

**QUESTION 1A**

Explain how Harold Macmillan's famous words that 'the winds of change is blowing through Africa' gave momentum to the process of decolonisation in Africa. [50]

**SYNOPSIS**

The candidates need to explain whether Harold Macmillan's famous words contributed to the process of decolonisation. In answering the question one needs to refer to Macmillan's speech to make the point that African independence came about because of a combination of factors. The question requires a balanced argument. Learners should be credited for discussing the factors referred in the marking guideline (not a allocation above content L3).

*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**

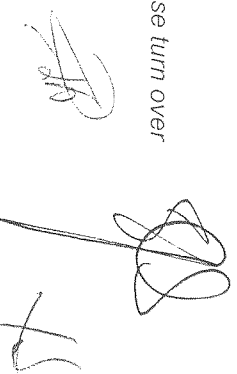
- Introduction - Should provide a brief discussion on how Harold Macmillan's famous words contributed to the process of decolonisation.  
**(Any other relevant introduction)**

**ELABORATION**

Factors prior to Macmillan's speech

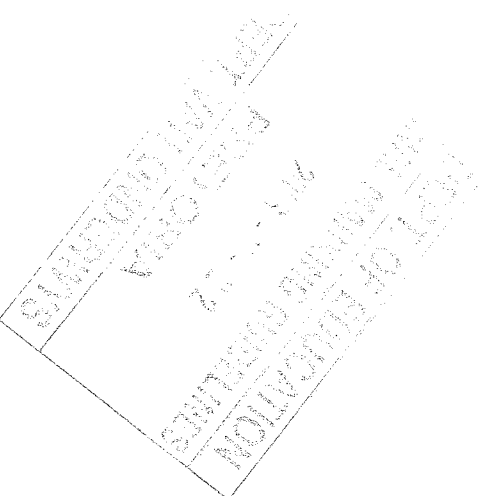
**African Nationalism:**

- British Prime Minister Harold MacMillan speech 'Winds of Change' (growth of national consciousness across the continent of Africa)
- Emergence of more radical African nationalism  
(some eg: Pan-African movement gaining momentum during war years. Manchester Conference, 1945, Bandung Conference, 1955, Emergence of mass parties in some African countries)
- Urbanisation/Growth of more radical working class  
(some eg: Response to wartime experiences: urbanisation, industrialisation led to strikes in most African urban centres, youth in particular challenging slow pace of change, 'Collaboration' of middle class Africans with colonial powers)
- Spread of Education (combined with growing awareness of 'Western' concepts of freedom, democracy. Middle class Africans eager to bring about political change)



**Factors after Macmillan's speech**

- Weakening of colonial powers  
(eg: Former colonial powers (especially France and Britain's) wartime experience i.e. French occupation, Loss of Asian colonies, Cost of colonies to colonial powers in context of post-war reconstruction)
- New World Order: USA & USSR hostile to European colonialism.
- United Nations: pressure for universal suffrage  
(eg: especially newly independent Asian country's lobby, International Declaration of Human Rights)
- Conclusion - Must tie up the discussion of all factors by presenting a concluding remark which relates to the original statement on factors influencing decolonisation. (Any other relevant conclusion.)



**QUESTION 1B**

Discuss the shortcomings and achievements of the Organisation of African Unity (OAU).

[50]

**SYNOPSIS**

Candidates, in answering this question, needs to discuss the shortcomings and achievements of the OAU in the light of the aims. **Both** aspects should be discussed.

**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 could take a viewpoint in assessing the successes and shortcomings of the OAU.  
(Any other relevant introduction)

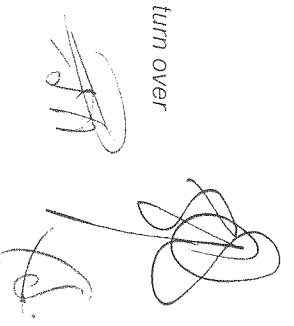
**ELABORATION**

*Link should be made between the achievements and shortcomings with the aims*

- Achievements – e.g. Decolonisation;  
Working closely with the UNO;  
Provide support to liberation groups;  
Policy of non-alignment;  
Formation of African Development Bank;  
Settling of border disputes;  
Any other relevant achievement. – (may use any examples to illustrate the achievements of the OAU).

- Shortcomings – e.g. Territorial and ethnic disputes;  
Lack of unity;  
Differences amongst heads of state;  
Lack of financial support;  
Faction fighting and internal Unrest;  
Inability to deal with gross human rights violations; any other relevant shortcomings -  
- (may use any examples to illustrate shortcomings of OAU).

- Conclusion  
Candidate must tie up the argument by providing a closing assessment on the successes and shortcomings of the OAU.  
(Any other relevant conclusion)



**QUESTION 2A**

Outline the features of War Communism and explain why it became necessary for Lenin to introduce the New Economic Policy. **[50]**

**SYNOPSIS**

Candidates must discuss the features of War Communism and explain why it became necessary for Lenin to introduce the New Economic Policy.

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.**

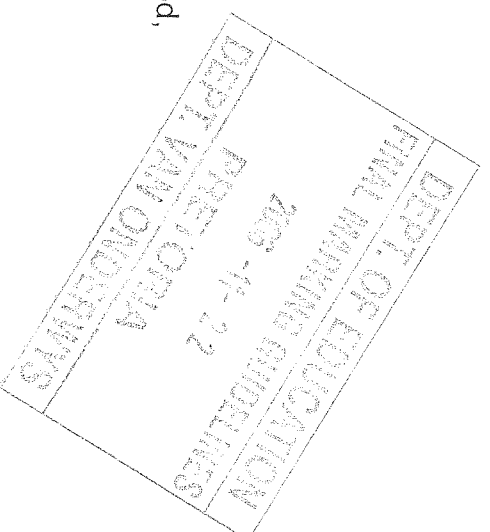
**MAIN ASPECTS**

- Introduction - Candidates could comment briefly on the features of War Communism and indicate that the effect that this policy had on the Russian economy led to the introduction of the NEP.  
(Any other relevant introduction)

**ELABORATION**

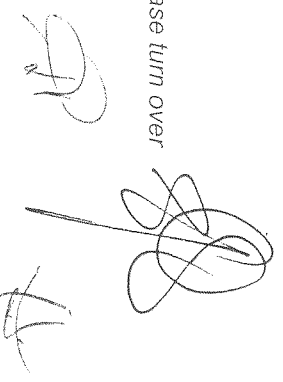
- Features of War Communism – emergency measure  
(e.g. attempt to prevent total economic collapse in Russia through planned economy, Farms brought under state control, Farmers to produce more food, Surpluses to be handed to state, Cheka enforced policy, Nationalization of industries and Banks, Worker committees in charge of factories, Trade declined, Labour deployed to where it was needed.

- Results of War Communism:  
(e.g. farmers resisted against handing over surplus food, Reacted by growing less food, Area under cultivation decreased, Resulted in sharp decrease in food production, Widespread famine, Worsened by drought inexperience worker committees led decrease in industrial production, Factories closed, Unemployment, Trade deteriorated, Currency system broke down, Depopulation of larger towns, Discontent among workers and peasants, Strikes and rebellions occurred,



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- Kronstadt mutiny (sailors most loyal supporters of Lenin),
- Necessity to change to a new economic policy
- Government blamed
- Lenin unpopular,
- Lenin realised new steps necessary to save economy;
- Introduced NEP – it was a compromise between capitalism and communism aimed to improve production in agriculture and industry and to encourage trade
- Conclusion – Candidates must draw the lines of their discussion together and refer to the features of War Communism and the necessity to introduce the NEP (Any relevant conclusion)

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

Describe Stalin's economic transformation of Russia from 1928 to 1939.

**[50]****SYNOPSIS**

Candidates should indicate in their answer that this transformation was economic. Candidates, in answering this question, must provide a description of the Five Year Plans (including both industry and agriculture) between 1928 and 1939.

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

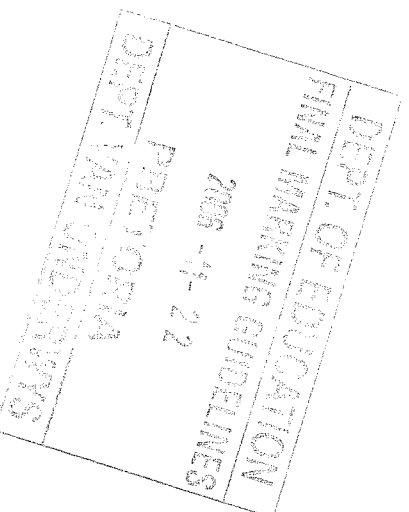
**MAIN ASPECTS**

- Introduction – The candidates, in an introductory paragraph, could present an outline discussion on the Five Year Plans.  
(Any other relevant introduction)

**ELABORATION**

(Candidates should provide a balanced discussion of aims, implementation and effects under the following bullets)

- First five year plan (industry and agriculture)
- Second five year plan (industry and agriculture)
- Third five year plan (industry and war production)
- Conclusion - Candidates must draw the lines of the argument together and the conclusion should again relate to Stalin's Five Year Plans.  
(Any other relevant conclusion)



SENIOR CERTIFICATE EXAMINATION 2006- SET A  
MARKING GUIDELINE**QUESTION 3A**

Explain how the Great Depression affected the people of the United States of America and the Hoover government in the 1920s and 1930's.

**[50]****SYNOPSIS**

Candidates must explain how the Great Depression affected Americans. Candidates must then show how the ineffective measures adopted by the Hoover government to deal with the crisis contributed to Hoover's defeat in the 1932 elections.

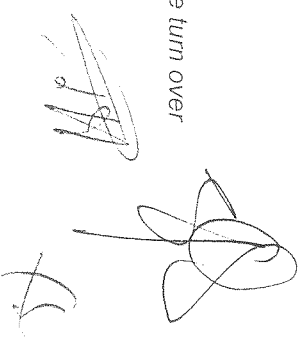
NB: The main aspects (bullets) must be used to address the requirements of the question and to develop the given line of argument. **A mere stating of 'facts' is inadequate.**

**MAIN ASPECTS**

- Introduction: Any appropriate introduction.

**ELABORATION**

- Effects of the Great Depression: e.g. drop in production by factories due to decreased demand;  
Massive unemployment and homelessness;  
Drop in share prices;  
The closure of banks;  
Bankruptcy of farmers continued;  
Migration in search of work;  
'Hoovervilles'.
- Hoover's ineffective attempts to deal with the crisis: e.g. Non-interference of government;  
'Rugged Individualism',  
Home Loan Bank,  
Hoover Dam Project and Federal Farm Board's assistance to farmers proving to be too little too late.  
Hoover loses 1932 elections to Roosevelt.
- Conclusion: Any appropriate conclusion that ties together all the points discussed above.



**QUESTION 3B**

Discuss how Relief, Recovery and Reform formed the basis of Roosevelt's New Deal Policy.

[50]

**SYNOPSIS**

Candidates need to explain that the New Deal aimed to bring relief to the destitute, help the country recover from the depression and to reform the social and economic life in America.

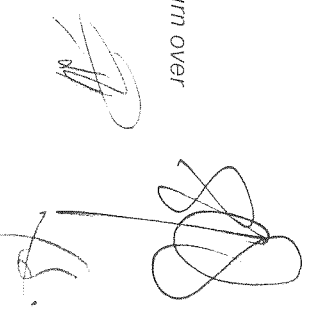
NB: The main aspects (bullets) must be used to address the requirements of the question and to develop the given line of argument. **A mere stating of 'facts' is inadequate.**

**MAIN ASPECTS**

- Introduction - Candidates could indicate how the New Deal aimed to restore the economy of the USA through various relief, reform and recovery measures. (Any other relevant introduction)

**ELABORATION**

- 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 - Candidates could tie up their discussion by indicating how the 3R's formed the basis of the the New Deal. (Any relevant conclusion)





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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**

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





**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1.1 WHAT WERE THE POLITICAL, ECONOMIC AND SOCIAL CHALLENGES FACED BY POST-INDEPENDENT AFRICA?**

4.1.1 [Extraction of evidence – L1]

- Decentralisation of power
- Expansion of political liberties
- Individual and groups entering political arena
- Political freedom

(any 2x1)

4.1.2 [Interpretation – L2]

- Because there were unchanged social and economic challenges that hindered political developments/illiteracy, unemployment, poverty, ethnic divisions

(1x2)

4.1.3 a) [Extraction of evidence –L1]

- Egypt

(1x1)

b) [Interpretation of evidence – L2]

- Botswana- low Population Growth and high Annual Growth Rate (Population growth linked to Annual Growth Rate) resulted to high Growth National Product and low debt
- Nigeria – high Population Growth and low Annual Growth Rate (Population growth not linked to Annual Growth Rate) resulted to high debt
- Any other relevant response

(2x2)

4.1.4 [Comment on the evidence to formulate a response – L2]

- Annual Growth Rate of both Cote d' Ivoire and Uganda is low
- That resulted to high debt

(2x2)

4.1.5 [Interpretation of evidence – L2]

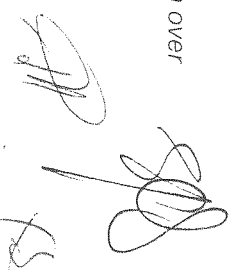
- International banks wanted to make a profit out of the debt-ridden African continent
- International banks not concerned about Africa's development – only interested in furthering their business
- Any other relevant answer

(1x2)

4.1.6 a) [Interpretation of evidence – L2]

- Because African countries owed billions to the West
- African countries were sinking deeper into debts

(1x2)



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- b) *[Interpretation of evidence – L2]*
- Africa is welcomed to apply for more loans despite the fact that they owed a lot to the West already
  - The client needs to go somewhere else for help
  - Any other relevant answer
- (any 1x2)

- 4.1.7 *[Comparison of Sources 4B and 4C to identify similarities –L4]*
- Both Sources refer to economic challenges faced by post independent Africa
  - Both Sources refer to the debts of African states
  - Both sources refer to Africa's exploitation by international tenders
  - Both refer to the poverty of African states
- (any 1x3)

4.1.8 *[Extract selected evidence, 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

- Political effects
- Economic effects
- Social effects

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract relevant evidence from sources</li> <li>• Extracts evidence from sources in a very elementary manner</li> <li>• Or cannot report on topic</li> <li>• Uses evidence or own knowledge partially to report on topic</li> </ul>	<b>0 – 2 marks</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Evidence relates to a large extent to the topic</li> <li>• Uses evidence from sources and own knowledge in a very basic manner</li> </ul>	<b>3 – 5 marks</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extract relevant evidence from sources</li> <li>• Evidence relates very well to the topic</li> <li>• Uses evidence from sources and own knowledge very effectively in an organized paragraph that shows an understanding of the topic</li> </ul>	<b>6 – 9 marks</b>

(9)  
(31)

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MARKING GUIDELINE**4.2 WHAT ARE THE DIFFERENT VIEWS ON DEMOCRACY?**4.2.1 *[Extraction of evidence – L1]*

- To end foreign domination / colonialism
- Consolidation of its freedom

(any 1x1)

4.2.2 *[Extraction of evidence – L1]*

- Freedom from oppression
- Freedom from Intimidation
- Freedom from Exploitation
- Freedom from Indignity

(any 2x1)

4.2.3 a) *[Interpretation of evidence – L2]*

- Because people were given the right to choose their government
- Because the ruling party work with the people

(any 2x1)

b) *[Extraction of evidence – L1]*

- Social programs

(1x1)

4.2.4 *[Comparison of Sources to identify differences – L4]*

- Source 4D- Nyerere puts more emphasis on individual freedom – no consultation with the government  
- justifies democracy
- Source 4E – Ruling party rooted in the people and consult  
- Diallo justifies one-party states

(2x2)

4.2.5 *[Comparison of Sources to identify similarities – L4]*

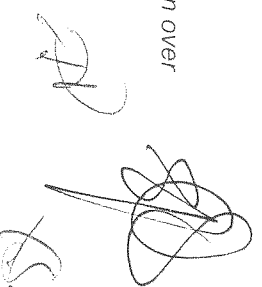
- Overthrow of the government by opposition
- Source 4D – replacement of the government not by a ballot box
- Source 4E – struggle to take over power
- Foreign domination
- Social programmes

(any 1x3)

4.2.6 *[Interpretation of evidence – L2]*

- Devalues the role of opposition in newly independent African states
- Any other relevant response

(1x2)



4.2.7 *Determine the usefulness of the source – L4]*

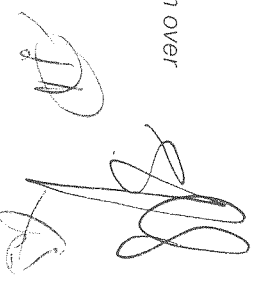
**Useful**

- Not bias because both leaders reflects the African and World view on democracy
- Highlight the important role of opposition in the democratic state
- Interests of the minority should be considered
- Any other relevant answer

(any 2x2)

(19)

[50]



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MARKING GUIDELINE**5.1 WHY DID A LARGE NUMBER OF PEOPLE SUPPORT THE NAZI PARTY?****5.1.1 [Extract evidence from source – L1]**

- She was drawn by the feeling of strength of the party
  - Youthful party
  - Stood for social justice
  - The Nazi Party was opposed to unemployment
- (any 1x2)

**5.1.2 [Extract evidence from source – L1]**

- The swastikas painted on the sidewalks
  - Pamphlets of the Nazis everywhere
- (2x2)

**5.1.3 [Interpretation of evidence – L2]**

- The use of violence by the Nazis to intimidate people/ the
  - Nazi policy towards Jews
  - Nazi policy towards homosexuals
  - Nazi policy towards Gypsies
  - Any other valid answer
- (any 1x2)

**5.1.4 [Interpretation of evidence – L2]**

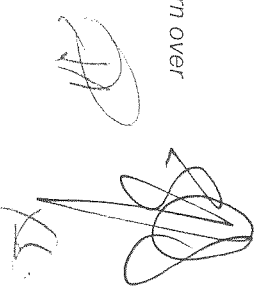
- It promised Work for the unemployed
  - Promised Freedom for those who felt humiliated by the constraints of the Treaty of Versailles
  - Promised Bread for those who were going hungry
  - Show a young strong man who is determined to get work
  - Any other appropriate answer
- (any 3x2)

**5.1.5 [Use of broader knowledge to show understanding of the period – L2]**

- Germany would only have experienced the effects of the Great Depression after 1929. Some of these effects included massive unemployment and poverty.
  - With more people unemployed and hungry in 1932, the poster would have appealed to more people than in 1928 when things were not as bad yet.
  - Any other relevant answer
- (2x2)

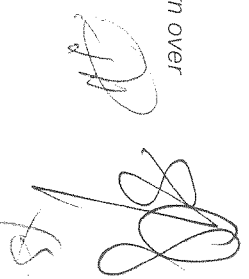
**5.1.6 [Straightforward interpretation – L2]**

- They are being intimidated/fear/forced to support them
  - Any other relevant answer
- (2)



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- 5.1.7 *Interpretation of evidence and own knowledge to show an understanding of an issue – L2]*
- The lack of free choice among ordinary people
  - The militaristic nature of totalitarian states
  - Intimidation
  - Fear
  - Any other appropriate answer.
- (any 1x2)
- 5.1.8 *Interpretation of evidence using two sources – L3]*
- Source 5B illustrates how people are forced into supporting the Nazis. This contradicts Maria's view that people joined because they were for Social Justice
- (2x2)
- 5.1.9 a) *[Extraction of evidence – L1]*
- Street fighting;
  - Unemployment;
  - Fear of civil war;
  - Fear of another inflation.
- (4x1)
- b) *[Extraction of evidence – L1]*
- The unemployed because employment was created
  - The generals because of the importance attached to the army
- (any 1x2)
- c) *[Interpretation of evidence – L2]*
- Hitler's programmes presented something for all groups
  - It provided a solution of all problems
- (any 1x2)
- 5.1.10 *[Interpretation of evidence from two sources – L3]*
- In Source 5C, "work" is one of the promises made.
  - In Source 5D, Christabel points out that "unemployment ... no longer seemed to exist" when she returned to Germany in 1935, indicating that the promise of "Work" in Source 5C has been met.
- (2x2)
- 5.1.11 *[Extraction and interpretation of evidence from two sources – L3]*
- Source 5A - "there was much in it that was highly questionable"
  - Source 5D - "I did not find that everyone I met was enthusiastic about every aspect of the regime; they were not..."
- (2x2)



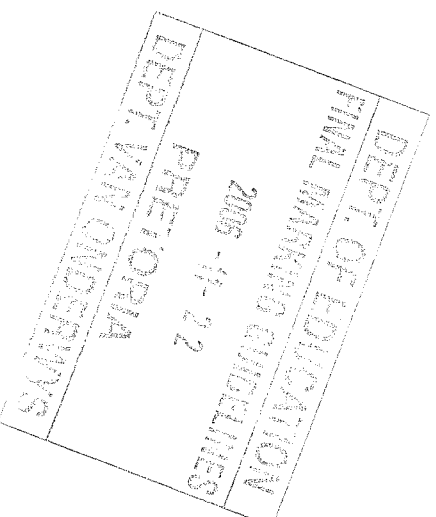
SENIOR CERTIFICATE EXAMINATION 2006- SET A  
MARKING GUIDELINE5.1.12[Extract selected evidence and own knowledge to construct  
a paragraph – L4]

The following information should serve as a guide and used together with the criteria in the holistic rubric to award a mark. Learners must use information from **all the sources and their own knowledge** to be at Level 3.

- Promise or prospect of employment
- Promise/ prospect of prosperity
- The feeling of security the Nazis gave to Germans
- The Nazi presence was everywhere
- The Nazis would challenge some of the Terms of the T of Versailles
- Fear and intimidation
- Propaganda
- Any other relevant response

LEVEL 1	<ul style="list-style-type: none"> <li>• Cannot extract evidence or extracts evidence from sources and use own knowledge in a very elementary manner.</li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	0 – 2 marks
LEVEL 2	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant and relates to the topic to a great extent.</li> <li>• Uses evidence from sources and use own knowledge in a very basic manner.</li> <li>• Shows some understanding of the topic.</li> </ul>	3 – 5 marks
LEVEL 3	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from all the sources and own knowledge that relate very well to the topic.</li> <li>• Uses evidence from sources and use own knowledge very effectively and in its historical context.</li> <li>• It is organised in a paragraph that shows an understanding of the topic.</li> </ul>	6 – 8 marks

(8)  
[50]





**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR**

**6.1 WHY WAS THE BERLIN AIRLIFT OF 1948-1949 OF SPECIAL SIGNIFICANCE?**

6.1.1 a) *[Extract evidence – L1]*

- USA would back away from military action

(1x2)

b) *[Extract evidence – L1]*

- Access by land was blockaded
- Access by water was blockaded
- Russians had blockaded Berlin

(any 2x1)

c) *[Interpretation of evidence – L2]*  
Justified

- To facilitate European recovery
- To facilitate rehabilitation of West Germany
- To halt Russian expansion

Not Justified

- Germany was being used as a focal point to fight the Cold War
- America had ulterior motives
- Any other relevant response

(1x2)

6.1.2 a) *[Interpretation of evidence – L2]*

- West was successful in the Berlin airlift
- Tremendous sacrifice made by the west to ensure the rehabilitation of West Berlin
- Joint venture by the RAF and US Air Force
- Any other relevant response

(any 2x3)

b) *[Interpretation of evidence – L2]*

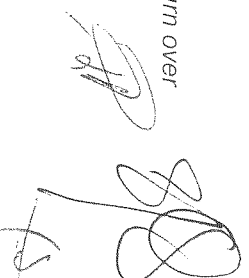
- Determination of the West to supply Berlin with goods
- The airlift was a huge task
- That the West was not willing to succumb to the USSR
- Any other relevant response

(any 2x2)

c) *[Extract evidence – L1]*

- US airforce and RAF worked together

(1x2)



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## 6.1.3 [Extract evidence – L1]

- Large number of flights
- Huge amounts of food, coal and other stores
- 30 000 tons of freight out of Berlin
- 65 000 passengers out of Berlin

(any 3x1)

## 6.1.4 [Interpretation of evidence – L2]

- quicker/faster means of transport
- able to transport huge amounts of goods
- Aircraft could fly over the barricaded zone
- Was the only means to pass the Russian zone
- Any other relevant response

(any 2x2)

## 6.1.5 [Comparison of sources to identify similarities – L4]

- Both sources mention that the airlift began in June 1948
- Both sources mention the tons of goods being sent to West Berlin
- Both sources mention a joint venture between the US Airforce and the RAF
- Both sources mention the similar amount of flights undertaken by the West

(any 2x2)

## 6.1.6 [Interpretation of evidence – L2]

- Storks represented the western powers who carried supplies to West Berlin
- Stalin representing the USSR is against this airlift. He wants to shoot these aeroplanes (storks)
- Any other relevant response

(2x2)

## 6.1.7 [Determine usefulness of Source - L4]

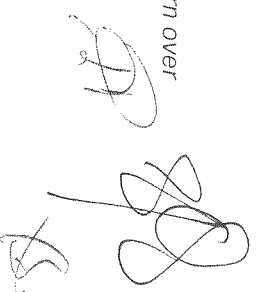
- Useful – shows the west's intention in assisting the west Berliners
- USSR's desire to prevent it from happening
- Not useful – British cartoon – can be biased and prejudicial

(1x4)

## 6.1.8 [Comparison of sources to identify differences– L4]

- Source 6E – Soviet view of the Berlin blockade – USSR has complete control of west Berlin – no means of exit
- Source 6F – Western view of the Berlin blockade. Depicts the easy entry of the western powers into Berlin.

(2x2)



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6.1.9 [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:

- Candidates can agree or disagree with the statement, whilst others may partially agree/disagree
- West were able to provide assistance – rescue for the west Berliners
  - Assistance was provided using air travel
  - Great sacrifices made by Western powers
  - Highlighted the limits of Soviet power in the face of the west's air superiority
  - USSR feared the ability of the US to destroy Russian cities with nuclear weapons
  - USSR conceded defeat when they allowed the German Federal republic to be established
  - Any other relevant answer

LEVEL 1	<ul style="list-style-type: none"> <li>• Has not taken a position or has not used relevant evidence and use own knowledge to support the position taken.</li> <li>• Response does not show an understanding of the situation/event/issue/sources.</li> </ul>	Marks: 0 - 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Uses mostly relevant evidence to construct a response.</li> <li>• Responds to evidence in sources in a basic manner to construct an argument that is logical to a certain extent</li> <li>• The justification and the use of evidence and use of own knowledge from the sources show a partial understanding of the situation/event/issue/sources.</li> </ul>	Marks: 3 – 6
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence from all the sources and their own knowledge to provide an authentic and convincing argument.</li> <li>• While a position is taken, a balanced view is presented.</li> <li>• The justification and use of evidence and use own knowledge show a clear understanding of the period/event/issue/sources.</li> </ul>	Marks: 7 – 9

(9)  
[50]

### 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 bespreking/verklaring;
- die toepaslike seleksie van feitlike bewyse om so 'n bespreking/verklaring te ondersteun.

### Assesseringsprosedures van 'n opstel

1. Hou die sinopsis in gedagte wanneer die opstel nagesien word.
2. Met die eerste deurlies van die opstel moet regmergies 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 regmergies wees.

Die volgende addisionele simbole kan ook gebruik word:

- inleiding, hoofaspekte en slotopmerking nie behoorlik gekontekstualiseer nie
- verkeerde stelling
- irrelevante stelling



Kopiereg voorbehou

FINALE KOPIE

Blaai asselief om

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

Kopiereg voorbehou

FINALE KOPIE

Blaai asseblief om

SENIOR SERTIFIKAAT EKSAMEN 2006 - STEL A  
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	VLAK 1	VLAK 2	VLAK 3	VLAK 4	VLAK 5	VLAK 6	VLAK 7						
<b>AANBEIDING</b>	Het ge-analiseer en historiese verklarings gemak. Goed beplande en gestruktureerde opstel.	Het ge-analiseer en historiese verklarings gemak. Goed beplande en gestruktureerde opstel.	Poog om te analiseer en historiese verklarings toe te pas. Goed beplande en gestruktureerde opstel.	Poog om te analiseer en historiese verklarings toe te pas. Opstel in 'n sekere mate beplan en gestruktureerd.	Analise en historiese verklarings in 'n sekere mate toegepas. Poging tot strukturering.	Analise en historiese verklarings soms of glad nie gemak nie. Geen duidelike struktuur nie.	Geen analises en historiese verklarings nie. Geen struktuur nie. Onlogies (of 'n sekere mate).						
<b>INHOUD</b>													
<b>VLAK 1</b> Vraag is ten volle beantwoord. Inhoudseleksie is ten volle relevant tot gedagtergting wat gevolg is.	A+ 47 - 50	A 43 - 46	A- 40 - 42	B+ 38 - 39	B- 35	C+ 33 - 34	C- 30	D+ 28 - 29	D 26 - 27	E+ 23 - 24	E 21 - 22	E- 20	F 13 - 19 G 07 - 12 H 00 - 06
<b>VLAK 2</b> Vraag is beantwoord. Inhoudseleksie is relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39	B- 35	C+ 33 - 34	C 31 - 32	D 26 - 27	D+ 28 - 29	D 26 - 27	E+ 23 - 24	E 21 - 22	E- 20	F 13 - 19 G 07 - 12 H 00 - 06
<b>VLAK 3</b> Vraag tot 'n groot mate beantwoord. Inhoud voldoende gedek en relevant.	B+ 38 - 39	B 36 - 37	B- 35	C+ 33 - 34	C 31 - 32	D 26 - 27	D 26 - 27	D+ 28 - 29	D 26 - 27	E+ 23 - 24	E 21 - 22	E- 20	F 13 - 19 G 07 - 12 H 00 - 06
<b>VLAK 4</b> Gestelde vraag is herkenbaar in antwoord. Effens onvollooid en meestal relevant.													
<b>VLAK 5</b> Feite hou verband met die vraag, maar beantwoord dit nie. Gebreke t.o.v. omvang (soms irrelevantheide).													
<b>VLAK 6</b> Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skraal (soms irrelevantheide).													
<b>VLAK 7</b> Vraag ontoereikend of glad nie beantwoord nie. Inhoud skraal of ontoereikend. Grootliks/ heeltemal irrelevant.													

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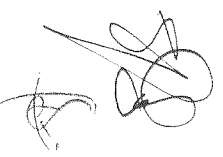
AFDELING A: OPSTELVRAE

- 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.

Kopiereg voorbehou

FINALE KOPIE

Blaai asseblief om



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

Verduidelik hoe Harold Macmillan se beroemde woorde dat die 'winde van verandering deur Afrika waai' die proses van dekolonisasie in Afrika versnel het. [50]

**SINOPSIS**

Die kandidate moet verduidelik hoe Harold Macmillan se beroemde woorde bygedra het tot die proses van dekolonisasie. In die beantwoording van die vraag moet daar verwys word na die toespraak van Macmillan om die standpunt te stel dat die onafhanklikheid van Afrika tot stand gekom het as gevolg van 'n kombinasie van faktore. Die vraag vereis 'n gebalanseerde argument. Leerders moet krediet kry vir die bespreking van die faktore waarna in die nasienriglyne verwys word (nie 'n toekenning bo inhoud V4 nie).

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

**HOOFASPEKTE**

- Inleiding – Moet 'n kort bespreking gee van hoe Harold Macmillan se beroemde woorde bygedra het tot die proses van dekolonisasie. **(Enige ander relevante inleiding)**

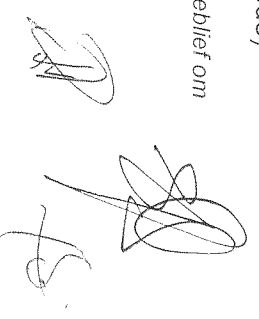
**UITEENSETTING****Faktore voor Macmillan se toespraak:****Afrika Nasionalisme:**

- Britse Eerste Minister Harold MacMillan se 'Winde van Verandering' - toespraak (groei van nasionale bewuswording oor die kontinent van Afrika)
- Opkoms van meer radikale Afrika-nasionalisme (voorbeeld: Pan-Afrikaanse beweging het momentum verkry tydens oorlogsjare; Manchester Konferensie, 1945. Bandoeng Konferensie 1955 opkoms van massa partye in sommige Afrika-state)
- Verstedeliking/ Opkoms van meer radikale werkersklas (voorbeeld: reaksie op oorlogservarings: verstedeliking, industrialisering het aanleiding tot stakings gegee in meeste stedelike sentrums van Afrika jeug het stadige tempo van verandering teengestaan 'Samewerking' tussen nuwe middelklas Afrikane en koloniale moondhede)

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FINALE KOPIE

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- Verspreiding van onderwys (tesame met groeiende bewuswording van 'Westerse' konsepte van vryheid, demokrasie. Middelklas in Afrika honger vir politieke verandering)

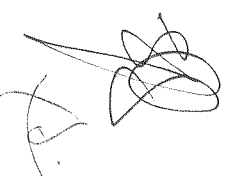
#### **Faktore na die toespraak van Macmillan**

- Verswakking van koloniale moondhede (voorbeeld: voormalige koloniale moondhede (veral Frankryk en Brittanje) se oorlogservarings d.i. Franse besetting, verlies van kolonies in Asië, koste van kolonies vir koloniale moondhede teen die agtergrond van na-oorlogse rekonstruksie)
- Nuwe Wêreldorde: VSA & USSR wyandiggesind teenoor Europese kolonialisme
- Verenigde Nasies: druk vir universele stemreg (voorbeeld: veral drukgroep van nuwe onafhanklike state in Asië Internasionle Verklaring oor Menseregte)
- Samevatting – Bespreking van alle faktore moet saamgebind word deur 'n samevat-tende opmerking wat verband hou met die oorspronklike stelling oor faktore wat dekolonisasie beïnvloed het. (Enige ander relevante samevatting.)

Kopiereg voorbehou

FINALE KOPIE

Blaai asseblief om



**VRAAG 1B**

Bespreek die tekortkominge en prestasies van die Organisasie vir Afrika-eenheid (OAE). [50]

**SINOPSIS**

Kandidate, in die beantwoording van die vraag, moet die tekortkominge en prestasies van die OAE bespreek. **Beide** aspekte moet bespreek word.

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

**HOOFASEKTE**

- Inleiding: Kandidate kan 'n standpunt inneem deur 'n evaluering van die tekortkominge en prestasies van die OAE.  
(Enige ander relevante inleiding)

**UITEENSETTING**

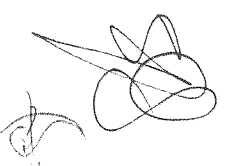
Daar moet 'n verband wees tussen die tekortkomings en prestasies en die oogmerke van die OAE:

- **Tekortkominge:**  
( voorbeeld: Territoriale en etniese dispute  
gebrek aan eenheid  
verskille onder leiers van state  
gebrek aan finansiële ondersteuning  
faksiegevegte en interne onrus  
onvermoë om die growwe skending van menseregte te hanteer  
enige ander relevante tekortkominge - (mag enige voorbeelde noem om die tekortkominge van die OAE te illustreer).
- **Prestasies:**  
(voorbeeld: Dekolonialisme  
noue samewerking met die VN  
verskaf ondersteuning aan bevrydingsgroepe  
beleid van onverbondenheid  
totstandkoming van Afrika-Ontwikkelingsbank  
skikking van grensgeskille  
enige ander relevante prestasies – (mag enige voorbeelde noem om die prestasies van die OAE te illustreer)

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FINALE KOPIE

Blaai asseblief om

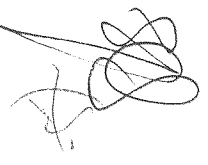


- Samevatting  
Kandidate moet die argument saambind deur 'n samevattende assessering van die tekortkominge en suksesse van die OAE.  
(Enige ander relevante samevatting)

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FINALE KOPIE

Blaai asseblief om



**VRAAG 2A DIE OPKOMS VAN RUSLAND**

Gee 'n oorsig van die kenmerke van Oorlogskommunisme en verduidelik waarom dit vir Lenin noodsaaklik geword het om die Nuwe Ekonomiese Beleid bekend te stel. [50]

**SINOPSIS**

Kandidate moet die kenmerke van Oorlogskommunisme bespreek en verduidelik waarom dit vir Lenin noodsaaklik geword het om die Nuwe Ekonomiese Beleid bekend te stel.

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

**HOOFASPEKTE**

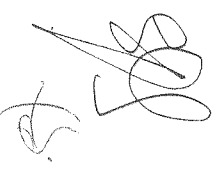
- Inleiding – Kandidate kan kortliks kommentaar lewer oor die kenmerke van Oorlogskommunisme en daarop wys dat die gevolge van hierdie beleid gelei het tot die bekendstelling van die NEB.  
(Enige ander relevante inleiding)

**UITEENSETTING**

- Kenmerke van Oorlogskommunisme: noodmaatreël  
(voorbeeld: poging om totale ekonomiese ineenstorting in Rusland te voorkom deur 'n beplande ekonomie  
plase onder staatsbeheer gebring  
boere moes meer voedsel produseer  
oorskotte moet aan staat oorhandig word  
Cheka het beleid afgedwing  
nasionalisering van industrie en Banke  
werkerskomitees in beheer van fabrieke  
handel afgeneem  
arbeid verplaas na waar dit benodig was)

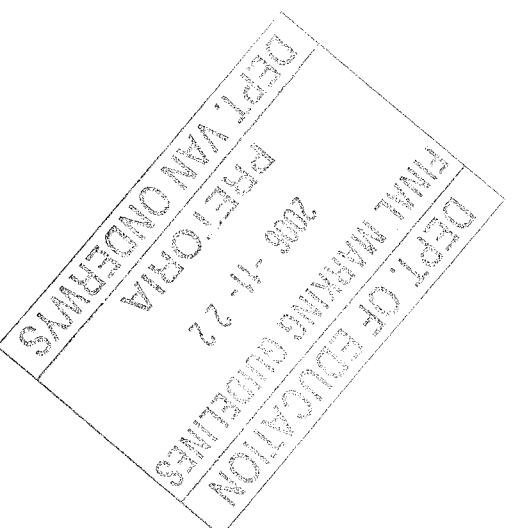
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- Gevolge van Oorlogskommunisme  
(voorbeeld: boere bied teenstand teen oorhandiging van surplus voedsel reageer deur minder voedsel te verbou  
grond onder bewerking afgeneem  
lei skerp afname in voedselproduksie  
wydverspreide hongersnood  
vererger deur droogte  
onervare werkerskomitees lei afname in nywerheidsproduksie  
fabrieke gesluit – werkloosheid

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- handel agteruitgegaan
  - geldstelsel ineengestort
  - ontvolking van groter dorpe
  - misnoë onder werkers en boere
  - stakings en opstande ontstaan
  - Kronstadt mutery (matrose mees lojale ondersteuners van Lenin)
- Noodsaaklikheid om na 'n nuwe ekonomiese beleid oor te skakel:
  - blameer regering
  - Lenin ongewild
  - Lenin besef nuwe stappe nodig om ekonomie te red
  - stel NEB bekend – was 'n kompromis tussen kapitalisme en kommunisme
  - beoog om produksie van landbou en nywerheid te verbeter en handel aan te moedig)
- Samevatting – kandidate moet bespreking saamvat en verwys na die kenmerke van Oorlogskommunisme en die noodsaaklikheid om die NEB bekend te stel (Enige ander relevante samevatting)



Kopiereg voorbehou

FINALE KOPIE

Blaai asselief om

**VRAAG 2B:**

Beskryf Stalin se ekonomiese hervorming van Rusland van 1928 to 1939. [50]

**SINOPSIS**

Kandidate moet in hul antwoord aandui dat die hervormings ekonomies van aard was. Kandidate moet, in die beantwoording van die vraag, 'n beskrywing van die Vyfjaarplanne aanbied (beide nywerhede en landbou moet ingesluit word) tussen 1928 en 1939.

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

**HOOFASPEKTE**

- Inleiding – Die kandidate kan, in 'n inleidende paragraaf, 'n oorsigtelike bespreking van die Vyfjaarplanne aanbied.  
(Enige ander relevante inleiding)

**UITEENSETTING**

(Kandidate moet 'n gebalanseerde bespreking van die oogmerke, implementering en gevolge aanbied onder die volgende punte)

- Eerste Vyfjaarplan (industrieë en landbou)
- Tweede Vyfjaarplan (industrieë en landbou)
- Derde Vyfjaarplan (industrieë en oorlogsproduksie)
- Samevatting- Kandidate moet hul argument saambind en die slotopmerking moet verband hou met Stalin se Vyfjaarplanne.  
(Enige ander relevante samevatting)

Kopiereg voorbehou

FINALE KOPIE

Blaai asseblief om

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

Verduidelik die uitwerking wat die Groot Depressie op die bevolking van die Verenigde State van Amerika en die Hooverregering in die 1920s and 1930s gehad het.

[50]

**SINOPSIS**

Kandidate moet verduidelik hoe die Groot Depressie die Amerikaners geraak het. Kandidate moet dan aandui hoe die ondoeltreffende maatreëls van die Hoover regering om die krisis te hanteer bygedra het tot sy (Hoover) nederlaag in die 1932 verkiesing.

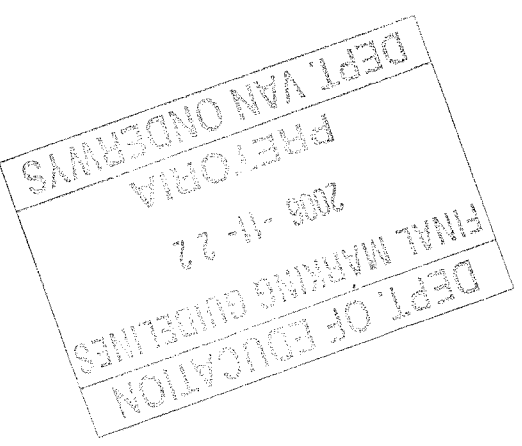
**NB: Die hoofaspekte (bulletts) moet gebruik word om aan die vraag se vereistes te voldoen en om die gegewe gedagterigting te ontwikkel. Die blote neerskryf van 'fakte' is onvoldoende.**

**HOOFASPEKTE**

- Inleiding: Enige gepaste inleiding

**UITEENSETTING**

- Uitwerking van Groot Depressie:  
(bv afname in produksie by fabriek a.g.v. afname in aanvraag grootskaalse werkloosheid en haweloses daling in aandeelpryse toemaak van banke toename in bankrotskap van boere migrasie op soek na werk ('Hoovervilles')
- Hoover se ondoeltreffende pogings om die krisis te hanteer:  
(bv Nie-immenging van regering 'stoere individualisme' 'Home Loan Bank' Hooverdam project Federale 'Farm Board's' bystand aan boere het bewys dat te min te laat gedoen is Hoover het 1932 verkiesing verloor en Roosevelt het president geword)
- Samevatting: Enige toepaslike samevatting wat die gedagterigting in die uiteen-setting saambind.



Kopiereg voorbehou

FINALE KOPIE

Blaai asseblief om

**VRAAG 3B**

Bespreek hoe Verligting, Herstel en Hervorming die grondslag vir Roosevelt se New Deal gevorm het.

[50]

**SINOPSIS**

Kandidate moet verduidelik dat die New Deal beoog het om verligting te bring aan diegene in nood, die land te help om te herstel van die depressie en om die maatskaplike en ekonomiese lewe in Amerika te hervorm

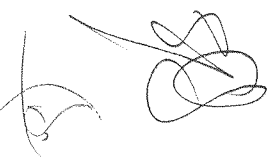
**NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om die gegewe gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.**

**HOOFASPEKTE**

- Inleiding – Kandidate kan aandui hoe die New Deal beoog het om die ekonomie van die USA te herstel deur middel van verskeie verligtings-, hervorming- en herstelmaatreëls.  
(Enige ander relevante inleiding)

**UITEENSETTING**

- Verligtingsmaatreëls  
[voorbeeld: om verligting te verskaf aan diegene wat geraak is deur depressie Federale Noodlenigingswet (fondse om verligting aan die sukkelende massas te bring- sokombuise, klere ens.)  
Burgerlike Grondbewaringskorps (massa werkerskaffing)  
Publieke Werke-administrasie/"Works Progress Administration" (massa werkerskaffing)  
Huisseenaarsleningskorporasie (lenings beskikbaar aan Huisseenaars)]
- Herstelmaatreëls  
[voorbeeld: doel om Amerikaanse nywerhede en landbou weer aan die gang te kry  
Nasionale Nywerheidsherstelwet (verbeter werkstoestande in industrie, opstel van kodes vir elke industrie)  
Landbou Aanpassingswet (doel om produksie te verminder in poging om pryse op te stoot)]



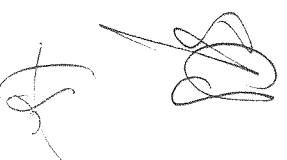


- Hervormingsmaatreëls  
[voorbeeld: om te voorkom dat soortgelyke situasie nie weer ontwikkel nie  
'Tennessee Valley Authority' (opheffing van een van armste landboustreke)  
Wagnerwet (arbeidswetgewing)  
'Social Security Act' (maatskaplike wetgewing)]
- Samevatting – Kandidate kan hul bespreking saamvat deur aan te dui hoe die  
verligtings-, herstel- en hervormingsmaatreëls die grondslag vir die New Deal  
gevorm het  
(Enige ander relevante samevatting)

Kopiereg voorbehou

FINALE KOPIE

Blaai asseblief om



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**

<b>VLAK 1 (V 1)</b>	Seleksie/ onttrekking van inligting uit bronne.
<b>VLAK 2 (V 2)</b>	Eenvoudige interpretasies deur gebruik te maak van een bron en breëre kennis om bewys te lewer van begrip oor die periode/ onderwerp/ saak.
<b>VLAK 3 (V 3)</b>	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.
<b>VLAK 4 (V 4)</b>	Komplekse interpretasies wat dikwels meer as een bron behels. Hierdie vrae konsentreer op aspekte soos bevooroordeelheid, betroubaarheid, die gebruik van organiseringsbegrippe (ooreenkoms en verskil, oorsaak en gevolg, chronologie; verandering en kontinuiteit) om kontraste, vergelykings en verskillende standpunte te verduidelik en as 'n finale stap om hierdie insigte aan te wend om 'n paragraaf te skryf of, met ander woorde, om 'n stukkie geskiedenis te skryf wat gebaseer is op bewyse uit die bronne.

Kopiereg voorbehou

FINALE KOPIE

Blaai asseblief om




**VRAAG 4: AFRIKA IN DIE TWINTIGSTE EEU****4.1.1 WAT WAS DIE POLITIEKE, EKONOMIESE EN MAATSKAPLIKE  
UITDAGINGS WAT DEUR AFRIKA NA ONAFHANKLIKHEID IN DIE  
GESIG GESTAAR IS?**

## 4.1.1 [Onttrekking van bewyse –V1]

- Desentralisasie van mag
  - Uitbrei van politieke vryhede
  - Individue en groepe betree politieke sfeer
  - Politieke vryheid
- (enige 2x1)

## 4.1.2 [Interpretasie – V2]

- Omdat onveranderde sosiale en ekonomiese uitdagings politieke ontwikkeling belemmer het/ongeletterdheid, werkloosheid, armoede, etniese verskille

(1x2)

## 4.1.3 a) [Onttrekking van bewys –V1]

- Egipte
- (1x1)

## b) [Interpretasie van bewyse – V2]

- Botswana- lae bevolkingsgroei en hoë jaarlikse groeiakoers (bevolkingsgroei verbind met jaarlikse groeiakoers) lei tot hoë BNP en min skuld
  - Nigerië – hoë bevolkingsgroei en lae jaarlikse groeiakoers (Bevolkingsgroei nie verbind met jaarlikse groeiakoers) lei na hoë skuldias
  - Enige ander relevante antwoord
- (2x2)

## 4.1.4 [Kommentaar op bewyse om antwoord te formuleer – V2]

- Jaarlikse groeiakoers van beide Ivoorkus en Oeganda is laag
  - Lei tot hoë skuldias
- (2x2)

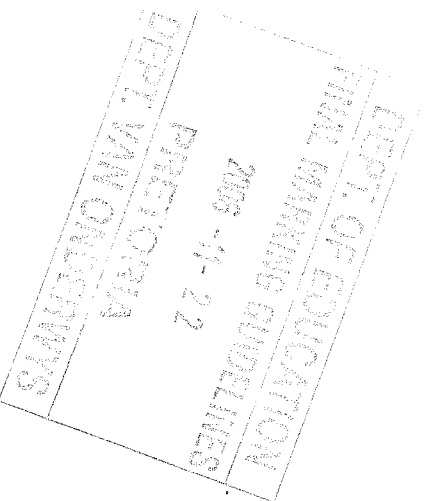
## 4.1.5 [Interpretasie van bewys – V2]

- Internasionale banke wil wins maak uit skuldbelaaide kontinent van Afrika
  - Internasionale banke nie besorg oor ontwikkeling van Afrika nie – slegs geïnteresseerd in bevordering van hul besighede
  - Enige ander relevante antwoord
- (1x2)

- 4.1.6 a) [Interpretasie van bewyse – V2]
- Omdat Afrika-lande bijloene aan die Weste verskuldig was
  - Afrika-lande het dieper in skuld beland
- (1x2)

- b) [Interpretasie van bewyse – V2]
- Afrika is welkom om vir meer lenings aansoek te doen ondanks die feit dat hulle alreeds die Weste soveel geskuld het
  - Kliënt moet hulp op 'n ander plek gaan soek
  - Enige ander relevante antwoord
- (1x2)

- 4.1.7 [Vergelyking van Bronne 4B en 4C om ooreenkomste te identifiseer – V4]
- Beide bronne verwys na ekonomiese uitdagings wat deur Afrika na onafhanklikheid ervaar is
  - Beide bronne verwys na die skuld van die Afrika-state
  - Beide bronne verwys na die uitbuiting van Afrika deur internasionale tenders
  - Beide verwys na armoede van die Afrika-state
- (enige 1x3)



4.1.8 [Onttrek geselekteerde bewyse, organiseer inligting in 'n gestruktureerde paragraaf – V4]

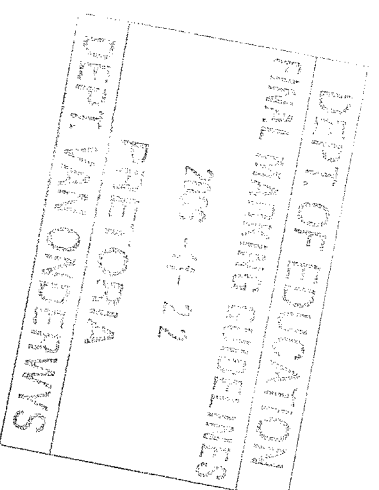
**Gebruik hoïstiese matriks hieronder en die volgende om 'n punt toe te ken.**

Die paragraaf moet gebaseer wees op bewyse uit al die bronne en moet fokus op:

- Politieke uitwerking
- Ekonomiese uitwerking
- Maatskaplike uitwerking

<b>VLAK 1</b>	<ul style="list-style-type: none"><li>• Kan nie relevante bewyse uit bronne onttrek nie</li><li>• Onttrek bewyse uit bronne op baie elementêre wyse</li><li>• Kan nie oor onderwerp skryf nie</li><li>• Gebruik bewyse of eie kennis gedeeltelik om oor onderwerp te skryf</li></ul>	<b>0 – 2 punte</b>
<b>VLAK 2</b>	<ul style="list-style-type: none"><li>• Onttrek bewyse uit bronne wat meestal relevant is</li><li>• Bewyse hou in 'n groot mate verband met die onderwerp</li><li>• Gebruik bewyse uit bronne op 'n baie basiese wyse</li></ul>	<b>3 – 5 punte</b>
<b>VLAK 3</b>	<ul style="list-style-type: none"><li>• Onttrek relevante bewyse uit bronne</li><li>• Bewyse hou baie goed met onderwerp verband</li><li>• Gebruik bewyse uit die bronne en eie kennis baie effektief in 'n georganiseerde paragraaf wat 'n begrip van die onderwerp toon</li></ul>	<b>6 – 9 punte</b>

(9)  
(31)



Kopiereg voorbehou

FINALE KOPIE

Blaai asschliëf om

#### 4.2 WAT IS DIE VERSKILLENDE STANDPUNTE TEN OPSIGTE VAN DEMOKRASIE

- 4.2.1 [Onttrekking van bewys – V1]  
• Om buitelandse oorheersing/kolonialisme te beëindig  
• Konsolidering van sy vryheid  
(enige 1x1)

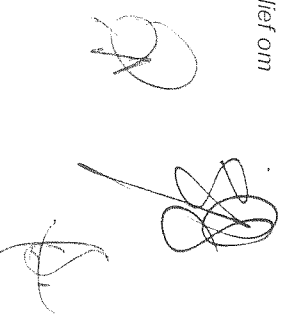
- 4.2.2 [Onttrekking van bewyse – V1]  
• Vryheid van verdrukking  
• Vryheid vanIntimidasie  
• Uitbuiting  
• Vernedering  
(enige 2x1)

- 4.2.3 a) [Interpretasie van bewyse – V2]  
• Omdat mense die reg gegun is om hul regering te kies  
• Omdat die regerende party met die mense gewerk het  
(2x1)

- b) [Onttrekking van bewyse – V1]  
• Maatskaplike programme  
(1x1)

- 4.2.4 [Vergelyking van bronne om verskille te identifiseer – V4]  
• Bron 4D - Nyerere beklemtoon meer indiwiduele vryheid  
– geen beraadslaging met regering  
- regverdig demokrasie  
• Bron 4E – regerende party wortels in bevolking/samesprekings  
- Diallo regverdig eenpartystate  
(2x2)

- 4.2.5 [Vergelyking van bronne om ooreenkomste te identifiseer – V4]  
• Omverwerp van regering deur opposisie  
• Bron 4D – vervanging van regering nie deur stembus  
• Bron 4E – stryd om mag oor te neem  
• Buitelandse oorheersing  
• Maatskaplike programme  
(enige 1x3)



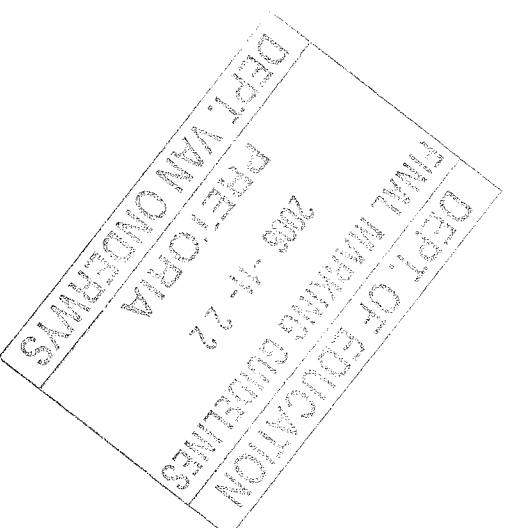
- 4.2.6 [Interpretasie van bewys – V2]
- Verminder die rol van opposisie in nuwe onafhanklike Afrika-state
  - Enige ander relevante antwoord (1x2)

4.2.7 [Bepaal bruikbaarheid van bron – V4]

**Bruikbaar**

- Nie bevooroordeel nie omdat beide leiers die standpunt van Afrika en die Wêreld t.o.v. demokrasie weerspieël
- Bekenntoon die belangrike rol van opposisie in die demokratiese staat
- Belange van die minderheid moet oorweeg word
- Enige ander relevante antwoord

(enige 2x2)  
(19)  
[50]



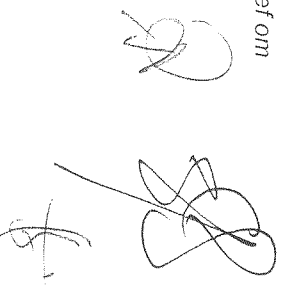
Kopiereg voorbehou

FINALE KOPIE

Blaai asschlietf om

**VRAAG 5**                      **OMSTANDIGHEDE WAT TOT DIE TWEEDE WÊRELDORLOG  
GELEI HET****5.1**    **WAAROM HET 'N GROOT AANTAL MENSE DIE NAZI PARTY ONDERSTEUN?**

- 5.1.1 *[Onttrek bewyse uit die bron – V1]*
- Sy was aangetrek deur die gevoel van sterkte in die party
  - Jong Party
  - Gesteld op maatskaplike geregtigheid
  - Nazi party was gekant teen werkloosheid
- (1x2)
- 5.1.2 *[Onttrek bewyse uit die bron – V1]*
- Swastikas geveer teen sypaadjies
  - Daar was oral pamflette van Nazi's
- (2x2)
- 5.1.3 *[Interpretasie van bewyse – V2]*
- Die gebruik van geweld deur Nazis om mense te intimideer
  - Nazi beleid teenoor Jode
  - Nazi beleid teenoor homoseksuele
  - Nazi beleid teenoor sigeuners
  - Enige ander geldige antwoord
- (any 1x2)
- 5.1.4 *[Interpresie van bewyse – V2]*
- Werk belowe aan werklooses
  - Vryheid belowe aan diegene wat vernederd gevoel het deur die beperkinge van die Verdrag van Versailles
  - Brood belowe aan dié wat honger was
  - Toon 'n jong sterk man vasbeslote om werk te kry
  - Enige ander gepaste antwoord
- (3x2)
- 5.1.5 *[Gebruik breër kennis om begrip te toon van die periode – V2]*
- Duitsland sou eers die gevolge van die Goot Depressie na 1929 ervaar het. Sommige van gevolge sluit in massiewe werkloosheid & armoede.
  - Met meer mense werkloos en honger in 1932, sou die plakkaat meer mense aangetrek het as in 1928 toe die situasie nog nie te sleg was nie.
  - Enige ander relevante antwoord
- (2x2)





- 5.1.6 [Eenvoudige interpretasie – V2]
- Hulle word gelintimideer/vrees/forseer om Nazi's te ondersteun
  - Enige ander relevante antwoord
- (2)

- 5.1.7 [Interpretasie van bewyse en eie kennis om begrip van die kwessie te toon – V2]
- Die gebrek van vrye keuse onder gewone mense
  - Militaristiese aard van totalitêre state
  - Intimidasie
  - Vrees
  - Enige ander toepaslike antwoord
- (enige 1x2)

- 5.1.8 [Interpretasie van bewyse deur twee bronne te gebruik – V3]
- Bron 5B illustreer hoe mense geforseer was om die Nazi's te ondersteun. Dit weerspreek die standpunt van Maria dat mense aangesluit het vir sosiale geregtigheid.
- (2x2)

- 5.1.9 a) [Onttrekking van bewyse – V1]
- Straatgevegte
  - Werkloosheid
  - Vrees vir burgeroorlog
  - Vrees vir nog 'n inflasie
- (4x1)

- b) [Onttrekking van bewyse – V1]
- Die werkloos wagt daar was werk geskep
  - Die generaals: deur die belangrikheid wat aan die leer geheg was
- (enige 1x2)

- c) [Interpretasie van bewyse – V2]
- Hitler se programme het voorsiening vir alle groepe gemaak.
  - Dit verskap 'n oplossing vir probleme
- (1x2)

- 5.1.10 [Interpretasie van bewyse uit twee bronne – V3]
- In Bron 5C, "werk" is een van die beloftes wat gemaak word
  - In Bron 5D, wys Christabel uit "werkloosheid ... (dit lyk) asof dit nie meer bestaan nie" toe sy na Duitsland terugkeer het in 1935 – dit dui aan dat die belofte van "Werk" in Bron 5C nagekom is.
- (2x2)

## 5.1.11 [Onttrekking en interpretasie van bewyse uit twee bronne – V3]

- Bron 5A - "baie aspekte wat bevraagteken kon word"
- Bron 5D - "Elkeen wat ek ontmoet het was nie entoesiasies oor elke aspek van regering nie"

(2x2)

## 5.1.12[Onttrek geselekteerde bewyse en eie kennis om paragraaf te skryf – V4]

Die volgende inligting moet as gids dien en saam met die kriteria in die holistiese rubriek gebruik word om 'n punt toe te ken.

Leeders moet inligting van **al die bronne gebruik en hul eie kennis** om 'n V3 te behaal

- Belofte of vooruitsigte van werk
- Belofte of vooruitsigte van voouitgang
- Die gevoel van sekuriteit wat die Nazi's die Duitsers gebied het
- Die Nazi's was oral teenwoordig
- Nazi's sou sommige van die bepalinge van die Verdrag van Versailles uitdaag
- Vrees en intimidasie
- Propaganda
- Enige ander relevante antwoord

VLAK 1	<ul style="list-style-type: none"> <li>• Kan nie bewyse onttrek of onttrek bewyse uit bronne en gebruik eie kennis op 'n baie elementêre wyse</li> <li>• Gebruik bewyse gedeeltelik om oor onderwerp te skryf of kan nie oor onderwerp skryf nie</li> </ul>	0 – 2 punte
VLAK 2	<ul style="list-style-type: none"> <li>• Onttrek bewyse uit bronne en gebruik eie kennis wat meestal relevant is en wat tot groot mate verband hou met onderwerp</li> <li>• Gebruik bewyse uit bronne en eie kennis op 'n baie basiese wyse</li> <li>• Toon 'n begrip van die onderwerp</li> </ul>	3 – 5 punte
VLAK 3	<ul style="list-style-type: none"> <li>• Onttrek relevante bewyse van al die bronne en gebruik eie kennis wat goed met onderwerp verband hou</li> <li>• Gebruik bewyse vanuit bronne baie doeltreffend en in historiese konteks</li> <li>• Dit is georganiseer in 'n paragraaf wat begrip van die onderwerp toon</li> </ul>	6 – 8 punte

(8)

[50]

**VRAAG 6: INTERNASIONALE VERHOUDINGE EN GEBEURTENISSE:  
DIE KOUE OORLOG****6.1 WAAROM WAS DIE BERLYNSE LUGBRUG VAN 1948-1949 VAN  
SPEZIALE BETEKENIS?****6.1.1 a) [Onttrek bewyse – V1]**

- VSA sal wegstroom van militêre aksie

(1x2)

**b) [Onttrek bewyse – V1]**

- Toegang oor land was blokkeer
- Toegang oor water was blokkeer
- Russe het Berlyn blokkeer

(enige 2x1)

**c) [Interpretasie van bewyse – V2]**

Regverdig

- Om Europese herstel te fasiliteer
- Om die rehabilitasie van Wes Duitsland te fasiliteer
- Om Russiese uitbreiding te keer

Nie regverdig

- Duitsland is as fokus punt gebruik om die Koue Oorlog te veg
- Amerika het ander motiewe gehad
- Enige ander relevante antwoord

(1x2)

**6.1.2 a) [Interpretasie van bewys – V2]**

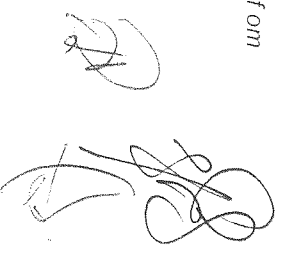
- Weste was suksesvol met Berlynse Lugbrug
- Enorme opoffering gemaak deur weste om rehabilitasie van Wes-Berlyn te verseker
- Gesamentlike poging deur Koninklike (Britse) Lugmag en lugmag van VSA
- Enige ander relevante antwoord

(enige 2x3)

**b) [Interpretasie van bewyse – V2]**

- Vasberadenheid van Weste om Berlyn van voorrade te voorsien
- Lugbrug was 'n enorme taak
- Weste nie bereid om te swig voor USSR
- Enige ander relevante antwoord

(any 2x2)



SENIOR SERTIFIKAAT EKSAMEN 2006 - STEL A  
RIGLYNE VIR NASIEN

- c) [Onttrek bewyse – V1]  
• VSA lugmag en Koninklike (Britse) lugmag saamgewerk (1x2)

## 6.1.3 [Onttrek bewyse – V1]

- Groot aantal vlugte
  - Groot hoeveelhede voedsel, steenkool en ander voorrade
  - 30 000 ton lugvrag uit Berlyn
  - 65 000 passasiers uit Berlyn
- (enige 3x1)

## 6.1.4 [Interpretasie van bewyse – V2]

- Vinniger vervoermiddel
  - Instaat om groot hoeveelhede voorrade te vervoer
  - Vliegtuie kon oor versperde sone vlieg
  - Was die enigste wyse om deur die Russiese sone te gaan
  - Enige ander relevante antwoord
- (enige 2x2)

## 5.1.5 [Vergelyking van bronne om ooreenkomste te identifiseer – V4]

- Beide bronne meld dat lugbrug in Junie 1948 begin het
  - Beide bronne meld die tonne voorrade wat na Wes-Berlyn gestuur is
  - Beide bronne meld 'n gesamentlike poging tussen VSA Lugmag en Koninklike (Britse) Lugmag
  - Beide bronne meld dieselfde aanal vlugte wat deur Weste onderneem was
- (enige 2x2)

## 6.1.6 [Interpretasie van bewyse – V2]

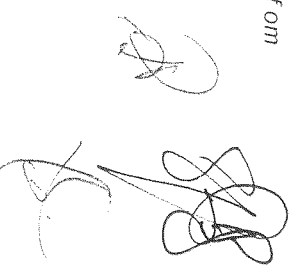
- Ooievarre verteenwoordig Westerse maondhede wat voorrade na Wes-Berlyn vervoer(dra)
  - Stalin wat USSR verteenwoordig is gekant teen lugbrug. Hy wil die vliegtuie (ooievarre) afskiet.
  - Enige ander relevante antwoord
- (2x2)

## 6.1.7 [Bepaal bruikbaarheid van bron - V4]

- Bruikbaar – toon die voorneme van Weste om Wes-Berlyners by te staan
  - Begeerte van USSR om te voorkom dat dit gebeur
  - Nie bruikbaar – Britse spotprent – kan partydig en bevooroordeeld wees
- (1x4)

## 6.1.8 [Vergelyking van bronne om verskille te identifiseer – V4]

- Bron 6E - Sowjet siening van Berlynse Blokkade – USSR het volkome beheer oor Wes-Berlyn – daar is geen uitgang
- Bron 6F – Westerse siening van Berlynse Blokkade – toon die maklike toegang van die westerse magte tot Berlyn



6.1.9 [Onttrek geselekteerde bewyse en gebruik eie kennis om inligting in 'n gestruktureerde paragraaf te skryf – V4]

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

Die paragraaf moet gebaseer wees op bewyse uit al die bronne en eie kennis. Dit kan op die volgende aspekte fokus:

Kandidate kan saamstem of nie saamstem met die stelling, terwyl andere gedeeltelik mag saamstem/nie saamstem

- Weste was in staat om bystand te verleen – redding vir Wes-Berlyners
- Bystand verleen deur lugverkeer
- Groot opoffering deur Westerse maondhede
- Beklemtoon die beperkinge van Sowjet mag ten opsigte van die voortreflikheid van die Westerse lugmag
- USSR vrees die vermoë van die VSA om Russiese stede met kernwapens te vernietig
- USSR toegegee dat hul nederlaag gely het toe hulle toelaat dat die Duitse Federale Republiek gestig word
- Enige ander relevante antwoord

VLAK 1	<ul style="list-style-type: none"> <li>• Het nie standpunt ingeneem of het nie relevante bewyse gebruik en eie kennis gebruik om ingenome standpunt te ondersteun nie</li> <li>• Antwoord toon nie begrip van situasie/gebeurtenis/kwessie/bronne</li> </ul>	Punte: 0 – 2
VLAK 2	<ul style="list-style-type: none"> <li>• Gebruik meestal relevante bewyse om 'n antwoord te konstrueer</li> <li>• Antwoord op bewyse in bronne op 'n basiese wyse om 'n argument te konstrueer wat logies is tot 'n sekere mate</li> <li>• Die regverdiging en die gebruik van bewyse uit die bronne en eie kennis toon 'n gedeeltelike begrip van die situasie/gebeurtenis/kwessie/bronne</li> </ul>	Punte: 3 – 6
VLAK 3	<ul style="list-style-type: none"> <li>• Gebruik relevante bewyse van alle bronne en eie kennis om 'n egte en oortuigende argument te voorsien</li> <li>• Het standpunt ingeneem en gebalanseerde siening aangebied</li> <li>• Die regverdiging en gebruik van bewyse toon 'n duidlike begrip van die periode/gebeurtenis/kwessie/bronne</li> </ul>	Punte: 7 – 9

(9)  
[50]

SENIOR CERTIFICATE EXAMINATION 2006- SET A  
MARKING GUIDELINE

DEPT. OF EDUCATION FINAL MARKING GUIDELINES 2006 - 11 - 22 PRETORIA DEPT. VAN ONDERWYS
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50322

**MARKING GUIDELINE 2006**  
**HISTORY SG SET A**  
**QUESTION PAPER 2**

*Final Set Marking*  
*Copy B.*  
*Mr. [unclear] for [unclear]*  
*Administrative*  
*Principals*  
*[Signature]*  
*[Signature]*  
*22/11/2006*

*[Signature]*  
*EM: [unclear]*  
*23.11.2006*

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*EM: [unclear]*  
*23-11-2006*

**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 a discussion/explanation.

**Assessment procedures of an essay**

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/ aspects that is properly contextualised (also indicated by bullets in marking guideline/ memorandum) a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
  - introduction, main aspects and conclusion not properly contextualised
  - wrong statement
  - irrelevant statement



- repetition **R**
- analysis **A✓**
- interpretation **1✓**

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

C	LEVEL 3	

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.



SENIOR CERTIFICATE EXAMINATION 2006- SET A  
MARKING GUIDELINE

PRESENTATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7		
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			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 2 Question has been answered. Content selection relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39				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 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