

POSSIBLE ANSWERS

OCT / NOV 2006

- 2 -

HISTORY/HG/P2/

SENIOR CERTIFICATE EXAMINATION 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.

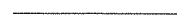
Assessment procedures of an essay

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) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised



- wrong statement



- irrelevant statement



- repetition R
- analysis A√
- interpretation 1√

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

C	LEVEL 3	

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

C	LEVEL 3	
P	LEVEL 1	

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

C	LEVEL 3	B+
P	LEVEL 1	39

The matrix

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

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

SECTION A: ESSAY QUESTIONS

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE**

- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC ESSAY MARKING GUIDELINES**

- **IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE**

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

Within a space of ten years from the 1950s to 1960s circumstances beyond their control forced the colonial powers to grant freedom and flee.

Do you agree with this assessment of the decolonisation process in Africa? Support your argument with relevant evidence.

[50]**SYNOPSIS**

The candidate needs to agree or disagree or partially agree or disagree with the assessment. In agreeing with the question the candidate must provide evidence to support whether there were circumstances beyond control which forced the colonial powers to grant freedom and flee. Some may argue that whilst the colonial powers granted freedom they did not flee Africa. If they disagree they must provide evidence which states that the African countries won their independence on their own. They need to develop the identified factors in order to support their discussion. The question requires a balanced argument.

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

MAIN ASPECTS

- Introduction – The candidate needs to indicate whether she/he agrees or not with statement and she/he needs to suggest the line of argument.
(Any other relevant introduction)

ELABORATION

- Weakening of Colonial Powers
(eg: Former Colonial powers (esp. France and Britain) militarily humiliated during WWII,
Loss of Asian colonies,
Cost of colonies – French and Britain unwilling to invest large sums required to develop African colonies when faced with post-war reconstruction at home)
- New International Balance of Power
(eg: Atlantic Charter (racism and colonialism were equated),
New superpowers – USA and USSR – hostile to European colonialism,
Creation of United Nations: pressure for universal suffrage
(especially from newly independent Asian countries),

International Declaration of Human Rights,

- Pan-Africanism/ emergence of radical African Nationalism
(eg: Bandung Conference 1955 (eg: non-alignment, gave greater confidence),
mass opposition parties in some African countries,
growth of more radical working class (response to wartime experiences of urbanisation,
industrialisation, strikes),
Spread of education (growing awareness of 'Western' concepts of freedom,
democracy, middle-class keen to bring about political change)
- Conclusion - Refer to the question and draw together the argument followed
in the elaboration.
(Any other relevant conclusion)

QUESTION 1B

Failure by the Organisation of African Unity to achieve its aims, though noble and profound, resulted from its own inherent weaknesses.

Is this a fair comment of the Organisation of African Unity (OAU)? Discuss critically. **[50]**

SYNOPSIS

The answer should indicate whether the candidate agrees or disagrees with the statement. In answering this question the candidate is expected to state clearly whether the failure of the OAU to achieve its aims was due to its own inherent weaknesses or other external factors or indicate both.

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

MAIN ASPECTS

- Introduction: Candidate needs to take a viewpoint indicating whether it is a fair comment or not and contextualise this in the line of argument taken.
(any other relevant introduction)

ELABORATION

Challenges and/or successes should be linked to aims

- Challenges e.g. total unity difficult to achieve.
Division between countries Capitalists vs Socialists.
Difficult for African countries to remain independent from colonial powers
Unable to enforce its decisions easily and to end civil wars in Africa
Lack of financial support
Problems of the African Liberation Committee
Formation of regional groupings amongst member states
OAU controlled by dictators – will of the people (civilians) not represented
OAU failed to stop the violation of human rights
Drought and famine
External factors – historical legacy of colonialism (learners who provide an alternate viewpoint/disagree)
Any other relevant examples
- Successes – A candidate can indicate successes but must tie up with the question and provide relevant evidence to sustain the line of argument taken.

- Conclusion: Candidate should draw the line of argument together and present concluding remarks on whether the failure of the OAU to achieve its aims was due to its own weaknesses or other external factors or indicate both.
(any other relevant conclusion)

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

Lenin's introduction of the New Economic Policy was a master stroke to rescue Russia from economic collapse.

Do you agree with this statement? Substantiate your answer.

[50]

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. The candidate's line of argument should indicate why Russia faced an economic collapse (focussing on the shortcomings of War Communism) and discuss how the New Economic Policy rescued the economy.

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

MAIN ASPECTS

- Introduction – Candidates need to take a viewpoint in relation to the statement and develop a relevant line of argument by supporting it with evidence. (Any other relevant introduction).

ELABORATION

- War Communism (economic collapse)
(e.g. War Communism had negative effect on economy,
Government control economy,
Farmers against requisitioning of food,
Produced only for own use,
Decline in production led to food shortages, aggravated by drought , famine.
Banks and large industries nationalized,
Worker committees (no experience) control factories,
Trade and industrial output declined,
Widespread dissatisfaction,
Uprisings, Kronstadt mutiny,
Blamed government)
- Economic revival under New Economic Policy
(e.g. aim of NEP relieve pressing economic problems and dissent among peasant farmers,
Abolished grain requisitioning, after grain tax,
Peasants could sell surplus on open market,
Could lease land and employ labourers, kulaks,
Agricultural output increased,
Small factories denationalised,

Larger factories organised into trusts,
Nepmen, trade with foreign countries renewed, improved economy, industrial output increased,
Peasants increased food production,
Fewer unrest,
State Bank,
Trade links foreign countries renewed)

- Conclusion - Learner must draw the lines of the argument together by concluding how the NEP rescued Russian economy from collapse.
(Any other relevant conclusion).

QUESTION 2B

To what extent was Stalin successful in his aims to create an independent and efficient Russian economy from 1928 until 1939? Substantiate your answer.

[50]**SYNOPSIS**

The candidate must say to what extent the Russian economy was independent and efficient. In answering this question, the candidate is expected to provide suitable examples from all three five year plans to show whether Stalin created an independent and efficient Russian economy.

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

MAIN ASPECTS

- Introduction - Must present initial assessment of statement made in question i.e. to what extent.
(Any other relevant introduction.)

ELABORATION

The aims should be linked to the independency and/or efficiency of the economy

- Aims
 - State control of the economy (Gosplan) and Five Year Plans
 - Quotas
 - Targets
 - Planning
- Agricultural transformation as a result of the Five Year Plans
 - Collectivisation
 - State farm
 - Resistance of Kulaks and use of state force to destroy them.
- Industrial transformation as a result of the Five Year Plans
 - New industries
 - Infrastructure
 - Use of slave /forced labour
- Conclusion - Learners must draw the line of the argument together and present concluding remarks on the extent to which Stalin created an independent and efficient Russian economy .
(Any other relevant conclusion.)

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

The causes and consequences of the Great Depression in the United States of America can be blamed squarely on the policies of the Republicans in the 1920's.

Is this a fair assessment? Discuss

[50]

SYNOPSIS

Candidates can partially agree, agree or disagree with the statement. Irrespective of the position taken candidates must illustrate the links or not between the policies of the Republicans in the 1920s and the causes and the effects of the Great Depression.

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

MAIN ASPECTS

- Introduction: Candidates should state their line of argument and indicate how this will be supported or any other relevant introduction where the question is appropriately contextualised.
(any other relevant introduction)

ELABORATION

- CAUSES: US Trade tariffs,
Europe's response and the effect on US exports;
Laissez-faire policy - resultant unsound (and corrupt) business,
banking and
share trading practises;
uneven distribution of wealth;
Surpluses in agriculture and
consequences (*reference to the Seven Fat Years*)
- CONSEQUENCES: Collapse of Stock Market and Banking System;
Unemployment;
Homelessness;
A drop in production and prices;
Decline in foreign trade;
Problems in agriculture continue and worsen;

Contribution of Republican policies like non-interference of government in business and 'rugged individualism' to the crisis.

- Conclusion: Learners tie up their argument. The conclusion must link to the position taken in the introduction and followed throughout the essay.
(any other relevant conclusion)

QUESTION 3B

Did Roosevelt's New Deal Policy rescue the United States of America from the Great Depression of 1929? Discuss.

[50]**SYNOPSIS**

Candidates need to partially agree, agree or disagree with the question. In partially agreeing, agreeing or disagreeing with the question, the candidates need to explain the aims of the New Deal and indicate whether the New Deal rescued the USA from the Depression of 1929.

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 could refer to the aims of the New Deal and give an initial evaluation of how Roosevelt's New Deal policy was able to rescue the USA.
(Any other relevant introduction.)

ELABORATION

An evaluation of the New Deal must be made referring to the following:

There should be a link between the aims and the different measures

- Relief measures
[e.g. providing relief for those affected by depression,
Federal Emergency Relief Act (funds to bring relief to struggling masses – soup kitchens, clothes etc.),
Civilian Conservation Corps (mass job creation),
Public Works Administration/Works Progress Administration (mass job creation),
Home Owners' Loan Corporation (loans granted to home owners)]
- Recovery measures
[e.g. getting American industry & agriculture back on their feet,
National Industrial Recovery Act (improving working conditions in industry, drew up codes for each industry),
Agricultural Adjustment Act (aim to reduce farm production to force prices gradually up)]

- Reform measures
[e.g. aim to ensure similar situation could not happen again,
Tennessee Valley Authority (upliftment of one of the poorest farm regions),
Wagner Act (labour legislation),
Social Security Act (welfare legislation)]
- Conclusion: The candidate needs to tie up the argument by concluding how
Roosevelt's New Deal policy was able to rescue the USA from the Depression of 1929.
(Any 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 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

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 WHAT WERE THE CHALLENGES FACED BY AFRICA AFTER INDEPENDENCE?**4.1.1 a) *[Interpretation of evidence from the source – L2]*

- Although Africa was poor, there were some who were wealthy
- Imbalance between rich and poor
- Changes in African lifestyle
- Any other relevant response

(any 1x2)

b) *[Interpretation to show understanding – L2]*

- African countries were bankrupt – leaders were enriching themselves
- He wanted to show leaders were extravagant, corrupt, mismanaging funds, etc.
- Rich capitalist in an impoverished country
- Any other relevant response

(any 1x2)

4.1.2 *[Interpretation of evidence – L2]*

- Because African countries had poor economic policies
- Rely on one export product
- Importing more goods
- Denmark is a developed country – flourishing economy
- African countries were under-developed
- Process of colonisation denied African countries to develop
- Any other relevant response

(any 1x2)

4.1.3 *[Determine usefulness of the source – L4]*

Candidate needs to use evidence and historical knowledge

Useful

- To assess Africa's post independent economic development
- To illustrate how the outside world view Africa's economy
- For understanding Africa's economic development
- Any other relevant response

OR

Limitations

- Africa is viewed from a Western perspective
- Africa is seen as underdeveloped
- Africa compared with developed countries
- Not enough information to determine economic development
- Impact of colonialism
- Any other relevant response (any 2x3)

4.1.4 [Complex interpretation and determining of contrasts / differences – L4]

Use the holistic rubric below and the following to allocate a mark.

Candidates need to compare the sources in order to determine to what extent the sources differ from each other. The piece of extended writing must be based on the evidence from both the sources.

The extended piece of writing can focus on

- Source 4A – illustrates rich people who benefited within the impoverished independent African countries
- Source 4B – Illustrates the economic and social challenges faced by post independent Africa.
- Any other relevant response

LEVEL 1	<ul style="list-style-type: none"> • Identifies some contrasts that are not necessarily appropriate • Or cannot identify any contrasts • Does not get far beyond noting some contrasts 	0 – 1 mark
LEVEL 2	<ul style="list-style-type: none"> • Identifies most of the contrasts • Is able to draw some thoughtful conclusions about the contrasts 	2 – 3 marks
LEVEL 3	<ul style="list-style-type: none"> • Accurately selects all major contrasts • Processes evidence with a high degree of effectiveness • Draws insightful and thoughtful conclusions regarding these contrasts 	4 – 5 marks

(5)

4.1.5 [Extrapolation and Interpretation of evidence and own knowledge – L3]

- Shortage of schools
- Imbalance between rural and urban educational facilities (financial constraints)
- Few schools, colleges and universities
- Impact of colonial policies on education
- Cultural differences
- Any other relevant answer (any 1x2)

4.1.6 [Extrapolation and Interpretation of evidence and understanding – L3]

- African governments lacked health resources to combat aids and malaria and unable to stop civil wars that killed many people in Africa
- To create an awareness of the emerging challenges/problems facing Africa
- Any other relevant answer

(1x3)

4.1.7 [Extract selected evidence from all sources, organize the information in a structured paragraph – L4]

Use the holistic rubric below and the following to allocate a mark.

The paragraph must be based on the evidence from all the sources and needs to focus on

- Source 4A – perspective about Africa – how rich people lived in impoverished countries
- Source 4B – Africa shown as under-developed compared to European countries – economic and social challenges
- Source 4C – reflects economic and social challenges

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract (relevant) evidence from sources • Extracts evidence from sources in a very elementary manner • Or cannot report on topic • Uses evidence and/or own knowledge partially to report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant • Evidence extracted relates to a large extent to the topic. • Uses evidence from sources and own knowledge in a very basic manner. 	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from sources • Evidence extracted relates very well to the topic. • Uses evidence from all sources and own knowledge very effectively in an organised paragraph • Paragraph shows an understanding of the topic. 	Marks: 6 – 8

(8)
[30]

4.2 HOW WAS DEMOCRACY CONCEIVED (CONSIDERED) AND APPLIED IN POST INDEPENDENT AFRICA?

4.2.1 [Extract evidence – L 1]

- Not workable
- Parliamentary opposition was destructive rather than constructive
- Democracy would encourage ethnic divisions
- They believed in one-party democracy
- Any other relevant answer (any 2x1)

4.2.2 [Interpretation of evidence – L3]

- No justification - cannot be easily exercised because opposition are not allowed
- Only the interests of the ruling party matters
- Justification – cannot be made since a single party system does not allow opposition parties
- Any other relevant response (any 1x3)

4.2.3 [Interpretation of evidence – L2]

- The driver (African leader) lacked parliamentary knowledge and skills to implement democracy effectively
- Democracy in Africa has lost direction/ineffective
- African leaders had grandiose visions of democracy
- Any other relevant response (any 2x2)

4.2.4 [Determine usefulness of Source - L4]

Useful

- For understanding how British and the Europeans viewed African democracy
- For illustrating that African democracy is not implemented effectively - there are problems hindering the process
- Europe also experiences problems

OR

Not useful

- Bias – only illustrates one point of view
- Some European countries were dictatorships
- Any other response must be properly substantiated (any 2x2)

4.2.5 [Complex interpretation and determining of similarities L – 4]

Use the holistic rubric below and the following to allocate a mark

The piece of extended writing must be based on the evidence from both the sources.

The extended piece of writing can focus on:

Both sources focus on democracy and its problems in Africa

Source 4D – democracy in Africa was conceived and applied but is not workable

- favours one party state, no opposition allowed

- democratic choices implanted within a single party state

Source 4E - problems with African democracy African leaders lacked parliamentary experience

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract (relevant) evidence from sources • Extracts evidence from sources in a very elementary manner • Or cannot report on topic • Uses evidence and/or own knowledge partially to report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant • Evidence extracted relates to a large extent to the topic. • Uses evidence from sources and own knowledge in a very basic manner. 	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from sources • Evidence extracted relates very well to the topic. • Uses evidence from all sources and own knowledge very effectively in an organised paragraph • Paragraph shows an understanding of the topic. 	Marks: 6 – 7

(7)
(20)
[50]

QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR**5.1 WHAT WAS THE ATTITUDE TOWARDS WOMEN IN THE GERMAN NAZI STATE?**5.1.1 [*Interpretation to show understanding – L2*]

- The role of women was to look after the family and the home
- To raise children
- They must not interfere in the world of man (any 1x2)

5.1.2 [*Extract evidence from sources – L1*]

- All the subjects taken by girls were related to activities that were regarded as activities of women (*Frauenschaffen*)
- *Handarbeit* and *Hauswirtschaft* prepared them to care for the home
- They focused on domestic science/ cooking/ house and garden work
- The *Pflege* course included a section that prepared them for motherhood
- Infant care and family welfare was part of this course (any 4x1)

5.1.3 [*Comparison of sources to identify similarities – L4*]

- Both sources emphasize that the Nazis viewed the role of women to be that of wife and mother
- Both sources focus on traditional family life
- Source 5C supports Source 5A in a sense that it provides some of the reasons for these beliefs, e.g. rising unemployment
- Source 5C supports Source 5A in a sense that it tells us that of some of the measures implemented by the Nazis to make it easier for women to fulfil their assigned roles
- Any other appropriate answer (any 3x2)

5.1.4 [*Constructing an argument in response to evidence in sources and own knowledge – L4*]

- The following holistic rubric will be used to assess this question. Learners have to indicate their position with regard to Nazi attitudes towards women and provide justification for that position based on information in the sources and their own knowledge.
- Support
 - Subordinate position
 - Role of mother/wife
 - Place at home
 - Uphold family values

- Challenges
 - Women had no vision
 - Denied decision making powers
 - Insulting their intelligence
 - Demanding their obedience
 - Degrading

LEVEL 1	<ul style="list-style-type: none"> • Purely an emotive response without supporting evidence. • Uses evidence in the sources and own knowledge in an elementary manner or partially use evidence to construct a response. • Does not justify the response in a way that relates to the evidence in the sources or shows an understanding of the situation/event/issue. 	Marks: 0 – 3
LEVEL 2	<ul style="list-style-type: none"> • Uses mostly relevant evidence to construct a response. • Responds to evidence in sources and own knowledge in a basic manner to construct an argument that is logical to a certain extent • Justification for response shows a partial understanding of the situation/event/issue. 	Marks: 4 – 6
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence from all the sources and their own knowledge to construct an authentic and convincing response (to Nazi views on women.) • The justification relates very well to the situation/event/issue • Shows an awareness of a certain attitude or belief as being typical of a certain period or place, and presents a sound argument illustrating why these beliefs are / are not acceptable. 	Marks: 7 – 10

(10)
[22]

5.2 WAS THE GERMAN TAKE-OVER OF SUDETENLAND IN 1938 JUSTIFIED?

5.2.1 [Extract and interpret evidence from source – L2]

- That Hitler was power hungry/obsessive
- That Hitler wants to start a war
- Any other appropriate response (any 1x2)

5.2.2 [Interpretation and own knowledge to show understanding of the period – L2]

- ‘Hitler screamed that this was absolutely his last territorial demand in Europe’
 - False because Hitler continued to demand that the Polish Corridor be made part of Germany / That Germany’s Eastern frontier be restored
- OR**
- ‘...when the Czechs have reconciled themselves with their minorities, the Czech state no longer interests me’.
 - False because he later took over the rest of Czechoslovakia as well.
 - Any other appropriate response (any 2x2)

5.2.3 *[Extract evidence from source – L1]*

- He says that the agreement has ensured that there will be peace
- Everybody will be happy (any 1X2)

5.2.4 *[Complex interpretation of source – L3]*

- Czechoslovakia cannot rely on any other country's support.
- Czechoslovakia will be easy prey for an aggressive Nazi Germany
- Any other appropriate response (any 2X2)

5.2.5 *[Interpretation of source to determine usefulness – L4]*

- It is useful because it shows that there were people who were very unhappy that the Nazis had taken over Sudetenland.
- It also shows us that despite their unhappiness, some people were so afraid of the Nazis that they still saluted them
- Any other appropriate response (2X2)

5.2.6 *[Comparison of sources to illustrate similarities – L4]*

- In Extract 2 of Source 5F, there is a sense of disappointment and hopelessness in the Czech Prime Minister's announcement that they have to give Sudetenland to Germany.
- In Source 5G, the woman's sadness at the sight of the Germans entering Sudetenland displays that disappointment and hopelessness. (2X2)

5.2.7 [Using information from all sources and own knowledge to construct an argument – L4]

- The learner should indicate a position in relation to the take-over. Their own knowledge of the period as well as information from the sources are used to support their position.
- It can be justified from a German point of view e.g. German people and territory, an important industrial area, the treaty of Versailles was a mistake, the Germans mentioned that it avoided war
- It can be justified from a Munich point of view e.g. it was German people and territory, the Treaty of Versailles was a mistake, it avoided war, allies were not ready for war, appeasement
- It was not justified – Czechoslovakia point of view e.g. they were not consulted, West went back on their word, they were disappointed by people who were their allies

LEVEL 1	<ul style="list-style-type: none"> • Has not taken a position or has not used relevant evidence to support the position taken. • Response does not show an understanding of the situation/event/issue. 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Uses mostly relevant evidence to construct a response. • Responds to evidence in sources in a basic manner to construct an argument that is logical to a certain extent • The justification and the use of evidence from the sources show a partial understanding of the situation/event/issue. 	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence from all the sources and their own knowledge to provide an authentic and convincing argument. • While a position is taken, a balanced view is presented. • The justification and use of evidence show a clear understanding of the period/event/issue. 	Marks: 6 – 8

(8)
[28]
[50]

**QUESTION 6 INTERNATIONAL RELATIONS AND EVENTS 1945-1970:
THE COLD WAR****6.1 HOW DID THE UNITED STATES OF AMERICA (USA) RESPOND TO THE SOVIET
TAKE-OVER OF EASTERN EUROPE?**

6.1.1 a) *[Extract and interpretation of information from source – L2]*

- Inability to pay America
- Dependence on American products
- They were in a disastrous economic and political position (any 2x2)

b) *[Interpretation – L2]*

- Without assistance Europe would have fallen to Communism
- Economically, socially and politically Europe would have been affected adversely without the assistance from the west.
- There was a lack of political stability (any 1x3)

c) *[Extract and interpretation of evidence – L4]*

Justified

- USA was seen as the protector of Europe
- USA's policy is directed against hunger, poverty, desperation and chaos
- USA wanted to revive working economies
- USA should assist with the emergence of political and social conditions in which free institutions can exist
- Political stability and peace
- The return of normal economic health

AND/OR

Not Justified

- Dominate Europe
- Way of challenging the Eastern countries
- Courting confrontation (any 2x2)

6.1.2 *[Interpretation of evidence from source – L2]*

- USA was stronger than the European powers
- USA had increased in Agricultural, Industrial and Coal production
- Any other relevant response (2x2)

6.1.3 *[Interpretation of evidence from both sources – L4]*

- Source 6B – graph depicts the economic ruin Europe faced after Second World War. All the European countries showed losses and economic ruin in terms of agriculture, industry, dwellings and rail.
- Source 6A – mentions this economic deterioration as depicted in Source 6B

(2x2)

6.1.4 (a) *[Extraction from source – L2]*

- Witnessing a fresh intrusion of the USA into the affairs of other states
- Plan on the part of the USA to expand her influence
- To enslave Europe economically and politically
- American imperialism
- No place for colonists and diehard politicians

(any 2x2)

(b) *[Interpretation of evidence to show understanding – L3]*

Accurate

- No place for colonialism particularly in view of the UNO's call for the end of domination of one country by another
- Practice of colonialism is over – 1940s African countries demanded independence

Not Accurate

- Between 1947 to 1960 many countries were still under colonialism
- Colonial powers were not willing to grant independence

(any 2x2)

6.1.5 *[Complex interpretation of source – L4]*

- Reliable – depicts the policy of USA – imperialism
- Domination
- Any other relevant response

OR

- Unreliable – Soviet view which may be biased
- Prejudicial
- Any other relevant response

(2x2)

6.1.6 *[Complex interpretation – comparison of sources – L4]*

- Both sources reflect the USA's policy to interfere in the affairs of other states
- Both sources reflect the USA's policy of imperialism and expansion
- Any other relevant response

(2x2)

6.1.7 *Interpretation of evidence from sources – L3]*

- Source 6D presents a view of the USA wanting to dominate countries by imposing her policy on them
- Source 6A presents a view of the USA being concerned and wishes to assist the countries purely for humanitarian reasons

(2x2)

6.1.8 *[Extract selected evidence and use own knowledge to organize the information in a structured paragraph - L4]*

Use the holistic rubric below and the following to allocate a mark.

The paragraph must be based on the evidence from all the sources and own knowledge. It can focus on the following aspects:

Supported

- USA was seen as the protector of Europe
- USA's policy is directed against hunger, poverty, desperation and chaos
- USA wanted to revive working economies
- USA should assist with the emergence of political and social
- Conditions in which free institutions can exist
- Without assistance Europe would have fallen to Communism
- Economically, socially and politically Europe would have been affected adversely without the assistance from the west.

OR

Not supported

- It was a fresh intrusion of the USA into the affairs of other states
- Plan on the part of the USA to expand her policy
- To enslave Europe economically and politically
- American imperialism
- No place for colonists and diehard politicians

LEVEL 1	<ul style="list-style-type: none"> • Did not make a choice or made a choice • But has not justified the choice in a way that relates to the evidence in the sources or shows an understanding of the situation/event/issue. 	Marks: 0 – 3
LEVEL 2	<ul style="list-style-type: none"> • A relevant point of view has been chosen. • Valid reasons for the choice were given. • The justification, the use of evidence from the sources and own knowledge show to a certain extent an understanding of the situation/event/issue. • Shows an awareness of a certain attitude or belief as being typical of a certain period or place. 	Marks: 4 – 7
LEVEL 3	<ul style="list-style-type: none"> • A relevant point of view has been chosen. • Logical, clear and valid reasons for the choice have been made. • The justification relates very well to the situation/event/issue. • Evidence from sources and own knowledge must be used effectively to show an understanding of the range of attitudes within a person or group being typical of a certain period or place. 	Marks: 8 – 11

(11)
[50]

TOTAL: 200

Globale assessering van opstelle

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

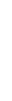
- die konstruksie / daarstel van 'n argument;
- die toepaslike seleksie van feitlike bewyse om so 'n argument te ondersteun; en
- die leerder se interpretasie van die vraag.

Assesseringsprosedures van 'n opstel

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

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 I√

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 agt vaardigheidsvlakke verdeel. Elke vlak met sy kriteria wat gebruik sal word om 'n opstel te assesseer.

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

Kopiereg voorbehou

AFDELING A: OPSTELVRAE

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

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

Binne 'n tydperk van tien jaar vanaf die 1950s tot 1960s het omstandighede buite hul beheer die koloniale moondhede gedwing om vryheid toe te ken en te vlug.

Stem jy saam met hierdie evaluering van die proses van dekolonisasie in Afrika? Ondersteun jou argument met relevante bewyse. **[50]**

SINOPSIS

Die kandidaat moet saamstem of nie saamstem of gedeeltelik saamstem of nie saamstem nie met die evaluering. Indien die kandidaat saamstem met die vraag moet bewyse aangebied word ter ondersteuning of daar omstandighede buite beheer was wat die koloniale moondhede gedwing het om vryheid toe te ken en te vlug. Sommige mag argumenteer dat terwyl die koloniale moondhede vryheid toegeken het, het hulle nie gevlug uit Afrika nie. Indien hulle nie saamstem nie, moet hulle bewyse aanbied wat aantoon dat die Afrika lande op hul eie hul onafhanklikheid verkry het. Hulle moet die geïdentifiseerde faktore ontwikkel om hul bespreking te ondersteun. Die vraag vereis 'n gebalanseerde argument.

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

HOOFASPEKTE

- Inleiding – Die kandidaat moet aandui of hy/sy saam of nie saamstem met die stelling nie en die gedagterigting aandui.
(Enige ander relevante inleiding)

UITBREIDING

- Verswakking van koloniale moondhede
(bv. Voormalige Koloniale moondhede (veral Frankryk en Brittanje) militêr verneder tydens die Tweede Wêreldoorlog
verlies van kolonies in Asië
koste van kolonies – Frankryk en Brittanje onwillig om groot bedrae geld te belê vir die ontwikkeling van Afrika kolonies teen die agtergrond van na-oorlogse rekonstruksie tuis)
- Nuwe Wêreldorde
(bv. Atlantiese Handves (rassisme en kolonialisme gelykgestel)
nuwe supermoondhede - VSA & USSR - vyandiggesind teenoor Europese kolonialisme
stigting van Verenigde Nasies: druk vir universele stemreg (veral van nuwe onafhanklike state in Asië)
Internasionale Verklaring oor Menseregte)

- Pan-Afrikanisme/Opkoms van meer radikale Afrika-nasionalisme (bv. Bandoeng-konferensie 1955 (bv. onverbondenheid, verskaf groter vertroue), opkoms van massapartye in sommige Afrika-state opkoms van meer radikale werkersklas (reaksie op oorlogservarings van verstedeliking, industrialisering, stakings) groei van onderwys(tesame met groeiende bewuswording van 'Westerse' konsepte van vryheid, demokrasie, middelklas in Afrika honger vir politieke verandering)
- Samevatting – Verwys na vraag en moet die argumente saamvat in die uitbreiding gevolg. (Enige ander relevante samevatting)

VRAAG 1B

Die mislukking van die Organisasie van Afrika-Eenheid om sy oogmerke te bereik, alhoewel edel en intens, was as gevolg van sy eie inherente swakhede.

Is dit billike kommentaar van die Organisasie van Afrika-Eenheid? Bespreek krities.

[50]

SINOPSIS

Die antwoord moet aandui of die kandidaat met die stelling saamstem of nie saamstem nie. In die beantwoording van die vraag word van kandidate verwag om duidelik aan te dui of die mislukking van die OAE om sy oogmerke te bereik die gevolg was van sy eie inherente swakhede of ander eksterne faktore, of beide aandui.

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

HOOFASPEKTE

- Inleiding: Kandidate moet 'n standpunt inneem of dit billike kommentaar is of nie en hierdie standpunt kontekstualiseer in terme van die gedagterigting. (Enige ander relevante inleiding)

UITBREIDING

Uitdagings en/of suksesse moet verbind word met die oogmerke

- Uitdagings – (bv. algehele eenheid is moeilik om te bereik.
verdeeltheid tussen lande Kapitaliste vs Sosialiste
moeilik vir Afrika-lande om onafhanklik van die koloniale moondhede te bly
Nie in staat om beslissings af te dwing en om burgeroorloë in Afrika te beëindig
gebrek aan finansiële ondersteuning
Probleme van die Afrika Bevrydingskomitee
Stigting van streeksgrøeperinge onder die lidlande
OAE beheer deur diktators – wense van die bevolking nie verteenwoordig
OAE kon nie daarin slaag om menseregteskendings te keer nie
Droogte en hongersnood)
Eksterne faktore (bv historiese nalatenskap van kolonialisme kandidate wat 'n alternatiewe benadering aanbied/stem nie saam nie)
Enige ander relevante voorbeelde
- Suksesse – 'n Kandidaat kan suksesse aandui maar dit moet met die vraag verband hou en relevante bewyse verskaf wat die gegewe gedagterigting ondersteun.

- Samevatting: Kandidate moet die standpunt saamvat en samevattende kommentaar gee of die mislukking van die OAE om sy oogmerke te bereik die gevolg van sy eie swakhede, of ander eksterne faktore of aan beide toegeskryf kan word.
(Enige ander relevante samevatting)

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

Lenin se bekendstelling van die Nuwe Ekonomiese Beleid was 'n meesterlike plan om Rusland van ekonomiese ineenstorting te red.

Stem jy saam met die stelling? Motiveer jou antwoord.

[50]

SINOPSIS

Kandidate moet aandui of hulle met die stelling saamstem of nie. Die kandidaat se gedagterigting moet aantoon waarom Rusland 'n ekonomiese ineenstorting in die gesig gestaar het (deur te fokus op die tekortkominge van Oorlogskommunisme) en bespreek hoe die Nuwe Ekonomiese Beleid die ekonomie gered het.

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

HOOFASPEKTE

- Inleiding – Kandidate moet 'n standpunt ten opsigte van die stelling neem en 'n relevante gedagterigting ontwikkel en dit met bewyse ondersteun. (Enige ander relevante inleiding).

UITBREIDING

- Oorlogskommunisme (ekonomiese ineenstorting)
(bv. Oorlogskommunisme het negatiewe uitwerking op ekonomie staatsbeheerde ekonomie
kleinboere gekant teen opeis van voedsel
produseer slegs vir eie gebruik lei afname in voedselproduksie lei tot voedseltekorte
vererger deur droogte
hongersnood
Banke en groot industrieë genasionaliseer
werkerkomitees (geen ervaring)
in beheer van fabriek
handel en industriële produksie afgeneem
wydverspreide ontevredenheid
opstande bv. Kronstadt muitery
blameer regering)

- Ekonomiese oplewing onder Nuwe Ekonomiese Beleid
(bv. oogmerke van NEB die verligting van die drukkende ekonomiese probleme en ontevredenheid van die kleinboere
afskaffing van die opeis van graan
na betaling van 'n graanbelasting kon kleinboere oorskot op ope mark verkoop
kon grond huur en arbeiders in diens neem
koelakke
landbouproduksie vermeerder
klein fabriekes gedenasionaliseer
groter fabriekes georganiseer in trusts
Nepmanne
handel met buitelandse moondhede hervat
ekonomie verbeter
nywerheidsproduksie vermeerder
kleinboere het voedselproduksie vermeerder
minder onrus
Staatsbank)
- Samevatting – Leerders moet argument saamvat en aandui hoe die NEB die Russiese ekonomie van ineenstorting gered het.
(Enige ander relevante samevatting).

VRAAG 2B

Tot watter mate was Stalin in staat om 'n onafhanklike en doeltreffende Russiese ekonomie van 1928 tot 1939 te skep? Motiveer jou antwoord. **[50]**

SINOPSIS

Die kandidate moet aandui tot watter mate die Russiese ekonomie tussen 1928 tot 1939 onafhanklik en doeltreffend was.

In die beantwoording van die vraag, word van die kandidaat verwag om geskikte bewyse uit al drie vyfjaarplanne om aan te dui of Stalin 'n onafhanklike en doeltreffende Russiese ekonomie geskep het.

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

HOOFASPEKTE

- Inleiding – Moet 'n aanvanklike evaluering van die stelling in die vraag aanbied d.i. tot watter mate.
(Enige ander relevante inleiding)

UITBREIDING

(Die oogmerke moet verbind word met die onafhanklikheid en/of doeltreffendheid van die ekonomie)

- Oogmerke
Staatsbeheer van die ekonomie (Gosplan) en Vyfjaarplanne
Kwotas
Teikens
Beplanning
- Veranderinge op landbouggebied as gevolg van die Vyfjaarplanne
Kollektivisering
Staatsplaas
Weerstand van koelakke en gebruik van mag van staat om hulle te vernietig.
- Veranderinge op nywerheidsgebied as gevolg van die Vyfjaarplanne
Nuwe industrieë
Infrastruktuur
Gebruik van slawe/gedwonge arbeid
- Samevatting – Leerders moet gedagterigting saamvat en samevattende opmerkings aanbied tot watter mate Stalin 'n onafhanklike en doeltreffende ekonomie geskep het.
(Enige ander relevante samevatting.)

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

Die oorsake en gevolge van die Groot Depressie in die Verenigde State van Amerika kan vierkantig op die skouers van die beleid van die Republikeine in die 1920's toegeskryf word.

Is dit 'n billike oordeel? Bespreek.

[50]

SINOPSIS

Kandidate kan gedeeltelik saamstem, saamstem of nie saamstem nie met die stelling. Ongeag die standpunt wat hul egter inneem, moet kandidate die verband aandui/of nie tussen die beleid van die Republikeine in die 1920s en die oorsake en gevolge van die Groot Depressie.

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

HOOFASPEKTE

- Inleiding: Kandidate moet hul gedagterigting aandui en hoe hulle dit gaan ondersteun of enige ander relevante inleiding waarin die vraag toepaslik gekontekstualiseer word. (Enige ander relevante inleiding)

UITBREIDING

- **OORSAKE:**
Bv Europa se reaksie en die uitwerking op VSA uitvoere
Laissez-faire beleid – gevolglike ongesonde (en korrupte) besighede
Banke en handel in aandele-praktyke
ongelyke verdeling van rykdom
landbou oorskotte en gevolge
(*verwysing na die Sewe Vet jare*) VSA handelstariewe

- GEVOLGE:
Ineenstorting van Aandelebeurs and Bankstelsel
werkloosheid
sonder huise
afname in produksie en pryse
afname in buitelandse handel
voortgesette probleme in landbou het vererger
bydrae van Republikeinse beleidsrigtings soos nie-inmenging van staat in besighede
en stoere_indiividualisme tot die krisis
- Samevatting: Leerders vat standpunt saam. Die samevatting moet verband hou met die standpunt geneem in die inleiding en gevolg is deur die opstel.
(Enige ander relevante samevatting)

VRAAG 3B

Het Roosevelt se New Deal die Verenigde State van Amerika van die Groot Depressie van 1929 gered? Bespreek.

[50]

SINOPSIS

Kandidate moet gedeeltelik saamstem, saamstem of nie saamstem met die vraag. Of hulle gedeeltelik saamstem, saamstem of nie saamstem nie met die vraag, behoort kandidate die doelstellings van die New Deal te verduidelik en aandui of die New Deal die VSA gered het van die Depressie van 1929.

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

HOOFASPEKTE

- Inleiding: Kandidate kan verwys na die doelstellings van die New Deal en 'n aanvanklike evaluering gee van hoe Roosevelt se New Deal daarin kon slaag om die VSA te red.
(Enige ander relevante inleiding)

UITBREIDING

'n Evaluering van die New Deal moet aangebied word met verwysing na die volgende:

Daar moet 'n verband wees tussen die oogmerke en die verskillende maatreëls

- Verligtingsmaatreëls
[bv. bring van verligting aan diegene wat geraak word deur depressie
Noodlenigingswet (fondse om verligting te bring aan die sukkelende massas
– sokkombuise, klere ens.)
Burgerlike Grondbewaringskorps (massa werkverskaffing)
Publieke Werksadministrasie/'Works Progress Administration' (massa werkverskaffing)
Huisseienaars Leningskorporasie (lenings aanhuiseienaars)]
- Herstelmaatreëls
[bv. om die Amerikaanse nywerhede en landbou weer aan die gang te kry
Nasionale Industriële Nywerheidsherstelwet (verbeter werksomstandighede in
industrieë, opstel van kodes vir elke nywerheid)
Landbou Aanpassingswet (doel om landbou produksie te verminder om pryse geleidelik op
te stoot)]

- Hervormingsmaatreëls
[bv. oogmerk om te verseker dat soortgelyke situasie nie weer gebeur nie
'Tennessee Valley Authority' (opheffing van een van die armste landboustreke)
Wagnerwet (arbeidswetgewing)
'Social Security Act' (welsynswetgewing)]

Samevatting: Die kandidate moet die argument saamvat deur aan te dui hoe die New Deal van Roosevelt instaat was om Amerika te red van die Depressie van 1929. (Enige ander relevante samevatting)

AFDELING B: BRONGEBASEERDE VRAE**DIE NASIEN VAN BRONGEBASEERDE VRAE**

- By die nasien van alle brongebaseerde vrae moet krediet toegeken word vir enige ander geldige en toepaslike standpunte, argumente, bewyse of voorbeelde.
- By die toekenning van punte moet seker gemaak word of daar aan die vereistes van die vraag voldoen is of nie.
- In hierdie riglyne vir nasien word die vereistes van die vraag (vaardighede waaraan aandag gegee moet word) sowel as die vlak van vraagstelling aangedui in kursiefgedrukte skrif.

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

VRAAG 4: AFRIKA IN DIE TWINTIGSTE EEU**4.1 WAT WAS DIE UITDAGINGS WAT AFRIKA NA ONAFHANKLIKHEID IN DIE GESIG GESTAAR HET?**4.1.1 a) *[Interpretasie van bewyse uit bron – V2]*

- Alhoewel Afrika arm was, was daar sommige wat ryk was (1x2)

b) *Interpretasie om begrip te toon – V2]*

- Afrikalande was bankrot – leiers het hulself verryk
- Hy wou aandui leiers was buitensporig, korrup, het fondse wanbestuur, ens.
- ryk kapitalis in 'n verarmde land
- Enige ander relevante antwoord (enige 1x2)

4.1.2 *[Interpretasie van bewys – V2]*

- Omdat Afrikalande swak ekonomiese beleide gehad het
- Staatgemaak op een uitvoerprodukt
- Meer goedere ingevoer
- Denemarke is 'n ontwikkelde land – bloeiende ekonomie
- Enige ander relevante antwoord (enige 1x2)

4.1.3 *[Bepaal bruikbaarheid van bron – V4]*

Kandidaat moet bewyse en historiese kennis gebruik

Bruikbaar

- Om Afrika se ekonomiese ontwikkeling na onafhanklikheid te evalueer
- Om die buitewêreld se standpunte rakende die ekonomie van Afrika te illustreer
- Om Afrika se ekonomiese ontwikkeling te begryp
- Enige ander relevante antwoord

OF

Beperkings

- Afrika word gesien vanuit 'n Westerse perspektief
- Afrika word gesien as onderontwikkeld
- Afrika word vergelyk met ontwikkelde lande
- Nie genoeg inligting om ekonomiese ontwikkeling te bepaal
- Enige ander relevante antwoord (enige 2x3)

4.1.4 [Komplekse interpretasie en bepaling van teenstellings/verskille – V4]

Gebruik holistiese matriks hieronder en die volgende om 'n punte toe te ken.

Kandidate moet die bronne vergelyk in 'n poging om vas te stel tot watter mate die bronne van mekaar verskil. Die uitgebreide skryfstuk moet gebaseer wees op bewyse uit beide bronne.

Die uitgebreide skryfstuk kan fokus op

- Bron 4A – illustreer ryk mense wat bevoordeel was in die verarmde onafhanklike Afrikalande
- Bron 4B – Illustreer die ekonomiese en maatskaplike uitdagings wat deur Afrika na onafhanklikheid in die gesig gestaar is
- Enige ander relevante antwoord

VLAK 1	<ul style="list-style-type: none"> • Identifiseer teenstellings wat nie noodwendig toepaslik is nie • Of kan nie teenstellings identifiseer nie • Gaan nie verder as die identifisering van slegs enkele teenstellings nie 	0 – 1 punte
VLAK 2	<ul style="list-style-type: none"> • Het die meeste teenstellings geïdentifiseer • Is in staat om weldeurdagte gevolgtrekkings rakende die teenstellings te maak 	2 – 3 punte
VLAK 3	<ul style="list-style-type: none"> • Het vernaamste teenstellings akkuraat geselekteer • Kon met hoë graad van akkuraatheid bewyse prosessee • Kon begripvolle en weldeurdagte gevolgtrekkings rakende die teenstellings maak 	4 – 5 punte

(5)

4.1.5 [Ekstrapolasie en interpretasie van bewyse en eie kennis – V3]

- Tekort aan skole
- Ongelykheid tussen landelike en stedelike opvoedkundige fasiliteite
- Min skole, kolleges en universiteite
- Enige ander relevante antwoord

(enige 1x2)

4.1.6 [Ekstrapolasie en interpretasie van bewyse en begrip – V3]

- Afrika regerings het 'n gebrek aan gesondheidshulpbronne om vigs en malaria te beveg en was nie in staat om burgeroorloë te voorkom waarin baie omgekom het nie.
- Enige ander relevante antwoord

(1x3)

4.1.7 [Onttrek geselekteerde bewyse uit al die bronne, organiseer bewyse in 'n gestruktureerde paragraaf – L4]

Gebruik die holistiese matriks hieronder en die volgende om 'n punt toe te ken.

Die paragraaf moet gebaseer word op bewyse uit al die bronne moet fokus op

- Bron 4A – perspektief rakende Afrika – hoe ryk mense in verarmde lande geleef het
- Bron 4B – Afrika word getoon as onderontwikkeld in verlyking met Europese lande – ekonomiese en maatskaplike uitdagings
- Bron 4C – weerspieël ekonomiese en maatskaplike uitdagings

VLAK 1	<ul style="list-style-type: none"> • Kan nie relevante bewyse uit bronne onttrek nie • Onttrek bewyse uit bronne op 'n baie elementêre wyse • Of kan nie verslag lewer oor onderwerp nie • Gebruik bewyse en/of eie kennis gedeeltelik om verslag te lewer oor die onderwerp 	Punte: 0 – 2
VLAK 2	<ul style="list-style-type: none"> • Onttrek meestal relevante bewyse uit bronne • Onttrekte bewyse het tot groot mate verband met onderwerp • Gebruik bewyse uit bronne en eie kennis op 'n basiese wyse 	Punte: 3 – 5
VLAK 3	<ul style="list-style-type: none"> • Onttrek relevante bewyse uit bronne • Onttrekte bewyse hou goed verband met onderwerp • Gebruik bewyse uit alle bronne en eie kennis baie effektief in 'n georganiseerde paragraaf • Paragraaf toon begrip van die onderwerp 	Punte: 6 – 8

(8)
[30]

4.2 HOE WAS DEMOKRASIE BEGRYP (OORWEEG) EN TOEGEPAS IN AFRIKA NA ONAFHANKLIKWORING?

4.2.1 [onttrek bewyse – V1]

- Nie werkbaar
- Parlementêre opposisie was afbrekend eerder as opbouend
- Enige ander relevante antwoord

(2x1)

4.2.2 [Interpresie van bewyse - V3]

- Geen regverdiging - kan nie maklik implementeer word nie omdat opposisie nie toegelaat word nie
- Slegs die belange van die regerende party maak saak
- Regverdiging – bestaan nie omdat 'n eenpartystelsel nie opposisiepartye toelaat nie
- Enige ander relevante antwoord (enige 1x3)

4.2.3 [Interpretasie van bewyse – V2]

- Die bestuurder (Afrikaleier) het 'n gebrek aan parlementêre kennis en vaardighede om demokrasie effektief te implementeer
- Demokrasie in Afrika het koers verloor / nie effektief nie
- Afrikaleiers het spoggerige visie van demokrasie
- Enige ander relevante antwoord (2x2)

4.2.4 [Bepaal bruikbaarheid van bron - V4]

Bruikbaar

- Om die Britse en Europese standpunte rakende Afrika demokrasie te begryp
- Vir illustrasie dat Afrika demokrasie nie doeltreffend toegepas word nie - daar is uitdagings wat die proses verhinder

OF**Nie bruikbaar**

- Partydig – illustreer slegs een standpunt
- In sommige Europese lande het diktatorskappe gehad
- Enige ander antwoord moet behoorlik gestaaf word (enige 2x2)

4.2.5 [Komplekse interpretasie en bepaling van ooreenkomste – V4]

Gebruik die holistiese matriks hieronder en die volgende om 'n punt toe te ken.

Die uitgebreide skryfstuk moet gebaseer wees op bewyse uit beide bronne.

Die uitgebreide skryfstuk kan fokus op:

beide bronne fokus op demokrasie en probleme daarmee in Afrika

Bron 4D – hoe demokrasie in Afrika begryp en toegepas was –

nie gewerk nie

-ten gunste van eenpartystaat, geen opposisie toegelaat

-maak voorsiening vir demokratiese keuse binne 'n eenpartystaat

Bron 4E - probleme met Afrika demokrasie Afrikaleiers het gebrek aan parlementêre ervaring

VLAK 1	<ul style="list-style-type: none"> • Kan nie (elevant) bewyse uit bronne onttrek nie • Onttrek bewyse uit bronne op 'n baie elementêre wyse • Of kan nie verslag lewer op die onderwerp nie • Gebruik bewyse en/eie kennis gedeeltelik om oor die onderwerp verslag te lewer 	Punte: 0 – 2
VLAK 2	<ul style="list-style-type: none"> • Onttrek meestal relevante bewyse uit bronne • Onttrekte bewyse hou tot groot mate verband met onderwerp • Gebruik bewyse uit bronne en eie kennis op 'n basiese wyse 	Punte: 3 – 5
VLAK 3	<ul style="list-style-type: none"> • Onttrek relevante bewyse uit bronne • Onttrekte bewyse hou goed verband met onderwerp • Gebruik bewyse uit alle bronne en eie kennis baie effektief in 'n georganiseerde paragraaf • Paragraaf toon begrip van die onderwerp 	Punte: 6 – 7

(7)
(20)
[50]

VRAAG 5: OMSTANDIGHEDDE WAT TOT DIE TWEDE WÊRELDOORLOG GELEI HET

5.1 WAT WAS DIE GESINDHEID TEENOR VROUE IN DIE DUITSE NAZI-STAAT

5.1.1 [Interpretasie om begrip te toon – V2]

- Die rol van vroue was om na die gesin en huis om te sien
- Om kinders groot te maak

(enige 1x2)

5.1.2 [Onttrek bewyse uit bronne – V1]

- All die vakke van meisies hou verband met aktiwiteite wat beskou was as aktiwiteite van vroue (*Frauenschaffen*)
- *Handarbeit en Hauswirtschaft* het hul voorberei om na die huis om te sien
- Gefokus op huishoudkunde/ kook/ huis en tuinwerk
- Die *Pflege* kursus sluit 'n deel ingesluit wat hulle vir moederskap voorberei het
- Kleutersorg en gesinswelsyn was deel van kursus (enige 4x1)

5.1.3 [Vergelyking van bronne om ooreenkomste te identifiseer – V4]

- Beide bronne beklemtoon dat die Nazi's die rol van vroue gesien het as dié van vrou- en moeder wees
- Beide bronne fokus op tradisionele gesinslewe
- Bron 5C ondersteun Bron 5A in die opsig dat dit sommige redes vir daardie opvatting verskaf, bv. stygende werkloosheid
- Bron 5C ondersteun Bron 5A in die opsig dat dit sommige maatreëls verskaf wat die Nazi's ingestel het om dit makliker vir vroue te maak om hul aangewese rol te vervul
- Enige ander relevante antwoord. (enige 3x2)

5.1.4 [Om 'n argument te konstrueer in antwoord op bewyse in bronne en eie kennis – V4]

- Die volgende holistiese matriks sal gebruik word om die vraag te evalueer. Leerders moet hul standpunt rakende die Nazi-gesindheid teenoor vroue aandui en regverdiging verskaf vir hul standpunt gebaseer op inligting uit die bronne en hul eie kennis.

VLAK 1	<ul style="list-style-type: none"> • Suiwer 'n emosionele antwoord sonder ondersteunende bewyse • Gebruik bewyse in die bronne op 'n elementêre wyse of het bewyse gedeeltelik gebruik om 'n antwoord te konstrueer • Regverdig nie die antwoord op 'n wyse wat verband hou met bewyse in bronne of toon 'n begrip van die situasie/gebeure/kwessie 	Punte: 0 – 3
VLAK 2	<ul style="list-style-type: none"> • Gebruik meestal relevante bewyse om 'n antwoord te konstrueer. • Antwoord op bewyse in bronne op 'n baie elementêre wyse om 'n argument te konstrueer wat tot 'n sekere mate logies is • Regverdiging vir die antwoord toon 'n gedeeltelike begrip van die situasie/gebeure/kwessie 	Punte: 4 – 6
VLAK 3	<ul style="list-style-type: none"> • Gebruik relevante bewyse uit al die bronne en eie kennis om 'n geloofwaardige en oortuigende antwoord te konstrueer (op Nazi gesindheid teenoor vroue) • Regverdiging hou goed verband met die situasie/gebeure/kwessie • Toon 'n bewuswording van 'n sekere opvatting of beskouing as tipies van 'n sekere periode of plek en bied 'n goeie argument aan waarom hierdie opvatting aanvaarbaar/nie aanvaarbaar is nie 	Punt: 7 – 10

(10)
[22]

5.2 WAS DIE DUITSE OORNAME VAN SUDETENLAND IN 1938 REGVERDIG?5.2.1 *[Onttrek en interpreteer bewyse uit bron – V2]*

- Dat Hitler mal geword het
- Dat Hitler oorlog wil maak
- Enige ander gepaste antwoord (1x2)

5.2.2 *[Interpretasie en eie kennis om begrip van die periode te toon – V2]*

- 'Hitler het geskree dat dit definitief sy laaste gebiedseis in Europa was'
- Vals omdat Hitler voortgegaan het om te eis dat die Poolse Korridor deel van Duitsland moet word.
- Dat Duitsland se oosgrens herstel moet word
OF
- '...wanneer die Tjegge hulself met hul minderhede versoen het, sal die Tsjeggiese staat my nie langer interesseer nie'.
- Vals omdat hy later die res van Tsjeggo-Slowakye ook oorgeneem het
- Enige ander toepaslike antwoord (enige 2x2)

5.2.3 *[Onttrek bewyse uit bron – V1]*

- Hy sê die ooreenkoms het verseker dat daar vrede sal wees (1X2)

5.2.4 *[Komplekse interpretasie van bron – V3]*

- Tsjeggo-Slowakye kan nie staatmaak op die ondersteuning van enige ander land nie
- Tsjeggo-Slowakye sal maklike prooi wees vir 'n aggressiewe Nazi-Duitsland
- Enige ander toepaslike antwoord (enige 2X2)

5.2.5 *[Interpretasie van bron om bruikbaarheid te bepaal – V4]*

- Dit is bruikbaar omdat dit toon dat daar mense was wat baie ongelukkig gevoel het oor die Nazi's Sudetenland oorgeneem het.
- Dit wys ook dat ondanks hul ongelukkigheid, sommige mense so bang vir die Nazi's was dat hulle voortgegaan het om hul te salueer
- Enige ander relevante antwoord (2X2)

5.2.6 *[Vergelyking van bronne om ooreenkomste te illustreer – V4]*

- In Uittreksel 2 van Bron 5F, is daar 'n gevoel van teleurstelling en hopeloosheid in die Tsjeggiese Eerste Minister se aankondiging dat hulle Sudetenland aan Duitsland moet oorhandig
- In Bron 5G, toon die droefheid van die vrou met die aanskouing van die Duitsers wat Sudetenland binnegaan, die teleurstelling en hopeloosheid. (2X2)

5.2.7 [Gebruik inligting van al die bronne en eie kennis om 'n argument te konstrueer – L4]

Die leerder moet standpunt inneem teenoor die oorname. Hul eie kennis van die periode asook inligting uit die bronne moet gebruik word om hul argument te ondersteun.

VLAK 1	<ul style="list-style-type: none"> Het nie standpunt ingeneem nie of het nie relevante inligting gebruik om hul standpunt te ondersteun nie. Antwoord toon nie begrip van die situasie/gebeure/kwessie nie 	Punte: 0 – 2
VLAK 2	<ul style="list-style-type: none"> Meestal relevante bewyse gebruik om argument te konstrueer. Antwoord op bewyse in bronne op 'n basiese wyse om 'n argument te konstrueer wat tot 'n sekere mate logies is Regverdiging en die gebruik van bewyse uit die bronne toon 'n gedeeltelike begrip van die situasie/gebeure/kwessie 	Punte: 3 – 5
VLAK 3	<ul style="list-style-type: none"> Gebruik relevante bewyse uit al die bronne en eie kennis om 'n geloofwaardige en oortuigende antwoord te konstrueer Bied 'n gebalanseerde mening rakende standpunt aan. Regverdiging en gebruik van bewyse toon 'n duidelike begrip van die situasie/gebeure/kwessie 	Punte: 6 – 8

(8)
[28]
[50]

**VRAAG 6 INTERNASIONALE VERHOUDINGS EN GEBEURE 1945-1970:
DIE KOUE OORLOG****6.1 HOE HET DIE VERENIGDE STATE VAN AMERIKA (VSA) GEREAGEER OP
DIE UITBREIDING VAN SOWJET INVLOED IN EUROPA?**6.1.1 a) *[Ontrekking en interpretasie van inligting uit bron – V2]*

- Onvermoë om Amerika te betaal
- Afhanklikheid van Amerikaanse produkte (2x2)

b) *[Interpretasie – V2]*

- Sonder bystand sou Europa onder kommunistiese invloed gekom het
- Ekonomies, maatskaplik en polities sou Europa ernstig geraak gewees het sonder bystand van die weste (enige 1x3)

c) *[Onttrek en interpretasie van bewyse – V4]***Regverdig**

- VSA gesien as beskermmer van Europa
- VSA beleid gemik teen hongersnood, armoede, desperaatheid en chaos
- VSA wou werkende ekonomieë laat herleef
- VSA moet bystand verleen tot die opkoms van politieke en maatskaplike toestande waarbinne vrye instellings kan bestaan
- Politieke stabiliteit en vrede
- Die terugkeer na normale ekonomiese toestande

OF**Nie regverdig**

- Oorheers Europa
- Wyse om Oosterse lande uit te daag
- Uitnodiging om konfrontasie (enige 2x2)

6.1.2 *[Interpretasie van bewyse uit bron – V2]*

- VSA was sterkeras Europese moondhede
- VSA het toename in landbou, industriële en steenkoolproduksie
- Enige ander relevante antwoord (2x2)

6.1.3 *[Interpretasie van bewyse uit beide bronne – V4]*

- Bron 6B – grafiek toon ekonomiese ondergang wat Europa in die gesig gestaar het na die Tweede wêreldoorlog. Alle Europese lande het verliese getoon en ekonomiese ondergang in terme van landbou, nywerhede, behuising en spoorvervoer
- Bron 6A – maak melding van ekonomiese agteruitgang soos getoon in Bron 6B (2x2)

6.1.4 (a) [Onttrekking uit bron – V2]

- Aanskou 'n vars indringing van die VSA tot die sake van ander state
- Plan van VSA om haar invloed uit te brei
- Om Europa ekonomies en polities te verslaaf
- Amerikaanse imperialisme
- Geen plek vir koloniste en bittereinder politici (enige 2x2)

(b) [Interpretasie van bewys om begrip te toon – V3]

Akkuraat

- Geen plek vir kolonialisme veral in terme van die bevel van VVO vir die beëindiging van oorheersing van 'n land deur 'n ander
- Praktyk van kolonialisme is verby – 1940s Afrikalande aangedring op onafhanklikheid

Nie akkuraat

- Tussen 1947-1960 was baie lande steeds onder kolonialisme
- Koloniale moondhede nie bereid om onafhanklikheid te gee nie (enige 2x2)

6.1.5 [Kompleks interpretasie van bron – V4]

- Betroubaar – toon beleid van VSA – imperialisme
- oorheersing
- Enige ander relevante antwoord

OF

- Nie betroubaar – Sowjet standpunt wat partydig mag wees
- Bevooroordeeld
- Enige ander relevante antwoord (2x2)

6.1.6 [Komplekse interpretasie – vergelyking van bronne – V4]

- Beide bronne weerspieël die beleid van die VSA om in te meng in die sake van ander state
- Beide bronne weerspieël die VSA se beleid van imperialisme en uitbreiding
- Enige ander relevante antwoord (2x2)

6.1.7 [Interpretasie van bewyse uit bronne – V3]

- Bron 6D bied 'n opvatting van die VSA aan wat ander lande wil domineer deur haar beleid op hulle af te dwing
- Bron 6A bied 'n opvatting van besorgdheid van die VSA aan wat bystand aan ander lande wil verleen suiwer om humanitêre redes (2x2)