

Global assessment of essays

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

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

Assessment procedures of an essay

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

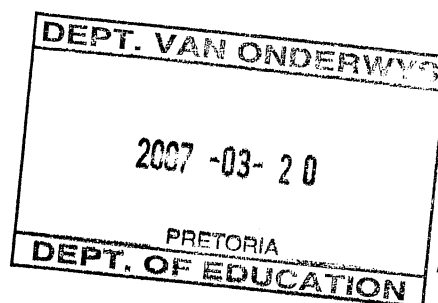
- introduction, main aspects and conclusion not properly contextualised



- wrong statement



- irrelevant statement



- repetition
- analysis
- interpretation

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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.

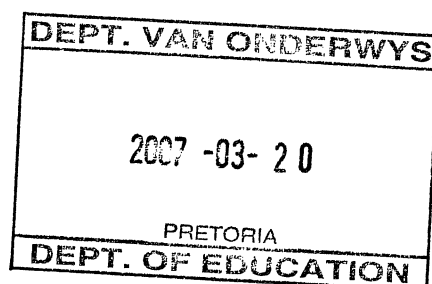
C	LEVEL 3	
P	LEVEL 1	

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

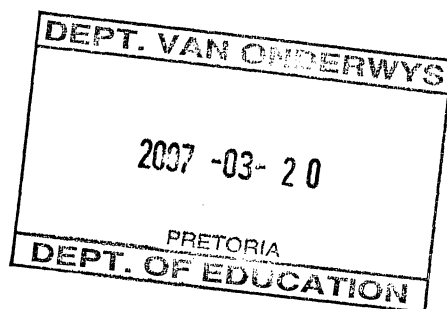
C	LEVEL 3	B+
P	LEVEL 1	39

The matrix

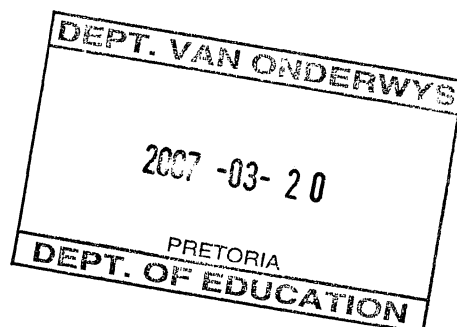
The criteria according to which the essay will be assessed are organised within a matrix and the matrix will be used to allocate a symbol to an essay. Both the content and presentation axes are divided into seven competency levels. Each with criteria that will be used to assess an essay.



PRESENTATION	LEVEL 1 Has employed analysis and historical explanation. Well planned and structured essay.	LEVEL 2 Has employed analysis and historical explanation. Well planned and structured essay	LEVEL 3 Has attempted analysis and historical explanation. Well planned and structured essay	LEVEL 4 Has attempted analysis and historical explanation. Essay planned and structured to a certain extent.	LEVEL 5 Applied analysis and historical explanation to a certain extent. Attempted a structure.	LEVEL 6 Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No analysis and historical explanation. No structure. Illogical (to a certain extent).
CONTENT							
LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument.	A+ 47 - 50	A 43 - 46	A- 40 - 42				
LEVEL 2 Question has been answered. Content selection relevant.	A 43 - 46	A- 40 - 42	B+ 38 - 39				
LEVEL 3 Question answered to a great extent. Content adequately covered and relevant.	B+ 38 - 39	B 36 - 37	B- 35	C+ 33 - 34			
LEVEL 4 Question posed is recognisable in answer. Slightly incomplete and mostly relevant.			C+ 33 - 34	C 31 - 32	D+ 28 - 29		
LEVEL 5 Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance).				C- 30	D 26 - 27	E+ 23 - 24	
LEVEL 6 Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance).					D- 25	E 21 - 22	E- 20
LEVEL 7 Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant						E- 20	F 13 - 19 G 07 - 12 H 00 - 06



- **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**



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

Discuss General JBM Hertzog's quest for sovereign independence for South Africa between 1926 and 1934.

SYNOPSIS

The answer needs to show the steps taken by Hertzog in his quest for South Africa's constitutional independence between 1926 and 1934.

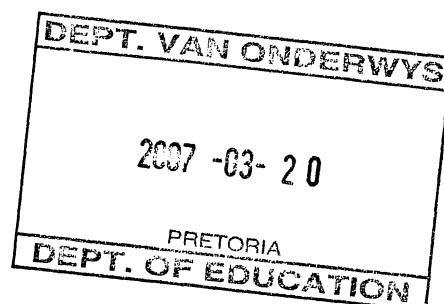
NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction: Candidates should outline Hertzog's desire for sovereign independence.

ELABORATION

- The position of Dominions when Hertzog assumed office (legally they were subordinate to Britain)
- The Imperial Conference of 1926 (Hertzog wanted to clarify the status of SA and dominions)
- The Balfour Declaration of 1926 (Defined the status of SA and other dominions)
- The Department of Foreign Affairs (The establishment of this Department demonstrated SA's independence)
- The Statute of Westminster, 1931 (Put into law the principles of the Balfour Declaration)
- The Status and Seals Acts, 1934 (These protected SA's independence by writing into South African law the Statute of Westminster)
- Conclusion: Candidates must tie up their argument by indicating that Hertzog was an integral part of the move towards sovereign independence by 1934.

[50]

QUESTION 1B: THE PERIOD 1924 TO 1948

Describe the ten years in South African politics from 1929 to 1939, as a period of coalition, fusion and split.

SYNOPSIS

Candidates should describe the various factors leading to coalition, fusion and split that occurred in South Africa between 1929 and 1939.

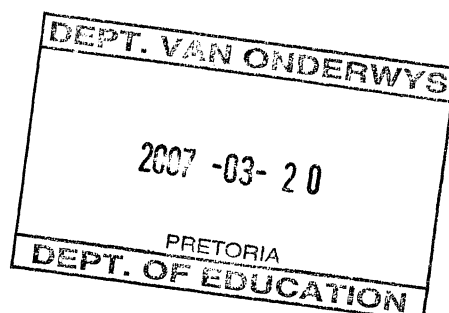
NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction: Candidates need to outline the circumstances leading to coalition, fusion and split in South Africa between 1929 and 1939.

ELABORATION

- Factors leading to the coalition in 1929
- Reasons for and the subsequent effects of fusion (formation of splinter groups)
- Political realignment (link to personality clashes; Afrikaner vs. English)
- The effects of the outbreak of the Second World War (neutrality vs. participation)
- The split of the United Party in 1939
- Conclusion: Candidates should tie up their arguments by indicating how the various factors in the ten years from 1929 to 1939 led to the coalition, fusion and split in South African politics.

[50]

QUESTION 2A: THE PERIOD 1948 TO 1976

Describe the contributions made by the National Party premiers from 1948 to 1961, in the establishment of the Republic of South Africa.

SYNOPSIS

Candidates should outline the contributions made by the National Party premiers from 1948 to 1961 that led to the establishment of the Republic of South Africa.

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

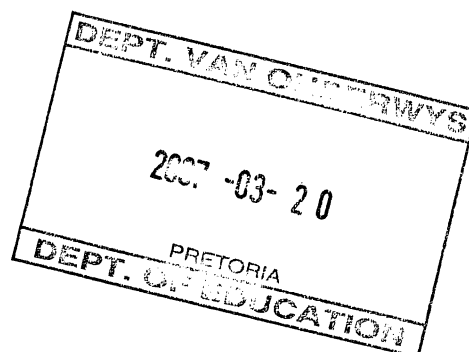
MAIN ASPECTS

- Introduction: It should introduce the reasons for the establishment of the Republic of South Africa.

ELABORATION

NB: The candidate is expected to refer to the following broad aspects in the presentation of the essay:

- Developments under Dr DF Malan (1948-1953) (focus on breaking ties with Britain through minor constitutional changes)
- Developments under JG Strijdom, (1953-1958) (highlight the symbolic changes e.g. flag, anthem, official terms used etc.)
- Developments under Dr HF Verwoerd, (1958-1961) (decision to create a Republic and the withdrawal from the British Commonwealth)
- Conclusion: Candidates should tie up their argument by showing how the contributions made by the National Party premiers succeeded in making South Africa a republic.

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QUESTION 2B: THE PERIOD 1948 TO 1976

Explain how resistance against the apartheid government was intensified from the time of the Sharpeville massacre in 1960 to the Soweto uprising in 1976.

SYNOPSIS

Candidates need to highlight the various reasons for the intensification of resistance from 1960 to the 1976 Soweto uprising.

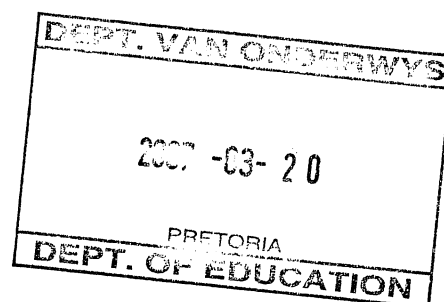
NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction - Focus on the reasons for resistance.

ELABORATION

- ANC resistance tactics before 1958 and establishment of the PAC (background)
- Sharpeville (1960) and its aftermath
- The banning of resistance movements and detentions
- The formation of Umkhonto we Sizwe and POQO
- Bombings of government buildings and installations
- Liliesleaf Farm and the Rivonia Trial
- The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), etc.
- 1976 Soweto uprising
- Conclusion: Candidates must tie up their argument by highlighting how resistance was intensified from 1960 to 1976.

[50]

QUESTION 3A: THE PERIOD 1976 TO 1994

Discuss the role played by the black trade union movements in the resistance to the South African government in the 1980s.

SYNOPSIS

Candidates should focus on the importance of the development of the black trade Unions in the resistance to apartheid in the 1980s.

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

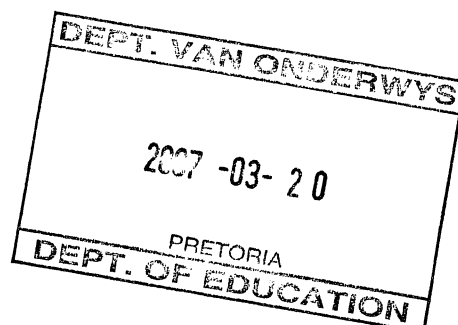
MAIN ASPECTS

- Introduction: Candidates should indicate the role that black trade unions played in the struggle for liberation in South Africa in the 1980s.

ELABORATION

For each of the following aspects the contributions of the black trade union movements must be highlighted.

- Emergence of worker unionism after the Wiehan Commission
 - The Federation of South African Trade Unions (FOSATU)
 - Council of Unions of South Africa (CUSA)
 - Unaffiliated unions e.g. South African Allied Workers Union (SAAWU)
 - General Workers Union (GWA) and The National Union of Mineworkers (NUM)
 - Congress of South African Trade Unions (COSATU)
- Conclusion: Candidates should tie up their arguments in a logical manner. They have to give some indication of how important they thought the role of the black trade unions was in liberating South Africa.

[50]

QUESTION 3B: THE PERIOD 1976 TO 1994

Explain the process of negotiations between 1990 and 1994 which made possible the birth of a new democratic South Africa.

SYNOPSIS

Candidates should explain the process of negotiations among the various political parties which ultimately led to the birth of a democratic government in 1994.

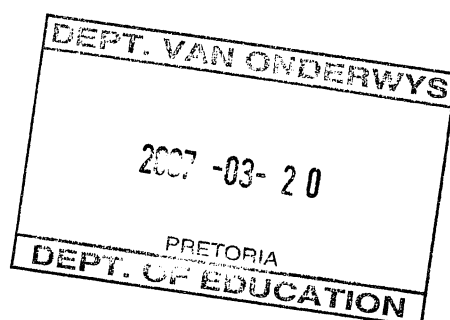
NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction: It should focus on reasons for negotiations among the various political parties between 1990 and 1994.

ELABORATION

- The decision in favour of negotiations (why negotiations) – briefly
- The unbanning of political organisations
- The release of Mandela and other political prisoners
- The role of different events and developments, e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities, the role of APLA etc.
- Strengthening of negotiations, compromise and commitment
- The first democratic election of April 1994 (flag and the national anthem symbolised an allegiance to the new democracy) and the birth of a new nation
- Conclusion: Candidates must tie up their arguments by indicating how the process of negotiations made possible the new order in South Africa.

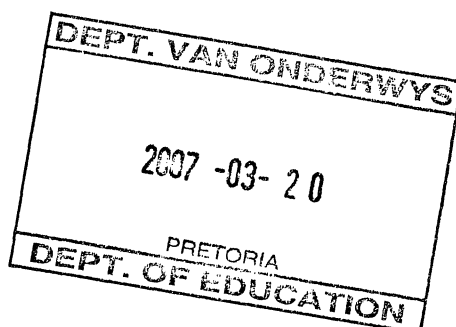
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SECTION B: SOURCE-BASED QUESTIONS**MARKING SOURCE-BASED QUESTIONS**

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

LEVELS OF SOURCE-BASED QUESTIONS

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



QUESTION 4: THE PERIOD 1924 TO 1948**4.1 WHAT IMPACT DID THE SECOND WORLD WAR HAVE ON BLACK SOUTH AFRICANS?**4.1.1 a) *[Extraction of evidence from Source 4A – L1]*

- Returning to a new South Africa
- Would be handsomely rewarded (2 x 1)

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

No, they received none of Smuts's promises

- They did not receive any material, educational or pension benefits
- On the contrary, they were worse off (2 x 2)

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

- Khaki shirt
- A blanket
- A lot of certificates
- Medals
- Five pounds (any 4 x 1)

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

- Smuts' promises never materialised
- White counterparts benefited more than black soldiers (2 x 2)

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

- He joined the ANC
- Fought against the government for his human rights (2 x 2)

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

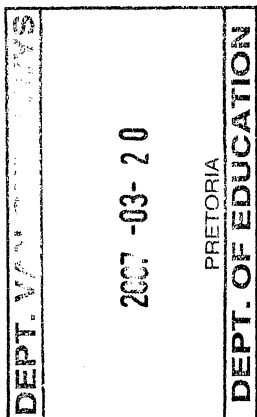
- It is hard to believe because the concerns of Africans did not feature in the aims of the war
- Africans did not believe what they were told were the causes of the war (2 x 2)

f) *[Extraction of evidence from Source 4A – L1]*

- Africans would like to see everybody in the world enjoying democratic rights
- Africans respected the independence of others (2 x 1)

g) *[Interpretation of evidence from Source 4A – L3]*

- Both the English and the Germans were involved in colonising various African countries
- The methods used by these colonising powers were no different; they used similar methods in the colonisation process (2 x 3)



h) [Comparison of evidence from Source 4A – L3]

Both Mokgatle (perspective 4) and Kotane (perspective 3) had the following similar viewpoints (on the Jews and black South Africans):

- Deprived of freedom of movement (carried passes)
- Were oppressed
- Denied education
- Deprived of equal job opportunities
- Did not support participation in the Second World War (any 2 x 2)

4.1.2 [Comparison of evidence from Sources 4A and 4B – L4]

- Source 4B shows black soldiers carrying assegais and
- Source 4A (Graham Morodi) states that they were only allowed to handle guns but were never allowed to shoot; they carried assegais (2 x 2)

4.1.3 [Evaluation and synthesis of information from all the sources – L4]

The paragraph must be based on the evidence from these sources and needs to focus on the following aspects that made black South Africans aware of segregation in the army:

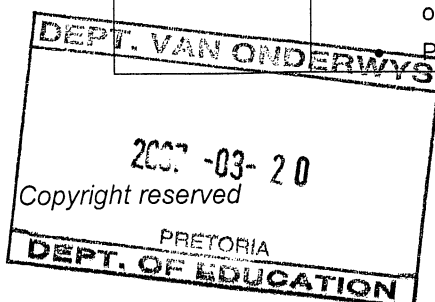
- Returning black and white soldiers were treated differently (payment, benefits, pensions etc.)
- Smuts did not keep promises.
- Many returning soldiers understood the notion of freedom and democracy
- Returning black soldiers became politically aware
- Realise that they must fight for their freedom
- Growth in African Nationalism
- Any other relevant point.

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract (relevant) evidence from sources • Extracts evidence from sources in a very elementary manner or cannot write on the topic • Uses evidence and /or own knowledge partially to report on the topic • Cannot report on the topic 	Marks: 0 – 4
LEVEL 2	<ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant • Extracts evidence that relates to a great extent to the topic • Uses evidence from sources in a very basic manner 	Marks: 5 – 8
LEVEL 3	<ul style="list-style-type: none"> • Extracts relevant evidence from sources • Extracted evidence relates very well to the topic • Uses evidence from sources very effectively in an organised and logical paragraph <p>Paragraph shows a thorough understanding of the topic</p>	Marks: 9 – 12

(12)
(50)

Please turn over



QUESTION 5: THE PERIOD 1948 TO 1976**5.1 WHAT EFFECT DID THE PASS LAWS HAVE ON SOUTH AFRICAN WOMEN IN THE 1950s?**5.1.1 a) [*Extraction of evidence from Source 5A- L 1*]

The women knew that passes meant:

- Imprisonment
- Broken homes
- Suffering and misery
- Hunger and unemployment
- Passes were an insult
- It undermined their integrity (any 3 x 1)

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

- Restrict black women to one area
- Control the movement of black women
- Ensure the cheap supply of labour for white businesses (any 1 x 2)

c) [*Evaluation of Source 5A –L2*]

- To pay for a reference book was to support slavery (black people perceived the reference book as a form of slavery)
- A reference book granted no freedom
- Black people felt trapped; they were controlled and disallowed their personal dignity
- Any other relevant answer (any 3 x 2)

d) [*Interpretation of Source 5A –L2*]

Candidates should explain:

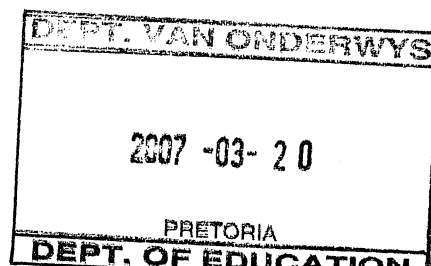
- The women became actively involved and united against apartheid laws
- They protested with a single voice
- They would organise all areas to achieve the abolition of the Pass laws
- They will fight against the vicious attack on their liberty (any 2 x 2)

5.1.2 a) [*Extract evidence from Source 5B –L1*]

- The women felt that they should take some action
- They were concerned about the impact the pass-laws had on family life (2 x 1)

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

- If they moved in larger groups it would constitute a gathering and a march – it was illegal
- The police would take punitive action (any 1 x 2)



c) [Extract evidence from Source 5B – L1]

- '20 000 arms went up'
- 'waiting for us, packed tightly together'
- '... returned to the thousands of women, waiting...'
- 'the only piece of ground that was visible was the gravel terrace' (any 2 x 1)

d) [Interpretation of evidence from Source 5B – L3]

- Out of respect and dignity
- She was emotional / unsure
- Any other relevant answer (any 1 x 2)

e) [Comparison and interpretation of evidence – L3]

- Enthusiastic
- Militant
- Feelings of expectancy and anticipation
- Full of Spirit
- Anger
- Any other relevant answer (any 2 x 2)

f) [Interpretation of evidence from Source 5B – L2]

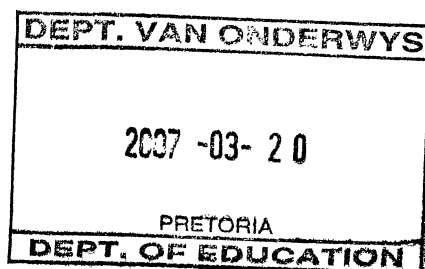
- It shows the women's fury and unhappiness
- It reflects the women's determination to fight for freedom
- It shows the women's strength and resilience (any 1 x 2)

5.1.3 a) [Extract evidence from Source 5C – L1]

- She was pleased with the protest march
- She was happy the women showed their strength and determination to fight against the racist laws (any 1 x 1)

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

- The government didn't believe that black women were capable of organising a march
- Government felt that women were inferior and knew little about politics (any 1 x 2)



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

- Women of other races accompanied African women on the march
- The women had the same desires and needs no matter their race
- There was a feeling of friendship and sympathy among all women
- Any other relevant answer

(any 2 x 2)

d) *[Interpretation of evidence from Source 5C – L3]*

Candidates must refer to both Strijdom and Luthuli in their responses:

- JG Strijdom saw the protest of black women as scandalous
- He did not believe they acted on their own initiative
- Albert Luthuli realised and honoured the role of women
- Luthuli believed that the involvement of women in the struggle gave an enormous boost for the liberation of all South Africans
- Women of all races had far less hesitation in working together than their male counterparts

(2 x 2)

e) *[Analysis and interpretation of evidence from Source 5C –L3]***Can be justified**

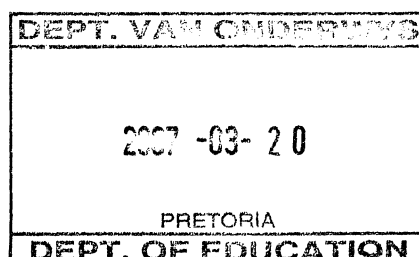
- The women made a great impact
- The women showed less hesitation than men in making decisions on key issues
- The women showed strength and determination
- The women supported the freedom struggle
- Any other relevant answer

(any 1 x 2)

5.1.4 *[Evaluation and synthesis of information from all the sources – L4]*

The paragraph must be based on the evidence from the sources and the candidates own knowledge and should focus on the following aspects:

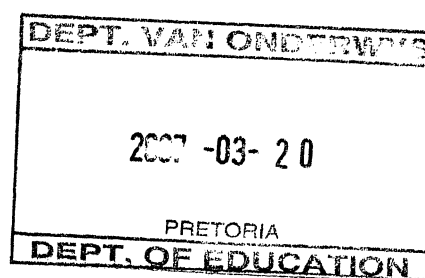
- The role and significance of FEDSAW in uniting women in the struggle against the pass laws
- The importance in the signing of petitions against the pass laws
- The unity and solidarity that women showed in their march to the Union Buildings in 1956
- The importance of 1956 march for women's rights and fraternity
- The impact of the march on the broader struggle for freedom and democracy
- Any other relevant point



Use the following to allocate a mark:

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

(8)
[50]



QUESTION 6: THE PERIOD 1976 TO 1994**6.1 HOW DID THE APARTHEID GOVERNMENT RESPOND TO BLACK RESISTANCE IN THE 1980s?**6.1.1 a) *[Extraction of information from Source 6A – L1]*

- White agents
- Overseas conspirators from countries such as the UK, Belgium, Canada (2 x 1)

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

- Black South Africans at grassroots level were incapable of organising sabotage campaigns
- They needed the assistance of white South Africans to undertake sabotage campaigns (2 x 1)

c) *[Ascertaining accuracy of evidence from Source 6A – L3]***Inaccurate / Not Accurate**

- The SADF launched attacks on neighbouring Countries that housed ANC (MK) cadres
- The SADF used force to destabilise the political, economic and social fabric of neighbouring countries that housed ANC cadres

Accurate

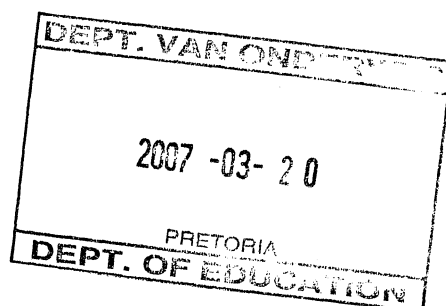
- The government made attempts to negotiate with neighbouring countries on building closer economic and political ties
- It launched attacks on 'terrorist' targets in neighbouring countries in an attempt to protect its borders from outside attacks
- Prevent the infiltration of MK or APLA cadres (2 x 2)

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

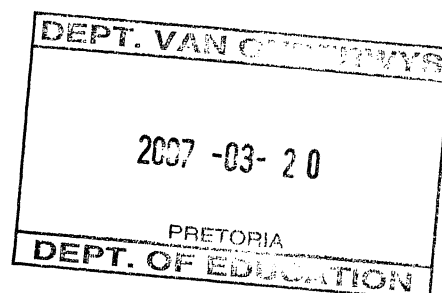
- South Africa was being attacked by 'terrorists'
- In the light of the military incursions (raids) they needed to protect South Africa's borders and its citizens (2 x 2)

6.1.2 a) *[Interpretation and evaluation of evidence from Source 6B – L2]*

- It was in close proximity (easy access) to launch counter insurgency attacks on South Africa
- It provided a safe house for ANC cadres to undertake their surveillance and reconnaissance work in preparation for military attacks of South Africa
- Strategically located to obtain useful and crucial information from ANC headquarters in Lusaka and cells within South Africa (any 2 x 2)



- b) *[Interpretation of evidence from Source 6B – L2]*
- The South African army were strategists and used guerrilla tactics in their attack
 - The SA army created the impression that by using Russian made vehicles no one would suspect them (as the SA government hated the communists and Russians)
 - By using Russian made vehicles they disguised (camouflaged) themselves and launched a surprise attack on MK cadres in Matola
- (any 1 x 2)
- 6.1.3 a) *[Extrapolation of evidence from Source 6C – L2]*
- They were shocked and dismayed
 - They both teared in silence at the loss of life
- (2 x 2)
- b) *[Interpretation of evidence in Source 6C – L2]*
- He was very angry
 - He felt that the methods used by the SADF were brutal
 - He gives a vivid description of the destruction caused
 - He refers to the soldiers as being 'bloodthirsty'
- (any 2 x 1)
- c) *[Interpretation of evidence from Source 6C – L2]*
- The ANC valued its members (cadres/soldiers) that fought for freedom and democracy
 - The organisation respected its rank and file members
 - The leadership showed a sense of solidarity and support in times of distress (especially in this case when cadres were killed)
- (any 2 x 2)
- d) *[Interpretation of evidence from Sources 6B and 6C – L3]*
- Source 6B (photograph) shows the visual impact and the extent of the devastation caused by the attack at Matola
 - Source 6C gives a written account of the extent of damage caused by the attack (holes in the building and the walls had collapsed) while,
- (2 x 2)
- 6.1.4 a) *[Interpretation of evidence in Source 6D – L2]*
- Botha felt that ANC (MK) cadres were 'terrorists' because they launched attacks on South African civilians and government buildings
 - The ANC cadres were destabilising Botha's government
 - Causing economic, social and political uncertainty in and outside the country
- (any 2 x 2)



b) *[Extrapolation and synthesis of information – L 3]*

Learners may chose any one of the following responses

Botha was accurate because:

- He was in regular contact with the 'legitimate' black leaders (homeland) and they indicated their lack of support/dislike for the Soviet Union, Marxism and the ANC (these leaders were 'puppets of the apartheid state')
- They supported Botha's policy
- Any other relevant response

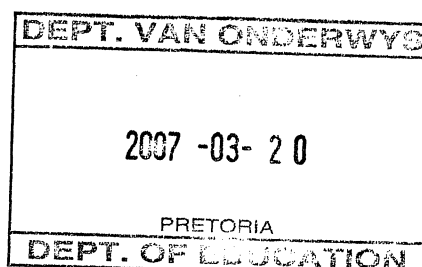
Botha was inaccurate because:

- Could not speak on behalf of black South Africans
- Was anti - communist in his outlook
- Made these statements to justify his government's actions (any 2 x 2)

6.1.4 *[Evaluation and synthesis of information from all the sources and use of knowledge – L4]*

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

- SADF retaliates with cross border raids/incursions to destroy ANC/PAC military bases
- Incursions/raids into other independent African countries that housed ANC/MK cadres
- ANC/MK cadres were killed and their cells were demolished
- The response of these killings on resistance organisations and on the SA government
- Violation of the integrity of independent states
- Any other relevant point

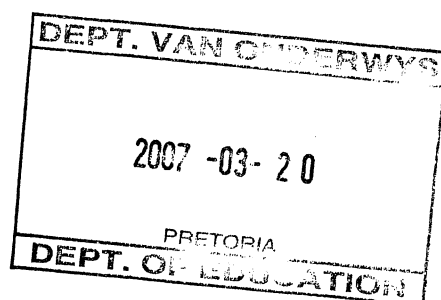


Use the following to allocate a mark:

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

(10)
(50)

TOTAL: 150



Globale assessering van opstelle

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

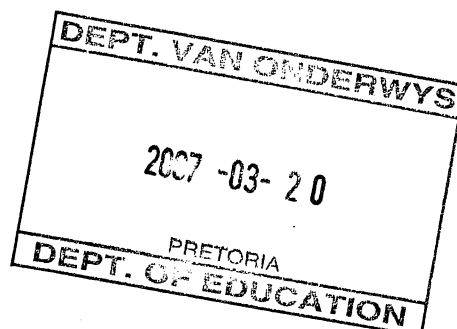
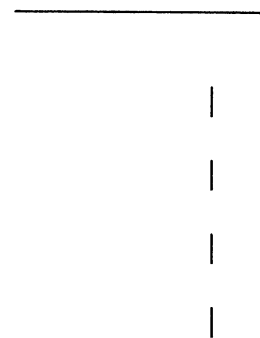
- die konstruksie / daarstel van 'n argument;
- die toepaslike seleksie van feitelike bewyse om so 'n argument te ondersteun; en
- die leerder se interpretasie van die vraag.

Assesseringsprosedures van 'n opstel

1. Hou die sinopsis in gedagte wanneer die opstel nagesien word.
2. Met die eerste deurlees van die opstel moet regmerkies toegeken word vir
 - 'n relevante inleiding (in memorandum aangedui met 'n 'bullet')
 - vir elke hoofmoment (in memorandum aangedui met 'n 'bullet')
 - 'n relevante slotopmerking (in memorandum aangedui met 'n 'bullet')
 bv. in 'n antwoord met 5 hoofmomente sal daar 7 regmerkies wees.
3. Die volgende addisionele simbole kan ook gebruik word:
 - inleiding, hoofaspekte en slotopmerking nie behoorlik gekontekstualiseer nie



- verkeerde stelling
- irrelevante stelling



herhaling
analise
interpretasie

R
A√
1√

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

I	VLAK 3	

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

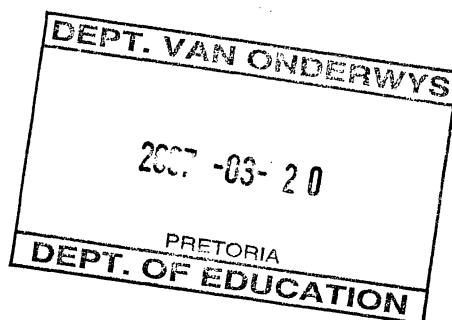
I	VLAK 3	
A	VLAK 1	

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

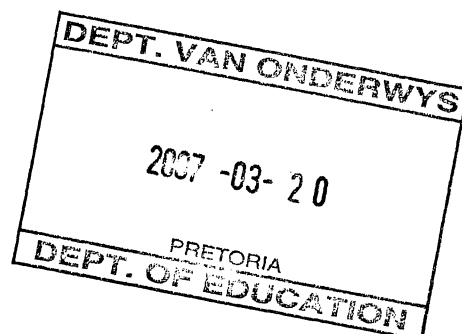
I	VLAK 3	B+
A	VLAK 1	39

Die matriks

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

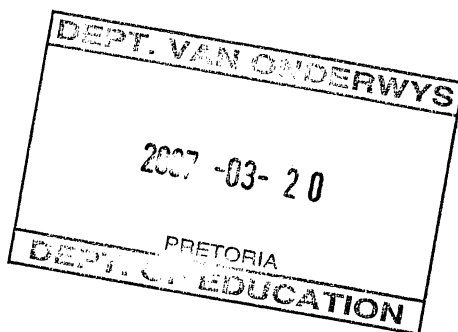


AANBIEDING	VLAK 1 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel.	VLAK 2 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel.	VLAK 3 Poog om te analiseer en historiese verklarings toe te pas. Goed beplande en gestruktureerde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



AFDELING A: OPSTELVRAE

- NASIENERS MOET DAAROP LET DAT DIE INHOUD VAN DIE ANTWOORD GELEI SAL WORD DEUR DIE HANDBOEKE WAT BY 'n SPESIFIEKE SENTRUM IN GEBRUIK IS
- KANDIDATE MAG ENIGE ANDER TOEPASLIKE INLEIDING OF SAMEVATTING Hê AS DIT WAT INGESLUIT IS BY 'n RIGLYN VIR NASIEN VAN 'n SPESIFIEKE OPSTEL
- IN DIE ASSESSERING VAN BRONGEBASEERDE VRAE MOET KREDIET AAN KANDIDATE GEGEE WORD VIR ENIGE RELEVANTE ANTWOORD



AFDELING A: OPSTELVRAE**VRAAG 1A: DIE PERIODE 1924 TOT 1948**

Bespreek Generaal JBM Hertzog se strewe na soewereine onafhanklikheid vir Suid-Afrika tussen 1926 en 1934.

SINOPSIS

Die antwoord moet aandui die stappe wat geneem is deur Hertzog in sy strewe vir konstitusionele onafhanklikheid tussen 1926 en 1934.

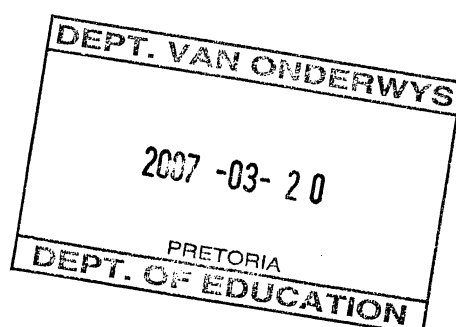
LW: Die hoofaspekte ('bullets') moet gebruik word om aan die vraag se vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskrif van 'feite' is onvoldoende.

HOOFASPEKTE

Inleiding: Kandidate moet Hertzog se begeerte vir soewereine onafhanklikheid aandui.

UITBREIDING

- Die posisie van die dominiums na Hertzog aan bewind gekom het (wetlik was hulle ondergeskik aan Brittanje)
- Die Rykskonferensie van 1926 (Hertzog wou duidelikheid oor die status van SA en die dominiums verkry)
- Die Balfourverklaring van 1926 (die status van SA en ander dominiums gedefinieer)
- Die Departement van Buitelandse Sake (Die stigting van die Departement het SA se onafhanklikheid gedemonstreer)
- Die Statuut van Westminster, 1931 (Was 'n Britse wet wat die beginsels van die Balfourverklaring vervat het)
- Die Status en Seëlwette, 1934 (Dit het SA se onafhanklikheid beskerm deur die Statuut van Westminster in Suid-Afrikaanse wet te vervat)
- Samevatting: Kandidate moet hul argument saamvat deur aan te toon dat Hertzog was 'n integrale deel in die verkryging van soewereine onafhanklikheid teen 1934.

[50]

VRAAG 1B: DIE PERIODE 1924 TOT 1948

Beskryf die tien jaar in Suid-Afrikaanse politiek, vanaf 1929 tot 1939, as 'n periode van koalisie, samesmelting en skeuring.

SINOPSIS

Kandidate moet die die verskeie faktore beskryf wat koalisie, samesmelting en skeuring in Suid-Afrika tussen 1929 en 1939 laat plaasvind het.

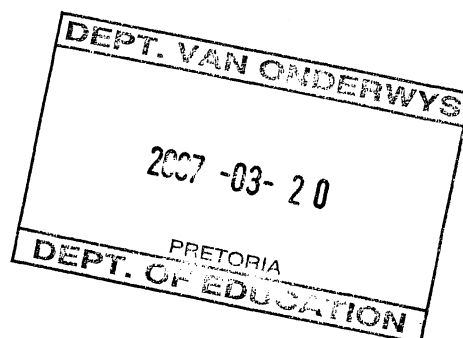
LW: Die hoofaspekte ('bullets') moet gebruik word om aan die vraag se vereisteste voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.

HOOFASPEKTE

- Inleiding: Kandidate moet die omstandighede aandui wat tot wat koalisie, samesmelting en skeuring in Suid-Afrika tussen 1929 en 1939 gelei het.

UITBREIDING

- Faktore wat die koalisie in 1929 gelei het
- Redes vir en die gevolge van samesmelting (vorming van splintergroepe)
- Politieke hergroepering (koppel met persoonlikheidsverskille; Afrikaner vs Engelse)
- Die gevolge van die uitbreek van die Tweede Wêreldoorlog (neutraliteit vs deelname)
- Die skeuring van die Verenigde Party in 1939
- Samevatting: Kandidate moet hulle argumente saamvat deur aan te dui hoe verskeie faktore in die tien jaar tussen 1929 en 1939 gelei het tot die koalisie, samesmelting en skeuring in Suid-Afrikaanse politiek. **[50]**



VRAAG 2A: DIE PERIODE 1948 TOT 1976

Beskryf die bydrae wat deur die eerste ministers van die Nasionale Party tussen 1948 tot 1961 gemaak is, in die stigting van die Republiek van Suid-Afrika.

SINOPSIS

Kandidate moet aantoon die bydrae wat deur die Nasionale Party eerste ministers gemaak is tussen 1948 tot 1961 wat gelei het stigting van die Republiek van Suid-Afrika.

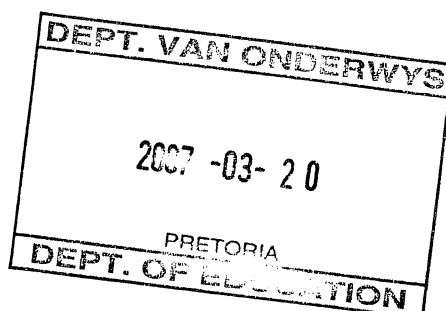
NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag en vereistes te voldoen en om 'n relevante gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.

HOOFASPEKTE

- Inleiding: Kandidate moet die redes vir die stigting van die Republiek van Suid-Afrika inlei

UITBREIDING

- Ontwikkelings onder D F Malan, (1948 –1953) (fokus op die breek van bande met Brittanje deur klein grondwetlike veranderinge)
- Ontwikkelings onder J G Strijdom, (1953 –1958) (beklemtoon die simboliese veranderinge bv. vlag, stem, amptelike terme gebruik, ens.)
- Ontwikkelings onder H F Verwoerd, (1958 –1961)(besluit om 'n republiek te skep en die onttrekking uit die Britse Statebond)
- Samevatting: Kandidate moet hulle argumente saam vat deur aan te dui hoe die bydrae van die Nasionale Party eerste ministers daarin geslaag het om Suid-Afrika 'n republiek te maak.

[50]

VRAAG 2B: DIE PERIODE 1948 TOT 1976

Verduidelik hoe die weerstand teen die apartheidsregering versterk het sedert die tyd van die Sharpeville slagting in 1960 tot die Soweto opstand in 1976.

SINOPSIS

Kandidate moet die verskeie redes vir die intensifikasie van weerstand tussen 1960 en die 1976 Soweto opstand, aandui.

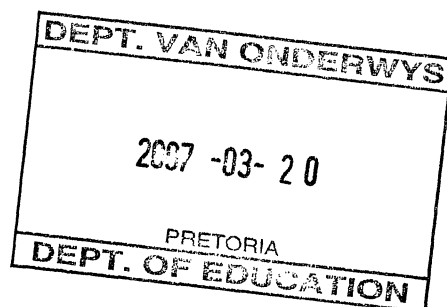
*LW: Die hoofaspekte ('bullets') moet gebruik word om aan die vraag se vereisteste voldoen en om 'n relevante gedagterigting te ontwikkel. **Die blote neerskrif van 'feite' is onvoldoende.***

HOOFASPEKTE

Inleiding - Fokus op die die redes vir weerstand.

UITBREIDNG

- Die ANC se weerstandstaktiek voor 1958 en die stigting van die PAC (agtergrond)
 - Sharpeville (1960) en die gevolge/nasleep
 - Verbanning van weerstandsbewegings en aanhoudings
 - Die stigting van *Umkhonto we Sizwe* en POQO
 - Bombardering van staatsgeboue en installasies
 - Liliesleaf Farm en die Rivonia Verhoor
 - The African Resistance Movement (ARM), die Swartbewussynsbeweging (Black Consciousness Movement (BCM), die South African Students' Organisation (SASO), ens.
 - Soweto, 1976
- Samevatting: Kandidate moet die argument saamvat en aandui hoe die weerstand tussen 1960 en 1976 in intensiteit toegeneem het.

[50]

VRAAG 3A: DIE PERIODE 1976 TOT 1994

Bespreek die rol wat die swart vakbondbewegings in die weerstand teen die Suid-Afrikaanse regering in die 1980's gespeel het .

SINOPSIS

Kandidate moet fokus op die belangrikheid van die ontwikkeling van die vakbonde vir die weerstand teen apartheid in die 1980's.

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

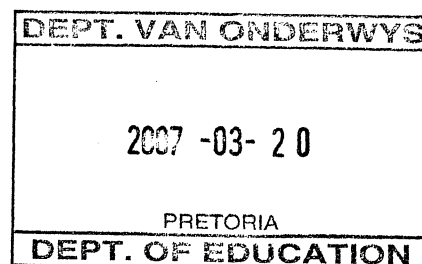
HOOFASPEKTE

Inleiding: Kandidate moet die rol van swart vakbonde in die vryheidstryd in Suid-Afrika in die 1980's, aantoon.

UITBREIDING

Vir elk van die volgende aspekte moet die bydrae van die vakbonde beklemtoon word:

- Opkoms van werkervakbondwese na die Wiehan Kommissie
 - Redes vir die stigting van die Federation of South African Trade Unions (FOSATU)
 - Council of Unions of South Africa (CUSA)
 - Nie-affilieerde unies, bv. South African Allied Workers Union (SAAWU)
 - General Workers Union (GWA) en die National Union of Mineworkers(NUM)
 - Congress of South African Trade Unions (COSATU)
- Samevatting: Kandidate moet hulle argumente op 'n logiese wyse saamvat. Hulle moet aandui hoe belangrik hulle dink die rol van swart vakbonde was om Suid-Afrika te bevry.

[50]

VRAAG 3B: DIE PERIODE 1976 TOT 1994

Verduidelik die verloop van onderhandelinge tussen 1990 en 1994 wat die ontstaan van 'n nuwe demokratiese Suid-Afrika moontlik gemaak het.

SINOPSIS

Kandidate moet verduidelik hoe die proses van onderhandelinge onder verskillende politieke partye uiteindelik gelei het tot die stigting van 'n demokratiese Suid-Afrika in 1994.

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

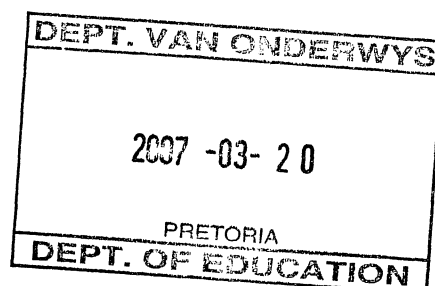
HOOFASPEKTE

Inleiding: Dit moet fokus op die redes vir onderhandelinge onder die verskeie politieke partye tussen 1990 en 1994.

UITBREIDING

- Die besluit ten gunste van onderhandelinge (waarom onderhandelinge) – kort oorsig
- Die ontbanning van politieke organisasies
- Die vrylating van Nelson Mandela en ander politieke gevangenes.
- Die rol van verskillende gebeurtenisse en ontwikkelinge, bv. Grootte Schuur Minuut, die Pretoria Minuut, CODESA I & II, die ontstaan van COSAG, geweld in Boipatong, Natal en elders, regse aktiwiteite, die rol van APLA, ens.
- Versterking van onderhandelinge, kompromieë en toewyding
- Die eerste demokratiese verkiesing van April 1994 (vlag en nasionale volkslied simboliseer trou aan die nuwe demokrasie) en die begin van 'n nuwe nasie.

Samevatting: Kandidate moet hulle argumente saamvat deur aan te toon hoe die onderhandelingsproses die nuwe orde in Suid-Afrika moontlik gemaak het. **[50]**



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

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

VLAKE VAN BRONGEBASEERDE VRAAGSTELLING

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

DEPT. VAN ONDERWYS

2007 -03- 20

PRETORIA

DEPT. OF EDUCATION

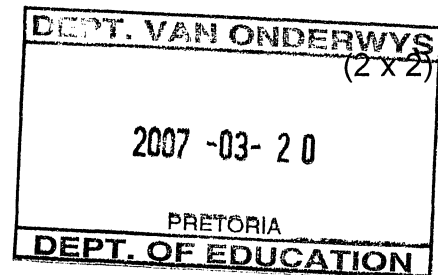
VRAAG 4: DIE PERIODE 1924 TOT 1948**4.1 WATTER IMPAK HET DIE TWEDE WêRELDOORLOG OP SWART SUID-AFRIKANERS GEHAD?**4.1.1 a) *[Uittreksel van bewyse uit Bron 4A – VL1]*

- Sou terugkeer na 'n nuwe Suid-Afrika
- Sou goed beloon word (2 x 1)

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

Nee, hulle het geeneen van Smuts se beloftes ontvang nie

- Hulle het geen materiaal, opvoedkundige of pensioenvoordele ontvang nie
- Inteendeel, hulle was slegter daaraan toe

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

- Kakiepak
- 'n kombes
- Menigte sertifikate
- Medaljes
- Vyf pond (enige 4 x 1)

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

- Smuts se beloftes het nooit gematerialiseer nie
- Wit soldate het meer voordele ontvang as swart soldate (2 x 2)

(ii) *[Interprestasie van bewyse uit Bron 4A – V2]*

- Hy het by die ANC aangesluit
- Het teen die regering geveg vir sy menseregte (2 x 2)

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

- Dit is moeilik om te glo want die Afrikane se belange het nie deel uitgemaak van die doelwitte van die oorlog nie
- Afrikane het nie geglo wat aan hulle vertel was oor die oorsake van die oorlog nie (2 x 2)

f) *[Uittreksel van bewyse uit Bron 4A – V1]*

- Afrikane wou graag sien dat almal in die wêreld gelyke regte moet geniet
- Afrikane het die onafhanklikheid van ander gerespekteer (2 x 1)

g) *[Interprestasie van bewyse uit Bron 4A – V1]*

- Beide die Engelse en die Duitsers het verskeie Afrika lande gekoloniseer
- Daar was geen verskil in die metodes wat deur die koloniserende magte gebruik was nie: hulle het dieselfde metodes in die kolonisasie proses gebruik. (2 x 3)

h) *[Vergelyking van bewyse uit Bron 4A – V3]*

Beide Mokgatle (perspektief 4) en Kotane (perspektief 3) het

die volgende soortgelyke sienings (omtrent die Jode en swart Suid-Afrikaners):

- Ontneem van vryheid van beweging (het passe gedra)
- Was onderdruk
- Van opvoeding ontsê
- Ontneem van gelyke werksgeleenthede
- Het nie deelname aan die Tweede Wêreldoorlog ondersteun nie (enige 2 x 2)

4.1.2 [Vergelyking van bewyse uit Bronne 4A en 4B-V4]

- Bron 4B wys swart soldate wat assegaaië dra
- Bron 4A (Graham Morodi) beweer dat hulle slegs toegelaat is om vuurwapens te hanteer, maar nie om daarmee te skiet nie; hulle het assegaaië gedra. (2 x 2)

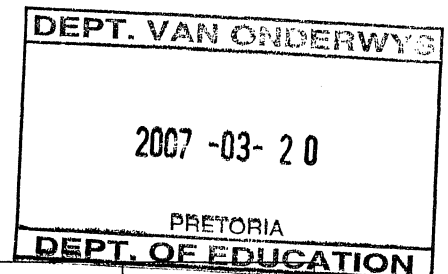
4.1.3 [Evaluering en sintese van inligting uit al die bronne – V4]

Die paragraaf moet gebaseer wees op bewyse uit die bronne en moet fokus op die volgende aspekte wat swart Suid-Afrikaners van segregasie in die weermag bewus gemaak het:

- Teruggekeerde swart en wit soldate was verskillend behandel (betaling, voordele, pensioene, ens.)
- Smuts het nie by sy beloftes gehou nie
- Baie teruggekeerde soldate het die idee van vryheid en demokrasie verstaan
- Teruggekeerde swart soldate het polities bewus geword
- Het besef hulle moet vir hul vryheid veg
- Afrika Nasionalisme het gegroei
- Enige ander relevante punt.

Gebruik die volgende om 'n punt toe te ken:

VLAK 1	<ul style="list-style-type: none"> • Kan nie bewyse onttrek nie • of onttrek bewyse uit bronne op 'n baie elementêre wyse. • Gebruik bewyse in 'n mate om oor die onderwerp verslag te doen • of kan nie oor onderwerp skryf nie. 	0 – 4 punte
VLAK 2	<ul style="list-style-type: none"> • Onttrek bewyse uit bronne wat meestal relevant is • Bewyse wat onttrek is hou in 'n groot mate verband hou met die onderwerp • Gebruik bewyse uit bronne op 'n baie basiese wyse. 	5 – 8 punte
VLAK 3	<ul style="list-style-type: none"> • Onttrek relevante bewyse uit bronne • Bewyse wat onttrek is hou baie goed met die onderwerp • Gebruik bewyse uit bronne baie effektief in 'n georganiseerde paragraaf • Paragraaf toon 'n begrip van die onderwerp. 	9 – 12 punte



(12)
[50]

VRAAG 5: DIE TYDPERK 1948 TOT 1976**5.1 WATTER EFFEK HET DIE PASWETTE OP SUID-AFRIKAANSE VROUE IN DIE 1950' GEHAD?**5.1.1 a) *[Onttrek bewyse uit Bron 5A – V1]*

Die vroue het gewete dat paswette beteken:

- Gevangenisstraf
 - Gebroke huise
 - Leiding en ellende
 - Hongerte en werkloosheid
 - Passe was 'n belediging
 - Dit ondermyn hul integriteit
- (enige 3 x 1)

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

- Beperk swart vroue tot een area
 - Beheer die beweging van swart vroue
 - Verseker goedkoop arbeid aan wit besighede
- (enige 1 x 2)

c) *[Evaluering van Bron 5A – V2]*

- Om vir 'n verwysingsboek te betaal, was om slawerny te ondersteun (swartmense het die verwysingsboek as 'n vorm van slawerny beskou)
 - 'n Verwysingsboek het geen vryheid toegeken nie
 - Swartmense het gevange gevoel; hulle was beheer en hul persoonlike waardigheid is aangeraak
 - Enige ander relevante antwoord
- (enige 3 x 2)

d) *[Interpretasie van Bron 5A – V2]*

Kandidate moet verduidelik:

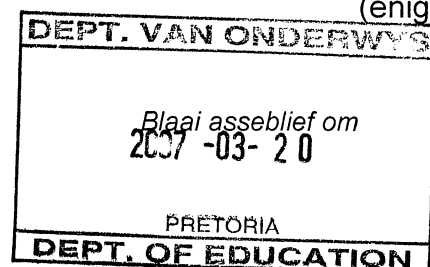
- Die vroue het aktief betrokke geraak en verenig teen apartheidswette
 - Hulle het met een stem (single voice) geprotesteer
 - Hulle sou alle areas organiseer om te afskaffing van die paswette te verkry
 - Hulle sal veg teen die wrede aanval op hul vryheid
- (2 x 2)

5.1.2 a) *[Onttrek bewyse uit Bron 5B – V1]*

- Die vroue het gevoel dat hulle aksie moes neem
 - Hulle was bekommerd oor die impak wat paswette op mense se gesinslewe sou hê
- (2 x 1)

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

- As hulle in groter groepe beweeg het sou dit as 'n vergadering en 'n optog beskou word – en die was onwettig
 - Die polisie sou straffende aksie neem
- (enige 1 x 2)



c) [Onttrek bewyse uit Bron 5B – V1]

- '20 000 arms het opgegaan'
- 'wagtend op ons, styf teenmekaar'
- '...teruggekeer na die duisende vroue,wagtend...'
- 'die enigste stuk grond sigbaar die grys terras wat na die trappe lei' (enige 2 x 1)

d) [Interpretasie van bewyse uit Bron 5B – V3]

- Uit respek en waardigheid
- Sy was emosioneel / onseker
- Enige ander relevante antwoord (enige 1 x 2)

e) [Vergelyking en interpretasie van bewyse – V3]

- Entoesiasies
- Militant
- Gevoelens van verwagting
- Vol van gees / durf
- Woede
- Enige ander relevante antwoord (enige 2 x 2)

f) [Interpretasie van bewyse uit Bron 5B – V2]

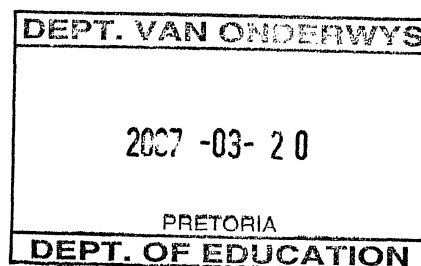
- Dit wys die vroue se woede en ongelukkigheid
- Dit reflekteer die vroue se vasbeslotenheid om vir vryheid te veg
- Dit wys die vroue se krag (enige 1 x 2)

5.1.3 a) [Onttrek bewyse uit Bron 5C – V1]

- Sy was tevrede met die protesoptog
- Sy was gelukkig dat die vroue hul krag en vasbeslotenheid gewys het om die rasistiese wette te beveg (enige 1 x 1)

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

- Die regering het nie geglo dat swartvroue in staat is om die optog te organiseer nie
- Die regering het gevoel dat vroue was ondergeskik en het min kennis van politiek (enige 1 x 2)



c) *[Interpretasie van bewyse uit Bron 5C – V2]***Die stelling is akkuraat**

- Vroue van ander rasse het swart vroue in die optog vergesel
- Die vroue het dieselfde begeertes en behoeftes, ongeag hul ras
- Daar was 'n gevoel van vriendskap en simpatie onder alle vroue
- Enige ander relevante antwoord

(enige 2 x 2)

d) *[Interpretasie van bewyse uit Bron 5C – V3]*

Kandidate moet in hul antwoorde na beide Strijdom en Luthuli verwys:

- JG Strijdom het die protes van swartvroue as skandalig beskou
- Hy het nie geglo dat hulle op eie inisiatief opgetree het nie
- Albert Luthuli het die rol van die vroue besef en respekteer
- Luthuli het geglo dat die betrokkenheid van vroue in die stryd het 'n groot hupstoot vir die bevryding van alle Suid-Afrikaners verskaf
- Vroue van van alle rasse het minder aarseling getoon om saam te werk as die mans

(2 x 2)

e) *[Analise en interpretasie van bewyse uit Bron 5C – V3]*

Kan regverdig word

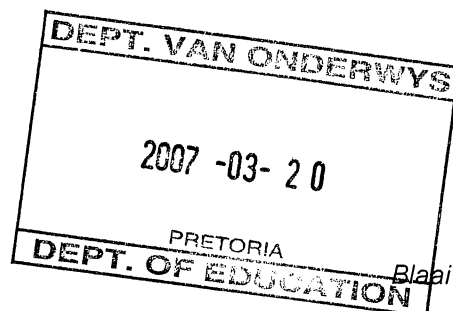
- Die vroue het 'n groot impak gemaak
- Die vroue het minder as die mans getwyfel om 'n gemeenskaplike rede ten opsigte van belangrike geskiltipunte te verkry
- Die vroue het sterkte en vasberadenheid getoon
- Die vroue het die vryheidstryd ondersteun
- Enige ander relevante antwoord

(enige 1 x 2)

5.1.4 *[Evaluering en sintese van inligting van al die bronne – V4]*

Die paragraaf moet gebaseer word op bewyse uit die bronne en die kandidate se eie kennis en moet op die volgende aspekte fokus:

- Die rol en betekenis van FEDSAW om vroue in die stryd teen paswette te verenig
- Die belangrikheid van die tekening van petisies teen die paswette
- Die eenheid en solidariteit wat vroue getoon het in hul opmars na die Uniegeboue in 1956
- Die belangrikheid van die 1956 optog vir vroueregte en broederskap
- Die impak van die optog op die breër stryd vir vryheid en demokrasie
- Enige ander relevante punt



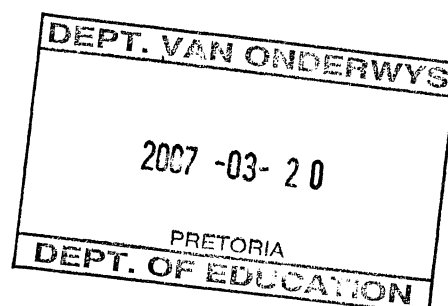
Blaaie asseblief om

Gebruik die volgende om 'n punt toe te ken:

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

(8)

[50]



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

- Wit agente
- Oorsese samesweerders van lande soos die VK, Belgia en Kanada

(2 x 1)

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

- Swart Suid-Afrikaners op grondvlak was nie instaat om sabotasie veldtogte te organiseer nie
- Hulle het die hulp van wit Suid-Afrikaners nodig gehad om sabotasie veldtogte te loods

(2 x 1)

c) *[Bepaal die akkuraatheid van bewyse uit Bron 6A – V3]***Nie akkuraat**

- Die SAW het blindweg verskeie aanvalle op naburige lande geloods
- Die SAW het intense mag gebruik om die politieke, ekonomiese en sosiale struktuur van naburige lande te destabiliseer

Akkuraat

- Die regering het pogings aangewend om met naburige lande te onderhandel om nouer ekonomiese en politieke bande aan te knoop
- Die regering het aanvalle geloods op 'terroriste' teikens in naburige lande in 'n poging om sy grense van aanvalle van buite te beskerm en om die infiltrering van 'vyande' te verhoed

(2 x 2)

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

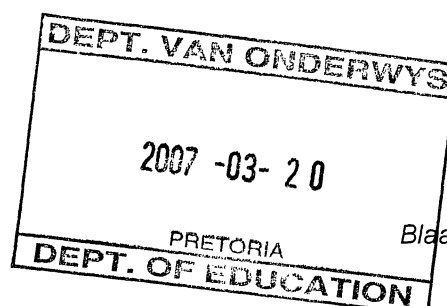
- Suid-Afrika was aangeval deur sogenaamde 'terroriste'
- In die lig van die militêre invalle het hulle dit nodig geag om Suid-Afrika se grense en sy mense te beskerm

(2 x 2)

6.1.2 a) *[Intepretasie en evaluering van bewyse uit Bron 6B – V2]*

- Dit was in die nabyheid (maklike toegang) om teenaanvalle teen Suid-Afrika te loods
- Dit het 'n veilige plek vir ANC soldate (cadres) gebied om hul besigtiging en verkenningswerk te doen ter voorbereiding van hul militêre aanvalle op Suid-Afrika
- Strategies geleë om bruikbare en kritieke inligting te verkry vanaf die ANC hoofkwartiere in Lusaka en selle (cells) binne Suid-Afrika

(enige 2 x 2)



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

- Die Suid-Afrikaanse weermag was strateë en het guerilla taktieke in hul aanvalle gebruik
- Die Suid-Afrikaanse weermag het Russies vervaardigde voertuie gebruik om te verseker dat niemand hulle verdink nie (soos die SA regering het die Kommuniste en Russe gehaat het)
- Deur Russies vervaardigde voertuie te gebruik het die SAW hulself vermom (kamoefleer) en sodoende 'n verrassingsaanval op die ANC soldate in Matola geloods

(enige 1 x 2)

6.1.3 a) *[Ekstrapolering van bewyse uit Bron 6C – V2]*

- Hulle was geskok en verslae
- Hulle het beide in stilte gehuil weens die lewensverlies

(2 x 2)

b) *[Interpretasie van bewyse uit Bron 6C – V1]*

- Hy was baie kwaad
- Hy het gevoel dat die metodes wat die SAW gebruik het, wreed was
- Hy gee 'n duidelike beskrywing van die vernietiging wat plaasgevind het
- Hy verwys na die soldate as 'bloeddorstig'

(enige 2 x 1)

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

- Die ANC het sy lede (cadres/soldate) waardeur wat vir vryheid en demokrasie geveg het
- Die organisasie het sy lede van "rank and file" gerespekteer
- Die leierskap het hul solidariteit en ondersteuning in tye van nood bewys (veral in gevalle waar soldate gedood is)

(enige 2 x 2)

d) *[Interpretasie van bewyse uit Bronne 6B en 6C – V3]*

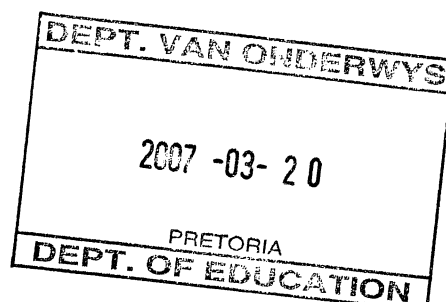
- Bron 6C gee 'n geskrewe verslag van die omvang van die skade wat deur die aanval veroorsaak is (gatte in die gebou en die mure het inmeekaargeval) terwyl,
- Bron 6B (foto) wys die visuele impak en die omvang van die verwoesting wat deur die aanval op Matola veroorsaak is

(2 x 2)

6.1.4 a) *[Interpretasie van bewyse in bron 6D – V2]*

- Botha het gevoel dat ANC soldate was 'terroriste' omdat hulle aanvalle op Suid-Afrikaanse burgers en regeringsgeboue geloods het
- Die ANC kaders het Botha se regering gedestabiliseer
- Het ekonomiese, sosiale en politieke onsekerheid binne en buite die land veroorsaak

(enige 2 x 2)



b) [Ekstrapolering en sintese van inligting – V3]

Leerders mag enige van die volgende antwoorde verkies**Botha was akkuraat omdat:**

- Hy was in gereelde kontak met die 'wettige' swart leiers (tuisland) en hulle het die gebrek aan ondersteuning/ afkeer in die Sowjet Unie, Marxisme en die ANC aangedui (die leiers was 'marionette' van die apartheidsregering)
- Hulle het Botha se beleid ondersteun
- Enige ander relevante antwoord

Botha was onakkuraat omdat:

- Hy kon nie praat namens swart Suid-Afrikaners nie
- Was anti-Kommunisties in sy uitkyk
- Het die stellings gemaak om sy regering se aksies te regverdig (enige 2 x 2)

6.1.5 [Evaluering en sintese van inligting uit al die bronne – V4]

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

- Die SAW het weerwraak geneem met oor die grens aanvalle om ANC/PAC vestings te vernietig
- Aanvalle op ander onafhanklike Afrika lande
- Aktiwiste was gedood en cells vernietig
- Effekte/ impak van hierdie doding/doodslag op weerstandsorganisasies en op die SA regering
- Skending van die integriteit van onafhanklike state
- Enige ander relevante punt

Gebruik die volgende om 'n punt toe te ken:

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

(10)

[50]

TOTAAL: 150

