

Global assessment of essays

The essays will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion through using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. It will also discourage learners from preparing "model" answers and reproducing 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 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 seven competency levels. Each with criteria that will be use to assess an essay.

PRESENTATION	LEVEL 1 Has employed analysis and historical explanation. Well planned and structured essay.	LEVEL 2 Has employed analysis and historical explanation. Well planned and structured essay	LEVEL 3 Has attempted analysis and historical explanation. Well planned and structured essay	LEVEL 4 Has attempted analysis and historical explanation. Essay planned and structured to a certain extent.	LEVEL 5 Applied analysis and historical explanation to a certain extent. Attempted a structure.	LEVEL 6 Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No analysis and historical explanation. No structure. Illogical (to a certain extent).
CONTENT							
LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument.	A+ 47 - 50	A 43 - 46	A- 40 - 42				
LEVEL 2 Question has been answered. Content selection relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39				
LEVEL 3 Question answered to a great extent. Content adequately covered and relevant.	B+ 38 - 39	B 36 - 37	B- 35	C+ 33 - 34			
LEVEL 4 Question posed is recognisable in answer. Slightly incomplete and mostly relevant.			C+ 33 - 34	C 31 - 32	D+ 28 - 29		
LEVEL 5 Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance).				C- 30	D 26 - 27	E+ 23 - 24	
LEVEL 6 Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance).					D- 25	E 21 - 22	E- 20
LEVEL 7 Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

A: 120 - 150
B: 105 - 119
C: 90 - 104
D: 75 - 89
E: 60 - 74
F: 50 - 59
FF: 45 - 49
G: 38 - 44
GG: 30 - 37
H: 0 - 29

SECTION A: ESSAY QUESTIONS

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

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

Discuss the political, social and economic challenges which made the development of African states after independence more difficult.

[50]

SYNOPSIS

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

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

MAIN ASPECTS

- Introduction – Should present an introductory statement on the political, social and economic challenges faced by African states after independence.
Any other relevant introduction.

ELABORATION

- Political challenges
 - Localisation
 - 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 on the challenges facing African states after independence by tying up the discussion.
Any other relevant conclusion

QUESTION 1B

Describe the aims and achievements of the OAU from 1963 to 1994.

[50]

SYNOPSIS

In answering this question, the candidate needs to present a discussion on the successes and failures of the OAU from 1963 to 1994. Successes and failures, 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 the given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction - The candidate is expected to present an outline discussion on either the aims and/ or the achievements of the OAU.
Any other relevant introduction

ELABORATION

- Aims and Objectives of the OAU
- Shortcomings/ problems
 - 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
- Successes/ achievements
 - Decolonisation achieved (debateable)
 - Policy of non-alignment (debateable)
 - Economic sanctions against South Africa (not all African countries)
 - Establishment of African Development Bank in 1967
 - Close co-operation with UNO
- Conclusion - Must tie up the argument presented by relating it to the achievements of the OAU.
Any other relevant conclusion.

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

Explain the economic policies (War Communism and New Economic Policy) implemented in Soviet Russia between 1918 and 1924.

SYNOPSIS

The candidate's response must be built around explaining the NEP and War Communism.

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

MAIN ASPECTS

- Introduction – The candidate is expected to present an outline discussion on economic policies implemented in Soviet Russia between 1918 and 1924.
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
- 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
- New Economic Policy 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

- New Economic Policy 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 - Must tie up the argument by presenting a conclusion that will relate to the implementation of War Communism and New Economic Policy in Russia between 1918 and 1924.
Any other relevant conclusion

QUESTION 2B

Discuss the implementation of Stalin's Five Year Plans in Soviet Russia between 1927 and 1941.

SYNOPSIS

Candidates must discuss the implementation of the Five Year Plans in Russia between 1927 and 1941.

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

MAIN ASPECTS

- Introduction – The candidate is expected to present an outline discussion on the implementation of Stalin's Five Year Plans between 1927 and 1941.
Any other relevant introduction.

ELABORATION

- First Five Year Plan
 - Aims
 - Achievements
- Second Five Year Plan
 - Aims
 - Achievements
- Third Five Year Plan
 - Aims
 - The outbreak of the Second World War
- Conclusion - Must tie up the argument by presenting a conclusion that relates to the implementation of Stalin's Five Year Plans between 1927 and 1941
Any other relevant conclusion

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

Describe the weaknesses of the American economy that led to the collapse of American Stock Exchange in 1929. **[50]**

SYNOPSIS

Although the 1920s in America is often described as the 'Seven Fat Years' or a 'Boom time', there were underlying weaknesses within the economy which led to the collapse of the American Stock Exchange in 1929. The candidate is expected to be able to discuss the various factors in the main aspects and explain why they were weaknesses.

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

MAIN ASPECTS

- Introduction – Candidates are expected to present an introductory outline discussion on either the collapse of the American Stock Exchange and/ or the inherent weaknesses in the American economy.
Any other relevant introduction

ELABORATION

- Uneven distribution of wealth
 - Not all Americans benefited from the boom years.
 - Many could not afford to buy new consumer goods
- Overproduction
 - Both agriculture and industry produced more goods than could be sold to the American people
- Overspeculation
 - People 'buying on the margin' hoping to make a profit.
 - Share prices were pushed to unrealistic levels as people did not notice that the economy was slowing down
- Republican policies
 - Exacerbated all of the above.
 - Businesses and banks were not regulated (leading to unsound business practices),
High tariffs meant that agriculture and industry could not easily export goods overseas.
- Conclusion - Must tie up the argument by again referring to the weaknesses in the American economy that led to the collapse of the American Stock Exchange in 1929.
Any other relevant conclusion

QUESTION 3B

Explain how Roosevelt's New Deal agencies ('state bodies') brought about Relief, Recovery and Reform in America between 1933 and 1939. **[50]**

SYNOPSIS

The candidate is required to discuss the work of various agencies introduced by Roosevelt. They must structure their answer clearly so that the correct agencies are linked to relief, recovery and reform. It is not necessary to name all the agencies mentioned in the main aspects but a representative sample should be included.

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

MAIN ASPECTS

- Introduction – The candidate is expected to present an introduction to Roosevelt's New Deal with particular attention being paid to the agencies responsible for Relief, Recovery and Reform.
Any other relevant introduction

ELABORATION

- Relief
 - Actions taken to help homeless and unemployed.
 - Civilian Conservation Corps (CCC) gave work to young men, on conservation tasks
 - Social Security Act gave first ever welfare payments
 - Civil Works Administration (CWA) provided public work to 4 million
 - Works Progress Administration (WPA) provided public works valuable to community, --
 - Farm Credit Administration (FCA) gave help to evicted sharecroppers
- Recovery
 - Actions taken to revitalise industry and agriculture
 - Agricultural Adjustment Act (AAA) provided loans and advisers for farmers
 - National Recovery Administration (NRA) encouraged businesses to achieve 'Blue Eagle' badge
 - Tennessee valley Authority (TVA) improved living conditions in seven states
- Reform
 - Actions taken to prevent another economic collapse
 - Wagner Act allowed workers to join unions
 - Securities and Exchange Commission was set up to regulate the work of the Stock Exchange

- Conclusion – The candidate is expected to a concluding paragraph on Roosevelt's New Deal with particular attention being paid to the agencies responsible for Relief, Recovery and Reform.
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 COLONIALISM IN AFRICA**

- 4.1.1 (a) *[Interpretation of evidence from source, L1]*
 ▪ The right to 'govern themselves' (1 x 2)
- 4.1.1 (b) *[Broader knowledge required, L2]*
 • Because most African countries were still governed by colonial powers in 1945 rather than by the indigenous population. (1 x 2)
- 4.1.1 (c) *[Extraction of evidence from source, L1]*
 • The colonial workers (or farmers) (1 x 2)
- 4.1.1 (d) *[Extraction of evidence from source, L1]*
 • The weapons mentioned are 'strikes'
 • 'Boycotts' (2 x 1)
- 4.1.1 (e) *[Broader knowledge required, L2]*
 • **A strike** is when workers refuse to continue working until certain demands are met.
 • **A boycott** is when people refuse to consume a certain product, take part in a particular process, frequent a certain place until specific demands have been met. (1 x 3)
- 4.1.2 (a) *[Extraction of evidence from the source, L3]*
 • Any **three** of the following aspects of life under colonialism:
 - People 'dying' without reason
 - 'Bowing' under by weight of oppression
 - 'Struggling' to make a living
 - Loss of 'laughter', life is too hard
 - 'Suffering' under unjust system, oppression
 - Living a life of 'fear' (lack of justice) (any 3 x 1)

4.1.2 (b) *[Extraction of evidence from Source, L1]*

- To 'stand up and shout No!'
- I.e. to challenge and overthrow the colonial powers. (2 x 1)

4.1.3 *[Complex interpretation requiring more than one source, L4]*

- Both sources share the idea that colonialism is oppressive
- Should be brought to an end by the actions of African people. (2 x 2)

4.1.4 (a) *[Extraction of evidence, L1]*

- Kaunda wants 'self-government now'. (1 x 1)

4.1.4 (b) *[Straightforward interpretation, L1]*

- This can be achieved by 'non-violent'
- But 'positive' action (2 x 1)

4.1.5 (a) *[Straightforward interpretation of the source, L3]*

- Welensky believes that Africans could move towards playing a greater role in government although this may take a very long time. The pace of change would be determined by the colonial powers (1 x 3)

4.1.5 (b) *[Straightforward interpretation of the source, L3]*

- No, opposed to self-government. (1 x 2)

4.1.5 (c) *[Straightforward interpretation of the source, L3]*

- Welensky believes that Africans will at best become equal to Europeans
- But that Africans will never 'dominate the partnership' (despite the fact that they make up the majority of the population)
- Any other relevant answer (any 2 x 2)

4.1.6 *[Basic to complex extraction of evidence using more than one source, understanding of the period and empathy, L4]*

Use the matrix below in addition to the source-based information to guide your marking.

The points offered below serve as a guideline for marking.

- Angry, frustrated, patronised
 - Because although Welensky does say that 'Africans should be given more say in the running of the country'
 - He does not believe that they should rule themselves and the time frame he sets is far too slow for a young person wanting change (100-200 years).
- Inspired and aroused by Kaundas demands for 'self-government now'
 - Diop's poem and demands of Pan-African Conference.
 - Eager for action to bring about changes now (note that Kaunda stresses the need for discipline within the party though)

Level 1	Cannot extract evidence from the source. Candidate simply uses emotive language.	Marks: 1-2
Level 2	Extracts evidence from the source in a basic manner but mostly relevant. Does attempt to link emotions to evidence	Marks: 3-4
Level 3	Extracts relevant evidence that fits well with the given task. Makes clear and appropriate links between emotive emotions and evidence	Marks: 5-6

(6)
(38)

4.2 DIFFERENT PERSPECTIVES ON AFRICAN UNITY4.2.1 *[Extraction of evidence, L1]*

- The full political unity of Africa (1 x 2)

4.2.2 *[Extraction of evidence from more than one source, L3, L4]*

- **Nkrumah** believes that although Africans do not share the same language, culture, race, etc. they do share a common sense of being 'Africans'. It is this that will allow them to unify
- **Arifalo** believes that unity would be a 'miracle' because of the different languages, cultures, levels of developments etc (2 x 2)

4.2.3 (a) *[Complex interpretation using more than one source, L3, L4]*

- No (1 x 2)

(b) *Complex interpretation using more than one source, L3, L4]*

- Cartoon depicts friction among African countries within OAU. Fighting among themselves.
- Nkrumah remained optimistic about achievement of unity in Africa. Emphasised commonalities among Africans (2 x 2)

[12]**[50]**

QUESTION 5 CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR**5.1 BRITISH APPEASEMENT AND GERMAN FOREIGN POLICY**5.1.1 *[Extraction of information from source, L1]*

- Union of all Germans; excluding Jews
- German equality with other nations
- Revocation of the Peace of Versailles and Saint Germain
- More land for the Germans (any 2 x 1)

5.1.2 *[Explanation of information, L2]*

- Through war/ use of force
- Attacks on Austria, Czechoslovakia, Britain and France (Source 5B) (2 x 2)

5.1.3 (a) *[Reliability, L4]*

- Yes, it is reliable. (1 x 2)

5.1.3 (b) *[Explanation, L2]*

- It is a contemporary source/ actual report
- A meeting of Army generals.
- Hitler probably hated the Austrian government for accepting the terms of the Treaty of Versailles, especially that Austria should never unite with Germany.
- Hitler wanted to destroy Czechoslovakia so that the Sudetenland, formerly a German territory, could be reunited with greater Germany. (any 2 x 2)

5.1.4 *[Interpretation, L3]*

- Amiable, trusting, believing in Nazi Germany's apparent good intentions, etc. (1 x 2)

- 5.1.5 (a) *[Interpretation, L3]*
- No, he does not seem to have been aware.
 - Could have been aware, but ignored it
 - Trusted Hitler
- (any 1 x 2)

- 5.1.5 (b) *[Explanation and interpretation, L4]*
- He seems to admire Hitler. He also does not believe that Germany was out to intimidate any country in Europe.
 - Britain not ready for war
 - Chose to ignore threat posed by Hitler
 - Any other relevant answer
- (any 2 x 2)

- 5.1.6 (a) *[Straightforward interpretation, L3]*
- No or Yes.
- (1 x 2)

- 5.1.6 (b) *[Straightforward interpretation L3]*
If "No":
- He believed that Germany simply wanted a closer union with Austria
 - Wanted the same thing with Czechoslovakia.
 - Britain believed that a closer union could be brought about in a peaceful manner
- (2 x 2)

OR

- [Straightforward interpretation L3]*
If "Yes":
- If Germany used force to bring about closer Union with Austria and Czechoslovakia (Source 5D)
 - Source 5B states that the rest of the world is 'preparing its defences'
- (2 x 2)
(26)

5.2 NAZI RACIAL POLICY TOWARDS JEWS5.2.1 *[Extraction, L1]*

- Jews
- Gypsies
- Blacks (African American)
- Slavs

(4 x 1)

5.2.2 (a) *[Interpretation, L2]*

- That Germans were superior to other races
- Superiority complex
- Racism
- Ancestors were superior, etc.

(any 1 x 2)

5.2.2 (b) *[Interpretation, L3]*

- It appears to have been successful.

(1 x 2)

5.2.2 (c) *[Interpretation and analysis, L3]*

- The essay written by the German schoolboy suggests that indoctrination was quite advanced in the education system
- Because German schoolboy (Source 5E) wrote excellent essay on the racial 'uniqueness' of Nordic (German) people
[Open to alternative interpretation]

(2 x 2)

5.2.3 *[Extrapolation, L4]*

- Jesse Owen black and not of Aryan descent as understood by the Nazi Party.
- Congratulating Owen would be going against the racist teachings of his Nazi Party
- Congratulating Owen would send out a wrong message to the Germans that it was OK to associate with blacks.

(any 2 x 2)

5.2.4 (a) *[Empathy and interpretation, L3, L4]*

- The schoolboy would probably be unmoved or moved
- He probably would not regard Owen as hero
- Be proud of Hitler not congratulating Owen

Possible alternative interpretation:

- He might have cause to doubt his teacher's instruction about the so-called racial inferiority of black people (1 x 2)

5.2.4 (b) *[Empathy and interpretation, L3, L4]*

- He would not regard Jesse Owen as a hero because only Germans were supposed to be strong.
- Jesse Owen was not of Aryan stock; he was black and therefore inferior.
- The boy had been taught to regard non-Aryans as people of inferior quality and should thus not be congratulated
- If schoolboy supported Hitler he would be moved by his leader's action
- An African-American did not deserve to be congratulated by Hitler
- Possible alternative interpretation (any 3 x 2)

(24)
[50]

QUESTION 6: THE COLD WAR IN EUROPE**6.1 THE TRUMAN DOCTRINE AND THE MARSHALL PLAN**6.1.1 *[Selection of information from source, L1]*

- Support for nations that are opposing subjugation by armed minorities or outside pressures
- Provision of financial and economic aid for the same reasons
- Helping nations to maintain their freedom
- Give expression to the principles of the Charter of the UN (any 3 x 1)

6.1.2 *[Selection of information from source, L1]*

- The principles of the Charter of the UN are ignored
- Rejection of the established idea of international co-operation and joint action by the superpowers
- Instrument by which the USA forces its will on independent countries
- Also an instrument of political pressure (any 3 x 1)

6.1.3 *[Comparison and explanation of different perspectives, L2 & L3]*

- Source 6A: Truman Doctrine is positive development; supporting liberty and co-operation
 - Source 6B: sees as negative development; threatening world peace and international co-operation
- Source 6A: enlivenment of principles of Charter of United Nations; including co-operation.
 - Source 6B perceives as ignoring principles of Charter; thereby undermining international co-operation
- Source 6A: presents as economic and financial aid in support of economic and social development/ upliftment/ co-operation
 - Source 6B presents as instrument of political pressure with USA forcing its will on independent countries. Anathema to international co-operation
- Source 6A: inherently assumes that Truman Doctrine will foster and support international co-operation.
 - Source 6B presents as implying shift away from established principle of international co-operation.
- Source 6A: stresses notion of Truman Doctrine as being instrument to maintain/ guarantee national sovereignty and independence (thereby also international co-operation)
 - Source 6B: presents as neo-colonialist measure threatening all of above
- Source 6A: peaceful measure enhancing international co-operation.
 - Source 6B presents as aggressive act, threatening international co-operation.
- Any other relevant answer (any 4 x 2)

6.1.4 (a) *[Determining bias, L4]*

- Yes, this cartoon is biased in favour of Marshall Plan (1 x 2)

OR

- No, this cartoon is not biased in favour of Marshall Plan (1 x 2)

6.1.4 (b) *[Explanation of answer in a), L3 & L4]*

If answer is "yes":

- The Marshall Plan is portrayed as a lifeline
- The person is climbing up against a steep cliff out of what is portrayed as a chaos and destruction
- The background shows destruction and social/ economic decay

(any 2 x 2)

OR

If answer is "no"

- If Europe was strong enough, it could make it on its own
- This therefore just lifeline – to help Europe get to its feet
- On top of cliff there is nothing but bare land
- At bottom there are at least signs of infrastructure

(any 2 x 2)

6.1.5 (a) *[Usefulness of Source, L4]*

- The cartoon is very helpful

OR

- The cartoon has limited use

(1 x 2)

6.1.5 (b) *[Explanation of answer in a), L3 & L4]*

- **The cartoon is very helpful:**
- The cartoon reflects a Soviet perspective on the Marshall Plan
- America is portrayed as a rich man resting on a crumbling building (representing Europe)
- America forces its will on Europe, not taking into account the interests of Europe
- No sympathy towards poor Europeans after Second World War

(any 2 x 2)

OR

- **The cartoon is not very useful:**
 - The cartoon reflects only a Soviet perspective on the Marshall Plan
 - Therefore biased
 - The position/ perspective of America or that of the recipients of aid under the Marshall Plan are not reflected
 - The historian/ researcher does not get a balanced perspective on the Marshall plan from this single cartoon
 - Does present an indication of Soviet way of thinking (any 2 x 2)
- (26)**

6.2 NATO AND THE WARSAW PACT

6.2.1 *[Selection and interpretation of information from Source, L2]*

- Article 3 makes reference to **defence** in the event of attack
 - Article 3 also refers to **resistance** in the event of armed attack
- Article 5 refers to mutual **aid** to one another in the event of an attack (2 x 3)

*(Candidates are expected to **explain** these articles and not merely quote from the sources)*

6.2.2 (a) *[Interpretation of information from Source, L2]*

- NATO was perceived as an aggressive organisation
- Threat to USSR (2 x 2)

6.2.2 (b) *[Usefulness of Source, L4]*

- The cartoon is very helpful

OR

- The cartoon has limited use (1 x 2)

6.2.2 (c) *[Explanation of answer in a), L3 & L4]*

The cartoon is very helpful:

- The cartoon reflects a Soviet perspective on NATO
- The cartoon helps us understand Russian perspectives on NATO the interests of Europe
- Any other relevant answer (any 2 x 2)

OR

The cartoon is not very useful:

- The cartoon reflects only a Soviet perspective on NATO
- Biased in favour of a Russian perspective
- The position/ perspective of NATO members is not reflected
- The historian/ researcher does not get a balanced perspective on NATO from this single cartoon
- Any other relevant answer

(any 2 x 2)

6.2.3 (a) *[Interpretation of information; L2 & L3]*

- No, there would not appear to be any difference

(1 x 2)

6.2.3 (b) *[Explanation of information; L2 & L3]*

- In Statement 1 it is clearly stated that Russia perceived NATO as an aggressive organisation bent on the destruction of the USSR
- In Statement 1 the point is also made that there is neither an international threat nor the danger of an armed attack
- Statement 2 makes clear reference to the principles of co-operation and mutual assistance between Russia and her allies
- The creation of a unified command of armed forces could also have a defensive aim and character
- Source 6E states that NATO was established for mutual aid and defence
- Any other relevant answer

(any 3 x 2)

(24)**[50]****TOTAL: 150**

Globale assessering van opstelle

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

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

Assesseringsprosedures van 'n opstel

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

- inleiding, hoofaspekte en slotopmerking nie behoorlik gekontekstualiseer nie



- verkeerde stelling



- irrelevante stelling



- herhaling R
- analiseer A√
- interpretasie 1√

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

I	VLAK 3	

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

I	VLAK 3	
A	VLAK 1	

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

I	VLAK 3	B+
A	VLAK 1	39

Die matriks

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

AANBIEDING	VLAK 1	VLAK 2	VLAK 3	VLAK 4	VLAK 5	VLAK 6	VLAK 7
INHOUD	Het ge-analiseer en historiese verklarings maak. Goed beplande en gestruktu-reerde opstel.	Het ge-analiseer en historiese verklarings maak. Goed beplande en gestruktu-reerde opstel.	Poog om te analyseer en historiese verklarings toe te pas. Goed beplande en gestruktu-reerde opstel.	Poog om te analyseer en historiese verklarings toe te pas. Opstel in 'n sekere mate beplan en gestruktu-reerd.	Analise en historiese verklarings in 'n sekere mate toegepas. Poging tot strukturering.	Analise en historiese verklarings soms of glad nie maak nie. Geen duidelike struktuur nie.	Geen analises en historiese verklarings nie. Geen struktuur nie. Onlogies (tot 'n sekere mate).
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: 120 - 150 B: 105 - 119 C: 90 - 104 D: 75 - 89 E: 60 - 74 F: 50 - 59 FF: 45 - 49 G: 38 - 44 GG: 30 - 37 H: 0 - 29	
VLAK 2 Vraag is beantwoord. Inhoudseleksie is relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39				
VLAK 3 Vraag tot 'n groot mate beantwoord. Inhoud voldoende gedek en relevant.	B+ 38 - 39	B 36 - 37	B- 35	C+ 33 - 34			
VLAK 4 Gestelde vraag is herkenbaar in antwoord. Effens onvoltooid en meestal relevant.			C+ 33 - 34	C 31 - 32	D+ 28 - 29		
VLAK 5 Feite hou verband met die vraag, maar beantwoord dit nie. Gebreke t.o.v. omvang (soms irrelevant).				C- 30	D 26 - 27	E+ 23 - 24	
VLAK 6 Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skraal (soms irrelevant).					D- 25	E 21 - 22	E- 20
VLAK 7 Vraag ontoereikend of glad nie beantwoord nie. Inhoud skraal of ontoereikend. Grootliks/ heeltemal irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

AFDELING A:

OPSTELVRAE

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

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

Bespreek die politieke, maatskaplike en ekonomiese uitdagings wat die ontwikkeling van Afrika-state moeilik gemaak het. [50]

SINOPSIS

Die kandidaat behoort 'n bespreking van die politieke, maatskaplike en ekonomiese uitdagings wat Afrika-state in die gesig gestaar het na onafhanklikheid aan te bied. Die bespreking wat aangebied word behoort van 'n generiese aard te wees. Voorbeelde uit individuele Afrika-state mag egter gebruik word om die gegewe lyn van bespreking te illustreer.

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

HOOFASPEKTE

- Inleiding – Behoort 'n inleidende stelling oor die politieke, maatskaplike en ekonomiese uitdagings wat deur Afrika-state in die gesig gestaar is na onafhanklikheid aan te bied.
Enige ander toepaslike inleiding

UITEENSETTING

- Politieke uitdagings
 - Lokalisering
 - Diktatorskappe, een-party state
 - Regeringskorrupsie
 - Demokratiese regeringstelsels
 - Multi-etniese state
- Ekonomiese uitdagings
 - Gebrek aan industrialisasie
 - Een-produk uitvoereconomieë
 - Landbou as bestaansaktiwiteit
 - Gebrek of verswakking van infrastruktuur
 - Gebrek aan buitelandse beleggings
 - Buitelandse skuld
 - Misbruik van buitelandse hulp en kapitaal

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

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

VRAAG 1B

Bespreek die oogmerke/doelwitte en prestasies van die OAE vanaf 1963 tot 1994. **[50]**

SINOPSIS

In die beantwoording van hierdie vraag moet die kandidaat 'n bespreking oor die suksesse en mislukkings van die OAE vanaf 1963 tot 1994 aanbied. Suksesse en mislukkings, teen hierdie agtergrond, moet gemeet word aan die gestelde oogmerke en doelstellings van die OAE soos dit opgeneem is in die Handves.

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

HOOFASPEKTE

- Inleiding - Daar word van die kandidaat verwag om 'n buitelynbespreking oor of die oogmerke en/ of die prestasies van die OAE aan te bied.
Enige ander toepaslike inleiding

UITEENSETTING

- Doelwitte en Oogmerke van die OAE
- Tekortkomings/ probleme
 - Territoriale en etniese dispute
 - Jaloesies onder leiers van state
 - Gebrek aan eenheid
 - Gebrek aan finansiële ondersteuning
 - Probleme met Afrika-bevrydingsbewegings (burgeroorloë)
 - Armoede in lidstate
- Suksesse/ prestasies
 - Dekolonisasie (debatteerbaar)
 - Beleid van onverbondenheid (debatteerbaar)
 - Ekonomiese sanksies teen Suid-Afrika (nie alle Afrika-state nie)
 - Totstandkoming van Afrika-Ontwikkelingsbank in 1967
 - Nieuwe samewerking met VN
- Samevatting - Moet die redenasie saambind deur dit in verband te bring met die prestasies van die OAE.
Enige ander toepaslike slotopmerking

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

Verduidelik die ekonomiese beleide (Oorlogskommunisme en die Nuwe Ekonomiese Beleid) wat in Sowjet-Rusland tussen 1918 en 1924 geïmplementeer is. **[50]**

SINOPSIS

Die kandidaat se antwoord moet gebou word rondom 'n verduideliking van die verskille tussen die NEB en Oorlogskommunisme.

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

HOOFASPEKTE

- Inleiding – Daar word van die kandidaat verwag om 'n buitelynbespreking aan te bied oor ekonomiese beleide wat in Sowjet-Rusland tussen 1918 en 1924 aangebied is.
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
- 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 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

- 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 bespreking saambind deur die aanbieding van 'n slotopmerking wat verband hou met die implementering van Oorlogskommunisme en die Nuwe Ekonomiese Beleid in Rusland tussen 1918 en 1924.
Enige ander toepaslike slotopmerking

VRAAG 2B

Bespreek die implementering van Stalin se Vyfjaarplanne in Sowjet-Rusland tussen 1927 en 1941. **[50]**

SINOPSIS

Kandidate moet die implementering van die Vyfjaarplanne in Rusland bespreek tussen 1927 en 1941.

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

HOOFASPEKTE

- Inleiding – Daar word van die kandidaat verwag om 'n buitelynbespreking aan te bied oor die implementering van Stalin se Vyfjaarplanne tussen 1927 en 1941.
Enige ander toepaslike inleiding

UITEENSETTING

- Eerste Vyfjaarplan
 - Doelwitte
 - Prestasies
- Tweede Vyfjaarplan
 - Doelwitte
 - Prestasies
- Derde Vyfjaarplan
 - Doelwitte
 - Uitbreek van die Tweede Wêreldoorlog
- Samevatting - Moet die redenasie saambind deur die aanbieding van 'n slotopmerking wat verband hou met die implementering van Stalin se Vyfjaarplanne tussen 1927 en 1941.
Enige ander toepaslike slotopmerking

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

Beskryf die tekortkomings/swakhede van die Amerikaanse ekonomie wat gelei het tot die ineenstorting van die Amerikaanse Effektebeurs in 1929. [50]

SINOPSIS

Ofskoon die 1920's in Amerika gereeld beskryf word as die "Sewe Vet Jare" of 'n bloeiperiode, was daar onderliggende swakhede in die ekonomie wat aanleiding gegee het tot die ineenstorting van die Amerikaanse Effektebeurs op Wallstraat in 1929. Daar word van die kandidaat verwag om die verskillende faktore te bespreek en te verduidelik waarom daar swakhede bestaan het.

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

HOOFASPEKTE

- Inleiding – Daar word kandidate verwag om 'n inleidende buitelynbespreekking aan te bied oor of die ineenstorting van die Amerikaanse Effektebeurs en/ of die inherente swakhede in die Amerikaanse ekonomie.
Enige ander toepaslike inleiding

UITEENSETTING

- Ongelyke verspreiding van rykdom
 - Nie alle Amerikaners het voordeel getrek uit die bloeiperiode nie
 - Baie kon verbruikersgoedere nie bekostig nie
- Oorproduksie
 - Beide landbou en industrie het meer goedere geproduseer as wat daar aan die Amerikaanse publiek verkoop kon word
- Spekulاسie
 - Mense het aandele gekoop met die hoop om wins te maak.
 - Aandeelpryse het opgeskiet na onrealistiese vlakke omdat mense nie daarop gelet het dat die ekonomie besig was om af te koel nie
- Beleid van Republikeine
 - Al bovermelde vererger
 - Maatskapy en banke nie gereguleer nie. Hoë tariewe het beteken dat landbou en nywerheid nie maklik oorsese goedere kon invoer nie.
- Samevatting - Moet die argument saambind deur weereens te verwys na die swakhede in die Amerikaanse ekonomie wat aanleiding gegee het tot die ineenstorting op Wallstraat.
Enige ander toepaslike slotopmerking

VRAAG 3B

Verduidelik hoe Roosevelt se New Deal-agentskappe ('staatsliggame') Verligting, Herstel en Hervorming in Amerika gebring het tussen 1933 en 1939. [50]

SINOPSIS

Dit word van die kandidaat verwag om die werk van die verskillende agentskappe wat deur Roosevelt tot stand gebring is te bespreek. Antwoorde moet duidelik verduidelik word sodat die regte agentskappe verbind word met verligting, herstel en hervorming. Dit is onnodig om al die agentskappe wat genoem word in die uiteensetting hieronder op te noem, maar 'n verteenwoordigende voorbeeld moet aangedui word.

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

HOOFASPEKTE

- Inleiding – Die kandidaat moet 'n inleiding tot Roosevelt se New Deal aanbied met spesifieke klem op die agentskappe wat verantwoordelik was vir Verligting, Herstel en Hervorming.
Enige ander toepaslike inleiding

UITEENSETTING

- Verligting
 - Optrede geneem vir hulp aan werkloses en mense sonder huisvesting.
 - Civilian Conservation Corps (CCC) werk verskaf aan jong mense op herwinningsprojekte
 - Social Security Act verskaf maatskaplike toelae
 - Civil Works Administration (CWA) openbare werk verskaf aan 4 miljoen mense
 - Works Progress Administration (WPA) openbare werk van waarde aan gemeenskap
 - Farm Credit Administration (FCA) werk verskaf aan boere wat hul grond verloor het
- Herstel
 - Optrede vir herstel van landbou en industrie
 - Agricultural Adjustment Act (AAA) lenings en advies aan boere verskaf
 - National Recovery Administration (NRA) maatskappye aangemoedig
 - Tennessee Valley Authority (TVA) lewensomstandighede in 7 state verbeter
- Hervorming
 - Optrede om verdere ekonomiese ineenstorting te verhoed
 - Wagner Act werkers toegelaat om by unies aan te sluit
 - Securities and Exchange Commission tot stand gebring om werk van Effektebeurs te reguleer

- Samevatting – 'n Afsluitingsparagraaf oor Roosevelt se New Deal met besondere verwysing na die agentskappe wat verantwoordelik was Verligting, Herstel en Hervorming.
Enige ander toepaslike slotopmerking

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

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

VLAKKE VAN BRON-GEBASEERDE VRAAGSTELLING

VLAK 1 (V 1)	Seleksie/ onttrekking van inligting uit bronne.
VLAK 2 (V 2)	Eenvoudige interpretasies deur gebruik te maak van een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
VLAK 3 (V 3)	Eenvoudige interpretasies deur gebruik te maak van een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
VLAK 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 kontinuiteit) om kontraste, vergelykings en verskillende standpunte te verduidelik en, as 'n finale stap om hierdie insigte aan te wend, om 'n paragraaf te skryf of, met ander woorde, om 'n stukkie geskiedenis te skryf wat gebaseer is op bewyse uit die bronne.

VRAAG 4: AFRIKA IN DIE TWINTIGSTE EEU**4.1 KOLONIALISME IN AFRIKA**

- 4.1.1 (a) *[Interpretasie van inligting uit bron, V1]*
 ▪ Die reg om hulself te regeer (1 x 2)
- 4.1.1 (b) *[Breër kennis vereis, V2]*
 • Omdat meeste Afrika-lande steeds regeer is deur koloniale magte in 1945 eerder as deur die inheemse bevolking. (1 x 2)
- 4.1.1 (c) *[Seleksie van inligting uit bron, V1]*
 • Koloniale werkers (of boere) (1 x 2)
- 4.1.1 (d) *[Seleksie van inligting uit bron, V1]*
 • Wapens wat genoem word is 'stakings'
 • 'Boikotte' (2 x 1)
- 4.1.1 (e) *[Breër kennis vereis, V2]*
 • 'n **Staking** is wanneer werkers weier om met hul werk voort te gaan totdat aan sekere eise voldoen is.

 'n **Boikot** is wanneer mense weier om 'n sekere produk te gebruik, deel te neem aan 'n bepaalde proses, 'n sekere plek te besoek totdat daar aan spesifieke eise voldoen is. (1 x 3)
- 4.1.2 (a) *[Seleksie van bewyse uit bron, V3]*
 • Enige **drie** van die volgende aspekte van lewe onder kolonialisme:
 - Mense sterf sonder enige oënskynlike rede
 - Mense gaan gebuk onder die gewig van onderdrukking
 - Sukkel om 'n bestaan te maak
 - Gebrek aan humor, die lewe is te moeilik
 - Swaarkry onder onmenslike stelsel, onderdrukking
 - Lewe in vrees (gebrek aan regverdigheid) (enige 3 x 1)

- 4.1.2 (b) [*Seleksie van inligting uit bron, V1*]
- Om op te staan en nee te gil
 - Uitdaging en omverwerping van koloniale magte. (2 x 1)
- 4.1.3 [*Komplekse interpretasie uit meer as een bron, V4*]
- Beide bronne deel gedagte dat kolonialisme onderdrukkend is
 - Tot 'n einde gebring moes word deur optrede van mense van Afrika. (2 x 2)
- 4.1.4 (a) [*Seleksie van bewyse uit bron, V1*]
- Kaunda wil 'selfregering' nou hê (1 x 1)
- 4.1.4 (b) [*Eenvoudige interpretasie, V1*]
- Kan bereik word deur nie-gewelddadige
 - Maar positiewe aksie (2 x 1)
- 4.1.5 (a) [*Eenvoudige interpretasie van bron, V3*]
- Welensky geglo dat Afrikane kon met verloop van tyd groter sê in regering geniet - sal egter baie tyd vereis. Tempo van verandering sal bepaal word deur koloniale magte (1 x 3)
- 4.1.5 (b) [*Eenvoudige interpretasie van bron, V3*]
- Nee, gekant teen selfregering (1 x 2)
- 4.1.5 (c) [*Eenvoudige interpretasie van bron, V3*]
- Welensky geglo dat Afrikane ten beste gelyke vennote van Europeërs kon word,
 - Maar dat hulle hierdie verhouding nooit sal oorheers nie (ten spyte daarvan dat hulle meerderheid van bevolking uitmaak) (2 x 2)

4.1.6 [Basiese tot komplekse seleksie van inligting deur gebruik te maak van meer as een bron, begrip van die periode en empatie, V4]

Gebruik die matriks hieronder tesame met die bron-gebaseerde inligting om u nasien te lei.

Die punte wat hieronder aangebied word dien alleen as 'n riglyn vir nasien.

- Woede, frustrasie, miskenning
 - Ofskoon Welensky wel verklaar dat Afrikane 'n sê gegee moet word in die bestuur van die land
 - Hy glo egter nie dat hulle hulself moet regeer nie en die tydsperiode wat gestel word is te stadig vir 'n jeugdige persoon wat smag na verandering (100-200 jaar).
- Inspirasie en aangevuur deur Kaunda se aandrang op 'selfregering nou'
 - Diop se gedig en eise van Pan-Afrika Konferensie.
 - Aandrang op optrede om verandering onmiddellik aan te bring (let daarop dat Kaunda deurentyd klem lê op dissipline binne die party)

Vlak 1	Kan nie bewyse onttrek nie of onttrek bewyse uit bronne op 'n baie elementêre wyse. Kandidaat maak gebruik van emosionele taal.	Punte: 1-2
Vlak 2	Onttrek bewyse uit bronne wat meestal relevant is en tot 'n groot mate verband hou met die onderwerp. Wend pogings aan om bewyse in verband te bring met emosies.	Punte: 3-4
Vlak 3	Onttrek relevante bewyse uit bronne wat baie goed met die taak verband hou. Maak duidelike en toepaslike verbande tussen emosies en bewyse.	Punte: 5-6

(6)
(38)

4.2 VERSKILLENDE PERSPEKTIEWE OP AFRIKA-EENHEID4.2.1 *[Seleksie van inligting, V1]*

- Die volle politieke eenheid van Afrika (1 x 2)

4.2.2 *[Seleksie van inligting uit meer as een bron, V3, V4]*

- **Nkrumah** het geglo dat ofskoon Afrikane nie 'n gemeenskaplike taal, kultuur, ras, ens. in gemeen het nie, hulle 'n gemeenskaplikheid as Afrikane deel. Hierdie sal hulle toelaat om te verenig
- **Arifalo** het geglo dat eenheid wonderwerk sou wees weens die Verskillende tale, kulture, vlakke van ontwikkeling, ens. (2 x 2)

4.2.3 (a) *[Komplekse interpretasie van meer as een bron, V3, V4]*

- Nee (1 x 2)

(b) *[Komplekse interpretasie van meer as een bron, V3, V4]*

- Spotprent beeld spanning tussen Afrika-state binne OAE uit. Stry onder mekaar
- Nkrumah optimisties gebly oor bereiking van eenheid in Afrika. Beklemtoon gemeenskaplikhede tussen Afrikane (2 x 2)

[12]
[50]

VRAAG 5: OMSTANDIGHEDE WAT TOT DIE TWEEDE WêRELDOORLOG GELEI HET**5.1 DIE BRITSE PAAIBELEID EN DUITSE BUITELANDSE BELEID**5.1.1 *[Seleksie van inligting uit bron, V1]*

- Vereniging van alle Duitsers; uitsluitend Jode
- Duitse gelykheid met ander nasies
- Opheffing van Vrede van Versailles en Saint Germain
- Meer grondgebied vir Duitsers (enige 2 x 1)

5.1.2 *[Verduideliking van inligting, V2]*

- Deur oorlog/ gebruik van geweld
- Aanvalle op Oostenryk, Tsjeggo-Slowakye, Brittanje en Frankryk (Bron 5B) (2 x 2)

5.1.3 (a) *[Betroubaarheid, L4]*

- Ja, dit is betroubaar. (1 x 2)

5.1.3 (b) *[Verduideliking, V2]*

- Dit is kontemporêre bron/ werklike verslag
- Vergadering van Leërgeneraals.
- Hitler waarskynlik Oostenrykse regering verag omdat hulle die terme van die Verdrag van Versailles aanvaar het, veral insoverre dit gestipuleer het dat Oostenryk nooit met Duitsland mag verenig nie.
- Hitler wou Tsjeggo-Slowakye vernietig sodat die Sudetenland, voorheen 'n Duitse kolonie, met Groter Duitsland kon verenig. (enige 2 x 2)

5.1.4 *[Interpretasie, V3]*

- Vertrouensverhouding, geloof in Duitsland se oënskynlike goeie bedoelings, ens (1 x 2)

- 5.1.5 (a) *[Interpretasie, V3]*
- Nee, dit wil nie voorkom asof hy daarvan bewus was nie.
 - Kon kennis gedra het, maar het verkies om dit te ignoreer
 - Vertrou Hitler
- (enige 1 x 2)

- 5.1.5 (b) *[Verduideliking en interpretasie, V4]*
- Voorkom of hy vir Hitler admirer. Glo ook nie dat Hitler enige land in Europa wou intimideer nie
 - Brittanje nie gereed vir oorlog nie
 - Gekies om Hitler as bedreiging te ignoreer
 - Enige ander toepaslike antwoord
- (enige 2 x 2)

- 5.1.6 a) *[Eenvoudige interpretasie, V3]*
- Nee of Ja.
- (1 x 2)

- 5.1.6 (b) *[Eenvoudige interpretasie, V3]*
- Indien "Nee":**
- Hy het geglo dat Duitsland eenvoudig 'n nouer unie met Oostenryk verlang het
 - Dieselfde het gegeld m.b.t. Tsjeggo-Slowakye
 - Brittanje het geglo dat nouer vereniging op vredeliewende manier bereik kon word
- (2 x 2)

OF

[Eenvoudige interpretasie, V3]

Indien "Ja":

- Indien Duitsland geweld sou gebruik om nouer verbintenis met Oostenryk en Tsjeggo-Slowakye teweeg te bring (Bron 5D)
 - Bron 5B verklaar dat die res van die wêreld besig was om verdediging voor te berei
- (2 x 2)
(26)

5.2 NAZI RASSEBELEID TEENoor JODE

5.2.1 [Seleksie, V1]

- Jode
- Sigeuners
- Swartes (Afro-Amerikane)
- Slawiërs

(4 x 1)

5.2.2 (a) [Interpretasie, V2]

- Duitsers was meerderwaardig bo ander rasse
- Meerderwaardigheidskompleks
- Rassisme
- Voorouers was meerderwaardig, ens

(enige 1 x 2)

5.2.2 (b) [Interpretasie, V3]

- Dit wil voorkom of dit suksesvol was.

(1 x 2)

5.2.2 (c) [Interpretasie en analise, V3]

- Die opstel wat deur die Duitse skoolseun geskryf is suggereer dat indoktrinasië redelik gevorderd was in die onderwysstelsel
- Omdat Duitse skoolseun uitstekende opstel (Bron 5E) oor die sg. 'rasseuniekheid' van Nordiese (Duitse) mense geskryf het

[Moontlike alternatiewe interpretasie]

(2 x 2)

5.2.3 [Extrapolering, V4]

- Jesse Owen was Swart en nie van Ariëse oorsprong soos verstaan deur die Nazi Party.
- Gelukwense aan Owen sal teen die grein van sy Nazi Party se rassistiese leer wees
- Gelukwense aan Owen sal verkeerde boodskap aan Duitsers gee, nl. dat dit in orde was vir Duitsers om met Swartes te assosieer

(enige 2 x 2)

5.2.4 (a) *[Empatie en interpretasie, V3, V4]*

- Die skoolseun sal of reageer of letterlik koud gelaat word
- Hy sou waarskynlik nie vir Owen as held beskou nie
- Trots wees daarop dat Hitler nie vir Owen geluk wens

Moontlike alternatiewe interpretasie:

- Hy mag sy onderwyser se onderrig oor die sg. rasse minderwaardigheid van swart mense (enige 1 x 2)

5.2.4 (b) *[Empatie en interpretasie, V3 & V4]*

- Hy sou nie vir Owen as held aansien nie omdat slegs Duitsers veronderstel was om sterk te wees
- Jesse Owen was nie van Ariese oorsprong nie; hy was swart en daarom minderwaardig
- Die seun is geleer om nie-Ariërs te sien as minderwaardig en daarom moes hulle nie gelukwense ontvang nie
- As skoolseun Hitler se optrede ondersteun sou hy trots gewees het op sy leier se optrede
- 'n Swarte (Afro-Amerikaan) het nie verdien om van Hitler gelukwense te ontvang nie
- Moontlike alternatiewe interpretasie (enige 3 x 2)

(24)
[50]

VRAAG 6: DIE KOUE OORLOG IN EUROPA**6.1 DIE TRUMANLEER EN DIE MARSHALLPLAN****6.1.1 [Seleksie van inligting uit bron, V1]**

- Ondersteuning vir nasies wat hul verset teen gepoogde onderwerping deur gewapende minderhede of buitelandse druk
- Voorsiening van finansiële en ekonomiese hulp om dieselfde redes
- Ondersteuning aan nasies om hul vryheid te behou
- Gee uitdrukking aan beginsels van Handves van VN (enige 3 x 1)

6.1.2 [Seleksie van inligting uit bron, V1]

- Beginsels van Handves van VN word geignoreer
- Verwerping van gestelde beginsel van internasionale samewerking en gesamentlike optrede deur supermoondhede
- Instrument waardeur VSA haar wil afdruk op onafhanklike lande
- Ook instrument vir politieke druk (enige 3 x 1)

6.1.3 [Vergelyking en verduideliking van verskillende perspektiewe, V2 & V3]

- Bron 6A: Trumanleer is positiewe ontwikkeling; ondersteun vryheid en samewerking
 - Bron 6B: sien as negatiewe ontwikkeling; gevaar vir wêreldvrede en internasionale samewerking
- Bron 6A: verlewending van beginsels van Handves van VN; insluitend samewerking.
 - Bron 6B sien as ignorering van beginsels van Handves; daarmee ondermyn dit internasionale samewerking
- Bron 6A: uitbeelding as ekonomiese en finansiële hulp ter ondersteuning van ekonomiese en maatskaplike ontwikkeling/ opheffing/ samewerking
 - Bron 6B instrument vir politieke druk met VSA wat haar wil afdwing op onafhanklike lande. Teenoorgestelde van internasionale samewerking
- Bron 6A: aanvaar dat Trumanleer internasionale samewerking sal ondersteun en bevorder.
 - Bron 6B impliseer verskuiwing weg van daargestelde beginsel van internasionale samewerking.
- Bron 6A: beklemtoon dat Trumanleer instrument is om nasionale soewereiniteit en onafhanklikheid (daarmee ook internasionale samewerking) te verseker
 - Bron 6B: neo-koloniale maatreël wat alles hierbo in gevaar stel
- Bron 6A: vredeliewende maatreël wat internasionale samewerking bevorder.
 - Bron 6B aggressiewe daad; bedreig internasionale samewerking
- Enige ander toepaslike antwoord (enige 4 x 2)

6.1.4 (a) [Vasstelling van vooroordeel, V4]

- Ja, hierdie spotprent is bevooroordeel t.o.v. Marshallplan (1 x 2)

OF

- Nee, hierdie spotprent is nie bevooroordeel t.o.v. Marshallplan nie (1 x 2)

6.1.4 (b) *[Verduideliking van antwoord in (a), V3 & V4]*

Indien antwoord "ja" is:

- Marshallplan word uitgebeeld as 'n reddingsboei
- Die persoon klim op teen loodregte krans uit wat uitgebeeld word as chaos en vernietiging
- Agtergrond toon vernietiging en maatskaplike/ ekonomiese verval

(enige 2 x 2)

OF

Indien antwoord "ja" is:

- Indien Europa sterk genoeg was, kon sy dit op haar eie gemaak het
- Dit is derhalwe alleen 'n reddingsboei - om Europa te help om op haar spreekwoordelike voete te kom
- Bo-op die krans is daar niks behalwe barre grond nie
- Onder op oppervlakte is daar ten minste tekens van infrastruktuur

(enige 2 x 2)

6.1.5 (a) *[Bruikbaarheid van bron, V4]*

- Die spotprent is baie bruikbaar

OF

- Die spotprent het beperkte bruikbaarheid

(1 x 2)

6.1.5 (b) *[Verduideliking van antwoord in (a), V3 & V4]*

Die spotprent is baie bruikbaar:

- Spotprent bied Sowjet-perspektief op Marshallplan
- Amerika word uitgebeeld as ryk man wat rus op verkrummelende gebou (Europa)
- Amerika druk haar wil af op Europa, sonder om belange van Europa in ag te neem
- Geen simpatie met Europeërs wat behoeftig is na Tweede Wêreldoorlog

(enige 2 x 2)

OF

Die spotprent is nie baie bruikbaar nie:

- Die spotprent weerspieel slegs 'n Sowjet-perspektief op die Marshallplan
 - Daarom bevooroordeeld
 - Posisie/ perspektief van Amerika of ontvangers van hulp onder Marshallplan word nie aangebied nie
 - Die historikus/ navorser verkry nie gebalanseerde perspektief op Marshallplan uit hierdie een spotprent nie
 - Bied wel aanduiding van die Sowjet-denke (enige 2 x 2)
- (26)**

6.2 NAVO EN DIE WARSKOUSE VERDAGSORGANISASIE**6.2.1 [Seleksie en interpretasie van inligting, VL2]**

- Artikel 3 verwys na **verdediging** in geval van aanval
 - Artikel 3 verwys ook na **verset** in geval van gewapende aanval
- Artikel 5 verwys na wedersydse **hulp** in geval van aanval (2 x 3)

*(Daar word van kandidate verwag om elke artikel te **verduidelik** en nie slegs 'n aanhaling uit die bron te gee nie)*

6.2.2 (a) [Interpretasie van inligting uit bron, V2]

- NAVO is gesien as aggressiewe organisasie
- Bedreiging vir USSR (2 x 2)

6.2.2 (b) [Bruikbaarheid van bron, V4]

- Spotprent is baie bruikbaar

OF

- Die spotprent het beperkte bruikbaarheid (1 x 2)

6.2.2 (c) [Verduideliking van antwoord in (a), V3 & V4]**Die spotprent is baie bruikbaar:**

- Spotprent reflekteer Sowjet-perspektief op NAVO
- Spotprent help ons Russiese perspektief op NATO verstaan (enige 2 x 2)

OF

Die spotprent is nie baie bruikbaar nie:

- Spotprent reflekteer alleen Sowjet-perspektief op NAVO
- Bevooroordeelde ten opsigte van Russiese perspektief
- Posisie/ perspektief van VAVO-lede word nie gewys
- Die historikus/ navorser verkry nie gebalanseerde perspektief op NAVO uit hierdie enkele spotprent nie
- Enige ander toepaslike antwoord (enige 2 x 2)

6.2.3 (a) *[Interpretasie van inligting, V2 & V3]*

- Nee, dit wil nie voorkom asof daar enige verskil is nie (1 x 2)

6.2.3 b) *[Verduideliking van inligting, V2 & V3]*

- In Stelling 1 duidelik verklaar dat Rusland NAVO gesien het as aggressiewe organisasie wat vernietiging van Rusland beoog
- In Stelling 1 punt ook gemaak daar nog 'n internasionale gevaar nog gevaar van gewapende aanval bestaan
- In Stelling 2 duidelike verwysing na beginsels van samewerking en wedersydse hulp tussen Rusland en haar bondgenote
- Skepping van verenigde bevelstruktuur van gewapende magte kon ook verdedigende oogmerk en karakter geniet het
- Bron 6E verklaar dat NAVO tot stand gebring is vir wedersydse hulp en verdediging
- Enige ander toepaslike antwoord (enige 3 x 2)

(24)

[50]

TOTAAL: 150