

### Global assessment of essays

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

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

### Assessment procedures of an essay

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum), each of the main points/ aspects that is properly contextualised (also indicated by bullets in marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:

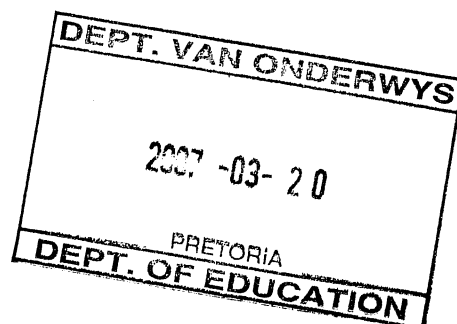
- introduction, main aspects and conclusion not properly contextualised



- wrong statement



- irrelevant statement



- repetition

- analysis
- interpretation

A√  
1√

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

C	LEVEL 3	

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

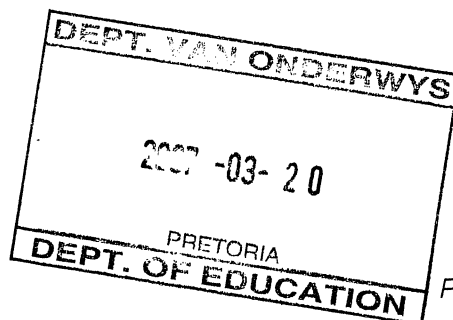
C	LEVEL 3	
P	LEVEL 1	

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

C	LEVEL 3	B+
P	LEVEL 1	39

**The matrix**

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

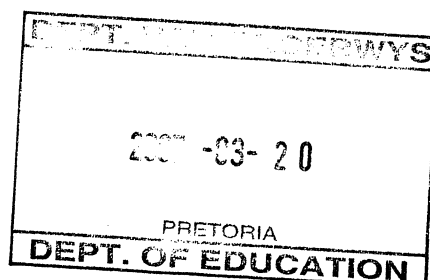


PRESENTATION	LEVEL 1 Has developed a relevant independent line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Excellent technical skills and evidence.	LEVEL 2 Has developed a relevant line of argument. Has employed analysis and historical explanation.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

DEPT. OF EDUCATION  
PRETORIA  
2007 -03- 20  
DEPT. OF EDUCATION

**SECTION A: ESSAY QUESTIONS**

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC ESSAY MARKING GUIDELINES**
- **IN ASSESSING THE OPEN ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE**



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

National independence would have remained a distant dream for the colonies in Africa had it not been for the awakening of African Nationalism after the Second World War.

Do you agree with this statement? Justify your argument.

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

The candidate could either agree or disagree with the statement. However the answer needs to make the point that African independence came about because of a combination of factors - it was not simply 'won' by the demands of African nationalists within Africa. On the other hand independence was not simply 'given' by the colonial powers. While the candidate may well choose to credit African Nationalism with being the most important factor, they cannot claim that it was the **only** factor. The question requires a balanced argument.

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

**MAIN ASPECTS**

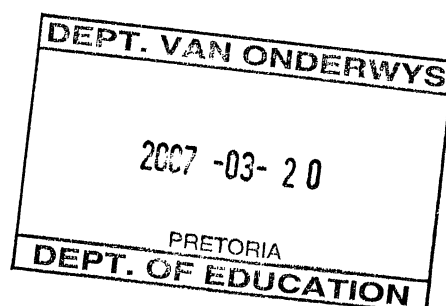
- Introduction – Candidates need to comment on the validity of the statement. They must then outline their position in regard to decolonisation. Any other relevant introduction

**ELABORATION****African Nationalism:**

- Factors leading to a rise in African nationalism included: Experiences during the Second World War; rapid urbanisation after the War; growth within a more radical working class; spread of education combined with growing awareness of 'Western' concepts like freedom and democracy

**Other Factors**

- Weakening of colonial powers after the Second World War
- New World Order: USA & USSR not supportive of European colonialism.
- United Nations: pressure for universal suffrage (eg: especially newly independent Asian countries' lobby, International Declaration of Human Rights)
  - Conclusion - Must tie up the discussion of all factors by presenting a concluding remark that relates to the original statement on factors influencing decolonisation. Any other relevant conclusion.



**QUESTION 1B**

Post-independence challenges experienced by the newly independent African states stem from the legacy of European colonial rule.

Do you agree? Examine the statement critically.

[50]

**SYNOPSIS**

The answer should indicate whether the candidate agrees or disagrees with the statement. Candidates can substantiate their viewpoint by pointing out that Africa's challenges resulted not only from the imposition of foreign European systems but also from the newly independent African states. Reference should be made to factors such as political, economic and social challenges. Candidates can either agree or disagree with the statement but still need to support the line of argument properly.

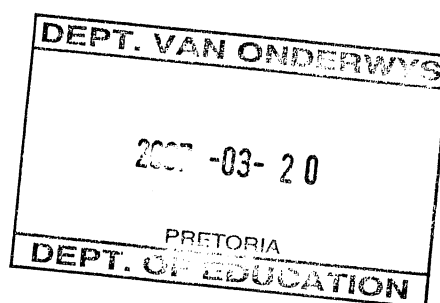
**NB:** *The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECT**

- Introduction: Candidates should indicate their viewpoint in relation to the statement and develop a relevant line of argument by substantiating it with relevant evidence.  
Any other relevant introduction

**ELABORATION**

- Political challenges (may use any challenges [administrative; ethnic; military; state management; or any other relevant challenges] to support their argument)
- Economic challenges (may use any challenges [agriculture; mining; manufacturing; transport; communication; or any other relevant challenges] to support their argument)
- Social challenges (may use any challenges [education; health; crime; urbanization; or any other relevant challenges] to support their argument)
- Conclusion: This must tie up with the viewpoint taken in the introduction and sustained throughout the answer.  
Any other relevant conclusion.



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

Lenin was a great revolutionary devoted to the communist cause. He firmly believed that the introduction of pure communist principles in Russia would transform the country into a great industrial power.

With reference to the above, explain to what extent Lenin was successful in making Russia a pure communist state and a great industrial power in the years 1917 to 1924.

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

The candidate must say to what extent they either agree or disagree with this statement. In answering this question, the candidate is expected to provide suitable examples to show how Lenin made Russia a pure communist state and a great industrial power.

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

**MAIN ASPECTS**

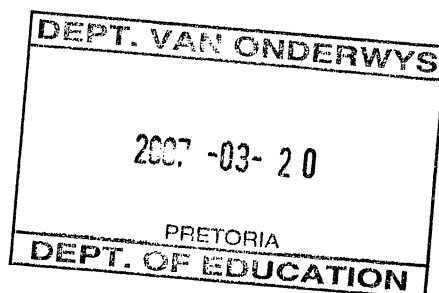
- Introduction - Must present initial assessment of statement made in question. Candidate may either agree or disagree with statement. Any other **relevant** introduction.

**ELABORATION**

Candidates should use the following bullets to illustrate the extent to which Lenin was successful in making Russia a pure communist state and a great industrial power in the years 1917 to 1924.

**They can either follow the format below or they can explain by assessing the extent to which Lenin was successful in making Russia a pure Communist state and a great industrial power.**

- Implementation of War Communism (focus should be on whether Russia became a pure communist state)
- Evaluation of War Communism (focus should be on both agriculture and industry and whether Russia became a pure communist state ) and how it forced Lenin to introduce the NEP
- Implementation of NEP (focus should be on how agriculture, industry, commerce and trade helped to improve the economy of Russia and whether Russia became a pure communist state)]
- Conclusion - Learner must draw the line of argument together in the concluding paragraph and indicate whether Lenin made Russia a pure communist state and a great industrial power. or any other relevant conclusion



**QUESTION 2B**

In an extraordinary period of ten years, between 1928 and 1938, Joseph Stalin forced the people of the Soviet Union through the most rapid and far-reaching changes in their ways of life that any people in history had ever been made to accept and take part in.

In the light of the above assertion, comment critically on the changes that were introduced by Stalin and show to what extent they affected Russia in the period 1928 to 1938.

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

The answer should indicate whether the candidate agrees or disagrees with the statement. In answering this question, the candidate is expected to show to what extent these changes affected Russia. The answer needs to be substantiated by the use of relevant evidence to show how the economy (both agricultural and industrial) was transformed at the cost of the far reaching changes the Russian people had to experience.

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

**MAIN ASPECTS**

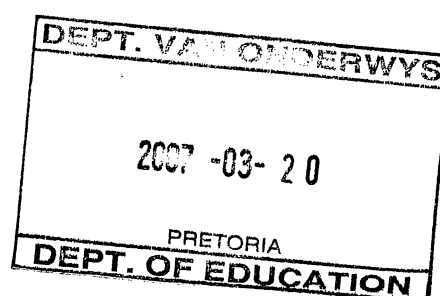
- Introduction: Candidate needs to take a viewpoint indicating to what extent the policy occurred at a great cost to the Russian people.

**ELABORATION**

Candidates should use the following bullets to illustrate the extent to which the economic policy occurred at a great cost to the Russian people

**They can either follow the format below or they can discuss the transformation by referring to the three Five Year Plans separately:**

- Agricultural transformation as a result of the Five Year Plans (collectivisation; state farms; resistance of Kulaks; use of state force to destroy them; fear of gulag; famine; mechanization; increased production)
- Industrial transformation as a result of the Five Year Plans (new industries; infrastructure; use of slave/forced labour; surveillance; threats and punishment)
- Conclusion: Candidates should draw the line of the argument together and present concluding remarks on whether the policy brought more relief than suffering or more suffering than relief .

**[50]**



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

The Great Depression of 1929 showed that Republican capitalism in America had failed.

Assess the validity of this statement by examining the events leading up to the Great Depression and its consequences.

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

Candidates must either agree or disagree with the statement. The line of argument taken should be that, although the Wall Street crash was the main immediate cause of the depression, there were other causes i.e. that Republican capitalism in America had failed

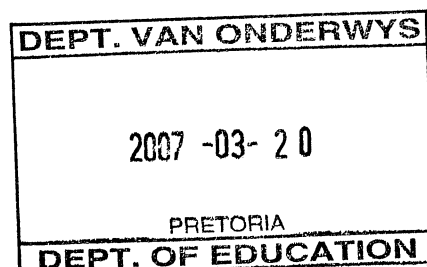
*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. **A mere stating of 'facts' is inadequate.***

**MAIN ASPECTS**

- Introduction – Candidates must state whether they agree or disagree with the statement. They could give an overview of the situation during the 1920s in America.  
(Any other relevant introduction)

**ELABORATION**

- Over-speculation on stock market  
(eg: dramatic rise in share prices during 1920s, millions of people wanting to own shares had also increased, 'buying on the margin' allowed those with very little money to buy shares, value of shares pushed to unrealistic levels).
- Overproduction  
(eg: due to mass production techniques, ceiling reached on domestic consumption but production remained high, led to false impression of productivity).
- Uneven distribution of wealth  
(eg: few Americans benefited during the 1920s (especially agriculture, old industries, there was a limit to the consumer driven boom (ie only the wealthy could afford a new car, radio, fridge etc., the domestic market could not keep pace with production).
- Republican policies  
(e.g.: All of the above problems were exacerbated by the Republican's Laissez - faire economic policies)
- Tarrif Policy – Europe applied their own tariffs in response to USA's protective tariffs



- Business could not export surplus goods when domestic market became saturated,
- Business and banks were not regulated allowing for unsound (and corrupt) business practices
- Conclusion: Learners must draw the lines of the argument together.  
(Any other relevant conclusion)

**QUESTION 3B**

'Relief, recovery and reform' were the main underpins of Roosevelt's New Deal Policy.

Do you agree? Discuss critically.

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

Candidates should indicate whether they agree or disagree with the statement. Candidates should support their line of argument to show how the New Deal brought relief, recovery and reform to the American economy.

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

**MAIN ASPECTS**

- Introduction: - Candidates could present initial assessment of statement made in the question.  
(Any other relevant introduction)

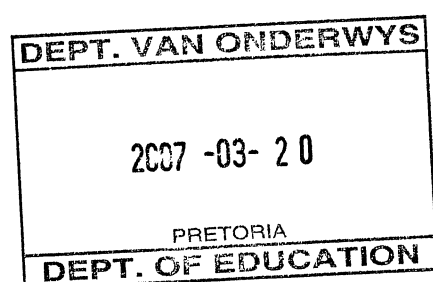
**ELABORATION**

Candidates should use the following bullets to illustrate whether relief, recovery and reform were the main underpins of Roosevelt's New Deal Policy.

**They can either follow the format below or they can discuss the New Deal policy by referring to the three Rs.**

- Agriculture and Industry  
(e.g. Farm Credit administration: loans to farmers, Agricultural Adjustment Administration (AAA): stabilize prices by reducing surpluses and overproduction, Tennessee Valley Authority (TVA): upliftment of one of poorest regions/dam construction, National Recovery Administration (NRA): codes for industry e.g. fixed prices, limited working hours, minimum wages etc., Wagner Act: labour legislation/recognition trade unions)
- Poverty relief  
(e.g. Federal Emergency Relief Administration: money to supply food(soup kitchens), clothes and housing, Home Owners Loan Corporation: loans to homeowners, Social Security Act: welfare legislation)

- Reduce unemployment  
(e.g. Federal Emergency Relief Administration: money to states bring relief and create jobs, Civilian Conservation Corps (CCC): create employment through work camps, Public Works Administration (PWA): funding public works projects, Civil Works Administration: providing work through special projects)
- Conclusion - Candidates must draw the line of the argument together.  
(Any relevant conclusion)

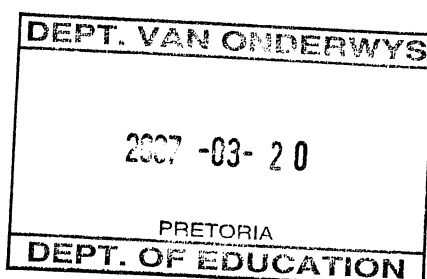


**SECTION B: SOURCE-BASED QUESTIONS****MARKING SOURCE-BASED QUESTIONS**

- In marking all source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on addressing the requirements of the question.
- In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

**LEVELS OF SOURCE-BASED QUESTIONS**

<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 WHAT WERE THE FACTORS THAT LED TO THE FOUNDING OF THE ORGANISATION OF AFRICAN UNITY?**4.1.1 *[Interpretation of evidence – L2]*

- To promote unity amongst African states
- To educate Africans about unity
- To stimulate other African countries to strive towards independence
- Any other relevant answer

(any 2x2)

4.1.2 *[Interpretation of evidence – L2]*

- Wants to convey a message that all other African countries must strive towards independence
- Africa must mobilise and move towards independence
- African countries should support one another in the move towards independence
- Any other relevant answer

(any 1x2)

4.1.3 *[Extraction of evidence – L2]*

- Because African leaders (Kwame Nkrumah and Leopold Senghor) had different approaches with regard to African unity
- Both leaders had different visions of a united Africa

(2x1)

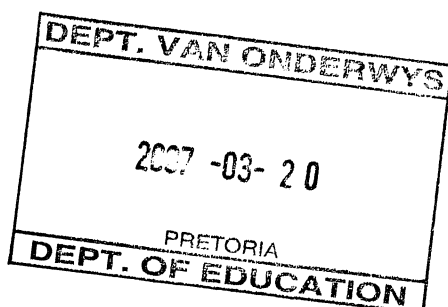
4.1.4 *[Explaining the usefulness of the source – L4]***Usefulness**

- Illustrates that the OAU was successful because the unity of the two rival groups led to the founding of the OAU
- The source illustrates that the two rival groups had a common aim of uniting African states despite different approaches.

**Not Useful**

- Secondary source that can be easily distorted
- Any other relevant response

(2x2)

**(12)**

## 4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN UNITY IN ACHIEVING ITS AIMS?

4.2.1 *[Evaluation of evidence and use of own knowledge to formulate a response – L4]*

### Successful

- ceasefire secured
- agreement for peace signed in Feb 1964 and in May 1970. (2x2)

4.2.2 *[Determine the limitations of the source – L4]*

### Not useful

- Biased point of view
- Evaluation based on one minor dispute
- Any other relevant answer (2x2)

4.2.3 *[Comparison of sources to identify differences – L4]*

- Source 4C – reflects on the OAU's success (in conflict resolution)
- Source 4D – reflects on the OAU's failure (to protect human rights and serve the interests of civilians) (2x2)

4.2.4 *[Use of evidence to determine accuracy – L3]*

### Accurate

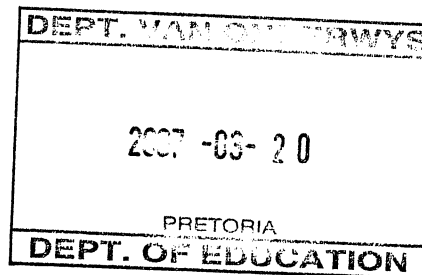
- OAU failed in its mission of protecting human rights
- The interests and the will of the civilians (masses) not represented

### Not Accurate

- Biased account
- Some members of the OAU did not belong to the "club of dictators" – they were very outspoken (2x2)

4.2.5 *[Interpretation – L2]*

- Rhodesia declared independence without the consent of Britain
- Britain (lion) against Rhodesia's (buck) Unilateral Independence as the majority of Rhodesian citizens were excluded
- OAU supported Britain against Rhodesia's Unilateral Independence
- Source shows OAU as 'neutral' waiting to see who the loser would be
- Any other relevant answer (3x2)



4.2.6 [Determine the usefulness of the Source L4]

**Useful**

- OAU was fully behind the independence and freedom of majority in Africa
- OAU willing to support any African country in the fight for independence
- Source shows how people thought about the event at that point in time
- Any other relevant answer

**Not useful**

- The role of the OAU not clearly illustrated
- It is not clearly indicated that the OAU took major steps to prevent Rhodesia from declaring its unilateral independence

(any 2x2)

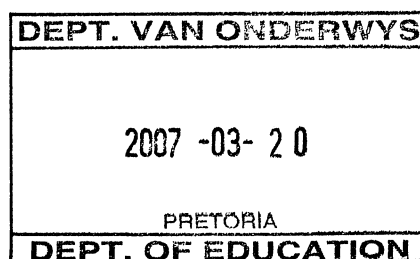
4.2.7 [Evaluation of evidence from the sources to formulate a response – L4]

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

- There are different views about the achievements of the OAU
  - Evidence in Source 4C highlights the success of the OAU
  - Evidence in Source 4D highlights failure of the OAU
  - Source 4E does not reflect the clear role of the OAU
- Any other viewpoint is acceptable provided it is properly substantiated.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Identifies some successes and failures that are not appropriate</li> <li>• Cannot identify successes and failures.</li> <li>• Does not go far beyond noting some successes and failures</li> </ul>	<b>0 – 3 marks</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evaluate evidence in the sources to some extent</li> <li>• Is able to draw some thoughtful evaluation on the extent to which the OAU was successful in achieving its aims</li> </ul>	<b>4 – 8 marks</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Evaluate the evidence in the sources accurately</li> <li>• Evidence that indicate successes and failures is correct and relevant</li> <li>• Draws an insightful and a thoughtful evaluation on the extent to which the OAU was successful in achieving its aims</li> </ul>	<b>9 – 12 marks</b>

(12)  
(38)  
[50]



**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 WAS THERE JUSTIFICATION FOR THE OCCUPATION OF AUSTRIA?**

5.1.1 a) *[Interpretation and own knowledge to show understanding of the period – L2]*

- Austria was claimed to be a part of Germany historically
- The Austrian government had struggled for several years to control the violence of the Austrian Nazis
- Treaty of Versailles forbade Austria uniting with Germany
- Any other relevant response (any 2x2)

b) *[Interpretation – L2]*

- Arrogance
- Defiance
- Brutality
- Rudeness (any 1x2)

c) *[Determine usefulness of Source - L4]*

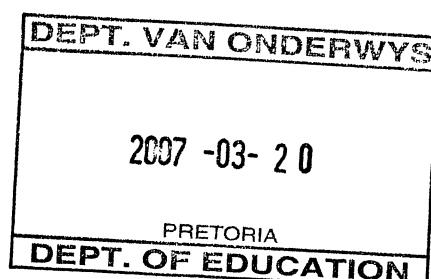
- **Useful** - determination to take-over Austria is shown by his arrogance and brutality. This was characteristic of Hitler
  - boastful of his achievement
  - fear – characteristic of Hitler (2x2)

d) *[Interpretation and own knowledge to show understanding of the period – L2]*

- Germany was one of the great powers and no state would raise its voice if Germany settles its border problems
- Hitler had become the greatest German in history
- Hitler was well informed of Austria's moves
- Prevent any aggression/violent take-over, etc. (2x2)

5.1.2 a) *[Extraction of evidence from source – L2]*

- Although the sign post indicates strictly preserved, Mussolini allows Hitler to participate in hunting
- Mussolini pretends to never have heard the animal (Austria) being shot (taken over) (1x2)





b) *[Interpretation of evidence and understanding – L2]*

- Not in support – The cartoonist is a British, who were against the occupation of Austria (1x2)

c) *[Interpretation of evidence from source – L3]*

- Large number of Germans were living in Austria
- Hitler regarded Austria as part of Germany
- Austria had no military allies
- No country could come to Austria's defence (any 2x2)

5.1.3 *[Interpretation of evidence – L3]*

- Justification – Hitler needed Austria to further his aims of uniting all Germans
  - To create living space for the Germans
- No Justification – Austria would lose its independence
  - Hitler violated the terms of the Treaty of Versailles (any 1x3)

5.1.4 *[To identify similarities and differences – L4]*

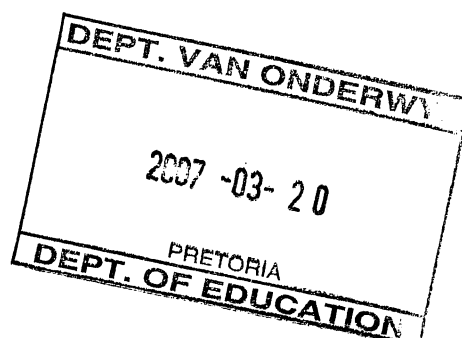
- Source 5B – appeared in a British newspaper – not in favour of Anschluss
- Source 5C – appeared in a German newspaper - welcome Anschluss
- Both sources are biased – portray to the world that Anschluss was accepted by Mussolini and Austria – It does not show the rest of the world's attitude (any 2x3)

5.1.5 a) *[Comparison of viewpoints to identify differences – L3]*

- Viewpoint 1 – is of the opinion that the issue of Anschluss was a lie. There were no problems regarding German-Austrian chaos
- Viewpoint 2 – This is a viewpoint of the German lady motivating the German take-over of Austria. In her account she mentions that the Austrians welcomed the Nazis. (2x2)

b) *[Using evidence in sources to support a position – L3]*

- Viewpoint 1 – An American journalist viewpoint – reporting on what he saw – mentions the issue of Anschluss was a lie
- Viewpoint 2 is a German viewpoint – can be biased because she wants to convince the world that the German take-over is welcomed
- Any relevant response (1x3)



5.1.6 [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:

Could be defended

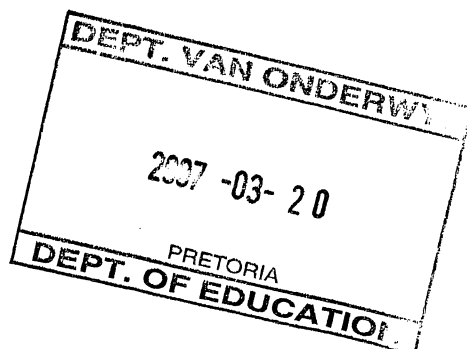
- Austria was in a state of crisis
- Treaty of Versailles forbade union
- Nazi Austrians demanded being united with fellow Nazis

Could not be defended

- Hitler had no control of the Austrian Nazis. Acted without orders from Hitler
- Should have used diplomatic methods to unite Austrian Nazis
- Referendum to test the people
- Should have given the Austrians a proper and acceptable option
- Had more acceptable methods being used, the result would not have been condemned internationally

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Did not make a choice or made a choice</li> <li>• But has not justified the choice in a way that relates to the evidence in the sources or shows an understanding of the situation/event/issue</li> </ul>	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• A relevant point of view has been chosen</li> <li>• Valid reasons for the choice were given</li> <li>• The justification, the use of evidence from the sources and own knowledge show to a certain extent an understanding of the situation/event/issue</li> <li>• Shows an awareness of a certain attitude or belief as being typical of a certain period or place</li> </ul>	<b>Marks: 4 – 8</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• A relevant point of view has been chosen</li> <li>• Logical, clear and valid reasons for the choice have been made</li> <li>• The justification relates very well to the situation/event/issue</li> <li>• Evidence from sources and own knowledge are used effectively to show an understanding of the range of attitudes within a person or group being typical of a certain period or place</li> </ul>	<b>Marks: 9 – 12</b>

(12)  
[50]



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

**6.1 HOW WAS PEACE IN EUROPE THREATENED DURING THE COLD WAR?**

6.1.1 a) *[Extract evidence from sources - L1]*

- The ability of the Russians to maintain very large armies for a long time. (1x2)

b) i) *[Interpretation of source - L2]*

- The West is unable to see what is happening in those countries under Soviet control or occupation.
- It is as though they are hidden behind an 'Iron Curtain' (2x2)

ii) *[Interpretation of source using own knowledge - L2]*

- Churchill expresses mistrust of his ally, Russia, merely a week after they had together defeated Germany. (1x2)

6.1.2 *[Extract evidence from source- L1]*

- Germany was able to invade the Soviet Union because the countries between Germany and the Soviet Union were hostile to the Soviet Union and so they did not try and stop Germany.
- The Soviet Union lost about 7 million people as a result of the invasion by Germany. (2x1)

6.1.3 *[Comparison of sources to illustrate similarities- L4]*

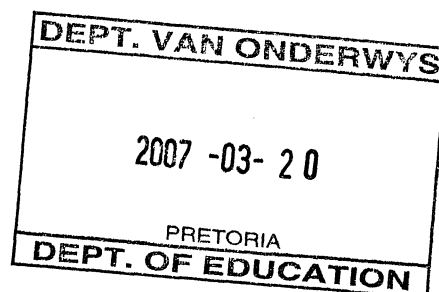
- Churchill: "... the whole of the regions east of the line Lübeck-Trieste-Corfu will soon be completely in their hands"
- Stalin: "... the Soviet Union ... is trying to see to it that governments loyal ... to the Soviet Union should exist in these countries" (2x2)

6.1.4 *[Interpretation of source - L2]*

- Stalin's aggression
- The nations' fear of Stalin
- Any other relevant answer (any 1x2)

6.1.5 *[Interpretation of more than one source - L3]*

- In Source 6A, Churchill expresses anxiety about the power of the Russians/ their occupation and control of parts of Europe/ and their large armies (Any one)
- This is why these countries are fearful of Stalin (2x2)



6.1.6 *[Interpretation and comparison of sources - L3]*

- In Source C (the cartoon), the countries stand together against the aggressive Stalin.
- In Source D, the NATO countries will assist one another (stand together) if any one is attacked. (2x3)

6.1.7 *[Comparison and interpretation of sources to identify differences - L4]*

- In Source 6B, the Soviet Union has tried to set up governments that are loyal to them in the countries between themselves and Western Europe. AND
- In Source 6D, the countries have undertaken to support one another if any one of their security is threatened. OR
- The countries in Source 6D will use force to restore and maintain security. (3x2)

6.1.8 a) *[Interpretation of source – L2]*

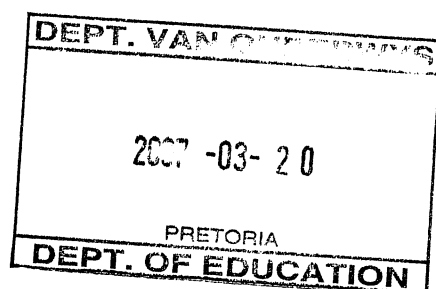
- The army generals are portrayed as being ready for war
- The army generals are portrayed as Nazis, illustrated by the way they are marching and some of their attire and the portrait of Hitler (any 1x2)

b) *[Interpretation of source – L2]*

- The cartoonist is trying to illustrate that the USA controls NATO (1x2)

6.1.9 *[Comparison of sources to illustrate contrasting view - L4]*

- In Source 6C, the cartoonist sees NATO as a passive organisation that was fearful of Stalin's aggression.
- In Source 6E, the cartoonist sees NATO as an aggressive organisation ready for war.
- Source 6C shows that countries are supporting each other because they fear being attacked by Stalin and in Source 6D the countries declare that they will stand together if attacked.
- In Source 6E, the NATO countries are prepared for armed conflict and in Source 6D, the countries declare that they will use armed force to restore and maintain security.
- Any other relevant response (2x2)



6.1.10 [Using evidence from all the sources and own knowledge to support a position in a paragraph - L4]

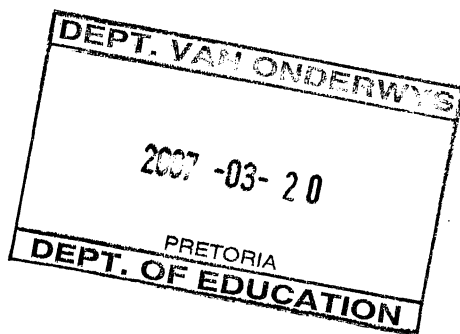
The learner should indicate a position in relation to the threat to peace in Europe. Their own knowledge of the period as well as information from the sources are used to support their position.

**The L3 answers will acknowledge that both sides were a threat to peace, but go on to illustrate why one side was a greater threat. Answers to include:**

- Churchill’s suspicion of Soviet actions after the War
- The setting up of Communist governments in Eastern European countries
- Stalin’s security concerns after having been invaded in the Second World War
- Stalin’s perceived expansionist tendencies
- The establishment of NATO as a military defence structure

LEVEL 1	<ul style="list-style-type: none"> <li>• Has not taken a position or has not used relevant evidence to support the position taken</li> <li>• Response does not show an understanding of the situation/event/issue</li> </ul>	Marks: 0 – 3
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 from the sources show a partial understanding of the situation/event/issue</li> </ul>	Marks: 4 – 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 show a clear understanding of the period/event/issue</li> </ul>	Marks: 7 – 10

(10)  
[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 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 leerder se mening. Holistiese assessering, anders as inhoudgebaseerde nasien, penaliseer nie taalontoeikendhede nie, aangesien die klem op die volgende val:

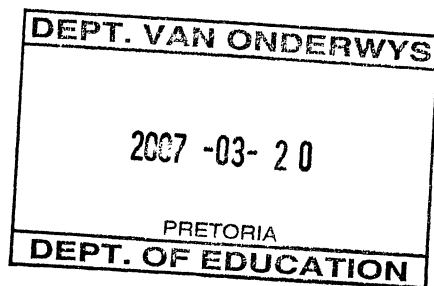
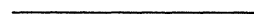
- die konstruksie / daarstel van 'n argument;
- die toepaslike seleksie van feitlike bewyse om so 'n argument te ondersteun; en
- die leerder se interpretasie van die vraag.

## Assesseringsprosedures van 'n opstel

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

Die volgende addisionele simbole kan ook gebruik word:

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



- herhaling
- analiseer
- interpretasie

R  
A√  
1√

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

I	VLAK 3	

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

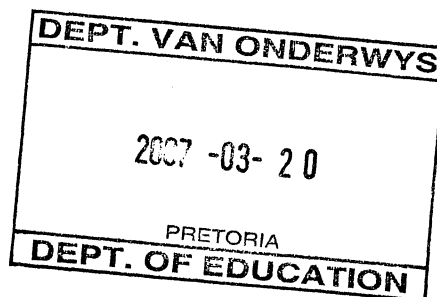
I	VLAK 3	
A	VLAK 1	

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

I	VLAK 3	B+
A	VLAK 1	39

### Die matriks

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



AANBIEDING	VLAK 1 Volg 'n onafhanklike en relevante gedagterigting. Het geanaliseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel. Uitstekende tegniese vaardighede en bewyse.	VLAK 2 Volg 'n relevante gedagterigting. Het geanaliseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel. Minder belangrike foute.	VLAK 3 Volg 'n relevante gedagterigting. Poog om te analiseer en historiese verklarings te maak. Goed beplande en gestruktureerde opstel. Strukturele gebreke. Hoë orde vaardighede ontbreek.	VLAK 4 Probeer om 'n gedagterigting vol te hou. Poog om te analiseer en historiese verklarings te maak. Opstel in 'n sekere mate beplan en gestruktureerd.	VLAK 5 Probeer om 'n gedagterigting vol te hou. Analise en historiese verklarings in 'n sekere mate toegepas. Poog om te struktureer. Tegniese gebreke.	VLAK 6 Gedagterigting word nie volgehou nie. Analise en historiese verklarings soms of glad nie gemaak nie. Geen duidelike struktuur nie.	VLAK 7 Geen gedagterigting nie. Geen analise en historiese verklarings gemaak nie. Geen struktuur nie.	VLAK 8 Geen poging om die vraag te beantwoord nie.
<b>INHOUD</b>								
<b>VLAK 1</b> Vraag is ten volle beantwoord. Inhoudseleksie is ten volle relevant tot gedagterigting wat gevolg is.	<b>A+</b> 47 - 50	<b>A</b> 43 - 46	<b>A-</b> 40 - 42					
<b>VLAK 2</b> Vraag is beantwoord. Inhoudseleksie is relevant tot gedagterigting wat gevolg is.	<b>A</b> 43 - 46	<b>A-</b> 40 - 42	<b>B+</b> 38 - 39					
<b>VLAK 3</b> Vraag in 'n groot mate beantwoord. Inhoud voldoende gedek en relevant.	<b>B+</b> 38 39	<b>B</b> 36 - 37	<b>B-</b> 35	<b>C+</b> 33 - 34				
<b>VLAK 4</b> Gestelde vraag is herkenbaar in antwoord. Gebreke tov inhoudseleksie en beheer. Effens onvoltooid en irrelevante inhoudseleksies.			<b>C+</b> 33 - 34	<b>C</b> 31 32	<b>D+</b> 28 - 29			
<b>VLAK 5</b> Feite hou verband met die vraag, maar beantwoord dit nie. Gebreke t.o.v. omvang en beheer.				<b>C-</b> 30	<b>D</b> 26 - 27	<b>E+</b> 23 - 24		
<b>VLAK 6</b> Vraag ontoereikend beantwoord. Inhoud skraal.					<b>D-</b> 25	<b>E</b> 21 - 22	<b>E-</b> 20	
<b>VLAK 7</b> Vraag ontoereikend of glad nie beantwoord nie. Inhoud ontoereikend. Grootliks irrelevant.						<b>E-</b> 20	<b>F</b> 13 - 19	
<b>VLAK 8</b> Geen relevante inhoudseleksie nie. Heeltemal foutief.								<b>G 07 - 12</b> <b>H 00 - 06</b>

DEPT. VAN ONDERWYS

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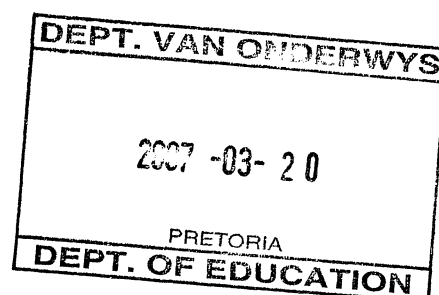
PRETORIA

DEPT. OF EDUCATION



**AFDELING A: OPSTELVRAE**

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



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

Nasionale onafhanklikheid sou slegs 'n verlangse droom vir die Afrika kolonies gebly het as dit nie vir die ontwaking van Afrika Nasionalisme na die Tweede Wêreldoorlog was nie.

Stem jy saam met hierdie stelling? Staaf jou argument.

**[50]****SINOPSIS**

Die kandidaat kan of saamstem of nie saamstem met die stelling. Maar, die antwoord moet daarop wys dat Afrika onafhanklikheid plaasgevind het as gevolg van 'n kombinasie van faktore – dit was nie eenvoudig 'gewen' deur die eise van die Afrika nasionaliste binne Afrika nie. Aan die ander kant was onafhanklikheid nie slegs 'gegee' deur die koloniale moondhede nie. Terwyl die kandidate kan verkies om erkenning te gee dat Afrika Nasionalisme die vernaamste faktor was, kan hulle nie aandring dat dit die **enigste** faktor was nie. Die antwoord vereis 'n gebalanseerde argument.

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

**HOOFASPEKTE**

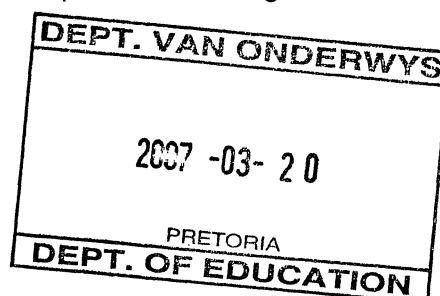
- Inleiding – Kandidate moet kommentaar lewer op die geldigheid van die stelling. Hulle moet dan hul standpunt ten opsigte van dekolonisasie stel. Enige ander relevante inleiding

**UITBREIDING****Afrika Nasionalisme:**

- Faktore wat gelei het tot 'n toename in Afrika nasionalisme het ingesluit: ervarings tydens die Tweede Wêreldoorlog; snelle verstedeliking na die oorlog; groei van 'n meer radikale werkersklas; groei van onderwys saam met toenemende bewuswording van 'Westerse' konsepte soos vryheid en demokrasie

**Ander Faktore**

- Verswakking van koloniale moondhede na Tweede Wêreldoorlog
- Nuwe Wêreldorde: VSA & USSR ondersteun nie Europese kolonialisme.
- Verenigde Nasies: druk vir universele stemreg (bv: druk van veral nuwe onafhanklike Asiatiese lande, Internasionale Deklarasie Van Menseregte)
- Samevatting – Moet bespreking van alle faktore saambind deur samevattende opmerkings wat verband hou met die oorspronklike stelling van die faktore wat dekolonisasie beïnvloed het. Enige ander relevante samevatting



**VRAAG 1B**

Uitdagings wat na onafhanklikheid deur die nuwe koloniale Afrika state ervaar is het gespruit uit die nalatenskap van die Europese koloniale regering.

Stem jy saam? Onderzoek die stelling krities.

[50]

**SINOPSIS**

Die antwoord moet aandui of die kandidaat met die stelling saamstem of nie. Kandidate kan hul standpunt staaf deur aan te dui dat die uitdagings van Afrika nie slegs toegeskryf kan word aan die afdwing van buitelandse Europese stelsels op hulle nie maar ook aan die nuwe onafhanklike state self. Verwysing moet gemaak word van faktore soos politieke, ekonomiese en sosiale uitdagings. Kandidate moet hul gegewe argument behoorlik ondersteun.

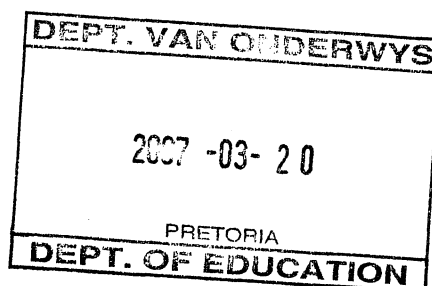
*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. **Die blote neerskryf van 'feite' is onvoldoende.***

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul standpunt ten opsigte van die stelling aandui, 'n relevante gedagterigting ontwikkel en dit met relevante bewyse staaf.  
Enige ander relevante inleiding

**UITBREIDING**

- Politieke uitdagings (mag enige uitdagings gebruik [administratiewe; etniese; militêre; landsbestuur; of enige ander relevante uitdagings] om hul argument te ondersteun)
- Ekonomiese uitdagings (mag enige uitdagings gebruik [landbou; mynbou; vervaardiging; vervoer; kommunikasie; of enige ander relevante uitdagings] om hul argument te ondersteun)
- Sosiale uitdagings (mag enige uitdagings gebruik [onderwys; gesondheid; misdaad; verstedeliking; of enige ander relevante uitdagings] om hul argument te ondersteun)
- Samevatting: Dit moet die standpunt in die inleiding geneem en regdeur volhou is saambind  
Enige ander relevante samevatting



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

Lenin was 'n beroemde rewolusionêr toegewyd aan die saak van die Kommuniste. Hy het vas geglo dat die instelling van kommunistiese beginsels in Rusland die land tot 'n groot industriële moondheid sou hervorm.

Met verwysing na bogenoemde verduidelik tot watter mate Lenin suksesvol was om Rusland 'n suiwer kommunistiese staat en groot industriële moondheid vanaf 1917 tot 1924 te maak.

**[50]****SINOPSIS**

Die kandidaat moet aandui tot watter mate hul met die stelling saamstem of nie saamstem. In die beantwoording van die vraag word verwag dat die kandidaat paslike voorbeelde moet verskaf wat toon hoe Lenin Rusland 'n suiwer kommunistiese staat en groot industriële moondheid gemaak het.

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

**HOOFASPEKTE**

- Inleiding – Moet 'n aanvanklike evaluering van die stelling in die vraag aanbied. Kandidaat kan met die stelling saamstem of nie. Enige ander **relevante** inleiding.

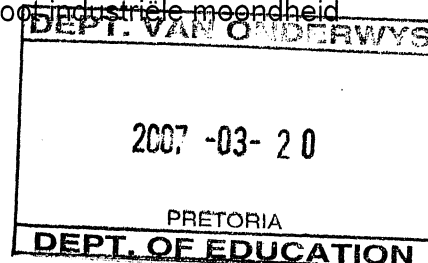
**UITBREIDING**

Kandidate moet die volgende 'bullets' gebruik om aan te dui tot watter mate Lenin suksesvol was om Rusland 'n suiwer kommunistiese staat en groot industriële moondheid vanaf 1917 tot 1924 te maak.

**Hulle kan of die formaat hieronder volg of hulle kan verduidelik tot watter mate Lenin suksesvol was om Rusland 'n suiwer kommunistiese staat en 'n groot industriële moondheid te maak.**

- Implementering van Oorlogskommunisme (fokus moet wees op of Rusland 'n suiwer kommunistiese staat geword het)
- Evaluering van Oorlogskommunisme (fokus moet op beide landbou en nywerheid wees en of Rusland 'n suiwer kommunistiese staat geword het) en hoe dit Lenin gedwing het om die NEB in te stel.
- Implementering van NEB (fokus moet val op hoe die landbou, nywerheid, besighede en handel gehelp het om Rusland se ekonomie te verbeter en of Rusland 'n suiwer kommunistiese staat geword het)
- Samevatting – Leerder moet die gedagterigting saambind en aandui of Lenin Rusland 'n suiwer kommunistiese staat en groot industriële moondheid gemaak het. Enige ander relevante samevatting

Kopiereg voorbehou



Blaai om asseblief

**VRAAG 2B**

In 'n buitengewone tydperk van 10 jaar, tussen 1928 en 1938, het Josef Stalin die inwoners van Sowjet Rusland deur die mees snelle en verreikende veranderinge in hul lewenswyse geforseer as wat enige ander volk in die geskiedenis moes aanvaar en aan deelneem.

In die lig van bostaande bewering, lewer krities kommentaar op die veranderinge wat deur Stalin ingestel was en toon tot watter mate dit 'n uitwerking in Rusland in die tydperk 1928 tot 1938 gehad het.

**[50]****SINOPSIS**

Die antwoord moet aandui of die kandidaat met die stelling saamstem of nie. In die beantwoording van die vraag, word van kandidate verwag om aan te toon tot watter mate die veranderinge 'n uitwerking op Rusland gehad het. Die antwoord moet gestaaf word deur die gebruik van relevante bewyse om aan te dui hoe die ekonomie (beide landbou en nywerheid) hervorm was teen die prys van die verreikende veranderinge wat die Russe moes verduur.

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

**HOOFASPEKTE**

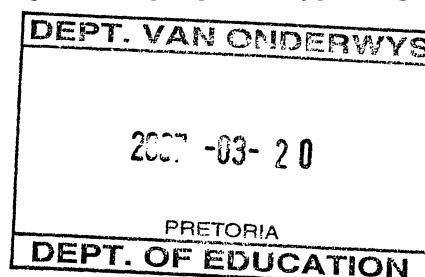
- Introduction: Kandidate moet standpunt inneem en aandui tot watter mate die beleid deurgevoer is teen geweldige ontberinge van die Russe.

**UITBREIDING**

Kandidate moet die volgende 'bullets' gebruik om aan te dui tot watter mate die ekonomiese beleid deurgevoer is teen die geweldige ontberinge van die Russe.

**Hulle kan of die formaat hieronder volg of hulle kan die hervorming bespreek deur na die onderskeie Vyfjaarplanne te verwys:**

- Landboukundige hervorming as gevolg van die Vyfjaarplanne (kollektivering; staatsplase; weerstand deur koelakke; gebruik staatsmag om hul te vernietig; vrees vir slawe arbeidskampe; hongersnood; meganisasie; verhoogde produksie)
- Industriële hervorming as gevolg van Vyfjaarplanne (nuwe industrieë; infrastruktuur; gebruik van slawe/dwang arbeid; strenge toesig; dreigemente en straf)
- Samevatting: Kandidate moet die gedagteriging saambind deur aan te dui of die beleid meer verligting as lyding of meer lyding as verligting teweeggebring het.

**[50]**

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

Die Groot Depressie van 1929 het getoon dat Republikeinse kapitalisme in Amerika misluk het.

Evalueer die geldigheid van hierdie stelling deur die gebeurtenisse wat tot die Groot Depressie gelei het en die uitwerking daarvan in Amerika te ondersoek.

**[50]****SINOPSIS**

Kandidate moet met die stelling saamstem of nie. Die gedagterigting moet wees dat, alhoewel die ineenstorting van die Wallstraat aandelebeurs die vernaamste onmiddellike oorsaak van die Depressie was, daar ander oorsake was d.i. dat Republikeinse kapitalisme in Amerika misluk het.

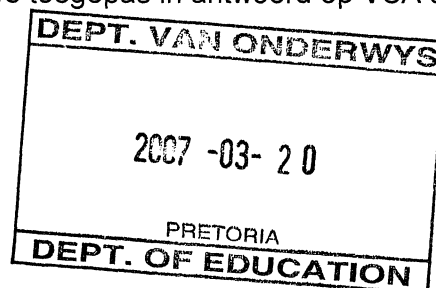
*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskrif van 'feite' is onvoldoende.*

**HOOFASPEKTE**

- Inleiding – Kandidate moet aandui of hulle met die stelling saamstem of nie. Hulle kan 'n oorsig van die situasie in die 1920s in Amerika gee. Enige ander relevante inleiding

**UITBREIDING**

- Oorspekulasie op die aandelemark (bv.: dramatiese styging in aandelepryse gedurende 1920s, miljoene mense wat aandele wou bekom het ook gestyg, mense met gebrek aan geld het ook geleentheid gehad om aandele te bekom, waarde van aandele opgestoot tot onrealistiese vlakke).
- Oorproduksie (bv.: die gevolg van massaproduksietegniese, plafon bereik van plaaslike verbruik maar produksie hoog gebly, lei tot vals indruk van produktiwiteit).
- Ongelyke verspreiding van rykdom (bv.: min Amerikaners voordeel getrek gedurende 1920s (veral landbou, ou industrieë, was beperking tov verbruikers gedrewe oplewing (bv slegs rykes kon motor bekostig, radio, yskas, ens., plaaslike mark kon nie tred hou met produksie).
- Republikeinse beleid (bv.: al bogenoemde probleme vererger deur Laissez - faire ekonomiese beleid van Republikeine)
- Tariefbeleid – Europa het hul eie tariewe toegepas in antwoord op VSA se beskermde tariewe



- Besighede kon nie surplusprodukte uitvoer toe die plaaslike mark versadig raak
- Besighede en Banke was nie gereguleer nie wat plek gmaak het vir ongesonde (en korrupte) besighedspraktyke
- Samevatting: Leerders moet die gedagterigting saamvat.  
Enige ander relevante samevatting

### VRAAG 3B

'Verligting, herstel en hervorming' was die vernaamste pilare van die 'New Deal'-Beleid.

Stem jy saam? Bespreek krities.

[50]

### SINOPSIS

Kandidate moet aandui of hul met die stelling saamstem of nie saamstem. Kandidate moet hul gedagterigting ondersteun en aandui hoe die New Deal verligting, herstel en hervorming in die Amerikaanse ekonomie teweegbring het.

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

### HOOFASPEKTE

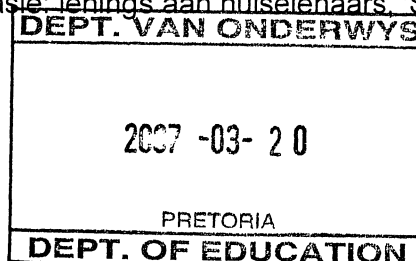
- Inleiding: - Kandidate kan 'n aanvanklike evaluering van stelling in vraag aanbied.  
Enige ander relevante inleiding

### UITBREIDING

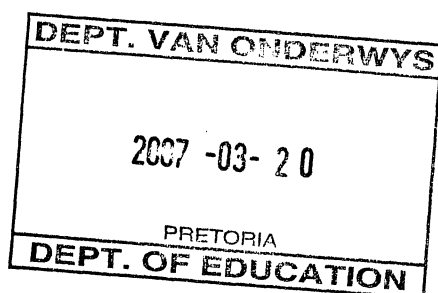
Kandidate moet die volgende 'bullets' gebruik om te illustreer of verligting, herstel en hervorming die vernaamste pilare van die New Deal was.

**Hulle kan of die formaat hieronder volg of hulle kan die New Deal bespreek deur te verwys na die verligting-, herstel- en hervormingsmaatreëls.**

- Landbou en Industrie  
(bv. Plaas Krediet administrasie: lenings aan boere, Landbou Aanpassingswet (AAA): stabiliseer pryse deur surpluses en oorproduksie te verminder, 'Tennessee Valley Authority' (TVA): opheffing van een van armste streke/bou van damme  
Nywerheidsherstelwet (NIRA): kodes vir industrieë bv. vasgestelde pryse, beperkte werksure, minimum salarisse ens., Wagnerwet: arbeidswetgewing/erkenning van vakbonde
- Verligting tov armoede  
(bv. Noodlenigingswet: geld om voedsel te voorsien(sopkombuise), klere en behuising, Huiseienaarleningskorporasie: lenings aan huiseienaars, 'Social Security Act': welsynswetgewing



- Verminder werkloosheid  
(bv. Noodlenigingswet: geld om verligting te bring en werk te skeep, Burgerlike Grondbewaringskorps (CCC): skeep werk deur werkskampe, 'Public Works Administration' (PWA): befondsing openbare werkprojekte, 'Civil Works Administration': werksverskaffing deur spesiale projekte
- Samevatting – Kandidate moet gedagterigting saambind.  
Enige ander relevante samevatting





## AFDELING B:

## BRONGEBASEERDE VRAE

**DIE NASIEN VAN BRONGEBASEERDE VRAE**

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

**VLAKKE VAN BRONGEBASEERDE VRAAGSTELLING**

<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 breë 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 breë 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 bevooroordeeldheid, betroubaarheid, die gebruik van organiseringsbegrippe (ooreenkoms en verskil, oorsaak en gevolg, chronologie; verandering en kontinuïteit) om kontraste, vergelykings en verskillende standpunte te verduidelik en as 'n finale stap om hierdie insigte aan te wend om 'n paragraaf te skryf of, met ander woorde, om 'n stukkie geskiedenis te skryf wat gebaseer is op bewyse uit die bronne.

DEPT. VAN ONDERWYS

2007 -03- 20

PRETORIA

DEPT. OF EDUCATION

**VRAAG 4: AFRIKA IN DIE TWINTIGSTE EEU****4.1 WATTER FAKTORE HET TOT DIE STIGTING VAN DIE ORGANISASIE VIR AFRIKA-EENHEID (OAE) GELEI?**4.1.1 [*Interpretasie van bewyse – V2*]

- Om eenheid onder Afrika-state te bevorder
- Om Afrikane oor eenheid op te voed
- Om ander Afrika lande aan te spoor om te strew na onafhanklikheid
- Enige ander relevante antwoord (enige 2x2)

4.1.2 [*Interpretasie van bewyse – V2*]

- Wil boodskap oordra dat alle Afrika lande moet strew na onafhanklikheid
- Afrika moet mobiliseer en na onafhanklikheid beweeg
- Afrika lande moet mekaar ondersteun in hul beweging na onafhanklikheid
- Enige ander relevante antwoord (enige 1x2)

4.1.3 [*Onttrekking van bewyse – V2*]

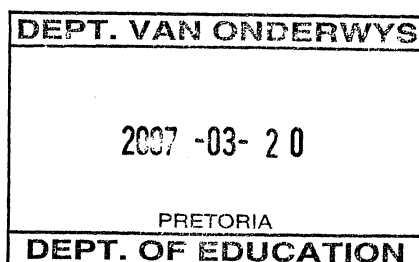
- Omdat Afrika leiers (Kwame Nkrumah en Leopold Senghor) verskillende benaderings tov Afrika eenheid gehad het
- Beide leiers het verskillende persepsies van 'n verenigde Afrika gehad (2x1)

4.1.4 [*Verduidelik die bruikbaarheid van die bron – V4*]**Bruikbaar**

- Illustreer die OAE was suksesvol omdat die eenheid van die twee strydende groepe gelei het tot die stigting van die OAE
- Die bron toon dat die twee strydende groepe 'n gemeenskaplike oogmerk het om Afrika state te verenig ondanks verskillende benaderings

**Nie bruikbaar**

- Sekondêre bron wat maklik verdraai kan wees
  - Enige ander relevante antwoord (2x2)
- (12)**



## 4.2 HOE SUKSESVOL WAS DIE ORGANISASIE VIR AFRIKA-EENHEID OM SY DOELSTELLINGS TE BEREIK?

4.2.1 *[Evaluering van bewyse en gebruik van eie kennis om antwoord te formuleer – V4]*

### **Suksesvol**

- wapenstilstand verseker
- vredesooreenkoms geteken in Feb 1964 en in Mei 1970. (2x2)

4.2.2 *[Bepaal die beperkings van die bron – V4]*

### **Nie suksesvol**

- Bevooroordeelde standpunt
- Evaluering gebaseer op een geringe twis
- Enige ander relevante antwoord (2x2)

4.2.3 *[Vergelyking van bronne om verskille te identifiseer – V4]*

- Bron 4C – oorpeins sukses van OAE (in oplossing van konflik)
- Bron 4D – oorpeins mislukking van OAE (om menseregte te beskerm en om belange van burgers te dien) (2x2)

4.2.4 *[Gebruik bewyse om akkuraatheid te bepaal – V3]*

### **Akkuraat**

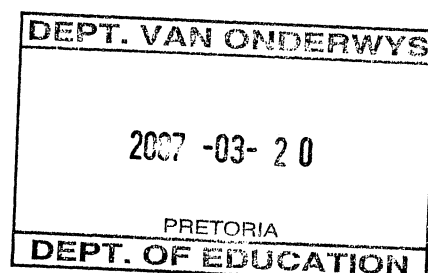
- OAE misluk in sy taak om menseregte te beskerm
- Die belange en die wil van die burgerlikes (massas) nie verteenwoordig nie

### **Nie Akkuraat**

- Bevooroordeelde weergawe
- Sommige lede van OAE het nie aan "klub van diktators" behoort nie – was baie uitgesproke (2x2)

4.2.5 *[Interpretasie – V2]*

- Rhodesië verklaar onafhanklikheid sonder goedkeuring van Brittanje
- Brittanje (leeu) teen Rhodesië (bok) Eensydige Onafhanklikheid omdat meerderheid burgers van Rhodesië uitgesluit was
- OAE Brittanje ondersteun teen Eensydige Onafhanklikheid van Rhodesië
- Bron toon OAE as 'neutraal' wagtend om te sien wie die verloorder gaan wees
- Enige ander relevante antwoord (3x2)



## 4.2.6 [Bepaal bruikbaarheid van bron – V4]

**Bruikbaar**

- OAE was ten volle tgv die onafhanklikheid en vryheid van die meerderheid in Afrika
- OAE gewillig om enige Afrika land te ondersteun in die strewe (geveg) na onafhanklikheid
- Bron toon wat mense gedink het van die gebeure op daardie spesifieke tyd
- Enige ander relevante antwoord

**Nie bruikbaar**

- Rol van OAE nie duidelik illustreer
- Word nie duidelik aangetoon dat OAE verneme stappe gneem het om die Eensydige Onafhanklikheid van Rhodesië te voorkom nie (enige 2x2)

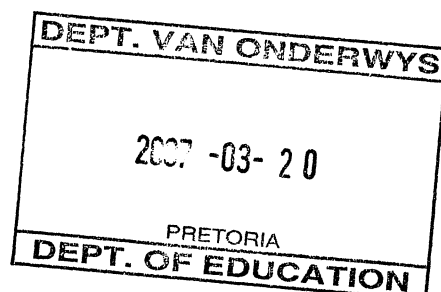
## 4.2.7 [Evaluering van bewyse uit bron om antwoord te formuleer – V4]

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

- Daar is verskillende standpunte rakende die prestasies van die OAE
  - Bewyse in Bron 4C beklemtoon die prestasies van die OAE
  - Bewyse in Bron 4D beklemtoon die mislukkings van die OAE
  - Bron 4E toon nie duidelik die rol van die OAE nie
- Enige ander standpunt is aanvaarbaar mits dit behoorlik gestaaf word.

<b>VLAK 1</b>	<ul style="list-style-type: none"> <li>• Identifiseer sommige suksesse en mislukkings wat nie toepaslik is nie</li> <li>• Kan nie suksesse en mislukkings identifiseer nie</li> <li>• Toon slegs enkele suksesse en mislukkings</li> </ul>	<b>0 – 3 punte</b>
<b>VLAK 2</b>	<ul style="list-style-type: none"> <li>• Evalueer bewyse in bronne tot 'n sekere mate</li> <li>• Instaat om prikkelende evaluering te maak tot watter mate OAE in staat was om sy oogmerke te bereik</li> </ul>	<b>4 – 8 punte</b>
<b>VLAK 3</b>	<ul style="list-style-type: none"> <li>• Bewyse in bronne akkuraat evalueer</li> <li>• Bewyse toon dat suksesse en mislukkings is korrek en relevant</li> <li>• Begripvolle en prikkelende evaluering van die mate waartoe OAE in staat was om oogmerke te bereik</li> </ul>	<b>9 – 12 punte</b>

(12)  
(38)  
[50]



**VRAAG 5: OMSTANDIGHEDE WAT TOT DIE TWEEDE WÊRELDOORLOG GELEI HET**

**5. WAS DAAR REGVERDIGING VIR DIE BESETTING VAN OOSTENRYK?**

5.1 a) [*Interpretasie en eie kennis om begrip van periode te toon – V2*]

- Beweer dat Oostenryk histories deel van Duitsland was
- Oostenrykse regering het jare gesukkel om die geweldpleging van Oostenrykse Nazi's te beheer
- Verdrag van Versailles verbied Oostenryk om met Duitsland te verenig
- Enige ander relevante antwoord (enige 2x2)

b) [*Interpretasie – V2*]

- Arrogansie
- Uittartend
- Brutaliteit
- Onbeskoftheid (enige 1x2)

c) [*Bepaal bruikbaarheid van bron - V4*]

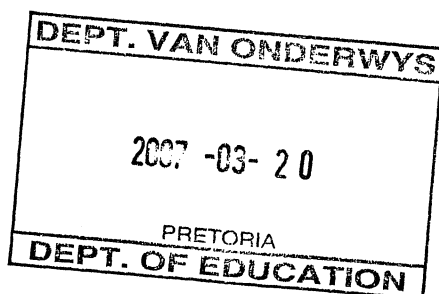
- **Bruikbaar** – vasberadenheid om Oostenryk oor te neem word getoon deur sy arrogansie en brutaliteit. Kenmerkend van Hitler
  - spoggerig oor prestasie
  - vrees – kenmerkend van Hitler
 (2x2)

d) [*Interpretasie en eie kennis om begrip van periode te toon – V2*]

- Duitsland was een van die groot moondhede en geen staat sou sy stem verhef indien Duitsland sy grensprobleme oplos nie
- Hitler het die beroemdste Duitser in geskiedenis geword
- Hitler was goed ingelig oor die bewegings van Oostenryk
- Voorkom enige aggressie/gewelddadige oorname, ens. (2x2)

5.1.2 a) [*Onttrekking van bewyse uit bron – V2*]

- Alhoewel dit op die kennisgewing staan streng verbode, het Mussolini Hitler toegelaat om te jag
- Mussolini voorgegee dat hy nooit gehoor het dat die dier (Oostenryk) geskiet word (oorname) (1x2)



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

- Ondersteun nie – Die spotprenttekenaar is Brits, wie gekant was teen die oorname van Oostenryk was (1x2)

c) *[Interpretasie van bewyse uit bron – V3]*

- Groot getalle Duitsers het gewoon in Oostenryk
- Hitler beskou Oostenryk as deel van Duitsland
- Oostenryk het geen militêre bondgenote gehad nie
- Geen land sou tot Oostenryk se verdediging kom nie (enige 2x2)

5.3 *[Interpretasie van bewyse – V3]*

- Regverdiging – Hitler het Oostenryk benodig om sy oogmerke om alle Duitsers te verenig, te verwesenlik
  - Om lewensruimte vir Duitsers te skep
- Geen regverdiging – Oostenryk sou onafhanklikheid verloor
  - Hitler het bepalinge van Verdrag van Versailles oortree (enige 1x3)

5.4 *[Om ooreenkomste en verskille te identifiseer – V4]*

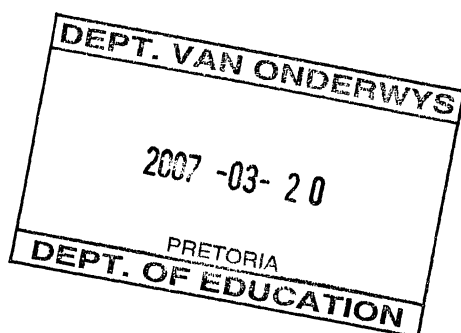
- Bron 5B – verskyn in Britse koerant – nie t.g.v. Anschluss
- Bron 5C – verskyn in Duitse koerant – verwelkom Anschluss
- Beide bronne partydig – toon aan wêreld dat Anschluss aanvaar is deur Mussolini en Oostenryk – toon nie houding van res van wêreld nie (enige 2x3)

5.5 a) *[Vergelyking van standpunte om verskille te identifiseer – V3]*

- Standpunt 1 – van mening dat kwessie van Anschluss 'n leuen was. Daar was geen probleme rakende Duits-Oostenrykse chaos
- Standpunt 2 – Standpunt van Duitse dame wat Duitse oorname van Oostenryk motiveer. In haar weergawe meld sy dat die Oostenrykers die Nazi's verwelkom (2x2)

b) *[Gebruik bewyse in bronne om standpunt te ondersteun – V3]*

- Standpunt 1 – dié van Amerikaanse joernalis – rapporteer wat hy sien – meld dat Anschluss 'n leuen was
- Standpunt 2 – Duitse standpunt – kan bevooroordeeld wees want sy wil die wêreld oortuig dat die Duitse oorname verwelkom word
- Enige ander relevante antwoord (1x3)



5.6 [Onttrek geselekteerde bewyse en gebruik eie kennis om inligting in 'n gestruktureerde paragraaf te organiseer - V4]

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

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

**Kan verdedig word**

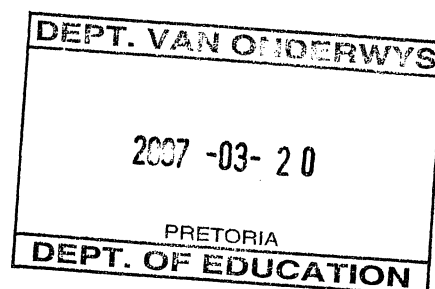
- Oostenryk was in 'n toestand van krisis
- Verdrag van Versailles het vereniging verbied
- Nazi Oostenrykers aangedring op vereniging met mede Nazi's

**Kan nie verdedig word nie**

- Hitler het geen beheer oor Oostenrykse Nazi's. Opgetree sonder opdrag van Hitler
- Moes diplomatieke metodes gebruik het om Oostenrykse Nazi's te verenig
- Referendum om wil van mense te bepaal
- Moes Oostenrykers 'n behoorlike en aanvaarbare keuse gegee het
- Indien meer aanvaarbare metodes gebruik was, sou die gevolg nie internasionaal veroordeel gewees het nie

VLAK 1	<ul style="list-style-type: none"> <li>• Het nie keuse gemaak nie of het keuse gemaak</li> <li>• Het nie keuse regverdig op wyse wat verband hou met bewyse in bronne of wat begrip toon van situasie/gebeure/kwessie</li> </ul>	Punte: 0 – 3
VLAK 2	<ul style="list-style-type: none"> <li>• 'n Relevante standpunt is gekies</li> <li>• Geldige redes word vir keuse gegee</li> <li>• Die regverdiging, gebruikmaking van bewyse uit die bronne en eie kennis toon tot 'n sekere mate begrip van situasie/gebeure/kwessie</li> <li>• Toon 'n bewuswording van 'n sekere houding of opvatting as tipies van 'n sekere tydperk of plek</li> </ul>	Punte: 4 – 8
VLAK 3	<ul style="list-style-type: none"> <li>• 'n Relevante standpunt is gekies</li> <li>• Logiese, duidelike en geldige redes vir die keuse word gegee</li> <li>• Regverdiging hou goed verband met situasie/gebeure/kwessie</li> <li>• Bewyse uit bronne en eie kennis word effektief gebruik om begrip te toon van 'n reeks houdings binne 'n persoon of groep as tipies van 'n sekere tydperk of plek</li> </ul>	Punte: 9 – 12

(12)  
[50]



**VRAAG 6: INTERNASIONALE VERHOUDINGE EN GEBEURTENISSE:  
DIE KOUE OORLOG**

**6.1 HOE WAS VREDE IN EUROPA TYDENS DIE KOUE OORLOG BEDREIG?**

6.1.1 a) [*Onttrek bewyse uit bronne - V1*]

- Die vermoë van Russe om groot leërs vir lang periodes te onderhou (1x2)

b) i) [*Interpretasie van bron - V2*]

- Die Weste was nie in staat om te sien wat aangaan in daardie lande wat onder Russiese beheer of besetting was nie
- Dit asof hulle versteek is agter 'n 'Ystergordyn' (2x2)

ii) [*Interpretasie van bron deur eie kennis te gebruik - V2*]

- Churchill spreek sy wantroue uit teenoor sy bondgenoot Rusland, skaars 'n week nadat hulle saam Duitsland verslaan het (1x2)

6.1.2 [*Onttrek bewyse uit bron - V1*]

- Duitsland was in staat om Sowjetunie binne te val omdat die lande tussen Duitsland en die Sowjetunie vyandiggesind teenoor die Sowjetunie was en derhalwe nie Duitsland gekeer het nie
- Die Sowjetunie het omtrent 7 miljoen mense verloor as gevolg van die inval deur Duitsland (2x1)

6.1.3 [*Vergelyking van bronne om ooreenkomste te toon - V4*]

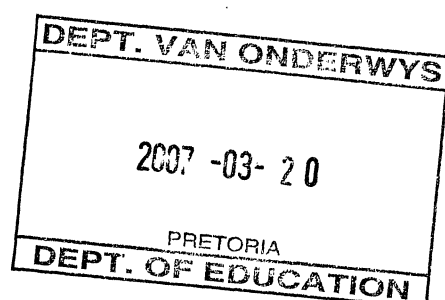
- Churchill: "... al die gebiede oos van die Lübeck-Trieste-Corfu-lyn gaan binnekort geheel en al in hul hande wees"
- Stalin: "... die Sowjetunie... is besig om toe te sien dat regerings lojaal ... aan die Sowjetunie in daardie lande regeer" (2x2)

6.1.4 [*Interpretasie van bron - V2*]

- Stalin se aggressie
- Nasies se vrees vir Stalin
- Enige ander relevante antwoord (enige 1x2)

6.1.5 [*Interpretasie van meer as een bron - V3*]

- In Bron 6A, spreek Churchill angs uit rakende die mag van die Russe/ hul besetting en beheer oor dele van Europa/ en hul groot leërs (enige een)
- Dit is waarom die lande bevrees is vir Stalin (2x2)





## 6.1.6 [Interpretasie en vergelyking van bronne - V3]

- In Bron C (die spotprent), staan die lande saam teen 'n aggressiewe Stalin
- In Bron D, sal die NAVO lande mekaar bystaan (saamstaan) indien enige een aangeval word. (2x3)

## 6.1.7 [Vergelyking en interpretasie van bronne om verskille te identifiseer - V4]

- In Bron 6B, het die Sowjetunie probeer om regerings daar te stel wat lojaal teenoor die Sowjetunie is in die lande tussen hulle en Wes-Europa EN
- In Bron 6D, belowe die lande dat hulle mekaar sal ondersteun indien enige een van hulle se veiligheid bedreig word OF
- Die lande in Bron 6D sal mag gebruik om veiligheid te herstel en te behou (3x2)

## 6.1.8 a) [Interpretasie van bron – V2]

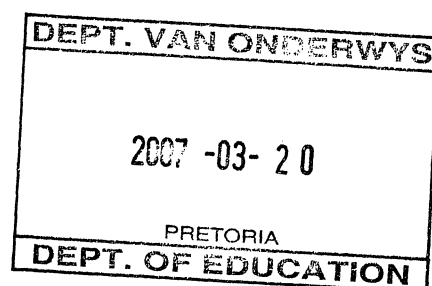
- Die generaals van die leër word getoon asof hulle gereed is vir oorlog
- Die generaals van die leër word getoon as Nazi's, illustreer deur die wyse waarop hulle masjeer en van hul kleredrag en die portret van Hitler (enige 1x2)

## b) [Interpretasie van bron – V2]

- Die spotprenttekenaar probeer illustreer dat die VSA NAVO beheer (1x2)

## 6.1.9 [Vergelyking van bronne om teenstrydige standpunt te illustreer - V4]

- In Bron 6C, sien die spotprenttekenaar NAVO as 'n passiewe organisasie wat bevrees was vir aggressie van Stalin
- In Bron 6E, sien die spotprenttekenaar NAVO as 'n aggressiewe organisasie, gereed vir oorlog
- Bron 6C toon dat lande mekaar ondersteun omdat hulle vrees dat hulle deur Stalin aangeval sal word en in Bron 6D verklaar die lande dat hulle sal saamstaan indien hulle aangeval word
- In Bron 6E, is die NAVO lande gereed vir gewapende konflik en in Bron 6D, verklaar hulle dat hul gewapende mag sal gebruik om veiligheid te herstel en te behou
- Enige ander relevante antwoord (2x2)



6.1.10 [Gebruik bewyse uit al die bronne en eie kennis om standpunt in paragraaf te ondersteun - V4]

Die leerder moet standpunt inneem rakende die bedreiging van vrede in Europa. Hul eie kennis van die tydperk asook inligting uit die bronne moet gebruik word om hul standpunt te ondersteun.

**Die V3 antwoord sal erken dat beide kante 'n bedreiging vir vrede was, maar sal toon waarom die een kant 'n groter bedreiging was. Antwoorde moet insluit:**

- Churchill se agterdog van Sowjet aksies na Oorlog
- Die instelling van kommunistiese regerings in Oos-Europese lande
- Stalin se besorgdheid oor veiligheid nadat Rusland ingeval is in die Tweede Wêreldoorlog
- Stalin se waargenome uitbreidings neigings
- Die stigting van NAVO as 'n militêre verdedigingstruktuur

VLAK 1	<ul style="list-style-type: none"> <li>• Het nie standpunt ingeneem nie of het nie relevante bewyse gebruik om standpunt te ondersteun nie</li> <li>• Antwoord toon nie begrip van situasie/gebeurtenis/kwessie</li> </ul>	Pnte: 0 – 3
VLAK 2	<ul style="list-style-type: none"> <li>• Gebruik meestal relevante bewyse om antwoord te skryf</li> <li>• Antwoord op bewyse uit bronne op basiese wyse om 'n argument wat tot 'n sekere mate logies is te skryf</li> <li>• Regverdiging en gebruik van bewyse uit bronne toon gedeeltelike begrip van situasie/gebeurtenis/kwessie</li> </ul>	Punte: 4 – 6
VLAK 3	<ul style="list-style-type: none"> <li>• Gebruik relevante bewyse uit al bronne en eie kennis om geloofwaardige en oortuigende argument te gee</li> <li>• Terwyl standpunt geneem is, word 'n gebalanseerde mening aangebied</li> <li>• Regverdiging en gebruik van bewyse toon duidelike bgrrip van situasie/gebeurtenis/kwessie</li> </ul>	Punte: 7 – 10

(10)  
[50]

