



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

In watter mate was die interne weerstand en internasionale druk suksesvol in die beëindiging van apartheid?

Verduidelik jou gesigspunt deur bewyse uit die periode 1983 tot 1989 te gebruik.

**SINOPSIS**

Die kandidate moet hul sienswyses aandui en die mate waartoe interne weerstand en internasionale druk suksesvol was om apartheid te beëindig. In die proses kan sommige kandidate moontlik die weerstand opweeg teenoor ander redes wat apartheid tot 'n einde gebring het.

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

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul standpunte inneem en aandui in watter mate die interne weerstand en internasionale druk teen Botha se regering suksesvol was.

**UITBREIDING**

- Onderdrukking en hervorming (1983-grondwet) as agtergrond vir die weerstand
- Weerstand – (onstuitbare massa-aksie; die stigting en rol van die UDF in die weerstand teen hervorming)
- Weerstand – (rol van ander organisasies bv. National Forum, AZAPO, BCM, township-/gemeenskap-/ godsdienstige organisasies in die weerstand teen hervorming).
- Die instelling van 'n noodtoestand (redes en reaksie)
- Die opkoms van MDM - 1985
- Internasionale druk (uitwerking van sanksies deur internasionale gemeenskap)

(NB:Die werklike goeie kandidaat sal 'n kandidaat wees wat eerder op die 'in watter mate' fokus eerder as op die weerstand en onderdrukking.)

- Samevatting: Kandidate moet hul argumente saamvat en die mate waarin die interne weerstand en internasionale druk teen Botha se regering suksesvol was.

**[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.

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



**VRAAG 4: DIE PERIODE 1924 TOT 1948****4.1 DIE GESIGSPUNTE VAN AFRIKANISTE OOR AFRIKA-NASIONALISME IN DIE 1940's****4.1.1 [Onttrekking van inligting uit Bron 4A – V 1]**

Die ANC het bestaan uit

- onderwysers, intellektualiste, kerkmense
- die elite van die swart gemeenskap
- ouer mense
- mense wat geglo het in versoening met die mense wat in beheer is
- ouer mense wat nie belanggestel het in aksie teen die regering nie

(enige 3 x 1)

**4.1.2 [Interpretasie van inligting uit Bron 4A – V 1]**

- Die ANC het bestaan uit die elite en die ouer mense van die swart gemeenskap en hulle het in betogings en vergaderings met die regering geglo
- Die jeug het daarin geglo om die regering deur die gebruik van militante metodes uit te daag – maar steeds passief.

(2 x 2)

**4.1.3 (a) [Onttrekking en interpretasie van bewyse uit Bron 4B – V 3]**

- Om die ANC te laat oplewe
- Reaksie teen die ANC-leierskap

(2 x 1)

**(b) [Onttrekking en interpretasie van bewyse uit Bron 4B – V 3]**

- Om 'n koördineringsagent te wees
- Die jeug wou met die ryk tradisies van die ouer mense voortgaan.
- Hulle wou die ANCYL tot stand bring om 'n impak te hê op die politieke bewussyn en dit te ontwikkel.
- Om mense polities te ontwikkel en nasionale bewussyn in te skerp
- Om dit meer aanvaarbaar vir die massa te maak en sy metodes van weerstand te wysig.

(enige 3 x 2)

**4.1.4 (a) [Identifiseer bewyse uit Bronne 4C en 4D – V 1]**

- Lembede en Garvey het 'n Afrika-nasionalisme verkondig wat slegs op Afrikane gefokus het
- Beide het verwys na die feit dat Afrika eksklusief aan Afrikane behoort
- Dit het Europeërs in Afrika uitgesluit
- Dat Afrikane moet verenig ten spyte van hulle stamverskille.

(enige 3 x 1)



(b) *[Interpreteer en analiseer van Bronne 4C en 4D - V 4]*

- Die Jeugliga het 'n gematigde vorm van nasionalisme voorgestaan
- Dit het verklaar dat Suid-Afrika behoort aan almal wat daar woon
- Streef vrede tussen rasse na (in plaas daarvan om blankes na Europa terug te jaag).

(enige 3 X 2)  
(24)**4.2 DIE LEIERSKAP VAN DIE BUSBOIKOTTE IN ALEXANDRA GEDURENDE DIE 1940's**4.2.1 *[Onttrek bewyse uit Bron 4E – V 3]*

- 'RG' Baloyi was 'n verteenwoordiger in die VNR, buseienaar en grondbesitter en het die verhoging van die busgeld voorgestaan.
- Gaur Radebe was 'n vakbondlid, 'n gesiene lid van die Transvaalse ANC en Kommunistiese Party en 'n leier in die Alexandra busboikot. Hy het die verhoging in busgeld teengestaan.

(2 x 3)

4.2.2 *[Onttrek bewyse uit Bron 4E – V 1]*

- Het 'n busboikot vir die volgende oggend beplan
- Blaadjies (strooibiljette) gedruk
- Op twee groepe protesteerders besluit
- Het 'n vergadering vir die volgende aand beplan
- Gaur het komiteede aangemoedig om deel te neem

(enige 3 x 1)

4.2.3 *[Interpretasie van bewyse uit Bron 4E – V 3]*

- Herinner komiteede daaraan dat hulle leiers in eie reg is en nie slegs die twee groepleiers nie en elkeen 'n verskil moet maak
- Moedig komiteede aan om deur hulle voorbeeld te toon dat hulle sterk leiers is

(2 x 2)

4.2.4 *[Onttrek bewyse uit Bron 4F – V 1]*

- Geen goeie poging is aan die begin van die boikotstryd aangewend om 'n komitee in Alexandra demokraties te verkies om die stryd te lei nie
- Meer moes gedoen word en meer kon gedoen gewees het om die blanke openbare mening in belang van die mense van Alexandra aan te spoor
- Die openbare simpatie wat daar was, moes georganiseer gewees het (3 x 1)



## 4.2.5 [Onttrekking en sintese van inligting uit alle bronne – V 4]

Kandidate moet die bewyse uit hierdie bronne gebruik om die effektiwiteit van die leierskap van die 1940's Alexandra-busboikot te verduidelik. Kandidate kan die volgende aspekte insluit:

- Die invloed van die Kommunistiese Party van Suid-Afrika en die ANC op die leiers
- Die leierskapsrol wat Gaur Radebe en andere gespeel het
- Effektiwiteit waarmee die leiers ondersteuning vir die Alexandra-busboikot gemobiliseer het
- Selfkritiek van die KPSA met betrekking tot die leierskap van die boikotte
- Enige ander relevante aspekte.

Gebruik die volgende matriks om 'n punt toe te ken:

<b>VLAK 1</b>	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.	<b>0 – 3 punte</b>
<b>VLAK 2</b>	Onttrek bewyse uit bronne wat meestal relevant is en in 'n groot mate verband hou met die onderwerp. Gebruik bewyse uit bronne op 'n baie basiese wyse.	<b>4 – 7 punte</b>
<b>VLAK 3</b>	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.	<b>8 – 10 punte</b>

(10)  
(26)  
**[50]**



**VRAAG 5: DIE PERIODE 1948 TOT 1976****5.1 DIE UITWERKING VAN DIE PASWETTE OP SUID-AFRIKANERS IN DIE 1950's**5.1.1 *[Interpretasie en onttrekking van bewyse uit Bronne 5A en 5B – V 3]*

- Swart Suid-Afrikaners is verplig om passe te dra en om te bewys dat hulle toestemming het om in die dorp te wees.
- As hulle sonder passe gevang word, sou hulle gearresteer word
- Polisie het swart mense gedurig beheer/gemonitor
- Swart Suid-Afrikaners is geteister
- Mense was netjies gekleed

(enige 2 X 2)

5.1.2 (a) *[Interpretasie van bewyse uit Bron 5B – V 2]*

- Houding nagevolg wat hulle basiese menseregte ondermyn het
- Brutaliteit – gevangenes was mindere/laer as gewone mense (vernederend)
- Gevangenisowerhede hulle gesag met krag oor gevangenes
- uitgeoefen

(enige 1 x 2)

(b) *[Onttrekking van inligting uit Bron 5B – V 2]*

- Hulle het met gevangenes grappe gemaak en gek geskeer en op hulle gevloek
- Gevangenes is in die gesig geslaan
- Polisie het gevangenes gereeld geskop en geslaan
- Gevangenes het sonder seep en handdoeke gewas

(enige 2 x 2)

5.1.3 (a) *[Afleiding uit bewyse uit Bronne 5A, 5B en 5C – V 2]*

- Nee – hulle het nie 'n geweldsmisdaad gepleeg nie – hulle moes nie gedwing geword het om passe te dra nie (daar is teen hulle gediskrimineer)
- OF Ja – dit was 'n wet en as jy die wet verbreek, word jy gevolglik 'n krimineel/ kon 'n slegte wet gewees het

(enige 1 x 2)



(b) *[Interpretasie en analise van Bronne 5A,5B en 5C – V 4]*

- Bron 5A toon hoe die swart mans se passe deur die polisie gekontroleer word
- Dit toon ook die gebrek aan vrye rondbeweging van swartes in die stede
- Bron 5B toon die arrestasie van Henry Nxumalo omdat hy nie 'n pas gedra het nie
- Dit toon ook die ongevoelige behandeling van mense in tronke
- Bron 5C toon die arrestasie van Motsoaledi omdat hy nie 'n pas gedra het nie; nie toegelaat om huis toe te gaan om dit te gaan haal nie

(enige 3 x 2)

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

- Familie- en gesinslede sou hom nie kon vind nie.

(1 x 2)

5.1.5 *[Analiseer, interpreteer en sintese van bronne - V 4]*

Die paragraaf moet die volgende insluit

- Toepassing van die paswet
- Die behandeling van paswetoortreders in die tronk – gesag oor ander mense
- Vernedering en skending van menseregte
- Degradering (aftakeling/vernedering)

Gebruik die volgende matriks om 'n punt toe te ken:

<b>VLAK 1</b>	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.	<b>0 – 3 punte</b>
<b>VLAK 2</b>	Onttrek bewyse uit bronne wat meestal relevant is en in 'n groot mate verband hou met die onderwerp. Gebruik bewyse uit bronne op 'n baie basiese wyse.	<b>4 – 7 punte</b>
<b>VLAK 3</b>	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.	<b>8 – 10 punte</b>

(10)

(30)



## 5.2 DIE UITWERKING VAN DIE WET OP GROEPSGEBIEDE OP DIE MENSE VAN SOPHIATOWN IN DIE 1950's

### 5.2.1 [*Interpretasie van Bron 5D - L 2*]

- Om gebiede te reserveer vir besetting deur verskillende rasgroepe.
  - Die wet verseker dat ander rasgroepe nie grond kan beset of koop in gebiede wat vir 'n spesifieke rasgroep gereserveer is nie
- (2 x 2)

### 5.2.2 [*Onttrekking van bewyse uit Bron 5E - L 2*]

- Uitsetting van mense deur die polisie
  - Hulle huise is vernietig
  - Regering het wreedaardige metodes gebruik om die Groepsgebiedewet af te dwing
  - Opgetree voordat enige protesaksies kon plaasvind – het drie dae vroeër gekom
- (enige 3 x 2)

### 5.2.3 [*Analise en interpretasie van bewyse uit Bron 5E – L 3*]

- Om nie toe te laat dat mense vergader en organiseer nie
  - Om enige moontlikheid van weerstand of reaksie teen die regering se gedwonge verskuiwings te onderdruk
- (2 x 2)

### 5.2.4 (a) [*Afleiding uit bewyse uit Bron 5F – L 3*]

- Die gebou is vernietig
  - Mense was sonder huise, verslae en hulpeloos
  - Onmenslikheid van gedwonge verskuiwings
- (enige 2 x 1)

### (b) [*Interpretasie en analise van bewyse uit Bron 5F – L 3*]

- Wou die toestand van die mense wat gedwonge uit hulle huise verskuif is, beklemtoon
  - Vroue en kinders is sonder dak oor hulle kop gelaat (koue)
  - Hulle het min besittings gehad
  - Wou die wreedheid van die Groepgebiedewet toon
  - Om verslag te doen oor wat gebeur het (nuus)
- (enige 2 x 2)

**(20)**  
**[50]**



**VRAAG 6: DIE PERIODE 1976 TOT 1994****6.1 DIE UITWERKING VAN DIENSPLIG OP SUID-AFRIKANERS IN DIE 1980's**6.1.1 *[Onttrek bewyse uit Bron 6A – V 1]*

- Dit was 'n oorlog waarin broer teen broer geveg het
- Dit het gehelp om te volhard met die onwettige besetting van Namibië
- Die leër was gewoond daaraan om die apartheidswette in stand te hou
- Diensplig was baie duur

(4 x 1)

6.1.2 *[Interpreteer bewyse uit Bron 6A om afleidings te maak – V 3]*

- Gelykheid voor die wet
- Die vryheid van keuse
- Gelyke verdeling van rykdom
- Onbillike oorlog
- Verdediging van die beleid van apartheid

(3 x 2)

6.1.3 *[Onttrekking en interpretasie van inligting uit Bron 6B – V 3]*

- Boodskap van afgryse van wat diensplig beteken het
- Sodat hy nie die werklikheid kon raaksien nie
- Dat hy nie beseft het dat hy teen sy eie mense veg nie
- Dat hy onbewus is van die gevolge van sy aksies
- Dat hy slaafs die bevele van sy meerderes nagevolg het

(enige 3 x 2)

6.1.4 (a) *[Interpretasie van inligting uit Bron 6C – V 2]*

- Om terrorisme te beveg
- Om Suid-Afrika teen buitelandse vyande te verdedig
- Om apartheid in stand te hou
- Om Sowjet-geborgde vryheidsmagte te stop

(enige 2 x 2)

(b) *[Interpretasie van inligting uit Bron 6C – V 2]*

- Om te help met die implementering van die apartheidbeleid
- Om huis-tot-huis ondersoeke in townships te doen
- Die SAW is as die vuus van apartheid beskou
- Gebruik om die blanke minderheidsregering te verdedig

(enige 3 x 2)



6.1.5 [Onttrek bewyse uit al die bronne, maak komplekse interpretasies om 'n stuk geskiedenis (paragraaf) te skryf om empatie te toon – V 4]

Kandidate kan enige van die volgende gesigspunte kies en hul standpunte ondersteun deur hul eie kennis en relevante inligting uit die bronne.

- Sommige kandidate sal diensplig verkies en gevangenskap vermy

OF

- Ander kandidate kan diensplig kies omdat hulle die apartheidsregering ondersteun; hulle wou hulself beskerm teen kommunistiese invloede

OF

- Sekere kandidate kan dalk nie diensplig kies nie en die land verlaat of in ballingskap gaan

Gebruik die volgende om 'n punt toe te ken:

<b>VLAK 1</b>	Het nie 'n keuse gemaak nie of het 'n keuse gemaak, maar het nie die keuse gemotiveer op so 'n wyse dat dit met die bewyse in die bron verband hou nie of toon nie 'n begrip van die situasie wat die jong matrikulante nadat hulle skool verlaat het, in die gesig gestaar het nie.	<b>0 – 3 punte</b>
<b>VLAK 2</b>	'n Relevante gesigspunt is gekies. Geldige redes vir die keuse is gegee. Die motivering en die gebruik van bewyse uit die bronne toon in 'n sekere mate 'n begrip van die situasie wat die jong matrikulante nadat hulle skool verlaat het, in die gesig gestaar het.	<b>4 – 7 punte</b>
<b>VLAK 3</b>	'n Relevante gesigspunt is gekies. Logiese, duidelike en geldige redes vir die keuse is gegee. Die motivering hou baie goed verband met die situasie wat die jong matrikulante nadat hulle skool verlaat het, in die gesig gestaar het. Bewyse uit bronne is ook baie effektief gebruik om 'n begrip van die onderwerp te toon.	<b>8 – 10 punte</b>

(10)

(36)



## 6.2 DIE CONGRESS OF SOUTH AFRICAN STUDENTS (COSAS) SE STANDPUNT OOR NIE-RASSIGHEID

### 6.2.1 [Onttrek bewyse uit Bron 6D – V 1]

- Die afwesigheid van 'n hartlike verhouding tussen studente en die gemeenskap
- Dat die studente kortsigtig was in hulle beplanning
- Die anti-blanke-neigings
- Die aanvanklike afwesigheid van kleurlinge en Indiërs in die vryheidstryd
- Apartheidsbeleid het nie nie-rassige unies toegelaat nie (enige 4 x 1)

### 6.2.2 [Interpretasie van Bron 6D – V 2]

- Om die rasgrense af te breek
- Om COSAS te oortuig om weg te beweeg van Swart Bewussyn
- Om almal bewus te maak dat dit 'n klassestryd tussen ryk en arm is
- Om kleurlinge en Indiërs te oortuig om by hulle aan te sluit (enige 3 x 2)

### 6.2.3 [Interpretasie van Bron 6D om afleidings te maak – V 3]

- Dit beklemtoon die slagspreuk
- Dit verwys na die universele ideaal van magsdeling (verantwoordelikheid neem vir ander studente)
- Onderwys vir almal (2 x 2)

**(14)****[50]****TOTAAL: 200**