

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 discussion/explanation;
- the appropriate selection of factual evidence to support such argument.

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 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 seven competency levels. Each with criteria that will be used to assess an essay.

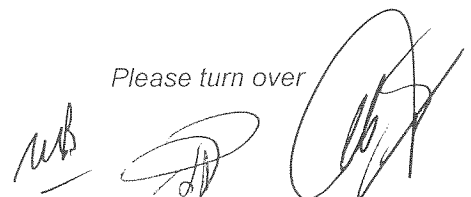
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MARKING GUIDELINE

PRESENTATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
CONTENT	Has employed analysis and historical explanation. Well planned and structured essay.	Has employed analysis and historical explanation. Well planned and structured essay	Has attempted analysis and historical explanation. Well planned and structured essay	Has attempted analysis and historical explanation. Essay planned and structured to a certain extent.	Applied analysis and historical explanation to a certain extent. Attempted a structure.	Applied analysis and historical explanation occasionally or not at all. No clear structure.	No analysis and historical explanation. No structure. Illogical (to a certain extent).
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: 120 - 150 B: 105 - 119 C: 90 - 104 D: 75 - 89 E: 60 - 74 F: 50 - 59 FF: 45 - 49 G: 38 - 44 GG: 30 - 37 H: 0 - 29	
LEVEL 2 Question has been answered. Content selection relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39				
LEVEL 3 Question answered to a great extent. Content adequately covered and relevant.	B+ 38 - 39	B 36 - 37	B- 35	C+ 33 - 34			
LEVEL 4 Question posed is recognisable in answer. Slightly incomplete and mostly relevant.			C+ 33 - 34	C 31 - 32	D+ 28 - 29		
LEVEL 5 Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance).				C- 30	D 26 - 27	E+ 23 - 24	
LEVEL 6 Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance).					D- 25	E 21 - 22	E- 20
LEVEL 7 Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

SENIOR CERTIFICATE EXAMINATION 2006 - SET A
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**
- **IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE**



SENIOR CERTIFICATE EXAMINATION 2006 - SET A
MARKING GUIDELINE

SECTION A: ESSAY QUESTIONS

QUESTION 1A: THE PERIOD 1924 TO 1948

Discuss the various factors, which contributed to the formation (1934) and the split (1939) of the United Party.

SYNOPSIS

The candidates should discuss the factors that contributed to the formation and the split in 1939 of the United Party.

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

MAIN ASPECTS

- Introduction: Candidates need to indicate the factors that led to the formation of the UP in 1934 and its split in 1939.

ELABORATION

- Hertzog's government began to lose support as the economy declined after the 1929 Great Depression; left the gold standard
- Hertzog believed that a coalition government would be able to solve South Africa's economic problems
- Factors leading to fusion and the formation of the United Party (broader white unity)
- Ideological differences (English vs. Afrikaner) remained within the United Party after fusion
- Political realignment occurred because of ideological differences (Purified National Party and Dominion Party)
- Tensions among English-speaking and Afrikaans-speaking members of Parliament regarding the influence of Afrikaner nationalism (Centenary celebration - 1938)
- 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
- Conclusion: Candidates should conclude the essay by summarising the factors which contributed to the formation in 1934 and the split in 1939 of the United Party.

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QUESTION 1B: THE PERIOD 1924 TO 1948

Explain why the downfall of the United Party of General JC Smuts in 1948 became inevitable (unavoidable) after the 1943 elections.

SYNOPSIS

The candidates should explain the various factors that led to the downfall of Smuts.

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

MAIN ASPECTS

- Introduction: Candidates need to introduce the topic and indicate how he/she is going to use the factors to answer the question.

ELABORATION

- The 1943 general election (background)
 - Economic policy (the economy was biased towards the war effort; Afrikaner nationalists anti - war stance)
 - Problems within the United Party (internal problems and the declining popularity of Smuts after World War II)
 - Urbanisation (effects of urbanisation)
 - End of World War II and demobilisation (treatment of returning soldiers)
 - Post – war economic problems and labour unrest (strikes)
 - White fears of losing power (Hofmeyr's liberal views; demands of black nationalism)
 - Race policy (UP's lack of a clear racial policy versus the NP's policy of apartheid)
 - [Disparity of the rural and urban vote]
 - The changing international situation (UNO)
 - [Coalition between the NP and the Afrikaner Party]
 - Complacency of the UP
 - By-elections (Smuts lost support)
 - The 1948 general election
- Conclusion: Candidates should tie up their argument by indicating the various factors that led to the downfall of General JC Smuts and the United Party in 1948.

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

Discuss the extra-parliamentary actions of resistance against the apartheid government between 1948 and 1958.

SYNOPSIS

Candidates should discuss the various forms of extra-parliamentary defiance against the apartheid government between 1948 and 1958.

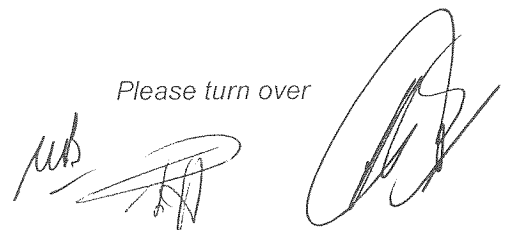
NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction: Candidates should indicate the reasons for resistance against the apartheid government.

ELABORATION

- Programme of Action and its campaigns
- The Defiance Campaign – 1952
- *[Education boycott – 1954]*
- Congress Alliance and The Freedom Charter – 1955
- The Treason Trial of 1956 as a response to the resistance by the state
- The Anti- Pass Campaign by Women to the Union Buildings – 1956
- *[The bus boycotts – e.g. 1957]*
- *[Some might mention other actions after 1956 e.g. continuing protests against the extension of the pass laws, SACTU pound – a – day campaign 1957 - 1958]*
- Other extra-parliamentary actions *[The Black Sash; The Torch Commando (Sailor Malan); Secession in Natal /The Natal Stand]*
- Conclusion: Candidates should tie up their argument, indicating the various forms of resistance against the apartheid government between 1948 and 1958. **[50]**



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

Explain how resistance against the apartheid government intensified between 1960 and 1976.

SYNOPSIS

Candidates should explain how resistance against the apartheid government intensified between 1960 and 1976.

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

MAIN ASPECTS

- Introduction - Candidates need to indicate the reasons for the intensified resistance against the apartheid government.

ELABORATION

- Sharpeville (1960) and its aftermath – brief outline
- The banning of resistance movements and detentions
- The formation of Umkhonto we Sizwe and POQO
- Liliesleaf Farm and the Rivonia Trial
- [The General Laws (Amendment) Act – show government's reaction to their choice]
- The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), Corobrick strike etc.
- Soweto, 1976
- [Riotous Assemblies Act; further bannings; another State of Emergency]
- Conclusion: Candidates should tie up their argument, indicating how resistance against the apartheid government intensified between 1960 and 1976.

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

Explain how the 1983 constitution increased the resistance against the apartheid government until 1989.

SYNOPSIS

Candidates should explain how the 1983 constitution increased the resistance against the apartheid government in the 1980s.

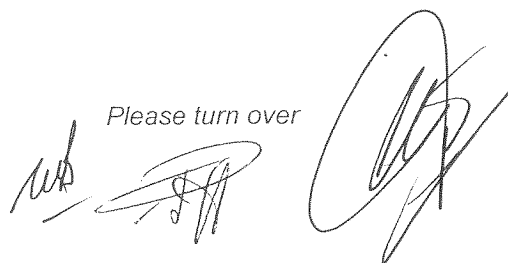
NB. The main aspects (bullets) must be used to address the requirements of the question and to develop a given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction: Candidates should introduce the topic and indicate how they intend to answer the question.

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 states 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 argument, indicating how the introduction of the 1983 constitution accelerated the programme of resistance against the apartheid government.

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

Describe the important political events between 1990 and 1994, which contributed to South Africa becoming a democracy.

SYNOPSIS

Candidates should discuss the political events between 1990 and 1994, which contributed to South Africa becoming a democracy.

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

MAIN ASPECTS

- Introduction: Candidates should introduce the political events between 1990 and 1994 which contributed to South Africa becoming a democracy.

ELABORATION

- De Klerk's speech - turning point (February 1990)
- 1992 'all – white' referendum
- Process of negotiations - bringing together adversaries (e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, Whites-only Referendum)
- Transition not peaceful for e.g. the emergence of COSAG, violence in Boipatong, Natal, Bophutatswana and elsewhere, right wing activities and the role of APLA, death of Chris Hani
(show the impact of this on the process of negotiation)
- Political power play; clash of personalities (Mandela - De Klerk; Buthelezi; right-wing organisations) – impact on this on the transition process
- Strengthening of negotiations - emergence of democracy (role of Cyril Ramaphosa and Roelf Meyer) compromise and commitment
- The first democratic election of April 1994 (end of apartheid)
- Conclusion: Candidates should tie up the argument, indicating the events which contributed to the establishment of democracy in South Africa in 1994.

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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

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: THE PERIOD 1924 TO 1948**4.1 WHY WAS THE AFRICAN NATIONAL CONGRESS YOUTH LEAGUE (ANCYL) FORMED IN THE 1940's?**4.1.1 a) *[Extraction of evidence from Source 4A – L1]*

- He admired his original thinking
- He felt proud about his startling ways
- He admired the fact that he was one of the few African lawyers in South Africa and Pixley ka Seme's legal partner (2 x 1)

b) *[Interpretation of evidence from Source 4A – L2]*

Candidates should explain:

- To do away with ethnic differences
- To be more militant
- To do away with the British colonialist perception on Africans (2 x 2)

c) *[Extraction of evidence from Source 4A- L1]*

- The ANC was a tired unmilitant organisation
- It's members were privileged African elite
- They were more concerned with protecting their own rights
- They were not concerned about the rights of the masses (any 2 x 1)

d) *[Interpretation of evidence from Source 4A- L2]*

Candidates should explain:

- To generate a new spark in the organisation
- To kick it back into active militant life
- The ANC became stagnated
- The ANC clung to outdated modes of resistance (any 2 x 2)

e) *[Interpretation of evidence from Source 4A - L2]*

Candidates should explain:

- Mandela felt that the ANCYL would give the ANC direction
- It would encourage the spirit and growth of African Nationalism (2 x 2)

f) *[Interpretation of evidence from Source 4A – L2]*

Candidates should explain:

- It is a primary source – the actual date of the event is given
- It is an original source with a list of the signatures of the members attending the meeting

Candidates could give a different view but this must be substantiated:

- The signatures are unclear
- Any other relevant response (2 x 2)

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- 4.1.2 a) *[Interpretation of evidence from Source 4B – L3]*
Candidates should explain:
- They wanted to build on the foundation laid by their fathers
 - Their efforts should be continued to achieve their set objectives
 - Any other relevant answer
- (any 2 x 2)
- b) *[Interpretation of evidence from Source 4B – L2]*
- Co-ordinate the efforts of the youth
 - Fight oppression and reaction
 - Make people politically aware
 - Mobilise the African community in general
 - African self - determination
- (any 2 x 2)
- 4.1.3 *[Interpretation and comparison of evidence from Source 4A and 4B – L3]*
- Both sources refer to the reasons for the formation of the ANCYL
 - Both identify the importance for an organisation like the Youth League to be formed to realise the aims of African nationalism
- (2 x 2)
- 4.1.4 a) *[Extraction of evidence from Source 4C – L1]*
- Foreign domination
 - Conquest and oppression
 - The pride and purpose of being a nation
 - The feeling of being ruled by people of the same nation
- (any 2 x 1)
- b) *[Extraction of evidence from Source 4C – L1]*
- Africa is a black man's country
 - Africans are one nation
- (2 x 1)
- c) *[Interpretation of evidence from Source 4C – L3]*
Candidates may give the following points of view:
- YES**
- Africans are the indigenous people of Africa
 - Africans have inhabited Africa from time immemorial
 - Africa belongs to them
- NO**
- As a result of migration/colonisation/conquest a number of different races now live in Africa
 - As result of this Africa has a cosmopolitan nature and therefore Africa is home to all these nations not only black South Africans
 - Any relevant answer
- (2 x 2)

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4.1.5 [Interpretation and analysis of evidence from all the sources – L4]

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

- The ANC leadership was too conservative
- They wanted to change the perception of the ANC of being unmilitant (moderate), privileged and protecting their own rights
- It gave direction to the ANC
- To promote and strengthen the spirit of African nationalism
- To co-ordinate strategies in the fight against oppression
- Any relevant answer

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extracts evidence from sources in a very elementary manner • Uses evidence partially to report on topic or • Cannot report on topic 	Marks: 0 – 3
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant and relates to a great extent to the topic • Uses evidence from sources in a very basic manner 	Marks: 4 – 6
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from the sources • Extracts evidence and it relates very well to the topic • Uses evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 7 – 10

(10)
[50]

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MARKING GUIDELINE

QUESTION 5: THE PERIOD 1948 TO 1976

5.1 WHY WAS THE TREASON TRIAL OF THE 1950s A SIGNIFICANT EVENT IN SOUTH AFRICAN POLITICS?

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

- They took part in the Congress of the People
- The charge against them was that they were planning a plot to overthrow the government
- Arrested on the charge of high treason (any 2 x 1)

b) *[Interpretation of evidence from Source 5A – L2]*

Candidates could use the following in the explanation of their answers:

- They were the leaders of the liberation movement
- The government perceived them as dangerous agitators involved in a conspiracy to seize power
- Any other relevant response (2 x 2)

c) *[Interpretation of evidence from Source 5A – L2]*

Candidates could use the following in the explanation of their answers:

- It was a long trial
- All races involved
- A Treason Trial Defence Fund was established in London
- Became a forerunner of the Defence & Aid Fund which drew huge funding from around the world in assisting the struggle against apartheid
- Any other relevant response (2 x 2)

d) *[Extraction of information from Source 5A – L1]*

- Charges had been dropped / the state failed to prove its case
- All were acquitted (2 x 1)

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

- Violation of Apartheid law
- They were stopped by the police
- Blacks and whites could not sit together in the same park (2 x 2)

b) *[Interpretation of evidence from Source 5B – L4]*

RELIABLE

- Includes some of the trialists
- It was a photograph of some of the accused taken at the time of the treason trial. It included people like Nelson Mandela, Ruth First, Joe Slovo, etc.

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UNRELIABLE

- One photograph assembled from a number of different photographs
- The photograph could have been tampered with
- The name of the photographer is not indicated (2 x 2)

5.1.3 *[Interpretation of evidence from Sources 5A and 5B – L3]*

- Source 5A indicates the number of people from different races who were arrested (names of people)
- Source 5B gives evidence of the different races on the photograph (2 x 2)

5.1.4 a) *[Extract and explain evidence from Source 5C – L2]*

- He felt he committed no crime
- He did not feel good to be arrested in front of this children
- He was surprised/shocked (any 1 x 2)

b) *[Interpretation of evidence from Source 5C – L2]*

Candidates should explain that the rights of the trialists were violated:

- Prisoners had to strip naked
- Large cells with cement floors / one open toilet
- No beds or chairs
- Slept on mats on the floor
- Nelson Mandela describes it as: "terrible conditions" (any 3 x 2)

c) *[Interpretation of evidence from Source 5C – L2]*

- To separate the accused from their supporters
- The government's strategy to complicate their work situations – get them fired
- A way to crush the spirit of the accused
- Any other relevant response (any 2 X 2)

d) *[Interpretation of evidence from Source 5C – L2]*

Candidates should explain the following:

- The government failed to prove its case
- All trialists were acquitted by March 1961 (any 1 x 2)

e) *[Interpretation of evidence from Source 5C – L2]*

- It brought many leaders together in one place and united the Congress Movement
- Showed that the government can be challenged through the courts
- The state failed in its attempt to successfully prosecute them (any 1 x 2)

SENIOR CERTIFICATE EXAMINATION 2006 - SET A
MARKING GUIDELINE

5.1.5 [Interpretation and analysis of evidence from all the sources – L4]

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

- Brave attempt to challenge the government of the day
- New breed of leaders who wanted to bring about justice and fair play in the country
- One of the longest political trials in SA - more than four years long
- Removed the most experienced leaders of the resistance movement at a crucial time
- Leaders had to devote most of their energy to their legal defence
- The trial prevented many leaders from doing anything else
- Highlighted the poor conditions in the prison
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence • Extracts evidence from sources in a very elementary manner • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 3
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant and relates to the topic • Uses evidence from sources in a very basic manner 	Marks: 4– 6
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from the sources • Extracts evidence that relates very well to the topic • Uses evidence from the sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 7–10

(10)
[50]

SENIOR CERTIFICATE EXAMINATION 2006 - SET A
MARKING GUIDELINE

QUESTION 6: THE PERIOD 1976 TO 1994

6.1 HOW EFFECTIVE WAS STUDENT RESISTANCE IN THE FIGHT AGAINST APARTHEID IN THE 1980s?

6.1.1 a) [*Extraction of evidence from Source 6A – L1*]

- They were perpetuating unrest
- And responsible for causing 'violence' (2 x 1)

b) [*Interpretation of evidence from Source 6A - L3*]

The candidate should take a position and justify it.

JUSTIFIED

- The Minister of Education took a decision to close the schools
- The police were following orders to keep students out of schools
- Any other relevant response

NOT JUSTIFIED

- Peaceful demands by parents, teachers and students
- Peaceful, unarmed people
- Children were beaten, tear gassed and imprisoned by police
- Violation of human rights
- Any other relevant response (any 2 x 2)

c) [*Interpretation of evidence from Source 6A – L2*]

- They entered the school premises
- They demanded that the schools be reopened
- Any other relevant response (2 x 2)

d) [*Interpretation of evidence from Source 6A – L2*]

- Blindly following orders
- Brutality against women and children
- Any other relevant answer (any 2 x 2)

e) [*Interpretation of evidence from Source 6A – L2*]

- Caused more unrest and violence
- Schools were disrupted
- Any other relevant answer (2 x 2)

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6.1.2 a) [Interpretation of evidence from Source 6B – L3]

Both sources reflect that children were:

- Actively involved
- They were well organized
- Brave
- Children were beaten, imprisoned and killed
- More defiant towards the government
- Prepared to die for the cause
- Any other relevant answer

(any 4 x 2)

b) [Extract and explain evidence from Source 6B – L2]

- Policemen hid inside crates on the back of a government vehicle
- Stormed by children
- Police opened fire
- Three children died

(any 2 x 2)

6.1.3 a) [Extraction of evidence from Sources 6C – L1]

- Azanian Students' Organisation (AZASO)
- Congress of South African Students (COSAS)
- General Students Council (GSC)

(any 2 x 1)

b) [Interpretation of evidence from Source 6C – L2]

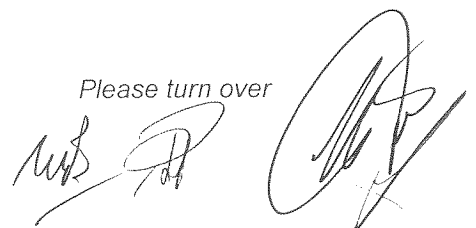
- The need for a common understanding of what equal education meant
- To ensure people are made aware of the undemocratic and racist nature of the whole system of education
- Poor national co-ordination and need for a common goal in the education struggle
- Any other relevant answer

(any 1 x 2)

c) [Interpretation of evidence from Source 6C – L2]

- Highlights the crisis in Apartheid education
- To show the interlink of the education struggles with the broader struggle for a free, democratic and non-racial South Africa
- To show support to the political leadership (UDF)
- Any other relevant answer

(any 2 x 2)



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MARKING GUIDELINE

d) *[Interpretation of evidence from Source 6C – L2]*

- Alleviate the crisis within education
- Ensure an alternative to apartheid education
- Peoples' education, instead of apartheid education
- Build unity between students, parents and workers
- Strengthen the non racial student alliance
- Guide the student struggle for years to come
- Build and strengthen the organisations involved in the campaign
- Link the struggle for democratic education to the overall struggle for a democratic SA
- Any other relevant answer

(any 2 x 2)

6.1.4 *[Interpretation and analysis of evidence from all the sources – L4]*

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

- Through student and other protests, the government was forced to introduce some reforms
- Protests against education policies became a general uprising against the system of apartheid
- Media coverage of police actions in black schools in the townships ensured national and international criticism of government policies
- Teachers, parents and workers united in supporting student uprisings/ demonstrations
- Over 12000 students left the country to join the ANC and receive military training
- Any other relevant response

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence • Extracts evidence from sources in a very elementary manner • Uses evidence partially to report on topic • Cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant • Relates to a large extent to the topic • Uses evidence from sources in a very basic manner 	Marks: 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from the sources • Extracts evidence that relates very well to the topic • Uses evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6 – 8

(8)

[50]

TOTAL: 150




Globale assessering van opstelle

Die opstelle sal holisties (globaal) geassesseer word. Hierdie benadering vereis dat die opvoeder die totale produk as 'n geheel sal bepunt sonder om die samestellende dele te merk. Hierdie benadering moedig die leerder aan om 'n individuele mening aan te bied deur gebruik te maak van geselekteerde feitelike 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 feitelike 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 memorandum aangedui met 'n 'bullet')
 - vir elke hoofmoment (in memorandum aangedui met 'n 'bullet')
 - 'n relevante slotopmerking (in memorandum aangedui met 'n 'bullet')
- bv. in 'n antwoord met 5 hoofmomente sal daar 7 regmerkies wees.

3. Die volgende addisionele simbole kan ook gebruik word:
inleiding, hoofaspekte en slotopmerking nie behoorlik gekontekstualiseer nie

- verkeerde stelling
- irrelevante stelling



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interpretasie

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

I	VLAK 3	

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

I	VLAK 3	
A	VLAK 1	

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

I	VLAK 3	B+
A	VLAK 1	39

Die matriks

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

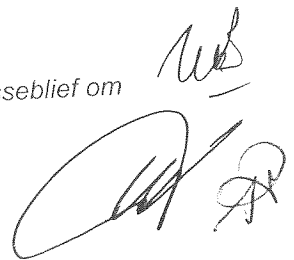
SENIOR SERTIFIKAAT-EKSAMEN – NOVEMBER 2006
RIGLYNE VIR NASIEN (MEMORANDUM)

AANBIEDING	VLAK 1 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel.	VLAK 2 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel.	VLAK 3 Poog om te analiseer en historiese verklarings toe te pas. Goed beplande en gestruktureerde opstel.	VLAK 4 Poog om te analiseer en historiese verklarings toe te pas. Opstel in 'n sekere mate beplan en gestruktureerd.	VLAK 5 Analise en historiese verklarings in 'n sekere mate toegepas. Poging tot strukturering.	VLAK 6 Analise en historiese verklarings soms of glad nie gemaak nie. Geen duidelike struktuur nie.	VLAK 7 Geen analises en historiese verklarings nie. Geen struktuur nie. Onlogies (tot 'n sekere mate).
VLAK 1 Vraag is ten volle beantwoord. Inhoudseleksie is ten volle relevant tot gedagterigting wat gevolg is.	A+ 47 - 50	A 43 - 46	A- 40 - 42				
VLAK 2 Vraag is beant- woord. Inhoudseleksie is relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39				
VLAK 3 Vraag tot 'n groot mate beantwoord. Inhoud voldoende gedek en relevant.	B+ 38 - 39	B 36 - 37	B- 35	C+ 33 - 34			
VLAK 4 Gestelde vraag is herkenbaar in antwoord. Effens onvoltooid en meestal relevant.			C+ 33 - 34	C 31 - 32	D+ 28 - 29		
VLAK 5 Feite hou verband met die vraag, maar beantwoord dit nie. Gebreke t.o.v. omvang (soms irrelevant).				C- 30	D 26 - 27	E+ 23 - 24	
VLAK 6 Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skraal (soms irrelevant).					D- 25	E 21 - 22	E- 20
VLAK 7 Vraag ontoereikend of glad nie beantwoord nie. Inhoud skraal of ontoereikend. Grootliks/ heel- temal irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06

AFDELING A:

OPSTELVRAE

- NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE 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
- IN DIE ASSESERING VAN BRONGEBASEERDE VRAE MOET KREDIET AAN KANDIDATE GEGEE WORD VIR ENIGE RELEVANTE ANTWOORD



AFDELING A: OPSTELVRAE

VRAAG 1A: DIE PERIODE 1924 TOT 1948

Bespreek die verskillende faktore wat tot die totstandkoming (1934) en die skeuring (1939) van die Verenigde Party gelei het.

SINOPSIS

Kandidate moet die faktore wat bygedra het tot die totstandkoming en die skeuring van die Verenigde Party in 1939 bespreek.

LW: 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 die faktore wat tot die totstandkoming van die VP in 1934 en die skeuring in 1939 aantoon.

UITBREIDING

- Hertzog se regering het steun begin verloor as gevolg van verswakte ekonomie na die Groot Depressie van 1929; verlaat die goudstandaard
- Hertzog glo dat 'n koalisieregering in staat sal wees om Suid-Afrika se ekonomiese probleme op te los
- Faktore wat tot die samesmelting en tot die totstandkoming van die Verenigde Party (bree blanke eenheid) gelei het
- Ideologiese verskille (Engels vs Afrikaner) bly voortbestaan binne die Verenigde Party na samesmelting
- Politieke her-groepering vind plaas as gevolg van ideologiese verskille
- Spanning onder Engelssprekende en Afrikaanssprekende lede van die Parlement met betrekking tot die invloed van Afrikaner nasionalisme (Eeufeesviering van Groot Trek)
- Spanning binne die VP oor rassepolitiek omdat sommige lede gekant was teen segregasie
- Met uitbreek van die Tweede Wêreldoorlog lei ideologiese verskille (neutralliteit vs deelname) tot skeuring in die VP in 1939 – as gevolg van die VP se steun aan Brittanje (Smuts-groep)
- Samevatting: Kandidate moet opstel saamvat deur aan te toon watter faktore bygedra het tot die totstandkoming in 1934 en die skeuring in 1939 van die Verenigde Party.

[50]

VRAAG 1B: DIE PERIODE 1924 TOT 1948

Verduidelik waarom die val van die Verenigde Party van Generaal JC Smuts in 1948, na die 1943 verkiesing, onafwendbaar geword het.

SINOPSIS

Kandidate moet verduidelik watter verskillende faktore bygedra het tot die val van Smuts.

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

HOOFASPEKTE

- Inleiding: Kandidate moet die onderwerp bekendstel en aandui hoe hy/sy die faktore gaan gebruik om die vraag te beantwoord.

UITBREIDING

- Die 1943 algemene verkiesing (agtergrond)
 - Ekonomiese beleid (ekonomie was bevooroordeel tengunste van die oorlogspoging)
 - Probleme binne die Verenigde Party (interne probleme en die afname van Smuts se gewildheid na die Tweede Wêreldoorlog)
 - Verstedeliking (gevolge van verstedeliking)
 - Einde van Tweede Wêreldoorlog en demobilisasie (behandeling van terugkerende soldate)
 - Na-oorlogse ekonomiese probleme en arbeidsonrus (stakings)
 - Blanke vrees om mag te verloor (Hofmeyer se liberale standpunte, eise van swart nasionalisme)
 - Rassebeleid (VP se gebrek aan 'n duidelike rassebeleid vs die NP se beleid van apartheid)
 - [Ongelyke stedelike en plattelandse stem]
 - Die veranderende internasionale situasie (VN)
 - [Koalisie tussen die NP en die Afrikaner Party]
 - Tussenverkiesings (Smuts verloor steun)
 - Die betekenis van die 1948 algemene verkiesing
- Samevatting: Kandidate moet hulle argumente saamvat deur na die verskillende faktore te verwys wat gelei het tot die val van Generaal JC Smuts en die Verenigde Party in 1948.

[50]

VRAAG 2A: DIE PERIODE 1948 TOT 1976

Bespreek die buiteparlementêre weerstand-aksies teen die apartheidsregering Tussen 1948 en 1958.

SINOPSIS

Kandidate moet die verskillende vorme van buite-parlementêre verset teen die apartheidsregering tussen 1948 en 1958 bespreek.

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

HOOFASPEKTE

Inleiding: Die kandidaat behoort die redes vir die weerstand teen die apartheidsregering aan te dui.

UITBREIDING

LW: Daar word van die kandidaat verwag om na die volgende in die aanbieding van sy/haar argument te verwys:

- Die Program van Aksie en die versetveldtogte
 - Die Versetveldtog – 1952
 - [Onderwys boikot – 1954]
 - Die Vryheidsmanifes - 1955
 - Die Hoogverraadsaak as 'n reaksie tot die weerstand van die staat
 - Die Vrouebeweging – anti-pas veldtog opmars na die Uniegebou – 1956
 - [Die bus boikot bv 1957]
 - [Kandidate kan ook verwys na ander kleiner veldtogte en aksies wat nie hier genoem word nie, bv. anti-pasveldtog, SACTU pond-per-dag veldtog 1957-1958]
 - [Ander vorms van weerstand bv. Black Sash, Die Fakkelkommando (Torch Commando) (Sailor Malan), 'The Natal Stand' – Susessie in Natal]
- Samevatting: Kandidate moet hulle argumente saamvat deur die verskillende vorme van weerstand teen die apartheidsregering aan te toon tussen 1948 en 1958.

[50]

VRAAG 2B: DIE PERIODE 1948 TOT 1976

Verduidelik hoe die weerstand teen die apartheidge regering tussen 1960 en 1976 in intensiteit toegeneem het.

SINOPSIS

Die kandidate moet verduidelik hoe die weerstand teen die apartheidge regering tussen 1960 en 1976 in intensiteit toegeneem het.

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

HOOFASPEKTE

- Inleiding - Kandidate behoort die redes vir die intensiewe weerstand teen die Apartheidge regering aan te dui.

UITBREIDING

- Sharpeville (1960) en die gevolge/nasleep – 'n kort omskrywing
- Verbanning van weerstandsbewegings en aanhouding
- Die stigting van *Umkhonto we Sizwe* en POQO
- Liliesleaf Farm en die Rivonia Verhoor
- [Die Algemene Regswysigingswet – dui die regering se reaksie aan tot hul keuse]
- The African Resistance Movement (ARM), die Swartbewussynsbeweging (Black Consciousness Movement (BCM), die South African Students' Organisation (SASO), Corobrick staking, ens.
- Soweto, 1976
- [Die Wet op Oproerige Byeenkomste (Riotous Assemblies Act), verdere verbannings; nog 'n Noodtoestand]
- Samevatting: Moet die argument saamvat en aandui hoe die weerstand teen die Apartheidge regering tussen 1960 en 1976 in intensiteit toegeneem het.

[50]

VRAAG 3A: DIE PERIODE 1976 TOT 1994

Verduidelik hoe die 1983 grondwet, weerstand teen die apartheidge regering tot 1989 verhoog het.

SINOPSIS

Die kandidate behoort te verduidelik hoe die 1983 grondwet weerstand teen die apartheidge regering in die 1980's laat toeneem het

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

HOOFASPEKTE

- Inleiding: Kandidate behoort die onderwerp bekend te stel en moet aandui hoe hulle beplan om die vraag te beantwoord.

UITBREIDING

- Onderdrukking en hervorming (1983 grondwet) om die toneel te skep vir die golf van weerstand in die land
- Weerstand – (rollende massa-aksie ('rolling mass action'); die stigting en die rol van die UDF in weerstand teen hervorming)
- Weerstand – (rol van ander organisasies, bv. National Forum, AZAPO, BCM, 'township'-/gemeenskaps-/godsdienstige organisasies, ens. in weerstand teen hervorming).
- [Die instel van die Noodtoestand (redes en reaksie)]
- Die opkoms van MDM - 1985
- Internasionale druk (impak van sanksies soos militêr, sport, en kulturele boikotte deur die internasionale gemeenskap)
- Samevatting: Kandidate moet hulle argumente saamvat en toon hoe die 1983 Grondwet die weerstandprogram teen die apartheidge regering versnel het.

[50]

VRAAG 3B: DIE PERIODE 1976 TOT 1994

Beskryf die belangrikste politieke gebeure tussen 1990 en 1994 wat bygedra het dat Suid-Afrika 'n demokrasie geword het.

SINOPSIS

Die kandidate behoort die politieke gebeure tussen 1990 en 1994, wat bygedra het dat Suid-Afrika 'n demokrasie geword het, bespreek.

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

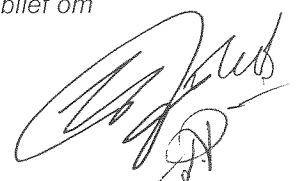
HOOFASPEKTE

Inleiding: Dit behoort die politieke gebeure wat tussen 1990 en 1994 bygedra het dat Suid-Afrika 'n demokrasie geword het, bekend te stel.

UITBREIDING

NB: Kandidate mag ook 'n chronologiese benadering gebruik.

- De Klerk se toespraak – die keerpun (Februarie 1990)
- 1992 die 'slegs-blanke referendum
- Proses van onderhandeling – byeenkoms van teenstanders (bv. Grootte Schuur, Minuut, die Pretoria Minuut, CODESA I & II, Slegs-blanke referendum)
- Oorgang nie vreedsaam bv. Ontstaan van COSAG, onrus in Boipatong, Natal, Bophutatswana en elders, regse aktiwiteite en die rol van APLA, die dood van Chris Hani
- Politieke magstryd, botsing van persoonlikhede (Mandela- de Klerk; Buthelezi; Regse organisasies) impak op hierdie oorgangsproses
- Versterking van onderhandelinge – ontstaan van demokrasie (rol van Cyril Ramaphosa en Roelf Meyer) kompromie en toegewydheid
- Die eerste demokratiese verkiesing van April 1994 (einde van apartheid)
- Samevatting: Kandidate moet hulle argumente saamvat deur aan te toon hoe die gebeure wat bygedra het tot die totstandkoming van demokrasie in Suid-Afrika in 1994.

[50]

AFDELING B: BRONGEBASEERDE VRAE

DIE NASIEN VAN BRONGEBASEERDE VRAE

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

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: DIE PERIODE 1924 TOT 1948**4.1 WAAROM IS DIE AFRICAN NATIONAL CONGRESS SE JEUGLIGA (ANCYL) IN DIE 1940'S GEVORM?**

4.1.1 a) [Uittreksel uit bewyse in Bron 4A – VL1]

- Hy het sy oorspronklike denke bewonder
- Hy was trots op sy verrassende denkwyse
- Hy bewonder die feit dat hy een van die handjievul swart advokate in Suid-Afrika en Pixley ka Seme se regsvenoot (2 x 1)

b) [Interprestasie van bewyse uit Bron 4A – V2]

Kandidate behoort te verduidelik:

- Om weg te doen met etniese verskille
- Om meer militant te wees
- Om weg te doen met die Britse koloniale persepsie van Afrikane (2 x 2)

c) [Uittreksel van bewyse van Bron 4A – V1]

- Die ANC was 'n moeë nie-militante organisasie
- Sy lede was bevoorregte Swart elite
- Hulle was meer bekommerd met die beskerming van hulle eie regte
- Hulle was nie bekommerd oor die regte van die massa nie (enige 2 x 1)

d) [Interprestasie van bewyse uit Bron 4A – V2]

Kandidate behoort te verduidelik:

- Om 'n nuwe lewe in die organisasie te blaas
- Om dit aktiewe militante lewe in te blaas
- Die ANC het gestagneer
- Die ANC het bly klou aan uitgediende metodes van weerstand (enige 2 x 2)

e) [Interprestasie van bewyse uit Bron 4A – V2]

Kandidate behoort te verduidelik:

- Mandela het gevoel dat die ANCYL rigting aan die ANC sou gee
- Dit sou die gees en groei van Afrikane Nasionalisme aanwakker (2 x 2)

f) [Interprestasie van bewyse uit Bron 4A – V2]

Kandidate behoort te verduidelik:

- Dit is 'n primêre bron – die werklike datum van die gebeure word gegee
- Dit is 'n oorspronklike bron met 'n lys handtekeninge van die lede wat die vergadering bygewoon het
- Kandidate mag 'n alternatiewe standpunt inneem, maar dit moet ondersteun word
- Die handtekeninge is onduidelik
- Enige ander relevante respons (2 x 2)

4.1.2 (a) *[Interpretasie van bewyse uit Bron 4B-V3]*

Kandidate behoort te verduidelik:

- Hulle wou op die fondasies wat deur hul vaders gelê is bou
- Hulle pogings behoort voort te gaan totdat hulle ideale bereik is
- Enige relevante antwoord (enige 2 x 2)

(b) *[Interpretasie van bewyse uit Bron 4B –VL2]*

- Om die pogings van die Jeug te koördineer
- Om onderdrukking en reaksie te beveg
- Om mense politities-bewus te maak
- Om die swart gemeenskap in die algemeen te mobiliseer
- Afrikane se strewe na selfregering (enige 2 x 2)

4.1.3 *[Interpretasie en vergelyking van bewyse uit Bron 4A en 4B - V3]*

- Beide bronne verwys na die redes vir die totstandkoming van die ANCYL
- Beide identifiseer die belangrikheid van 'n organisasie soos die Jeug Liga om die doel van Afrikane (swart) nasionalisme te besef (2 x 2)

4.1.4 (a) *[Uittreksel uit bewyse uit Bron 4C - V1]*

- Buitelandse oorheersing/dominansie
- Verower en onderdruk
- Die trots en doel om 'n nasie te wees
- Die gevoel om deur mense van dieselfde volk regeer te word (enige 2 x 1)

(b) *[Uittreksel van bewysset Bron 4C – V1]*

- Afrika is 'n swartman se land
- Afrikane (swartmense) is een nasie (3 x 2)

(c) *[Interpretasie van bewyse uit Bron 4C - L3]*

Kandidate mag die volgende standpunte inneem:

JA

- Afrikane is inheems van Afrika
- Afrikane bewoon Afrika sedert eeue terug
- Afrika behoort aan hulle

NEE

- As gevolg van migrasie/kolonisasie/verowering leef verskillende rasse nou in Afrika
- As gevolg hiervan het Afrika 'n kosmopolitiese aard en daarom is Afrika 'n tuiste vir al hierdie volke, nie net vir swart Suid-Afrikaners nie
- Enige ander relevante antwoord (2 x 2)

4.1.5 [Interpretasie en ontleding van bewyse uit al die bronne -V4]

Die paragraaf moet gebaseer wees op bewyse uit die aangehegte bronne en behoort te fokus op die volgende aspekte:

- Die ANC leierskap was te konserwatief
- Hulle wou die persepsie dat die ANC nie-militant, (gematigde) bevoorreg en slegs sy eie belange beskerm het verander
- Dit het rigting aan die ANC gegee
- Om die gees van Afrikane- (swart-) nasionalisme te bevorder
- Om strategië te koördineer in die stryd teen onderdrukking
- Enige ander relevante punt

Gebruik die volgende om 'n punt toe te ken:

VLAK 1	<ul style="list-style-type: none"> • Kan nie bewyse onttrek nie • of onttrek bewyse uit bronne op 'n baie elementêre wyse. • Gebruik bewyse in 'n mate om oor die onderwerp verslag te doen • of kan nie oor onderwerp skryf nie 	0 – 3 punte
VLAK 2	<ul style="list-style-type: none"> • Onttrek bewyse uit bronne wat meestal relevant is • Bewyse wat onttrek is hou in 'n groot mate verband hou met die onderwerp • Gebruik bewyse uit bronne op 'n baie basiese wyse 	4 – 6 punte
VLAK 3	<ul style="list-style-type: none"> • Onttrek relevante bewyse uit bronne • Bewyse wat onttrek is hou baie goed met die onderwerp • Gebruik bewyse uit bronne baie effektief in 'n georganiseerde paragraaf • Paragraaf toon 'n begrip van die onderwerp 	7 – 10 punte

(10)
[50]

VRAAG 5: DIE TYDPERK 1948 TOT 1976**5.1 WAAROM WAS DIE HOOGVERRAAD VERHOOR VAN DIE 1950's 'N BETEKENISVOLLE GEBEURTENIS IN DIE SUID-AFRIKAANSE POLITIEK?**5.1.1 a) *[Onttrek bewyse uit Bron 5A – V1]*

- Hulle het aan die Kongres van die volk deelgeneem
- Die aanklag teen hulle was dat hulle besig was om 'n komplot om die regering omver te werp beplan het
- Hulle is gearresteer op aanklag van hoogverraad (enige 2 x 1)

b) *[Interpretasie van bewyse uit Bron 5A – V2]*

Kandidate mag die volgende gebruik om antwoord te verduidelik:

- Hulle was die leiers van die bevrydings beweging
- Die regering het hulle as gevaarlike aanhitters beskou wat betrokke was 'n sameswering om die mag oor te neem (2 x 2)
- Enige relevante antwoord

c) *[Interpretasie van bewyse uit Bron 5A – V2]*

Kandidate mag die volgende gebruik om antwoord te verduidelik:

- Dit was 'n lang verhoor
- Alle rasse was betrokke
- 'n Hoogverraad-verdedigings fonds is in Londen gestig
- Dit was die voorloper van die Verdediging- en Hulpfonds wat groot steun dwarsoor die wêreld gekry het om die stryd teen apartheid te steun (2 x 2)
- Enige ander relevante respons

d) *[Uittreksel van inligting uit Bron 5A – V2]*

- Aanklagte is teruggetrek/ staat kon nie sy saak bewys nie
- Almal is vrygespreek (2 x 1)

5.1.2 a) *[Interpretasie van bewyse uit Bron 5B – V2]*

- Die skending van die apartheids wette
- Swart en wit mag nie saam in dieselfde park gesit het nie
- Polisie het hom verhinder (enige 2 x 2)

b) *[Interpretasie van bewyse uit Bron 5B – V4]***BETROUBAAR**

- Dit sluit sommige van die verhoorafwagendes in
- Dit was 'n foto van sommige aangeklaagdes wat geneem tydens die Hoogverraad verhoor. Dit sluit persone soos Nelson Mandela, Ruth First, Joe Slovo ens. in

ONBETROUBAAR

- Een foto wat saamgestel is uit 'n aantal foto's
- Kon met die foto gepeuter en verander geword het
- Die naam van die fotograaf word nie aangedui nie (2 x 2)

5.1.3 [*Interpretasie van bewyse uit bronne 5A en 5B – V3*]

- Bron 5A verwys na 'n aantal mense van verskillende rasse aan wat gearresteer is (name van die mense word genoem)
- Bron 5B toon verskillende rasse op die foto aan (2 x 2)

5.1.4 a) [*Onttrek bewyse uit Bron 5C – V2*]

- Hy het gevoel dat hy nie 'n misdaad gepleeg het nie
- Hy het nie goed gevoel om voor sy kinder gearresteer te word nie
- Hy was verbaas/ geskok (enige 1 x 2)

b) [*Interpretasie van bewyse uit Bron 5C – V2*]

Kandidate behoort te verduidelik hoe die regte van die aangeklaagdes vertrap is:

- Gevangenis moes kaal uittrek
- Groot selle met sement vloere / een oop toilet
- Geen beddens of stoele nie
- Slaap op matte op die vloer
- Nelson Mandela beskryf dit as "haglike omstandighede" (enige 3 x 2)

c) [*Interpretasie van bewyse uit Bron 5C – V2*]

- Die aangeklaagdes sou van hulle ondersteuners geskei word
- Dit was die regering se strategie om die werksituasie te bemoeilik – hulle sou afgedank word
- Dit was 'n manier om hulle geesdrif te demp
- Enige relevante antwoord (enige 2 x 2)

d) [*Interpretasie van inligting uit Bron 5C – V2*]

Kandidate behoort die volgende te verduidelik:

- Die regering het ingebreke gebly (misluk) om sy saak te bewys
- Al die aangeklaagdes is teen Maart 1961 vrygelaat (enige 1 x 2)

e) [*Interpretasie van inligting uit Bron 5C – V2*]

- Dit het die leiers op een plek bymekaar gebring en bygedra om die Kongres beweging te verenig
- Toon dat die regering deur die hof uitgedaag kan word
- Die staat het misluk om hulle suksesvol aan te kla (enige 1 x 2)

5.1.5 [Interpretasie en analise van inligting uit al die bronne – V4]

Die paragraaf moet gebasseer wees om bewyse uit die bronne en behoort op die volgende aspekte te fokus:

- Dit was 'n brawe poging om die regering van die dag uit te daag
- 'n Nuwe geslag leiers wat geregtigheid wou laat geskied in die land kom na vore
- Een van die langste politieke verhore in SA – duur meer as tien jaar lank
- Verwyder die mees ervare leiers van die weerstandbeweging op 'n kritieke stadium
- Die leiers moes hulle energie aanwend om hulle te verdedig
- Die verhoor het baie leiers verhinder om enige iets anders te doen
- Dit het die swak toestande in die tronke beklemtoon
- Enige relevante antwoord

Gebruik die volgende om 'n punt toe te ken:

VLAK 1	<ul style="list-style-type: none"> • Kan nie inligting onttrek nie • Onttrek inligting in 'n baie elementêre wyse • Gebruik inligting gedeeltelik om oor die onderwerp verslag te doen 	Punte 0 - 3
VLAK 2	<ul style="list-style-type: none"> • Onttrek inligting uit die bronne wat meestal relevant is • Gebruik inligting in 'n baie basiese wyse 	Punte 4 - 6
VLAK 3	<ul style="list-style-type: none"> • Onttrek relevante inligting uit die bronne • Onttrek inligting wat goed verband hou met die onderwerp • Gebruik inligting uit die bronne baie effektief in 'n georganiseerde paragraaf wat begrip van die onderwerp aantoon 	Punte 7 - 10

(10)
[50]

VRAAG 6: DIE TYDPERK 1976 TOT 19946.1.1 a) *[Onttrek bewyse uit Bron 6A – V1]*

- Dit het onrus veroorsaak
- Dit was verantwoordelik vir die "geweld" (2 x 1)

b) *[Interpretasie van bewyse uit Bron 6A – V3]*

Die kandidatae behoort 'n standpunt in te neem en dit regverdig

GEREGVERDIG

- Die Minister van Onderwys het besluit om die skole te sluit
- Die polisie het die opdrag uitgevoer om kinders uit skole te hou
- Enige relevante antwoord

NIE GEREGVERDIG

- Vreedsame eise deur ouers, onderwysers en leerders
- Vreedsame ongewapende mense
- Kinders is geslaan, met traangas bestook en deur polisie gevang
- Skending van menseregte
- Enige relevante antwoord (enige 2 x 2)

c) *[Interpretasie van bewyse uit Bron 6A – V2]*

- Hulle het die skool terrein betree
- Hulle het geëis dat die skole heropen word
- Enige relevante antwoord (2 x 2)

d) *[Interpretasie van bewyse uit Bron 6A – V2]*

- Hulle het blindelings opdragte uitgevoer
- Brutaliteit teen vroue en kinders
- Enige relevante antwoord (enige 2 x 2)

e) *[Interpretasie van bewyse uit Bron 6A – V2]*

- Dit het meer onrus en geweld veroorsaak
- Skole is ontwig
- Enige relevante antwoord (2 x 2)

6.1.2 a) [*Intepretasie van bewyse uit Bronne 6A en 6B – V3*]

Beide bronne toon dat kinders:

- Aktief betrokke was
- Hulle was goed georganiseerd
- Braaf
- Geslaan, gevange geneem en gedood is
- Meer verset teen die regering
- Bereid was om vir die saak te sterf
- Enige relevante antwoord

(enige 4 x 2)

b) [*Onttrek bewyse uit Bron 6B – V2*]

- Polisiemanne het binne-in krate weggekruip agterop 'n staatsvoertuig
- Bestorm deur die kinders
- Polisie open vuur
- Dood drie kinders

(enige 2 x 2)

6.1.3 a) [*Onttrek bewyse uit Bron 6C – V1*]

- Azanian Students Organisation (AZASO)
- Congress of South African Students (COSAS)
- General Studens Council (GSC)

(2 x 1)

b) [*Interpretasie van bewyse uit Bron 6C – V2*]

- Die behoefte vir 'n gemeenskaplike begrip van wat gelyke onderwys beteken
- Om te verseker dat mense bewus gemaak word van die ondemokratiese en rassistiese aard van die hele stelsel van onderwys
- Swak nasionale samewerking en die behoefte aan 'n gemeenskaplike doel in die onderwys-stryd
- Enige relevante antwoord

(enige 2 x 2)

c) [*Interpretasie van bewyse uit Bron 6C – V2*]

- Beklemtoon die krisis in die apartheidsonderwys
- Toon 'n skakel tussen die onderwys stryd en die bree stryd vir 'n vrye, demokratiese en nie-rassige Suid-Afrika
- Om steun vir die politieke leierskap te toon (UDF)
- Enige relevante antwoord

(enige 2 x 2)

SENIOR SERTIFIKAAT-EKSAMEN – NOVEMBER 2006
RIGLYNE VIR NASIEN (MEMORANDUM)

d) [Interpretasie van bewyse uit Bron 6C – V2]

- Beklemtoon die krisis in die onderwys
- Verseker 'n alternatief vir die apartheid-onderwys
- Onderwys vir die volk ipv apartheids-onderwys
- Bou eenheid tussen studente, ouers en werkers
- Versterk die nie-rassige studente alliansies (ooreenkomste)
- Gee rigting aan studentestryd
- Bou en versterk die organisasies betrokke by die veldtog
- Verbind die stryd vir demokrasie in onderwys met die algemene stryd om demokrasie in SA
- Enige relevante antwoord

(enige 2 x 2)

6.1.4 [Interpretasie en analise van bewyse uit al die bronne – V4]

Die paragraaf moet gebaseer word op inligting uit al die bronne en behoort op die volgende te fokus:

- Deur landswye weerstand, is die regering gedwing om hervormings in te stel
- Protes teen die onderwysbeleid het 'n algemene opstand teen die Apartheidstelsel geword
- Media-dekking van polisie optrede in swart skole in die woonbuurtes Verseker nasionale en internasionale kritiek teen regeringsbeleide
- Onderwysers, ouers en werkers het verenig in hulle steun van die Studente-onluste/demonstrasies
- Meer as 12000 studente het die land verlaat en by die ANC aangesluit en ontvang militêre opleiding
- Enige relevante antwoord

Gebruik die volgende om 'n punt toe te ken:

VLAK 1	<ul style="list-style-type: none"> • Kan nie inligting onttrek nie • Onttrek inligting uit die bron op 'n basiese wyse • Gebruik bewyse om gedeeltelik oor die onderwerp te skryf • Kan nie oor die onderwerp skryf nie 	Punte 0 – 2
VLAK 2	<ul style="list-style-type: none"> • Onttrek bewyse wat meestal relevant is • Hou tot 'n groot mate verband met onderwerp • Gebruik bewyse van die bronne in 'n basiese wyse 	Punte 3 – 5
VLAK 3	<ul style="list-style-type: none"> • Onttrek bewyse van die bronne • Onttrek bewyse wat goed met onderwerp verband hou • Gebruik bewyse baie effektief, in 'n georganiseerde Paragraaf en toon begrip van onderwerp 	Punte 6 - 8

(8)

[50]

TOTAAL: 150