

## SENIO. Possible Answers March 2006

**Global assessment of essays**

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

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

**Assessment procedures of an essay**

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in 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





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MARKING GUIDELINE

- repetition **R**
- analysis **A√**
- interpretation **I√**

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

C	LEVEL 3	

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

C	LEVEL 3	
P	LEVEL 1	

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

C	LEVEL 3	B+
P	LEVEL 1	39

### The matrix

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



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MARKING GUIDELINE

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.
<b>CONTENT</b>								
<b>LEVEL 1</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>A+</b> 47 – 50	<b>A</b> 43 – 46	<b>A-</b> 40 – 42					
<b>LEVEL 2</b> Question has been answered. Content selection relevant to line of argument.	<b>A</b> 43 – 46	<b>A-</b> 40 – 42	<b>B+</b> 38 – 39					
<b>LEVEL 3</b> Question answered to a great extent. Content adequately covered and relevant.	<b>B+</b> 38 – 39	<b>B</b> 36 – 37	<b>B-</b> 35	<b>C+</b> 33 – 34				
<b>LEVEL 4</b> Question posed is recognisable in answer. Content selection and control flawed. Omissions and irrelevant content selections.			<b>C+</b> 33 – 34	<b>C</b> 31 – 32	<b>D+</b> 28 – 29			
<b>LEVEL 5</b> Content selection does relate to the question, but do not answer it. Omissions in coverage. Lacks control.				<b>C-</b> 30	<b>D</b> 26 – 27	<b>E+</b> 23 – 24		
<b>LEVEL 6</b> Question inadequately addressed. Sparse content.					<b>D-</b> 25	<b>E</b> 21 – 22	<b>E-</b> 20	
<b>LEVEL 7</b> Question inadequately addressed or not at all. Inadequate content. Irrelevant to a great extent.						<b>E</b> 20	<b>F</b> 13 – 19	
<b>LEVEL 8</b> No relevant content selection. Totally flawed								<b>G</b> 07 - 12 <b>H</b> 00 - 06

**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**



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MARKING GUIDELINE

- **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 GUIDELINES**



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MARKING GUIDELINE

**SECTION A: ESSAY QUESTIONS****QUESTION 1A: THE PERIOD 1924 TO 1948**

The achievement of sovereign Independence for South Africa was the pinnacle (height) of General J B M Hertzog's period of period of premiership.

Do you agree with this statement? Substantiate your viewpoint.

**SYNOPSIS**

The candidates need to indicate to what extent they agree or disagree with the statement. They need to show that Hertzog used the events to move South Africa towards sovereign independence and succeeded to establish South Africa's sovereign independence by 1934. However it is also important to show that extreme Afrikaner nationalists wanted a republic that is completely independent of Britain.

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

**MAIN ASPECTS**

- Introduction: Candidates must indicate their point of view. This should be about how successful Hertzog was in having South Africa's sovereign independence recognised by 1934.

**ELABORATION**

- The position of dominions when Hertzog assumed office (legally they were subordinate to Britain and he was determined to change this situation)
- Hertzog used the Imperial Conference of 1926 to clarify the status of SA and its dominions
- The Balfour Declaration of 1926 (Defined and uplifted the status of SA and other dominions; Hertzog played a major role in this regard)
- The establishment of the Department of Foreign Affairs gave SA the opportunity to demonstrate its independence (Hertzog's involvement in the establishment was evident)
- The Statute of Westminster, 1931 was a British law that put the principles of the Balfour Declaration into law ( Hertzog was instrumental in pressurising the British Government to turn the Balfour Declaration into law)
- The Status and Seals Acts, 1934 (Under the leadership of Hertzog these two South African laws were passed to protect South Africa's independence as defined by the Statute of Westminster)
- Extreme Afrikaner nationalists wanted a republic completely independent of Britain



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MARKING GUIDELINE

- Conclusion

Candidates must tie up their arguments by indicating how successful Hertzog was in getting South Africa's sovereign independence recognised by 1934.

**[50]**



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**QUESTION 1B: THE PERIOD 1924 TO 1948**

The failure of the political marriage between the South African Party and the National Party was not unexpected.

Assess the validity of the statement by using relevant evidence from 1929 to 1939.

**SYNOPSIS**

The candidates should state whether they agree or disagree with the statement. They should outline their reasons. The similarities and differences in policies (ideologies) of the party leadership, before and after the establishment of the Party should be explored and the extent in which the differences were ironed out or ignored. Candidates should show why the split in 1939 was inevitable.

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

**MAIN ASPECTS**

- Introduction: Candidates need to indicate why the United Party was formed and whether ideological differences led to its split.

**ELABORATION**

- The government lost support as the economy declined after the Great Depression; left the gold standard
- Hertzog believed that a coalition government would be able to solve the economic problems
- Coalition revealed ideological differences
- Fusion - the formation of the United Party
- Ideological differences remained within the United Party after fusion
- Political realignment occurred because of ideological differences
- Tensions among English-speaking and Afrikaans-speaking members of Parliament regarding the influence of Afrikaner nationalism
- Tensions within the UP over race policies because some members were opposed to segregation
- When Second World War broke out ideological differences (neutrality vs. participation) led to the split in the UP in 1939 - because of the UP's allegiance to Britain
- Conclusion: Tie up the argument by indicating that the foundation of the UP was shaky (or not) formed and that the split was inevitable.

**[50]**



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

“The National Party succeeded in its desire to make South Africa a republic but failed in its attempt to keep South Africa as a member of the British Commonwealth.”

Critically discuss this statement with reference to the period 1948 to 1961.

**SYNOPSIS**

Candidates need to indicate throughout their answer the roles the various Prime Ministers (Malan, Strijdom and Verwoerd) played and how Verwoerd failed to keep South Africa within the Commonwealth.

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

**MAIN ASPECTS**

- Introduction: Candidates should indicate how they are going to answer and what their line of argument will be.

**ELABORATION**

- Developments under D F Malan, 1948-1953 (focus on breaking ties with Britain through minor constitutional changes)
- Developments under J G Strijdom, 1953-1958 (highlight the symbolic changes introduced e.g. flag, anthem, official terms used, etc.)
- Developments under H F Verwoerd, 1958-1961 (decision to create a republic and the withdrawal from the British Commonwealth)
- Conclusion: Candidates should tie up their arguments by showing that the National Party succeeded in making South Africa a Republic but failed to keep her within the British Commonwealth.

**[50]**



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**QUESTION 2B: THE PERIOD 1948 TO 1976**

It was not so much the pressure mounted by external forces but rather the resistance within the country which led to the destruction of apartheid.

Do you agree with this statement? Support your answer by using relevant evidence from 1960 to 1976.

**SYNOPSIS**

The candidates need to state whether they agree or disagree. They should support their line of argument whether the internal events or external forces led to the destruction of apartheid or a combination of both. The external forces include the armed resistance and the internal events comprised of the political organisations and students' uprisings within the country.

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

**MAIN ASPECTS**

- Introduction - Candidates need to take a point of view and indicate whether the internal or external events or a combination of both played a major role in the destruction of apartheid.

**ELABORATION**

- ANC resistance tactics before 1958 and establishment of the PAC
- Sharpeville (1960) and its aftermath
- The banning of resistance movements and detentions without trial
- The formation of *Umkhonto we Sizwe* and POQO
- Liliesleaf Farm and the Rivonia Trial
- The General Laws (Amendment) Act
- The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), etc.
- Soweto, 1976
- Riotous Assemblies Act; further bannings; another State of Emergency
- Conclusion: Must tie up the argument and indicate whether the external or the internal forces or a combination of both led to the destruction of apartheid.

**[50]**



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**QUESTION 3A: THE PERIOD 1976 TO 1994**

The introduction of the tricameral constitution in 1983 was a disguised attempt on the part of the Nationalist Government to perpetuate (continue) white domination.

Assess this statement critically by making reference to the period 1983 to 1989.

**SYNOPSIS**

The candidates need to indicate their points of view. They need to show whether the introduction of the tricameral constitution led to internal resistance and international pressure during the period. The really good candidate will be the one that will also indicate how successful the internal resistance and international pressure were in bringing an end to apartheid.

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

**MAIN ASPECTS**

- Introduction: Candidates need to take a point of view and indicate whether the introduction of the tricameral constitution led to internal resistance and international pressure during the period. Candidates can also indicate how successful the resistance and pressure against Botha's government were.

**ELABORATION**

- Repression and reform (1983 constitution) as setting the scene for waves of resistance within the country
- Resistance – (rolling mass action; the formation and role of the UDF in resisting reform)
- Resistance – (role of other organisations e.g. National Forum, AZAPO, BCM, township/ community/religious organisations etc. in resisting reform).
- The imposition of the state of emergency (reasons and reaction)
- The emergence of the MDM - 1985
- International pressure (impact of sanctions by international community)
- Conclusion: Candidates should tie up their arguments and indicate whether the introduction of the tricameral constitution led to internal resistance and international pressure during the period. Candidates can also indicate how successful the resistance and pressure against Botha's government were

**[50]**



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

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

With the release of Nelson Mandela from Robben Island and later Pollsmoor in 1990, South Africa stood at the threshold (entrance) of a new era in its history.

Is this a justifiable assessment? Motivate your answer by critically referring to political events in the period 1990 to 1994.

**SYNOPSIS**

Candidates should discuss how Mandela's release from Pollsmoor marked a new era in the history of South Africa. The candidates must focus on political events such as the release of political prisoners from 1990 onwards and the subsequent negotiations.

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

**MAIN ASPECTS**

- Introduction: The candidates need to indicate political events between 1990 to 1994 which signify the beginning of a new era in South African history.

**ELABORATION**

- Reasons for the negotiation process (De Klerk's speech - turning point)
  - Process of negotiations e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II (set the tone for achieving the democratic 'miracle')
  - Obstacles to negotiations e.g. the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities, etc. (show how did this nearly derailed the process)
  - Political power play; clash of personalities (Mandela - De Klerk; Buthelezi; right-wing organisations)
  - Strengthening of negotiations (role of Cyril Ramaphosa and Roelf Meyer), compromise and commitment
  - The first democratic election of April 1994 (democratic 'miracle')
  - Mandela the first President of a democratic South Africa
- Conclusion: Tie up the argument by showing how political events between 1990 and 1994 was a watershed in the South African history.

**[50]**



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**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 addressing the requirements of the question.
- In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

**LEVELS OF SOURCE-BASED QUESTIONS**

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



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MARKING GUIDELINE

**QUESTION 4: THE PERIOD 1924 TO 1948**

**4.1 HOW DID THE WAR YEARS INFLUENCE AFRIKANER AND AFRICAN NATIONALISM?**

4.1.1 a) [*Interpretation of Source 4A – L 3*]

- Because Malan's policy of Apartheid was almost similar to fascism and nazism
- Its characteristics were to discriminate and oppress other racial groups such as the Africans, Indians and Coloured and in Germany the Jews
- It was also based on the creation of the master race (German Aryan race)

(2)

b) [*Evaluation and interpretation of Source 4A – L 4*]

**The cartoon is accurate to a certain extent**

- Because some dissident Afrikaners who were against Smuts' policy admired Hitler's economic policy
- Some like Oswald Pirow visited the Nazi party in Germany
- A mob of Afrikaners who confronted the Jews at the harbour showed their support to Hitler

**It is not accurate**

- Afrikaner nationalism including the establishment of the *Herrenvolk* was based to a certain extent on Christian nationalism
- The Afrikaner nationalism started long before the emergence of fascism in the world

(2 x 2)

4.1.2 a) [*Extraction and the use of broader knowledge of Source 4B*]

- The Jews fled from Hitler's crusade against them
- Most of them were either ill-treated or killed

(2 x 2)

b) [*Interpretation of Source 4B – L 2*]

- They were confronted by a mob of Afrikaners who protested against their arrival
- The Jews were bewildered by this confrontation

(2 x 2)

c) [*Interpretation of Source 4B – L 3*]

- Some Afrikaners copied an anti-Semitic stance adopted by Hitler
- The Afrikaner nationalism was moulded by the German nationalism
- The creation of the master race was also crafted around the German Aryan race
- They supported Germany during Second World War

(2 x 2)



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MARKING GUIDELINE

d) [*Interpretation of Source 4B - L3*]

- It is a feeling of hatred towards Jews
- Germany was a fascist state and discriminated against other races -Jews and blacks
- Many Jews were killed, ill-treated and discriminated against

(2 x 2)

e) [*Interpretation of Source 4B - L2*]

- Because they wanted to be free from the British imperialism
- Some Afrikaners admired Hitler's economic programme
- Some adopted an anti-Semitic stance
- Some copied the idea of the master race and therefore associated themselves with the German cause

(2 x 2)

f) [*Interpretation of Source 4B - L3*]

- The main idea was to embark on terror activities to achieve independent
- To counter the South African war effort
- To re - awaken Afrikaner nationalism

(2 x 3)

g) [*Interpretation of Source 4B - L4*]

**One point of view**

- It was a fascist organisation because it used terror tactics to achieve its goals and this was one of the characteristics of fascism in the 1930s and 1940s.
- It was only concern with Afrikaners and did not care about the rights of other racial groups like in Germany

**Another point of view**

- It was a liberation force for the Afrikaners because it intended to free them from British imperialism.

(1 x 2)

4.1.3 a) [*Extraction of evidence from Source 4C - L1*]

- Because the Government relaxed the influx control regulations
- Because they were plenty of jobs vacated by whites who joined the army

(2 x 1)

b) [*Interpretation and analysis of Source 4C - L4*]

- The communist party advocated strikes, boycotts and stayaways
- It waged a class struggle against capitalism
- Non-European Unity League advocated non co - operation and boycotts
- African Mineworkers Union cherished strikes

(3 x 2)



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MARKING GUIDELINE

4.1.4 [*Interpretation, analysis and communication of all Sources L4*]

The paragraph must include the following:

- Afrikaner nationalism
- Ossewa Brandwag
- African nationalism
- ANC Youth League
- Non- European Unity League
- Communist Party of South Africa

Use the following to allocate a mark:

<b>LEVEL 1</b>	Cannot extract evidence or extract evidence from sources in a very elementary manner. Use evidence partially to report on topic or cannot report on topic.	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	Extract evidence from sources that is mostly relevant and relates to a great extent to the topic. Use evidence from sources in a very basic manner.	<b>Marks: 4 – 6</b>
<b>LEVEL 3</b>	Extract relevant evidence from sources that relates very well to the topic. Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic.	<b>Marks: 7 – 10</b>

(10)  
(50)



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MARKING GUIDELINE

**QUESTION 5: THE PERIOD 1948 TO 1976**

**5.1 WHAT MAKES THE FREEDOM CHARTER A PEOPLE'S DOCUMENT OF NATIONAL IMPORTANCE?**

5.1.1 a) *[Extract evidence from Source 5A – L1]*

- To convene a national conference (Congress of the People)
- To draw up a Freedom Charter (2 x 1)

b) *[Interpretation of evidence from Source 5A – L3]*

- To bring an end to racial segregation (apartheid)
- Wanted to establish a democratic South Africa based on the principles of the Freedom Charter (2 x 2)

c) *[Extract and interpret evidence from Source 5A – L2]*

- Members at the conference accepted ZK Matthew's proposal
- The Congress of the People was established with an executive committee
- Their task was to draw up the Freedom Charter (2 x 2)

d) *[Interpretation of evidence from Source 5A – L3]*

- It was the first time that a concerted effort was made to unite all the people of South Africa (the various races)
- Led to formation of the Congress of the People
- Laid the foundation for the Freedom Charter
- The current South African constitution is largely based on the principles of the Freedom Charter (any 3 x 2)

e) *[Analysis and interpretation of evidence from Source 5A – L3]*

- They used democratic methods
- Questionnaires and volunteers went throughout South Africa (rural and urban areas) to collect people's demands
- Based on grassroots support, power devolved from the bottom-up
- The Freedom Charter was therefore drawn up with inputs from all democratic organisations throughout South Africa
- The methods used reflects the concept of democracy in action (3 x 2)

5.1.2 *[Interpretation of evidence from Source 5B – L2]*

The following approaches were used:

- Planning, strategizing and implementation of plans
- Based on volunteerism
- Filling in of questionnaires



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MARKING GUIDELINE

- Door to door campaigning to obtain peoples demands and grievances
- Speaking to people at meetings and the workplace
- Electing representatives to conscientise people about the Freedom Charter

(any 3 x 2)

5.13 *[Analysing evidence from Source 5B - L3]***Statement 1**

- This campaign involved volunteers of all races visiting people during weekday afternoons and over the weekends in residential areas of greater Johannesburg

**Statement 2**

- The campaign involved mobilizing workers in factories especially in the greater Durban area workers were asked to submit their demands - the most frequently made demand was a 40 - hour week

(2 x 2)

5.1.4 *[Extraction of evidence from Source 5C - L1]*

- To obtain peoples demands and grievances

(2 x 1)

5.1.5 *[Synthesis of information from both Sources 5B and 5C - L3]*

- Well planned and organised
- Enormous amount of commitment and dedication among activists
- Based mainly on democratic principles - of collecting grievances rather than prescribing them

(any 2 x 1)

5.1.6 *[Analysis of evidence from all sources - L4]*

- It involved getting volunteers to assist in the programme of collecting peoples demands
- Most people were given questionnaires to fill in their demands
- These demands and grievances were to be included in the Freedom Charter
- People of all races were involved in the formulation of the principles in the Freedom Charter

(any 2 x 2)

5.1.7 *[[Extract evidence from all sources and organise them in a paragraph – L4]*

The paragraph must be based on the evidence from the sources and needs to focus on the following aspects:

- Based on democratic principles as espoused by ZK Matthew's
- Campaign was well organised and managed
- Campaign was supported by a dedicated corps of volunteers
- Volunteers canvassed people by using questionnaires



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MARKING GUIDELINE**

- Volunteers canvassed vast areas (urban and rural) including both common people, workers and professionals from a wide spectrum of backgrounds and jobs
- Any other relevant point

Use the following to allocate a mark:

<b>LEVEL 1</b>	Cannot extract evidence or extract evidence from sources in a very elementary manner. Use evidence partially to report on topic or cannot report on topic.	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	Extract evidence from sources that is mostly relevant and relates to a great extent to the topic. Use evidence from sources in a very basic manner.	<b>Marks: 4 – 6</b>
<b>LEVEL 3</b>	Extract relevant evidence from sources that relates very well to the topic. Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic.	<b>Marks: 7 – 10</b>

**(10)  
[50]**



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MARKING GUIDELINE

**QUESTION 6: THE PERIOD 1976 TO 1994**

**6.1 HOW DID THE RIGHT WING REACT TO THE WHITES ONLY REFERENDUM OF MARCH 1992?**

6.1.1 *[Interpretation of evidence from Source 6A – L 2]*

- Wanted to show that the whites have nothing to fear
- That the relationship was based on equality
- To assure them that negotiations would be carefully planned (3 x 2)

6.1.2 *[Interpretation of evidence from Source 6A – L 2]*

- Depicts an unequal distribution of power
- This relationship was dominated by Treurnicht
- Treurnicht gave instructions to the homeland leaders on what to do (reference to 'VASTRAP' which is complicated for the Bantustan leaders to follow.)
- VASTRAP - wanted homeland leaders to follow his instructions
- By using the derogatory (insulting) name 'Gatsha', shows that he did not have respect for Dr Buthelezi (4 x 2)

6.1.3 *[Interpretation of evidence from Source 6B – L 2]*

- He described it as nonsense
- Based on history, he was convinced it was doomed to failure
- It was also impractical to have a separate homeland for whites (3 x 2)

6.1.4 *[Interpretation of evidence from Source 6B – L 2]*

- To negotiate or to face the threat of war and extinction (1 x 2)

6.1.5 *[Interpretation of evidence from Source 6B – L 2]*

- The politicians concentrated on doomsday prophecies in order to convince the electorate to vote 'NO' (1 x 2)

6.1.6 *[Analysis and interpretation of evidence from Source 6B – L 2]*

- The creation of homelands, cornerstone of apartheid, failed
- The state was not able to suppress the will of the majority
- The whites realised that the preservation of apartheid, was a wasting of strength and wealth
- That apartheid collapsed because of corruption and lies
- Dominance of whites
- Help from the international community
- Blacks were degraded (4 x 2)



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MARKING GUIDELINE

6.1.7 *[Analysis and interpretation of evidence from sources 6B and 6C – L 3]*

- Treurnicht was prepared to negotiate with selected black homeland leaders, whereas Terre Blanche was not interested
- This willingness meant that Treurnicht was prepared to share (power) with the homeland leaders, Terre Blanche was not interested
- Treurnicht was peaceful in his approach, whereas Terre Blanche was prepared to use violence
- Homeland leaders were seen as puppets on a string (3 x 2)

6.1.8 *[Extraction of information from Source 6C – L 1]*

- They would convince shift bosses not to go underground
- They would tell ESKOM controllers to switch off the lights
- They would destroy CODESA (2 x 1)

6.1.9 *[Extract evidence from both sources, make complex interpretations in order to write a paragraph – L 4]*

The paragraph must be based on the evidence from all these sources and needs to focus on most of the following:

- That the treat of the violence needs to be taken seriously
- That there was a pact between the homeland leaders and Treurnicht
- That this pact will be dominated by Treurnicht
- That the AWB, CP and HNP could convince the white electorate to vote NO and that this would not be realised, because:
  - The white electorate knew that apartheid would fail
  - It was important for the future of white people to negotiate
  - They would negotiate from a position of power
  - The negotiations would lead to a peaceful settlement
  - The armed forces were on alert

Use the following to allocate a mark:

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

(10)  
[50]  
**TOTAL: 200**