

S Possible Answers March 2006 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 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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- repetition **R**
- analysis **A√**
- interpretation **I√**

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

C	LEVEL 3	

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

C	LEVEL 3	
P	LEVEL 1	

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

C	LEVEL 3	B+
P	LEVEL 1	39

The matrix

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

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PRESENTATION	LEVEL 1 Has employed analysis and historical explanation. Well planned and structured essay.	LEVEL 2 Has employed analysis and historical explanation. Well planned and structured essay	LEVEL 3 Has attempted analysis and historical explanation. Well planned and structured essay	LEVEL 4 Has attempted analysis and historical explanation. Essay planned and structured to a certain extent.	LEVEL 5 Applied analysis and historical explanation to a certain extent. Attempted a structure.	LEVEL 6 Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No analysis and historical explanation. No structure. Illogical (to a certain extent).
CONTENT							
LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument.	A+ 47 - 50	A 43 - 46	A- 40 - 42				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

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- **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**

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

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

Describe the role played by General JBM Hertzog in promoting South Africa's sovereign independence in the period 1924 to 1934.

SYNOPSIS

Candidates need to show how Hertzog led South Africa to attain sovereign independence in 1934.

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

MAIN ASPECTS

Introduction: Candidates should indicate Hertzog's role in attaining South Africa's sovereign independence.

ELABORATION

Candidates should use the following bullets to support their argument by highlighting the role played by Hertzog.

- Position of dominions in 1924 (legally they were subordinate to Britain and he was determined to change this situation)
- The Imperial Conference of 1926 to clarify the status of SA and dominions
- The Balfour Declaration of 1926 (Defined and uplifted the status of SA and other dominions)
- The establishment of the Department of Foreign Affairs gave SA the opportunity to demonstrate its independence
- The Statute of Westminster, 1931 was a British law that put the principles of the Balfour Declaration into law
- The Status and Seals Acts, 1934

- Conclusion: Must tie up their argument by indicating the role played by Hertzog in attaining South Africa's independence.

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QUESTION 1B: THE PERIOD 1924 TO 1948

Discuss the formation of the United Party in 1934 and the reasons for the split in the party in 1939.

SYNOPSIS

Candidates must highlight the reasons for the formation and split of the United Party. Focus should be given to the economic problems that were instrumental in bringing the two parties together.

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

MAIN ASPECTS

- Introduction: Candidates need to indicate the reasons for the formation and split of the United Party in 1939.

ELABORATION

- Coalition (factors leading to and the ideological differences)
 - Fusion (reasons and effects ; formation of splinter groups)
 - Political realignment (link to personality clashes; Afrikaner vs. English)
 - The effects of the outbreak of the Second World War (neutrality vs participation)
 - The split of the United Party
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- Conclusion: Candidates should tie up their arguments by indicating the reasons for the formation and split of the United Party.

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QUESTION 2A: THE PERIOD 1948 TO 1976

Describe the various forms of resistance that were undertaken by liberation movements in the fight against the apartheid government from 1948 and 1958.

SYNOPSIS

Candidates should focus on the various forms of resistance campaigns that were undertaken to challenge the power of apartheid between 1948 to 1958.

MAIN ASPECTS

Introduction: It should focus on how the passive resistance campaign weakened the might of the apartheid 'regime'.

ELABORATION

NB: The candidate is expected to refer to the following in the presentation of his/ her argument:

- The Programme of Action
- The Defiance Campaign
- The Freedom Charter
- The Treason Trial
- The Women's Movement
- Candidates may also refer to other smaller campaigns and actions, which are not, mentioned here, e.g. the bus boycotts, anti - pass campaign
- Conclusion: Candidates should tie up their argument by highlighting that the passive resistance campaign weakened the apartheid government.

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

Explain the internal and external struggle which was waged between 1960 (Sharpeville) and 1976 (Soweto) which contributed to the collapse of apartheid.

SYNOPSIS

The candidates needs explain how the internal and external struggle led to the destruction of apartheid. The external forces include the armed resistance and the internal events comprised of the political organisations and students' uprisings within the country.

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

MAIN ASPECTS

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

ELABORATION

- ANC resistance tactics before 1958 and establishment of the PAC
- Sharpeville (1960) and its aftermath
- The banning of resistance movements and detentions
- The formation of *Umkhonto we Sizwe* and POQO
- Liliesleaf Farm and the Rivonia Trial
- The General Laws (Amendment) Act
- The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), etc.
- Soweto, 1976
- Riotous Assemblies Act; further bannings; another State of Emergency
- Conclusion: Must tie up the argument and indicate how the external and internal struggle led to the destruction of apartheid.

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QUESTION 3A: THE PERIOD 1976 TO 1994

Explain how mounting forces both within and outside South Africa in the period 1983 to 1989 brought the tricameral parliament to its knees.

SYNOPSIS

Candidates are expected to outline the repressive measures and resistance to apartheid as well as the role played by international sanctions between 1983 and 1989.

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

MAIN ASPECTS

- Introduction: Candidates need to emphasise the internal and international resistance to Botha's government.

ELABORATION

- Repression and reform (1983 constitution)
- Resistance – (rolling mass action; the formation and role of the UDF in resisting reform)
- Resistance – (role of other organisations e.g. National Forum, AZAPO, BCM, township/ community/ religious organisations etc. in resisting reform).
- The imposition of the state of emergency (reasons and reaction)
- The emergence MDM - 1985
- International pressure (impact of sanctions such as military, sport and cultural boycotts by the international community)
- Conclusion: Candidates should tie up their arguments and show how internal resistance and international pressure brought the tricameral parliament to its knees (collapse).

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QUESTION 3B: THE PERIOD 1976 TO 1994

Discuss the process of negotiations among various political organisations between 1990 and 1994, which led to the establishment of a democratic South Africa.

SYNOPSIS

Candidates should discuss how the process of negotiations among various political parties led to the establishment of a democratic South Africa. Focus should be given to the unbanning and release of political prisoners which paved the way for negotiations.

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

MAIN ASPECTS

- Introduction: It should indicate the importance of negotiations for the attainment of democracy in 1994.

ELABORATION

(In each of the following bullets, candidates must highlight the role of political organisations in securing South Africa's freedom in 1994)

- The decision in favour of negotiations between main role players (government and ANC) – brief outline
- The role of different personalities, e.g. FW de Klerk, Nelson Mandela, Cyril Ramaphosa, Roelf Meyer, etc
- The role of different events and developments, e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities, etc
- Strengthening of negotiations, compromise and commitment
- The first democratic election of April 1994 (flag and the national anthem symbolised an allegiance to the new democracy)
- Mandela became the first president of democratic South Africa
- Conclusion: Candidates must tie up their argument by showing how the process of negotiations led to a democratic South Africa in 1994.

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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.

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QUESTION 4: THE PERIOD 1924 TO 1948

4.1 HOW DID THE AFRICANS, COLOURED AND INDIANS VIEW NON-RACIALISM IN THE 1940s?

4.1.1 (a) *[Extract evidence from Source 4A – L1]*

- Only attracts the black elite
- An organisation of elderly people did not want direct confrontation with the government
- Did not attract young people
- Believed in the politics of negotiations (4 x 1)

(b) *[Deduction and interpretation from Source 4A - L3]*

- Tloome felt that non racialism would only profit capitalists (whites)
- This was a front to limit black economic development (2 x 2)

4.1.2 (a) *[Interpretation of Source 4B- L3]*

- Both have elements of discrimination
- Africanists rejected non - Africans and apartheid on the other hand rejected Africans (among others)
- The philosophies of apartheid and Africanism were anti-communistic (2 x 2)

(b) *[Extraction of evidence from Source 4B - L1]*

- He believed that both blacks and whites should work together
- They should enjoy the wealth of this country together
- This working together would end hatred amongst people (3 x 1)

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

- Communists were prepared to fight racialism and fascism
- Communists respected the ANC's policies
- Communists helped the ANC in the fight for liberation (3 x 1)

4.1.3 *[Interpretation of evidence from Source 4C - L3]*

- She felt that the NIC were elitist
- The 'old' guard were only looking after their own interests (conservative traditionalists and capitalists)
- The 'old' guard were fearful of working with the other oppressed groups (Africans)
- They were scared of the government (any 3 x 2)

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4.1.4 (a) *[Extraction of evidence from Source 4D - L1]*

- Wanted to register their union
 - Wanted to be able to bargain with their bosses
- (2 x 1)

(b) *[Interpretation of evidence from Source 4D - L3]*

- It illustrates the strength of worker unity
 - Worker unity defied the policy of segregation
 - Workers did not see race as a criteria for leadership but looked at the quality of the leadership
 - Government treatment of union leaders was similar irrespective of colour
- (3 x 2)

(c) *[Interpretation of evidence in Source 4D - L3]*

- Coloured people stood by their African leaders
 - The unity of workers (African and coloured) was stronger than government's policy of segregation
 - Due to the persistent protests by coloured workers - the African leader was released from prison
- (3 x 2)

4.1.5 *[Interpretation, analysis and synthesis of evidence from all sources - L4]*

In answering the question the candidates should focus on the following points to support their argument:

- Black people (Africans, coloureds and Indians) were against racial exclusivity
- They favoured co - operation with Communists and Marxists against racism and segregation
- They supported workers unity irrespective of colour
- They were concerned about the effects / evils of capitalism and the impact thereof
- Fought for the social upliftment of the ordinary people
- Any other relevant point

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Use the following to allocate a mark:

LEVEL 1	Cannot extract evidence or extract evidence from sources in a very elementary manner. Use evidence partially to report on topic or cannot report on topic.	Marks: 0 – 3
LEVEL 2	Extract evidence from sources that is mostly relevant and relates to a great extent to the topic. Use evidence from sources in a very basic manner.	Marks: 4 – 8
LEVEL 3	Extract relevant evidence from sources that relates very well to the topic. Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 9 – 12

(12)
[50]

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QUESTION 5: THE PERIOD 1948 TO 1976

5.1 WAS THE CONGRESS OF THE PEOPLE THE FIRST DEMOCRATIC 'PARLIAMENT' OF THE PEOPLE?

5.1.1 a) [*Extraction of evidence from Source 5A - L 1*]

- Vote for all
 - Freedom of speech
 - Better houses
 - Equal work for equal pay
- (4 x 1)

b) [*Interpretation of Source 5B - L 3*]

- The photograph is useful because it shows the demands that people had in South Africa which range from the basic needs to human rights
 - It shows that the Freedom Charter was based on the demands of the people
- (2 x 2)

c) [*Interpretation of Source 5A - L 2*]

- They are singing and hopeful that their demands would be heard by the government
 - They felt united against apartheid laws
 - They were in a defiant mood
- (2 x 2)

5.1.2 a) [*Comparisons of the two Source 5A and 5B L4*]

- In both sources delegates are singing
- (2 x 1)

b) [*Extraction of evidence from Source 5B - L 1*]

- The Congress delegates were singing
 - ANC members played music with a guitar
 - Winnie Mandela, Lillian Ngoyi, Albertina Sisulu rendered items
- (3 x 1)

5.1.3 a) [*Extraction of evidence from Source 5C - L 1*]

- Gert Sibande was banished to Evaton
 - He got a two year banning
 - He was a speaker and decided to break his banning order
 - He decided to wear a disguise so that he would not be recognised by the security police
- (2 x 1)

b) [*Extraction of evidence from Source 5C -L 1*]

- The commander realised that there could be chaos and anarchy
- Gert Sibande was a powerful and respectable leader
- The people would not allow the security police to arrest him

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- Unlike other prominent ANC leaders (e.g. Mandela and Luthuli) who complied with their banning orders - Sibande defied it and attended the Congress (any 2 x 2)
- c) [*Extraction of evidence from Source 5C -L2*]
- The procedure of endorsing one item after another was a consultative process
 - The draft was discussed and adopted by means of voting (2 x 1)
- 5.1.4 a) [*Interpretation of Source 5D - L 2*]
- The ANC wanted to show the government that it did not stand for racial exclusiveness
 - The ANC united with all people and parties who had a common goal
 - The removal of oppression in South Africa (2 x 2)
- b) [*Extraction of information from Source 5D - L 1*]
- They pretended to be on their way to a wedding
 - Others took alternate routes (2 x 1)
- c) [*Extraction of information from Source 5D - L 1*]
- The police approached the chairperson Beyleveld
 - He was ordered by the police to inform the crowd that the police would search them
 - The police checked passes and removed banners and posters
 - Notes of the speeches were taken
 - Every white delegate was photographed (3 x 1)
- d) [*Interpretation of Source 5D - L 4*]
- Because the government did not accept the idea of equal sharing of land between whites and blacks
 - The government pursued the policy of apartheid (2 x 2)
- e) [*Selection of relevant information from Source 5D -L*]
- Land should be shared
 - There should be work and security
 - There should be houses
 - There should be security and comfort (any 2 x 1)

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5.1.5 [*Interpretation, analysis and synthesis of evidence from the all sources - L4*]

In answering this question the candidate should focus on the following points:

- All races were invited - Kliptown
- Delegates brought demands
- Human rights and basic needs of all South Africans were addressed
- All delegates were given the opportunity to make inputs
- The process of consultation was used to draft the Freedom Charter
- This was democracy in action for delegates
- Any other relevant point

Use the following to allocate a mark:

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

(10)
[50]

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QUESTION 6: THE PERIOD 1976 TO 1994

6.1 WHAT WERE THE INITIAL VIEWS OF POLITICAL LEADERS ON A NEGOTIATED SETTLEMENT FOR SOUTH AFRICA BETWEEN 1990 AND 1992?

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

- The liberation of the Africans is non-negotiable
- The negotiation process can only start once liberation has been achieved
- Africans must negotiate from a position of power
- Alexander was certain that negotiation was not a solution and it would result in failure

(4 x 1)

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

- Zeph Mothopeng clearly stated that negotiation must take place after liberation
- Benny Alexander said that the PAC's position was misrepresented by the media
- Benny Alexander blamed the government for this media misrepresentation
- National Party government would agree with the views of the media

(3 x 2)

6.1.3 (a) *[Interpretation and comparison of evidence from Source 6B – L 3]*

- Non-racial democracy is free of racial prejudice while a warrior state is constantly in a state of war to defend its inter alia racist policies (discrimination)
- Basic human rights are upheld in a non-racial state while in a warrior state the country does not see itself as part of the African continent

(2 x 3)

b) *[Interpretation of evidence in Source 6B - L2]*

- Treurnicht did not want to negotiate with black leaders of the recently unbanned political parties
- Treurnicht's view of a possible white homeland would be impractical
- Owen hoped that all South Africans would participate in the process of negotiations

(3 x 2)

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

- They were in government and hopeful
- That the negotiations would depend on their (whites) approval
- They thought they could dictate terms of negotiation process

(any 2 x 2)

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d) *[Comparison of evidence in Source 6B - L3]*

- Treurnicht was prepared to negotiate with homeland leaders while Hartzenberg saw no need for negotiations
- Treurnicht accepted that apartheid in its present form needed to change whilst Hartzenberg wanted apartheid (the Verwoerdian model) to be kept intact.

(4 x 2)

6.1.4 a) *[Interpretation of evidence from Source 6C – L 2]*

- The cartoonist depicts these leaders in cohorts (working together) against the process of a negotiated settlement (Mandela and De Klerk)
- They were plotting against the process of democratic negotiations
- They developed and crafted their own plans for South Africa (wanted to retain the homeland system)
- Destabilise the process of negotiations

(3 x 2)

b) *[Interpretation and comparison of evidence form source 6C - L3]*

- The negotiations between Mandela and De Klerk are depicted as peaceful and equal
- The negotiations between Treurnicht and the Bantustan leaders are troubled
- Any other relevant point

(1 x 2)

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

The candidates needs to show how the following organisations and leaders must change their standpoints and views

- PAC - their participation will strengthen the hand of the oppressed people
- Treurnicht - wanted to perpetuate the homeland system
- Homeland Leaders - to maintain control of their homelands
- Hartzenberg - Favoured Verwoerd's ideology of apartheid

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

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

(8)

[50]

TOTAL: 150