

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	

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

C	LEVEL 3	
P	LEVEL 1	

- 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.

PRESENTATION	LEVEL 1 Has developed a relevant independent line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Excellent technical skills and evidence.	LEVEL 2 Has developed a relevant line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Minor flaws.	LEVEL 3 Has developed a relevant line of argument. Has attempted analysis and historical explanation. Well planned and structured essay. Structural flaws. Higher order skills absent.	LEVEL 4 Attempts to sustain a line of argument. Has attempted analysis and historical explanation. Essay planned and structured to a certain extent	LEVEL 5 Attempts to sustain a line of argument. Applied analysis and historical explanation to a certain extent. Attempt a structure. Technical flaws.	LEVEL 6 Line of argument not sustained. Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No line of argument. No analysis and historical explanation. No structure.	LEVEL 8 No attempt to answer the question.
CONTENT								
LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument.	A+ 47 – 50	A 43 – 46	A- 40 – 42					A: 160 – 200 B: 140 – 159 C: 120 – 139 D: 100 – 119 E: 80 – 99 F: 67 – 79 FF: 60 – 66 G: 50 – 59 GG: 40 – 49 H: 0 – 39
LEVEL 2 Question has been answered. Content selection relevant to line of argument.	A 43 – 46	A- 40 – 42	B+ 38 – 39					
LEVEL 3 Question answered to a great extent. Content adequately covered and relevant.	B+ 38 – 39	B 36 – 37	B- 35	C+ 33 – 34				
LEVEL 4 Question posed is recognizable in answer. Content selection and control flawed. Omissions and irrelevant content selections.			C+ 33 – 34	C 31 – 32	D+ 28 – 29			
LEVEL 5 Content selection does relate to the question, but do not answer it. Omissions in coverage. Lacks control.				C- 30	D 26 – 27	E+ 23 – 24		
LEVEL 6 Question inadequately addressed. Sparse content.					D- 25	E 21 – 22	E- 20	
LEVEL 7 Question inadequately addressed or not at all. Inadequate content. Irrelevant to a great extent.						E 20	F 13 – 19	
LEVEL 8 No relevant content selection. Totally flawed								G 07 - 12 H 00 – 06

SECTION A: ESSAY QUESTIONS

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

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

A range of factors hampered (made more difficult) the development of independent states in Africa after 1945.

Examine this statement and provide evidence in support of your answer. **[50]**

SYNOPSIS

The candidate should present a discussion of the challenges faced by African states after independence. The discussion presented should be of a generic nature however examples from individual African states may be used to illustrate a line of argument.

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 – Should clearly state whether or not the candidate agrees with the statement and present some initial comments in support of his/her contestation. Any other relevant introduction.

ELABORATION

- Political challenges
 - Regionalism
 - Dictatorships, one-party states
 - Corruption in government
 - Democratic systems of government
 - Multi-ethnic states
- Economic challenges
 - Lack of industrialisation
 - Single-product export economies
 - Agriculture as a subsistence activity
 - Lack or deterioration of infrastructure
 - Lack of foreign investment
 - Foreign debts
 - Misuse of foreign aid and capital

- Social challenges
 - Education
 - Health
 - Poverty and malnutrition
 - Population growth
 - Urbanisation

- Conclusion - Learner must present a logical conclusion by tying up the discussion.
Any other relevant conclusion

QUESTION 1B

Was the Organisation of African Unity (OAU) successful in achieving its aims in the period between 1963 and 1994?

Discuss critically.

[50]

SYNOPSIS

In answering this question, the candidate needs to present a discussion on the successes and failures/ challenges of the OAU. Successes and failures/ challenges, in this context, need to be measured against the stated aims and objectives of the OAU as contained in its Charter.

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

MAIN ASPECTS

- Introduction - The candidate is expected to clearly agree or disagree with the statement. An initial assessment, based on relevant historical facts, could then be presented.
Any other relevant introduction

ELABORATION

- Aims and objectives of the OAU
- Successes/ achievements
 - Decolonisation achieved
 - Policy of non-alignment (could be used as failure)
 - Economic sanctions against South Africa
 - Establishment of African Development Bank in 1967
 - Close co-operation with UNO
- Failures/ challenges
 - Territorial and ethnic disputes
 - Jealousies among heads of states
 - Lack of unity
 - Lack of financial support
 - Problems of the African Liberation Movements (civil wars)
 - Poverty of member states
- Conclusion - Must tie up the argument.
Any other relevant conclusion

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

Lenin's New Economic Policy (NEP) was a continuation of War Communism.

How accurate is this statement? Explain your answer by referring to the period between 1918 and 1924. **[50]**

SYNOPSIS

Candidates must determine whether the NEP was, indeed, the continuation of War Communism or whether it was a completely different policy and approach. The question posed requires candidates to engage in a comparative analysis of the two economic policies.

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 - Candidate should state whether or not they agree that the NEP was indeed a continuation of War Communism or a different policy.
Any other relevant introduction.

ELABORATION

- War Communism and agriculture
 - Aim: to feed red army and industrial workers
 - State ownership of land
 - Requisitioning of food
 - No hoarding allowed
 - Use of Cheka to enforce policy
 - Decrease in agricultural production
- NEP and agriculture
 - Aim: to win back the support of peasants
 - Land could be rented and peasants employed
 - Tax paid to government
 - Surplus can be sold on the open market
 - Increase in agricultural production
 - Kulak class emerged
 - Requisitioning of food abolished

- War Communism and industry
 - Nationalisation of all industries and banks
 - Working day increased from 8-11 hours
 - Labour could be redeployed to where it was needed
- NEP and industry
 - Industries with less than 20 workers privatized
 - Larger industries remained under state control
 - Emergence of NEPMEN (a business class)
 - Increase in industrial output
- Conclusion - Should tie up the argument above which should have illustrated how War Communism and NEP were two completely different policies.
Any other relevant conclusion.

QUESTION 2B

Stalin's industrial and agricultural transformation of Soviet Russia would not have been possible without absolute state control of the economy.

Critically evaluate this statement with reference to the period between 1928 and 1941.

[50]

SYNOPSIS

In their argument, candidates must show the importance of state control to the success of Stalin's Five Year Plans between 1928 and 1941. The argument should also expose the extent to which the Five Year Plans transformed the Russian economy.

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 - Candidate should state whether or not they agree that state control was crucial to the success of the 5 year plans.
Any other relevant introduction.

ELABORATION

- State control of the economy (Gosplan) and Five Year Plans
 - Quotas
 - Targets
 - Planning
- Agricultural transformation as a result of the Five Year Plans
 - Collectivisation
 - State farm
 - Resistance of Kulaks and use of state force to destroy them.
- Industrial transformation as a result of the Five Year Plans
 - New industries
 - Infrastructure
 - Use of slave /forced labour
- Conclusion - Ties up thread of argument and again states whether or not state control was crucial to the success of 5 year plans.
Any other relevant conclusion.

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

The Wall Street Crash in the USA in 1929 was inevitable.

Critically assess the validity of this statement.

[50]

SYNOPSIS

In answering the question the candidate needs to determine whether the Wall Street Crash was 'inevitable' because of the underlying weaknesses in the American economy, or whether it could have been prevented. Most candidates will choose to interpret the Wall Street Crash as a consequence of underlying flaws – notably the Republican laissez-faire economic policy which allowed for under-regulation, over-production and over-speculation.

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 - Candidate should state whether or not they agree that in the context of the American economy of the 1920s, the Wall Street Crash was inevitable. Any other relevant introduction.

ELABORATION

- Over-speculation:
 - Share prices had risen dramatically during 1920s
 - Millions of people wanting to own shares had also increased
 - 'Buying on the margin' allowed those with very little money to buy shares
 - Value of shares pushed to an artificial high.
- Overproduction
 - Due to mass production techniques
 - Ceiling reached on domestic consumption but production remained high
 - Led to false impression of productivity

- Uneven distribution of wealth
 - Not everyone benefited during the 1920s (especially agriculture, old industries)
 - There was a limit to the consumer driven boom (ie not everyone could afford a new car, radio, fridge etc).
 - The domestic market could not keep pace with production.
- Republican policies
 - All of the above problems were exacerbated by the Republican's Laissez faire economic policies
 - E.g. Tariff Policy – Europe applied their own tariffs in response to USA's protective tariffs.
 - Business could not export surplus goods when domestic market became saturated. - Business and banks were not regulated allowing for unsound (and corrupt) business practices
- Conclusion - Candidates may question the notion of 'inevitability' in history but none-the-less point out that the weaknesses in the American economy in the 1920s made some sort of economic collapse more likely.
Any other relevant conclusion.

QUESTION 3B

In spite of important advances that were made in working conditions, poverty relief and the running of businesses, Roosevelt's New Deal can in no way be termed an economic miracle.

Do you agree with this assessment of Roosevelt's New Deal in the USA in the period between 1933-1939? Discuss. **[50]**

SYNOPSIS

The candidate needs to discuss all three elements mentioned in the question: 'Working Conditions', 'poverty relief' and 'running of businesses' and to make an assessment as to whether the advances made in these areas constitute an 'economic miracle'. Candidates may agree or disagree with the assessment of the New Deal.

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 - Candidate should state whether or not they consider the New Deal to have been an 'economic miracle'.
Any other relevant introduction.

ELABORATION

NB: Candidates are not expected to discuss all the agencies/ legislation listed below. Depth of discussion rather than breadth of content should be rewarded

- Working Conditions:
 - Wagner Act (Labour legislation)
 - National Recovery Administration (shortened working hours and raised wages, recognised trade unions)
 - National Labour Relations Act
- Poverty Relief
 - Civilian Conservation Corps
 - Public Works Administration
 - Civil Works Administration
 - Works Progress Administration
 - Tennessee Valley Authority. (mass job creation)
 - Home Owners' Loan Corporation (loans granted to homeowners)
 - Social Security Act (welfare system)

- Running of Businesses
 - National Recovery Administration
 - Securities and Exchanges Commission (regulated conduct of Stock Exchange)

- Conclusion - Discussion of whether or not the New Deal was an 'economic miracle'.
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

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

QUESTION 4: AFRICA IN THE TWENTIETH CENTURY**4.1 PERSPECTIVES ON COLONISATION AND DECOLONISATION IN AFRICA****4.1.1 [Extraction and simple interpretation, L1 and L2]**

- New interpretations of African history will be written
- African people will write their own history
- History of Africa will be one of 'glory and dignity' (3 x 2)

4.1.2 [Writing of Paragraph using interpretation of source material, L4]

In assessing the answer to this question the matrix below should be used, however the following bullets should be taken into consideration.

- Writing of history by African people could provide new or different interpretations of the past.
- The writing of history is an academic exercise requiring the analysis and interpretation of different sources and viewpoints.
- Although striving for objectivity, most historians are, in reality, influenced by ideological, cultural and historical factors.

LEVEL 1	Candidate provides an overtly biased, subjective and emotional response without attempting to substantiate their argument.	Marks: 1-2
LEVEL 2	Candidate has attempted to provide a balanced discussion of the issues. But answer lacks adequate analysis of different perspectives.	Marks: 3-4
LEVEL 3	Candidate provides a balanced discussion and good analysis of the issues.	Marks: 5-6

(6)

4.1.3 [Selection of information from source, L1]

- Destruction of colonial structures
- Replace structures with new ones that correspond to unique needs
- Take into account evolutionary development (any 2 x 1)

- 4.1.4 a) *[Interpretation of information from source, L2]*
▪ No (1 x 2)
- b) *[Explanation of answer, L2]*
- Broken steps of ladder prevent Africa from reaching complete independence
 - Africa lacked stable economy and stability
 - Africa was still reliant on West (in the form of UNO) to Help them achieve complete independence
 - Any other relevant answer based upon the source (any 2 x 2)
- 4.1.5 *[Writing of paragraph using information from sources, L4]*

In assessing the answer to this question the matrix below should be used, however the following bullets should be taken into consideration.

Colonisation

- Lumumba believed that colonialists had failed to write a 'dignified' and 'glorious' version of African history (Source 4A)
- Toure viewed colonization as having undermined African confidence and pride
- Toure felt that colonization had stripped Africans of their right to self-determination
- Source 4D, believes that Africans are better off under the control (slavery) of a white colonial state.

Decolonisation

- Toure believed that all colonial institutions should be destroyed at independence and replaced with culturally appropriate ones.
- Western cartoon (Source 4C) believes that The West (UNO) will continue to play a large role in Africa ('solving its problems') as Africa moves towards 'complete independence'. Africa will remain reliant on the West.

Level 1	Cannot extract evidence from sources in a very elementary manner. Use evidence partially to report on topic or cannot report on topic.	Marks: 0-2
Level 2	Extracts evidence from sources that are mostly relevant and relates to a great extent to the topic. Uses evidence from sources in a very basic manner	Marks: 3-5
Level 3	Extracts relevant evidence from sources that relates very well to the topic. Uses evidence from sources very effectively in an organised paragraph that shows good understanding of the topic.	Marks: 6-8

(8)
(28)

4.2 THE ACHIEVEMENTS OF THE OAU

- 4.2.1 a) *[Interpretation of evidence from source, L2]*
• Yes (1 x 2)
- b) *[Explanation of interpretation of evidence, L2]*
• Selassie did not perceive cultural, racial and religious differences and differences in values and traditions as insurmountable obstacles
• Unity is strength in the quest for common goals
• United efforts in the achievement of a greater and nobler goal (any 2 x 2)
- 4.2.2 a) *[Comparison and interpretation of evidence in two sources, L3]*
Source 4E
• Selassie's remarks are optimistic about the success of the OAU despite the differences among Africans.
- Source 4F**
• Accuses the OAU of having encouraged and indirectly contributing towards the bloodshed in Africa.
• Accuses the heads of state of being unable to stamp their authority on its members (African states) who do not comply.
(any 1) (2 x 2)
- 4.2.3 *[Comparison and interpretation of evidence in two Sources, L3]*
Source 4G
• The OAU fomented and contributed towards chaos and bloodshed in Africa.
- Source 4H**
• Notes the OAU's modest material support for liberation Movements.
• This meager material support, however, was offset by the diplomatic gains made by the OAU in supporting liberation in Africa at the UN. (any 1)
(2 x 2)

4.2.4 [Complex interpretation, analysis comparison with other sources to write a reply, L3]

In assessing the answer to this question the matrix below should be used, however the following bullet point should be taken into consideration.

Supporting Hawthorn's claims

- OAU indirectly contributed to bloodshed in Africa
- OAU a talking shop, unable to act against human-rights violations
- Had limited budget to help liberation movements militarily
- OAU failed to address issues of democracy, human rights, good governance and development of African states.
- Any other relevant answer

Opposing Hawthorn's claims

- OAU provided diplomatic support for liberation movements
- OAU acted as a pressure group at UN.
- Success of OAU eg: role in liberation / anti-Apartheid struggles
- Any other relevant answer

Level 1	The explanation is totally or to a great extent irrelevant. Candidate has not extracted evidence from the sources in any meaningful way.	Marks: 0 – 2
Level 2	Provides a partial explanation to the question. Uses material extracted from the sources in a very basic manner.	Marks: 3 – 5
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: 6 – 8

(8)
(22)
[50]

QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR**5.1 THE NAZI PARTY AND THE GENERAL ELECTION OF 1932 IN GERMANY**

- 5.1.1 a) *[Extraction, L1]*
- Unemployment (economic problems)
 - Homelessness (Social problems)
 - Any other relevant answer (any 2 x 1)
- b) *[Simple interpretation, L2]*
- Unprecedented level of economic crisis
 - Dispossession – people moving with all their possessions
 - Abject poverty
 - Sense of hopelessness/ despair (any 2 x 2)
- c) *[Extraction, L1]*
- Nazi Party or National Socialist Party (1 x 1)
- 5.1.2 Using Sources 5C and 5D
- (a) *[Complex interpretation, L3]*
- No (1 x 2)
- (b) *[Straightforward interpretation, L3]*
- The interests of the two groups conflicting (as are Hitler's promises)
 - It is impossible to satisfy the demands of both these two groups simultaneously.
 - Eg: It is impossible to promise to support workers' strikes and to outlaw them to benefit businessmen. (any 2 x 2)
- (c) *[Straightforward Interpretation, L2]*
- Suggest that The Nazis were prepared to lie their way to election victory
 - They changed their promises depending on who they were talking to.
 - They were no different from any other political party in an election – trying to win people's votes by any means and making promises that they could not possibly fulfil. (any 2 x 2)

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

- Yes but might have limitations.

(1 x 2)

(b) *[Usefulness, bias, L4.]*

- **Source 5C** points out the promises made and highlights the contradictory nature of Nazi the election promises. illustrates the lack of integrity/ dishonesty of promise – Hitler being 'all things to all men' i.e. telling his different audiences what they want to hear. NB: This source was written by a communist so bias should be taken into consideration.
- **Source 5D**, illustrates the methods used by Nazi's during the election campaign ie saturated city with flags, posters, slogans. Also highlights the issues Nazi party standing on eg: bread, national solidarity – easy to see why these would have appealed to Germans. But NB this was written by a Nazi so should be taken into consideration.

(2 x 3)

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

- She was impressed by the SA they seemed to offer 'discipline in a time of chaos'
- and hope in a time of 'hopelessness'

(2 x 1)

(b) *[Simple interpretation, L2]*

- **Source 5D:** The SA appear to be ordered, disciplined (parades), having positive energy.
- **Source 5E:** The SA portrayed as violent ' cudgels, knives' and unnecessarily vicious 'arms raised in self defence'. Illustrates the darker side of the SA violently responding to 'real or alleged trouble'

(2 x 3)

5.1.5 [Complex interpretation involving more than one source, requires understanding of bias and usefulness, L4]

The matrix should be used to mark this question but the following content drawn from the sources should act as a guide

- Germany suffering serious social and economic collapse due to depression
- Hitler's Nazi Party promised relief for the unemployed and homeless.
- Hitler also promised industrialists and business leaders that Nazi Party will promote their interests ie promises all things to all people.
- Nazi's successful use of Propaganda – flags, posters, rallies parades
- suggestions that SA used force to intimidate opposition

Level 1	The explanation 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 explanation 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)
[43]

5.2 THE 1936 AXIS BETWEEN GERMANY AND ITALY**5.2.1 [Extraction, L1]**

- They share the same enemies
- They share many conceptions of life and history
- They both believe very strongly in the determining power of the will
- They both emphasise education and training of the youth (any 3 x 1)

5.2.2 [Interpretation of Source material, L2]

- Italy and Germany seen as equals – the plough.
- They are both playing an integral part, are in fact 'Founding' a new Europe.
- The creator of the drawing clearly has the belief that the Axis (with Italy as an equal partner) is a key player in European politics
- Any other relevant answer. (any 2 x 2)

(7)
[50]

QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970: THE COLD WAR

6.1 SOVIET RUSSIA AND THE COLD WAR?

6.1.1 [*Simple 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

(enige 2 x 2)

6.1.2 (a) [*Simple extraction, L1*]

- That Russia was invaded by Germany through the East European states.
- That Russia suffered more loss of life than any other country during the war.

(2 x 1)

(b) [*Simple extraction, L1*]

- Russia's neighbours to the West had governments that were hostile to the Soviet Union. [By implication, those governments allowed the Germans free passage into Soviet territory]

(1 x 2)

6.1.3 [*Evaluation of sources, L4*]

- Source 6G provides figures for both combatant and civilian casualties for of the countries that took part in the war
- Any other relevant answer
- Statistical interpretation must be used to back up any argument that is made

(1 x 3)

6.1.4 (a) [*Interpretation, L2*]

- Yes

(1 x 2)

(b) [*Interpretation of Sources, L2*]

Source 6A - Russia is seen in the West as out for world domination. Hungry bear eating up whole world

Source 6B Stalin is countering that perception. Stalin claims that Russia is simply protecting her borders.

(2 x 2)

6.1.5 [Empathy, analysis of several sources, L4]

The matrix below should be used to assess this question however the following information should act as a guide to the 'factual' content.

- USSR not power-hungry. Definitely not out for world domination. The cartoonist is therefore exaggerating.
- 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 1939 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 explanation is totally or to a great extent irrelevant. Candidate has not extracted evidence from the sources in any meaningful way.	Marks: 0 – 2
Level 2	Provides a partial explanation to the question. Uses material extracted from the sources in a very basic manner.	Marks: 3 – 5
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: 6 – 8

(8)
(25)

6.2 PROPAGANDA DURING THE COLD WAR**6.2.1** *[Interpretation, L3]*

- Poland et al are marching in celebration of their Liberation (from Nazi oppression). But they are marching with chains of bondage around their necks – signifying slavery.
- Their supposed liberator, the USSR, is watching the parade with a machine gun at the ready.
- Possibly, the cartoonist was trying to convey the message that these countries had merely swapped one form of bondage for another.

(any 2 x 3)

6.2.2 (a) *[Interpretation/ extrapolation, L2]*

- That Stalin (USSR) was evil.
- Warning to the French citizens and others that the USSR (Stalin) sought to bring communism to Europe, to France in particular.

(any 1 x 2)

(b) *[Interpretation/ extrapolation, L2]*

- The cartoon was probably meant to warn the French people about Stalin's (USSR's) evil intentions in Europe.
- To feed into the then contemporary school of thought that saw the USSR as hell bent on world domination or the internationalisation of communism.
- Therefore, if Stalin were not contained (stopped in his tracks) communism would come to France. Thus, this piece of propaganda would justify the West's 'containment' of the USSR.
- The broader aim was to dupe the French people, if not the world, into not questioning any strong action that might be taken by the West against Russia.
- Any other relevant answer

(any 2 x 2)

6.2.3 (a) *[Interpretation, L2]*

- No, the cartoonist definitely did not support that move at all. (1 x 2)

(b) *[Interpretation and explanation, L3]*

- The USSR became suspicious of that move. In Russia, as in the cartoon, this was seen as rebuilding a strong Germany that would threaten the USSR yet again. The Nazi insignia on the chick and the cracked egg and bayonets sticking out attest to this.
- Any other relevant interpretation (any 1 x 3)

6.2.4 a) *[Extrapolation, L3]*

- Through propaganda
- Through speeches and/ or visual sources, eg photos, cartoons etc.
- Any other relevant answer (any 2 x 2)

b) *[Extrapolation, L3]*

- Governments consider it necessary to persuade their citizens of correctness of their actions.
 - For strategic, military, sectional, regional reasons
 - In order to inspire greater trust and belief in the government's actions
 - Any other relevant answer (any 2 x 2)
- (25)**
[50]

TOTAL: [200]

Globale assessering van opstelle

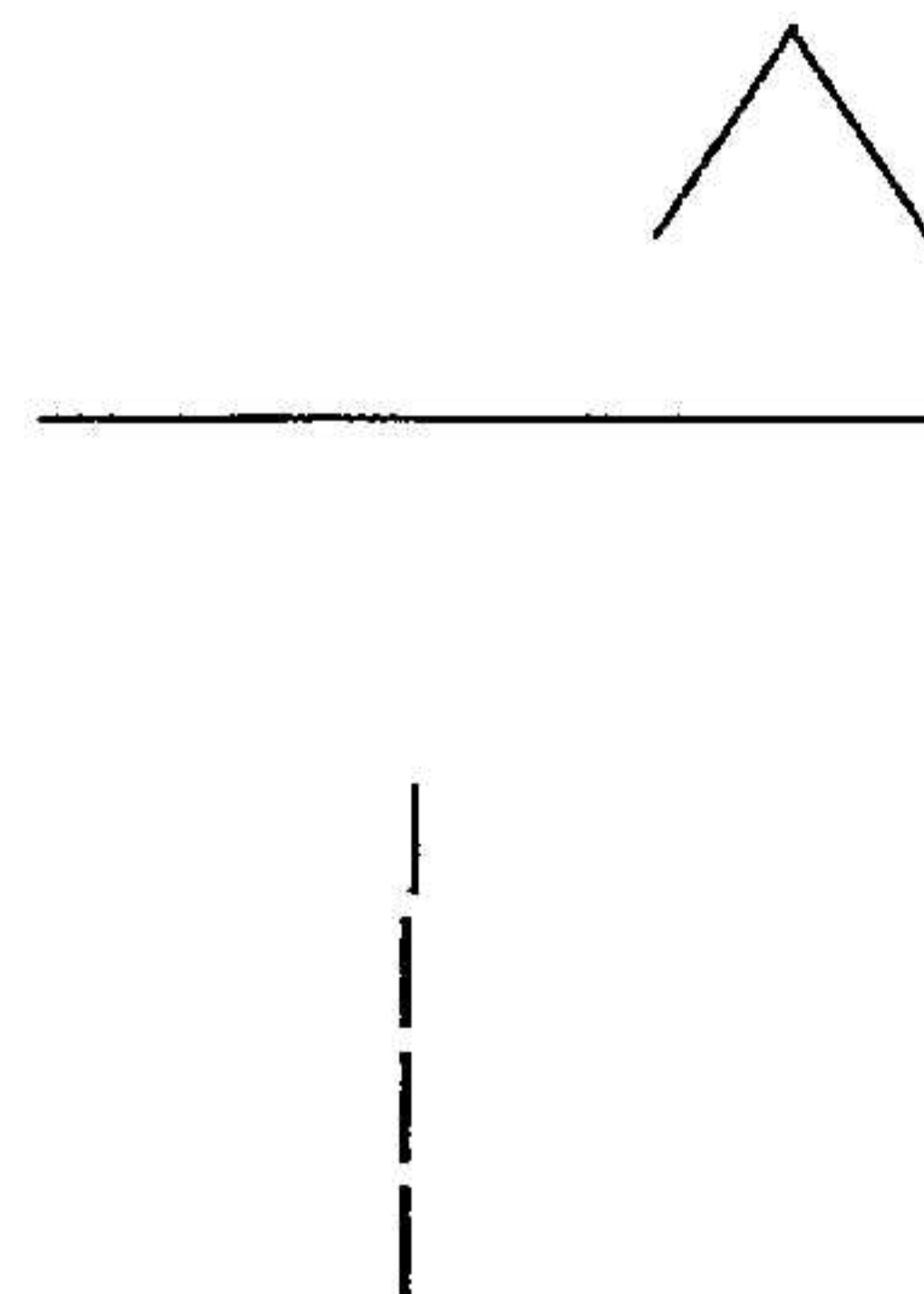
Die opstelle sal holisties (globaal) geassesseer word. Hierdie benadering vereis dat die opvoeder die totale produk as 'n geheel sal bepunt sonder om die samestellende dele te merk. Hierdie benadering moedig die leerder aan om 'n individuele mening aan te bied deur gebruik te maak van geselekteerde feitlike 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 die memorandum/ riglyne vir nasien aangedui met 'n 'bullet'); vir elke hoofmoment (in memorandum/ riglyne vir nasien ook aangedui met 'n 'bullet') en 'n relevante slotopmerking (in memorandum aangedui met 'n 'bullet'), bv. in 'n antwoord met 5 hoofmomente sal daar 7 regmerkies wees.
3. Die volgende addisionele simbole kan ook gebruik word:

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



- herhaling R
- analise 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	

- Die tweede deurlees van 'n opstel sal bepaalend wees vir die vlak (op die matriks) van die aanbieding.

I	VLAK 3	
A	VLAK 1	

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

I	VLAK 3	B+
A	VLAK 1	39

Die matriks

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

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

AFDELING A:

OPSTELVRAE

- **MERKERS 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**

'n Verskeidenheid faktore het die ontwikkeling van onafhanklike state in Afrika na 1945 gekompliseer (moeiliker gemaak).

Ondersoek hierdie stelling en verskaf bewyse ter ondersteuning van jou antwoord. **[50]**

SINOPSIS

Die kandidaat behoort 'n bespreking aan te bied oor die uitdagings wat Afrika-state na onafhanklikheid in die gesig gestaar het. Die bespreking wat aangebied word behoort van 'n generiese aard te wees. Toepaslike voorbeelde vanuit individuele Afrika-state kan egter gebruik word om die besprekingslyn te illustreer.

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

HOOFASPEKTE

- Inleiding – Moet duidelik aandui of die kandidaat saamstem met of verskil van die stelling. Inleidende opmerkings ter ondersteuning van die argument kan aangebied word.
Enige ander toepaslike inleiding.

UITEENSETTING

- Politieke uitdagings
 - Lokalisering
 - Diktature, een-party state
 - Regeringskorrupsie
 - Demokratiese regeringsstelsels
 - Multi-etniese state
- Ekonomiese uitdagings
 - Tekort aan nywerhede
 - Een-produk uitvoereconomieë
 - Landbou as bestaansaktiwiteit
 - Tekort aan of agteruitgang in infrastruktuur
 - Tekort aan buitelandse beleggings
 - Buitelandse skuld
 - Misbruik van buitelandse hulp en kapitaal

- Maatskaplike uitdagings
 - Onderwys
 - Gesondheid
 - Armoede en wanvoeding
 - Bevolkingsgroei
 - Verstedeliking

- Samevatting - Kandidaat moet 'n logiese slotopmerking aanbied om die bespreking saam te bind deur te verwys na die uitdagings wat Afrika-state na onafhanklikheid in die gesig gestaar het.
Enige ander toepaslike slotopmerking.

VRAAG 1B

Was die OAE suksesvol in die bereiking van haar doelwitte/oogmerke in die periode tussen 1963 en 1994?

Bespreek krities.

[50]

SINOPSIS

In die beantwoording van hierdie vraag word daar van die kandidaat verwag om 'n bespreking van die suksesse en mislukkings/uitdagings van die OAE aan te bied. Suksesse en mislukkings/uitdagings, in hierdie konteks, moet gemeet word aan die verklaarde oogmerke/doelwitte van die OAE.

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

HOOFASPEKTE

- Inleiding - Die kandidaat moet duidelik aandui of hy/ sy saamstem/ verskil met die stelling wat in die vraag aangebied word. 'n Aanvanklike evaluering, gebaseer op relevante historiese feite, kan aangebied word.
Enige ander toepaslike inleiding

UITEENSETTING

- Oogmerke en Doelstellings van die OAE
 - Suksesse/ prestasies
 - Bereiking van dekolonisasie
 - Beleid van onverbondenheid (kan gebruik word as mislukking)
 - Ekonomiese sanksies teen Suid-Afrika
 - Stigting van Afrika-Ontwikkelingsbank in 1967
 - Nieuwe samewerking met VN
 - Mislukkings/ uitdagings
 - Territoriale en etniese dispute
 - Afguns onder staatshoofde
 - Tekort aan eenheid
 - Tekort aan finansiële ondersteuning
 - Probleme van Afrika-bevrydingsbewegings (burgeroorloë)
 - Armoede onder lidstate
- Samevatting - Moet die argument saambind deur weereens te verwys na die suksesse en mislukkings/ uitdagings van die OAE.
Enige ander toepaslike slotopmerking

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

Lenin se Nuwe Ekonomiese Beleid (NEB) was 'n voortsetting van Oorlogskommunisme.

Hoe akkuraat is hierdie stelling? Verduidelik jou antwoord deur te verwys na die periode tussen 1918 en 1924. **[50]**

SINOPSIS

Daar word van kandidate verwag om te bepaal of die NEB inderdaad 'n voortsetting van Oorlogskommunisme was en of dit 'n heeltemal nuwe beleid en benadering was. Die gestelde vraag vereis van kandidate om 'n vergelykende analise van die twee ekonomiese beleide te maak.

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

HOOFASPEKTE

- Inleiding - Die kandidaat moet duidelik aandui of hy/ sy saamstem of verskil met die stelling wat aangebied word in die vraag. Die kandidaat kan ook 'n inleidende evaluering van die stelling aanbied.
Enige ander toepaslike inleiding.

UITEENSETTING

- Oorlogskommunisme en landbou
 - Oogmerk: voedselverskaffing aan Rooi Leër en nywerheidswerkers
 - Staatsbesit van grond
 - Geforseerde lewering van voedsel aan staat
 - Geen opgaar van voedsel toegelaat
 - Gebruik van Cheka (geheime polisie) om beleid toe te pas
 - Afname in landbouproduksie
- NEB en landbou
 - Oogmerk: om ondersteuning van kleinboere te verkry
 - Grond mag gehuur word en werkers in diens geneem word
 - Belasting betaal aan staat
 - Surplusse kon op ope mark verkoop word
 - Toename on landbouproduksie
 - Opkoms van Koelakke
 - Geforseerde lewering van voedsel opgeskort

- Oorlogskommunisme en industrie
 - Nasionalisering van alle nywerhede en banke
 - Werkdag verleng van 8-11 ure
 - Arbeid kon benut word waar daar behoefte aan bestaan het
- NEB en industrie
 - Industrieë met minder as 20 werkers geprivatiseer
 - Groter industrieë onder staatsbeheer
 - Opkoms van NEPMEN (handelaarsklas)
 - Toename in industriële produksie
- Samevatting - Moet die argument saambind deur weereens te wys op die verskille en ooreenkomste tussen Oorlogskommunisme en NEB
Enige ander toepaslike afsluiting.

VRAAG 2B

Stalin se industriële en landboukundige transformasie van Sowjet-Rusland sou nie moontlik gewees het sonder absolute staatsbeheer van die ekonomie nie.

Evalueer hierdie stelling krities met verwysing na die periode tussen 1928 en 1941.

[50]

SINOPSIS

In die argumentsaanbieding moet kandidate wys op die belangrikheid van staatsbeheer vir die sukses van Stalin se Vyfjaarplanne tussen 1928 en 1941. Die argument moet ook wys tot watter mate die Vyfjaarplanne bygedra het tot die transformasie van die Russiese ekonomie.

NB: Die hoofaspekte (bullets) moet gebruik word om die vereistes van die vraag aan te spreek en om 'n toepaslike lyn van argumentasie te ontwikkel. 'n Suiwre neerskrif van die 'feite' is nie voldoende nie.

- Inleiding - Die kandidaat moet duidelik aandui of hy/ sy verskil met die stelling wat in die vraag aangebied word. Die kandidaat kan ook 'n inleidende evaluering van die stelling aanbied.
Enige ander toepaslike inleiding.

UITEENSETTING

- Staatskontrole van die ekonomie (Gosplan) en Vyfjaarplanne
 - Kwotas
 - Gestelde produksie-oogmerke
 - Beplanning
- Transformasie van landbou as 'n gevolg van die Vyfjaarplanne
 - Kollektivisering
 - Staatsplase
 - Vernietiging van Koelakke
- Industriële transformasie as 'n gevolg van die Vyfjaarplanne
 - Nuwe nywerhede
 - Infrastruktuur
 - Gebruik van slawe-/ gedwonge arbeid
- Samevatting - Kandidate moet die argument saambind deur weereens te verwys na die belangrikheid van staatsbeheer vir die transformasie van die Russiese ekonomie.
Enige ander toepaslike slotopmerking.

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

Die ineenstorting van die Amerikaanse Effektebeurs op Wallstraat gedurende die 1920s was onvermydelik gewees.

Evalueer die toepaslikheid van hierdie stelling krities.

[50]

SINOPSIS

In die beantwoording van hierdie vraag word daar van kandidate vereis om te bepaal of die ineenstorting van die Effektebeurs op Wallstraat "oorsaakloos" en of daar swakhede binne die ekonomie bestaan het wat die ineenstorting meegebring het. Daar word verwag dat die meerderheid van kandidate sal verkies om die ineenstorting van die Amerikaanse Effektebeurs te interpreteer as om die gevolg te wees van onderliggende swakhede - veral die Republikeinse laissez-faire ekonomiese beleid wat ruimte gelaat het vir onder-regulering, oorproduksie en oorspekulasie.

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

HOOFASPEKTE

- Inleiding - Kandidaat moet aandui of daar verskil word of saamgestem word met die stelling dat die ineenstorting van die Effektebeurs onvermydelik was
Enige ander toepaslike inleiding.

UITEENSETTING

- Oorspekulasie
 - Aandelepryse het dramaties gestyg gedurende die 1920's
 - Ook toename in aantal mense wat aandele wou bekom
 - "Koop op die grens" het mense met min finansiële bronne toegelaat om aandele te koop
 - Waarde van aandele gestyg tot kunsmatige vlakke
- Oorproduksie
 - Toe te skryf aan massaproduksie-tegnieke
 - Versadigingspunt is bereik wat binnelandse konsumpsie betref, maar produksie het hoog gebly
 - Aanleiding gegee tot valse begrip oor produktiwiteit

- Ongelyke verspreiding van rykdom
 - Nie almal het gebaat gedurende 1920's (veral landbou, ou nywerhede)
 - Derhalwe beperking of verbruikersgedrewe bloeitydperk vir Amerikaanse ekonomie
 - Plaaslike mark kon nie tred hou met pas van produksie
- Republikeinse beleidsaspekte
 - All by probleme is vererger deur Republikeinse se laissez faire ekonomiese beleid
 - Bv. Tariefbeleid - Europa het eie tariewe verhoog in reaksie op VSA se beskermende tariewe
 - Resultaat dat besighede nie surplusproduksie kon uitvoer toe binnelandse mark versadigingspunt bereik het nie
 - Besighede en banke nie gereguleer nie wat ruimte gelaat het vir ongesonde en korrupte besigheidspraktyke
- Samevatting - Kandidate kan argument saambind deur die ineenstorting van die Amerikaanse Effektebeurs weereens in verband te bring met interne swakhede in Amerikaanse ekonomie
Enige ander toepaslike afsluiting.

VRAAG 3B

Ofskoon belangrike verbeterings in werksomstandighede, die verligting van armoede en die bestuur van maatskappye plaasgevind het, kan Roosevelt se New Deal op geen wyse beskryf word as 'n ekonomiese wonderwerk nie.

Stem jy saam met hierdie evaluering van Roosevelt se New Deal in die VSA in die periode tussen 1933 - 1939? Bespreek. **[50]**

SINOPSIS

Daar word van kandidate verwag om 'n bespreking aan te bied oor al drie elemente wat vermeld word in die vraag, nl. werksomstandighede, maatreëls vir die verligting van armoede en die bestuur van maatskappye. Daar word dan verwag dat die kandidaat 'n evaluering sal maak om te bepaal of die vordering wat in hierdie gebiede gemaak is wel 'n ekonomiese wonderwerk verteenwoordig het. Kandidate mag saamstem of verskil met die evaluering van die New Deal.

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

HOOFASPEKTE

- Inleiding - Kandidate moet duidelik aandui of hulle die New Deal as 'n ekonomiese wonderwerk beskou. 'n Inleidende uiteensetting van die argument kan ook aangebied word.
Enige ander toepaslike inleiding.

UITEENSETTING

NB: Dit word nie van kandidate verwag om 'n bespreking van al die agentskappe/wetgewing wat hieronder genoem word, aan te bied nie. Die diepte van die bespreking in teenstelling met die omvang daarvan moet krediet ontvang.

- Werksomstandighede
 - Wagner Act (arbeidswetgewing)
 - National Recovery Administration (werksure verkort en lone verhoog, erkenning aan vakbonde)
 - National Labour Relations Act

- Verligting van armoede
 - Civilian Conservation Corps
 - Public Works Administration
 - Civil Works Administration
 - Works Progress Administration
 - Tennessee Valley Authority. (massa werkskepping)
 - Home Owners' Loan Corporation (lenings toegeken aan huiseienaars)
 - Social Security Act (maatskaplike stelsel)
- Bestuur van besighede
 - National Recovery Administration
 - Securities and Exchanges Commission (reguleer bestuur van Effektebeurs)
- Samevatting - Kandidaat moet bespreking saambind deur weereens te verwys na die vraag of die New Deal inderdaad 'n ekonomiese wonderwerk was of nie. Enige ander toepaslike slotopmerking.

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

- In die nasien van alle brongebaseerde 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

VLAKE 1 (V 1)	Seleksie/ onttrekking van inligting uit bronne.
VLAKE 2 (V 2)	Eenvoudige interpretasies deur gebruik te maak van een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
VLAKE 3 (V 3)	Eenvoudige interpretasies deur gebruik te maak van een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
VLAKE 4 (V 4)	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 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: AFRIKA IN DIE TWINTIGSTE EEU**4.1 PERSPEKTIEWE OP KOLONISASIE EN DEKOLONISASIE IN AFRKA****4.1.1 [Seleksie en eenvoudige interpretasie, V1 en V2]**

- Nuwe interpretasies van Afrika se geskiedenis sal geskryf word
- Mense van Afrika sal hul eie geskiedenis skryf
- Geskiedenis van Afrika sal geskiedenis van glorie en nederigheid wees

(3 x 2)

4.1.2 [Skryf van paragraaf deur interpretasie van bronnemateriaal, V4]

In die evaluering van antwoorde op hierdie vraag behoort die matriks hieronder gebruik te word.

Die punte hieronder is egter 'n riglyn vir puntetoekenning

- Skryf van geskiedenis deur mense van Afrika kan nuwe of verskillende perspektiewe op die verlede bring
- Die skryf van geskiedenis is 'n akademiese diskoers wat 'n analise en interpretasie uit verskillende bronne en perspektiewe behels
- Ofskoon daar 'n strewe na objektiwiteit bestaan, is die meeste historici die slagoffers van ideologiese, kulturele en historiese faktore.

VLAK 1	Kandidaat bied 'n ooglopend bevooroordeelde, subjektiewe en emosionele respons sonder om die argument wat aangebied word te verduidelik.	Punte: 1-2
VLAK 2	Kandidaat het gepoog om 'n gebalanseerde bespreking aan te bied. Die antwoord het egter nie genoegsame analise van verskillende perspektiewe nie.	Punte: 3-4
VLAK 3	Kandidaat verskaf gebalanseerde bespreking en goei analise.	Punte: 5-6

4.1.3 [Seleksie van inligting uit bron, V1]

- Vernietiging van koloniale instellings
- Vernietiging van koloniale strukture
- Strukture vervang met nuwe strukture wat voldoen het aan unieke behoeftes
- Hou rekening met evolusionêre ontwikkelings

(enige 2 x 1)

- 4.1.4 (a) *[Interpretasie van inligting uit bron, V2]*
- Nee (1 x 2)
- (b) *[Verduideliking van antwoord, V2]*
- Gebreke van leer het Afrikane weerhou daarvan om totale onafhanklikheid te bereik
 - Gebrek aan stabiliteit en stabiele ekonomie
 - Afrika was steeds afhanklik van die Weste (VN) om totale onafhanklikheid te bereik
 - Enige ander toepaslike antwoord (enige 2 x 2)

4.1.5 *[Skryf van paragraaf deur gebruik te maak van inligting uit bronne, V4]*

In die evaluering van antwoorde op hierdie vraag behoort die matriks hieronder gebruik te word.

Die punte hieronder is slegs 'n riglyn vir punttoekenning

Kolonisasie

- Lumumba het geglo dat kolonialiste misluk het in die skryf van 'n glorieryke en nederige geskiedenis van Afrika (Bron 4A)
- Toure het kolonialisme beskou as iets wat Afrika-selfvertroue en -trots ondergrawe het
- Toure van mening dat kolonisasie Afrikane van hul reg op selfbeskikking ontnem het
- Bron 4D glo Afrikane beter daaraan toe is onder kontrole (slawerny) van blanke koloniale gesag.

Dekolonisasie

- Toure geglo dat alle koloniale instellings vernietig moes word en vervang word met kultureel-toepaslike instellings
- Westerse spotprent (Bron 4C) geglo dat die Weste (VN) steeds belangrike rol in Afrika sou speel ten spyte van beweging na onafhanklikheid. Afrika sal afhanklik bly van Weste

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: 0-2
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: 3-5
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: 6-8

(8)
(28)

4.2 DIE PRESTASIES VAN DIE OAE

4.2.1 (a) *[Interpretasie van bewyse uit bron, V2]*

- Ja

(1 x 2)

(b) *[Verduideliking van interpretasie van bewyse, V2]*

- Selassie nie kulturele, rasse- en godsdienstige verskille en waardeverskille as onoorkombare struikelblokke beskou nie
- Eenheid is mag in strewe na gemeenskaplike doelwitte
- Verenigde pogings in realisering van groter en edeler oogmerk

(enige 2 x 2)

4.2.2 (a) *[Vergelyking en interpretasie van bewyse uit twee bronne, V3]*

Bron 4E

- Selassie se woorde is optimistiese perspektief oor sukses van OAE ten spyte van verskille tussen mense van Afrika

Bron 4F

- Beskuldig OAE dat bloedvergieting in Afrika aangemoedig en indirek daartoe bygedra het
- Beskuldig staatshoofde nie in staat om gesag op hul lede af te dwing nie

(enige 1)

(2 x 2)

4.2.3 *[Vergelyking en interpretasie van bewyse uit twee bronne, V3]*

Bron 4G

- OAE bloedvergieting en chaos aangepor en daartoe bygedra

Bron 4H

- Let op die OAE se beperkte materiële ondersteuning vir bevrydingsbewegings
- Beperkte materiële ondersteuning egter gekompenseer deur diplomatieke oorwinnings wat behaal is deur die OAE in die ondersteuning van bevrydingsbewegings (enige 1)

(2 x 2)

4.2.4 [Komplekse interpretasie, analise, vergelyking met ander bronne om 'n respons te skryf, V3]

In die evaluering van antwoorde op hierdie vraag behoort die matriks hieronder gebruik te word.

Die punte hieronder is slegs 'n riglyn vir puntetoekenning

Ter ondersteuning van Hawthorn se aannames

- OAE indirek bygedra tot bloedvergieting in Afrika
- OAE was niks meer as gespreksforum, nie in staat om op te tree teen menseregvergrypings nie
- Bepekte begroting om bevrydingsbewegings militêr te ondersteun
- OAE misluk om sake soos demokrasie, menseregte, goeie regering en ontwikkeling van Afrika-state aan te spreek
- Enige ander toepaslike antwoord

Opponeer Hawthorn se aannames

- OAE diplomatieke steun aan bevrydingsbewegings gebied
- OAE as drukgroep in VN opgetree
- Sukses van OAE, bv. rol in bevryding/ stryd teen apartheid
- Enige ander toepaslike antwoord

Vlak 1	Die verduideliking is heeltemal of tot 'n groot mate irrelevant. Kandidaat het nie inligting uit die bron op enige sinvolle wyse onttrek nie.	Punte: 0 – 2
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: 3 – 5
Vlak 3	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: 6 – 8

(8)
(22)
[50]

VRAAG 5: OMSTANDIGHEDE WAT TOT DIE TWEEDE WêRELDOORLOG GELEI HET

5.1 DIE NAZI PARTY EN DIE ALGEMENE VERKIESING VAN 1932 IN DUITSLAND

5.1.1 (a) *[Seleksie, V1]*

- Werkloosheid (ekonomiese probleme)
- Behuisingstekorte (maatskaplike probleme)
- Enige ander toepaslike antwoord (enige 2 x 1)

(b) *[Eenvoudige interpretasie, L2]*

- Enorme ekonomiese krisis
- Mense trek weg met al hul besittings
- Ongekende armoede
- Sin van hopeloosheid/ moedeloosheid (enige 2 x 2)

(c) *[Seleksie, V1]*

- Nazi Party of Nasionaal-Sosialistiese Party (1 x 1)

5.1.2 Gebruik Bronne 5C en 5D

(a) *[Komplekse interpretasie, V3]*

- Nee (1 x 2)

(b) *[Eenvoudige interpretasie, V3]*

- Belange van twee groepe in konflik (soos Hitler se beloftes).
- Ontmoontlik om gelykertyd aan eise van beide groepe toe te gee
- Bv. om stakings onwettig te verklaar en dit te ondersteun (enige 2 x 2)

(e) *[Eenvoudige interpretasie, V2]*

- Suggereer dat Nazis bereid was om te lieg in hul strewende na verkiesingoorwinning
- Beloftes is verander afhangend van met wie gepraat is
- Hul strategie het nie verskil van die van ander politieke partye nie – beloftes is gemaak wat in ieder geval nooit vervul sou kon word nie (enige 2 x 2)

- 5.1.3 (a) *[Eenvoudige interpretasie, V2]*
- Ja, maar dit mag beperkings hê (1 x 2)
- (b) *[Bruikbaarheid, vooroordeel, V4.]*
- **Bron 5C** wys daarop dat beloftes wat gemaak is en lê klem op weersprekende aard daarvan. Die verkiesingsbeloftes illustreer gebrek aan integriteit/ oneerlikheid van beloftes. Hitler wou alles vir almal wees - spreek vir gehoor. NB: Hierdie bron geskryf deur kommuniste en daarom behoort vooroordeel in gedagte gehou word.
 - **Bron 5D** illustreer metodes wat deur Nazi's gebruik is gedurende verkiesingsveldtog, bv. baldadige vlae, baniere, slagspreuke. Lê ook klem op sake waarop klem gelê is deur Nazi's, bv. brood, nasionale solidariteit - maklik om te sien waarom dit aantrekkingskrag vir Duitsers sou hê. NB: Hierdie bron is geskryf deur 'n Nazi en daarom behoort vooroordeel in gedagte gehou word. (2 x 3)
- 5.1.4 (a) *[Eenvoudige interpretasie, V2]*
- Sy is beïndruk deur SA - bied dissipline in tyd van chaos
 - Hoop in tyd van wanhoop (2 x 1)
- (b) *[Eenvoudige interpretasie, V2]*
- **Bron 5D:** Wil voorkom of SA georden, gedissiplineerd (parades) met positiewe energie
 - **Bron 5E:** SA uitgebeeld as gewelddadig. Wys op meer donker kant van SA (2 x 3)

5.1.5 [Komplekse interpretasie uit meer as een bron, vereis begrip van vooroordeel en bruikbaarheid, V4]

In die evaluering van antwoorde op hierdie vraag behoort die matriks hieronder gebruik te word.

Die punte hieronder is slegs 'n riglyn vir puntetoekenning

- Duitsland gely onder ernstige maatskaplike en ekonomiese ineenstorting as gevolg van depressie
- Hitler se Nazi Party het verligting vir werkloses en haweloses belowe
- Hitler ook aan nyweraars en besigheidsleiers belowe dat Nazi Party hul belange sal bevorder
- Nazi's was suksesvol in gebruik van propaganda – vlae, baniere, plakkate, parades, vergaderings
- Suggesties dat SA gebruik is vir intimidasie

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)
[43]

5.2 DIE 1936 SPILVERDRAG TUSSEN DUITSLAND EN ITALIË

5.2.1 [Seleksie, V1]

- Dieselfde vyande in gemeen
- Deel dieselfde begrip oor lewe en geskiedenis
- Beide glo aan bepaalde aard van algemene wil
- Beide beklemtoon onderwys en opleiding van jeug (enige 3 x 1)

5.2.2 [Interpretasie van bronnemateriaal, V2]

- Italië en Duitsland word uitgebeeld as gelykes – ploeg
 - Gemeenskaplike benadering tot lot van hul lande
 - Spotprenttekenaar duidelik van mening dat Spilverdrag (met Italië as gelyke speler) is sleutelspeler in Europese politiek
 - Enige ander toepaslike antwoord (enige 2 x 2)
- (7)
[50]

**VRAAG 6: INTERNASIONALE VERHOUDINGS EN GEBEURE 1945 - 1970:
DIE KOUE OORLOG****6.1 SOWJET-RUSLAND EN DIE KOUE OORLOG**6.1.1 *[Eenvoudige interpretasie, V2]*

- USSR uitgebeeld as om te strewen na wêreldoorheersing
- USSR uitgebeeld as ekspansionisties
- Beer (USSR) se bek kwyl oor wêreld in antisipasie (enige 2 x 2)

6.1.2 (a) *[Eenvoudige seleksie, V1]*

- Rusland is ingeval vanaf grondgebied van Oos-Europese state
- Rusland meer groter lewensverlies as enige ander land gedurende oorlog (2 x 1)

(b) *[Eenvoudige seleksie, V1]*

- Rusland se Westerse bure onder regerings wat vyandig teenoor haar was (Per implikasie sou dit beteken dat die Duitsers toegelaat is om vrye beweging oor hierdie lande se grond geniet het in hul stryd teen Rusland (1 x 2)

6.1.3 *[Evaluering van bronne, V4]*

- Bron 6G verskaf statistieke oor sterftes onder beide burgerlikes en soldate van lande wat deel gehad het aan oorlog. Statistieke interpretasie moet gebruik word ter verduideliking van antwoord (1 x 3)

6.1.4 (a) *[Interpretasie, V2]*

- Ja (1 x 2)

(b) *[Verduideliking van antwoord, V2]*

- **Bron 6A** - Rusland word deur Weste gesien as ambisieus vir wêreldoorheersing. Honger beer wat wêreld opvreet
- **Bron 6B** Stalin probeer hierdie persepsie teenwerk. Stalin beweer dat Rusland slegs haar grense beskerm (2 x 2)

6.1.5 [Empatie, analise van verskillende bronne, V4]

In die evaluering van antwoorde op hierdie vraag behoort die matriks hieronder gebruik te word.

Die punte hieronder is slegs 'n riglyn vir puntetoekenning

- USSR smag nie na wêreldoorheersing nie. Die spotprenttekenaar vergroot
- USSR alleen bekommerd oor haar eie sekuriteit. Wil slegs haar westerse grense beskerm teen aggressiewe Weste. Totstandkoming van kommunistiese regerings in Finland, Pole, Roëmenie en Boelgarye moet teen hierdie agtergrond gesien word.
- Die Duitse inval van USSR in 1939 was deur hierdie state omdat hul regerings vyandig was teenoor USSR. As gevolg hiervan het Rusland groot lewensverliese gely.
- Rusland wou herhaling hiervan voorkom. Een manier om dit te doen was deur installering van regerings in hierdie state wat simpatiek gestaan het teenoor USSR.

Vlak 1	Die verduideliking is heeltemal of tot 'n groot mate irrelevant. Kandidaat het nie inligting uit die bron op enige sinvolle wyse onttrek nie.	Punte: 0 – 2
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: 3 – 5
Vlak 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.	Punte: 6 – 8

(8)
(25)

6.2 PROPAGANDA GEDURENDE DIE KOUE OORLOG

6.2.1 [Interpretasie, V3]

- Pole en ander lande marsjeer in viering van hul bevryding uit kloue van Nazis. Maar hulle marsjeer met boeie om die nek - dui op slawerny
- Hul veronderstelde bevryder, Sowet-Rusland, hou parade dop met 'n outomatiese geweer
- Moontlik wou spotprenttekenaar boodskap oordra dat hierdie lande een vorm van slawerny met 'n ander vervang het (enige 2 x 3)

6.2.2 (a) [Interpretasie/ ekstrapolering, V2]

- Dat Stalin bese bedoelings gehad het
- Waarskuwing aan Franse burgers en ander oor die bedoelings van USSR - Stalin wou kommunisme na Europa en spesifiek Frankryk bring (enige 1 x 2)

(b) [Interpretation/ extrapolation, L2]

- Spotprent was waarskynlik bedoel om te waarsku teen Stalin (USSR) se bese planne
- Om daardie denkskool te ondersteun wat geglo het dat Rusland smag na wêreldoorheersing of internasionalisering van kommunisme
- Stalin moes daarom gestop/ beperk word voordat kommunisme na Frankryk kon versprei. Hierdie propaganda sou derhalwe die Weste se stryd teen kommunisme ondersteun
- Breër bedoeling was waarskynlik om die Franse bevolking en moontlik die wêreld se bevolking te mislei indien enige optrede teen Rusland geneem sou word
- Enige ander toepaslike antwoord (enige 2 x 2)

- 6.2.3 (a) *[Interpretasie, V2]*
- Nee, die spotprenttekenaar het dit beslis nie ondersteun nie (1 x 2)
- (b) *[Interpretasie en verduideliking, V3]*
- USSR suspisiesus geword, soos in spotprent uitgebeeld word. In Rusland is dit gesien as 'n poging om 'n magtige Duitsland te herbou wat weereens die USSR sou bedreig. Die Nazi-kentekens op die kuiken en die gekraakte eierdop waaruit bajonette steek is bewyse hiervan
 - Enige ander toepaslike interpretasie (enige 1 x 3)
- 6.2.4 a) *[Ekstrapolering, V3]*
- Deur propaganda
 - Deur toesprake en/ of visuele bronne, bv. foto's, spotprente, ens
 - Enige ander relevante antwoord (enige 2 x 2)
- b) *[Ekstrapolering, V3]*
- Regerings beskou dit as noodsaaklik om hul burgers te oortuig van korrektheid van regeringsoptrede
 - Vir strategiese, militêre, sektorale en streeksgebonde redes om groter vertrouwe en geloof in die regering se optrede in te boesem
 - Enige ander toepaslike antwoord (enige 2 x 2)
- (25)**
[50]

TOTAAL: [200]