

Global assessment of essays

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

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

Assessment procedures of an essay

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

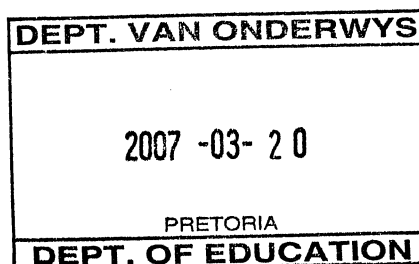
- introduction, main aspects and conclusion not properly contextualised



- wrong statement



- irrelevant statement



- repetition
- analysis
- interpretation

R
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.

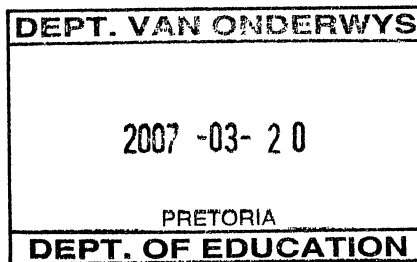
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|---|---------|--|
| C | LEVEL 3 | |
| P | LEVEL 1 | |

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 | | | A: 120 – 150 B: 105 – 119 C: 90 – 104 D: 75 – 89 E: 60 – 74 F: 50 – 59 FF: 45 – 49 G: 38 – 44 GG: 30 – 37 H: 0 – 29 | |
| LEVEL 2 Question has been answered. Content selection relevant. | A 43 – 46 | A- 40 – 42 | B+ 38 – 39 | | | | |
| LEVEL 3 Question answered to a great extent. Content adequately covered and relevant. | B+ 38 – 39 | B 36 – 37 | B- 35 | C+ 33 – 34 | | | |
| LEVEL 4 Question posed is recognisable in answer. Slightly incomplete and mostly relevant. | | | C+ 33 – 34 | C 31 – 32 | D+ 28 – 29 | | |
| LEVEL 5 Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance). | | | | C- 30 | D 26 – 27 | E+ 23 – 24 | |
| LEVEL 6 Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance). | | | | | D- 25 | E 21 – 22 | E- 20 |
| LEVEL 7 Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant | | | | | | E- 20 | F 13 – 19 G 07 – 12 H 00 – 06 |

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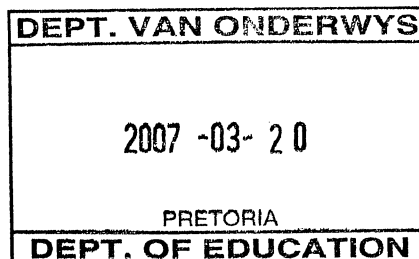
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SECTION A: ESSAY QUESTIONS

- **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 1A

Explain why the European colonial powers were forced to grant independence to the African colonies sooner than expected.

[50]**SYNOPSIS**

Candidates should be able to explain why the European colonial powers were forced to grant independence to the African colonies. They need to develop the identified factors in order to support their discussion.

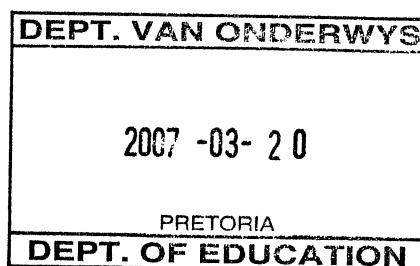
NB: The main aspects (bullets) must be used to address the requirements of the question and to develop the given line of argument. **A mere stating of 'facts' is inadequate.**

MAIN ASPECTS

- Introduction – Candidates may define/ describe decolonisation and/or make mention of the factors leading to decolonisation.
Any other relevant introduction

ELABORATION

- Weakening of Colonial Powers after the Second World War
- New Superpowers – USA and USSR – hostile to European colonialism
- Increased pressure for decolonisation in the United Nations (newly independent Asian countries; International Declaration of Human Rights)
- Rise of African Nationalism as a result of wartime experiences; rapid post-war urbanization; spread of education; increased awareness and demand for freedom and democracy
- Conclusion – Candidates conclude essay by highlighting that a variety of factors played a role in the decolonisation of Africa.
Any other relevant conclusion



QUESTION 1B

Discuss how the challenges of post-independent African states brought turmoil and instability to the continent of Africa.

[50]**SYNOPSIS**

Candidates should discuss all three challenges i.e. political, economic and social which newly independent African states experienced and explain how these challenges brought turmoil and instability to the continent of Africa.

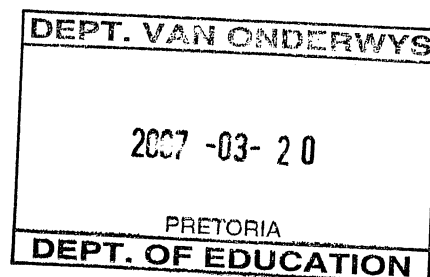
*NB: The main aspects (bullets) must be used to address the requirements of the question and the given line of argument. **A mere stating of 'facts' is inadequate.***

MAIN ASPECTS

- Introduction: Candidates need to indicate how the challenges will be discussed throughout the essay.

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; rural neglect; or any other relevant challenges.] to support their argument)
- Conclusion: Candidates need to draw the line of argument together by presenting a concluding remark on the political, economic and social challenges.



QUESTION 2A

Describe the economic policies followed by Lenin between 1917 and 1924.

[50]**SYNOPSIS**

Candidates, in answering this question, must discuss the features of War Communism and the New Economic Policy. The effects of each of the policies on the economy of the Soviet state must be indicated.

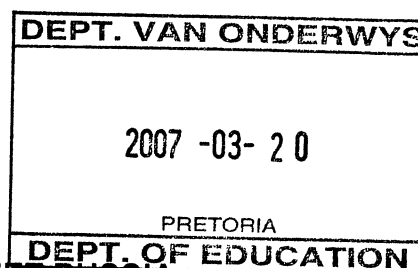
NB: The main aspects (bullets) must be used to address the requirements of the question and to develop the given line of argument. **A mere stating of 'facts' is inadequate.**

MAIN ASPECTS

- Introduction - Candidates could comment on the features of War Communism and the NEP and how the economy was effected by these policies.
Any other relevant introduction.

ELABORATION

- War Communism
Features and effects:
(e.g. state ownership of land, farmers to produce more food for distribution, Cheka enforced policy, industries nationalised, no private trade, labour redeployed to where it was needed.
negative results, production decreased, famine, widespread unrest, resistance by farmers, blamed government, mutiny at Kronstadt naval base)
- The New Economic Policy
Features and effects:
(e.g. requisitioning of food abolished, peasants grain tax to state – could sell surplus on open market, land could be rented and peasants employed, industries with less than 20 workers privatised, larger industries remained state control, forced labour abolished, State Bank created improved economy, farmers produced more, emergence of kulaks, increase in industrial output, trade agreements with foreign countries, emergence of nepmen)
- Conclusion – Candidates must draw the lines of their discussion together and again refer to War Communism and the NEP and the effects each had on the economy of Soviet Russia. (Any relevant conclusion)



QUESTION 2B: THE RISE OF SOVIET RUSSIA

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With reference to the Five Year Plans explain how Stalin transformed Soviet Russia into an economically self-supporting country.

[50]

SYNOPSIS

Candidates must indicate how Stalin transformed Soviet Russia and continuously refer to the extent of his success. They have to determine if Stalin was successful in creating an independent and efficient economy and refer to the deficiencies if any.

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

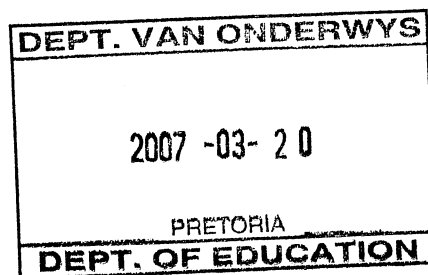
MAIN ASPECTS

- Introduction: Candidates need to indicate how they will answer the question. They also need to indicate that before the introduction of the Five Year Plans Russia was not economically self-sufficient.

ELABORATION

Use aims and measures to determine the successes of the following:

- First Five Year Plan
- Second Five Year Plan
- Third Five Year Plan
- Conclusion: Draw the argument together by concluding that Stalin succeeded partially (because there were deficiencies) to transform Russia into an independent and efficient economy from 1928 to 1939.



QUESTION 3A

Discuss the Wall Street Crash and its consequences in the United States of America. [50]

SYNOPSIS

Candidates must explain the factors that contributed to the Wall Street crash thereafter explain the consequences it had on the USA.

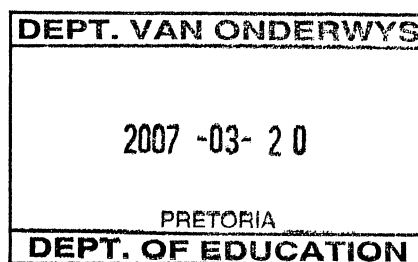
*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop the given line of argument. **A mere stating of 'facts' is inadequate.***

MAIN ASPECTS

- Introduction – The candidate could present an introductory discussion of the causes of the Wall Street Crash and the consequences it had in the United States of America.
(any other relevant introduction)

ELABORATION

- Causes (*The majority should be discussed*)
(eg: isolationism; overproduction in agriculture as consequence of post-WWI; loss of European markets; laissez-faire policy; Ineffectual labour legislation; lack of welfare programmes protecting the poor and the infirm (disabled and elderly); buying on credit/ no personal saving; over-speculation; mass selling of shares)
- Consequences (relevant examples of the following)
(eg: political; social; economic)
- Conclusion - The conclusion must refer to the causes and consequences of the Wall Street crash.
(any other relevant conclusion)



QUESTION 3B

Explain how the alphabet agencies of President Roosevelt's New Deal Policy contributed to the economic recovery of the United States of America.

[50]**SYNOPSIS**

Candidates are expected to describe how the measures introduced by the New Deal (alphabet agencies) contributed to the economic recovery of the United States of America.

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

MAIN ASPECTS

- Introduction - The candidate could present introductory statements on how the various measures of the Roosevelt's New Deal contributed to the economic recovery. (any other relevant introduction)

ELABORATION

- Confidence in the Banks
(e.g. Banks closed and investigated; only sound Banks re-opened; Emergency Banking Act: control over Banks)
- Relief to the unemployed
(eg: mass creation of employment opportunities; government took on role of employer; CCC, PWA, CWA, WPA etc; soup kitchens; Social Security Act: provision for welfare system)
- Improved conditions for farmers
(e.g. Farm Credit Act: helped farmers to refinance mortgages; overproduction major problem; forced prices down; AAA: production and pricing strategy in agriculture)
- Conclusion – The candidate must make concluding statements on how the measures introduced by the New Deal addressed the different sections in the question.
(any other relevant conclusion)

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SECTION B:

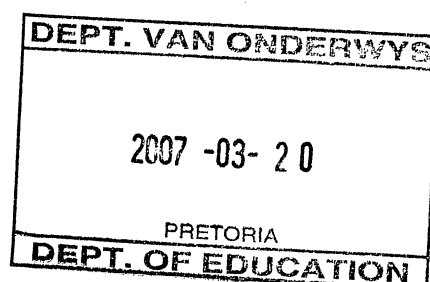
SOURCE-BASED QUESTIONS

MARKING SOURCE-BASED QUESTIONS

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

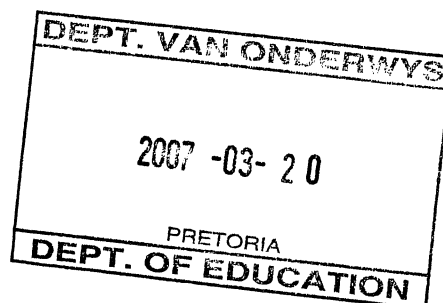
LEVELS OF SOURCE-BASED QUESTIONS

| | |
|----------------------|--|
| 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: AFRICA IN THE TWENTIETH CENTURY**4.1 WHY WAS IT IMPORTANT FOR THE ORGANISATION OF AFRICAN UNITY (OAU) TO BE FORMED?**

- 4.1.1 a) *[Extraction of evidence – L1]*
- Africa not only free but united (1x1)
- b) *[Extraction of evidence – L1]*
- Race, religion, culture and tradition (any2x1)
- 4.1.2 *[Interpretation of evidence – L2]*
- Unity to assist Africa to overcome differences and to achieve a common goal (1x2)
- 4.1.3 *[Interpretation – L2]*
- Africa's freedom not to be sustained because of differences among independent states
 - Any other relevant answer (1x3)
- 4.1.4 *[Interpretation of evidence – L2]*
- Because Pan Africa emphasised the ideals of African unity in an African way.
 - Any other relevant answer (1x2)
- 4.1.5 *[Comparison of sources 4A and 4B to identify similarities – L4]*
- Both Sources (leaders) are certain that African unity is achievable
 - Obstacles can be overcome
 - Africans have common goals (any 2x2)
- 4.1.6 *[Comparison of sources to formulate a response – L4]*
- Positive attitude of the African leaders
 - African leaders have put aside their differences (any 1x2)
- (16)**



4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN UNITY IN ACHIEVING ITS AIMS?4.2.1 (a) *[Interpretation of evidence – L2]*

- Horrors of civil war in Central Africa (1x2)

(b) *[Determine the usefulness of the Source 4C – L4]*

- To understand the impact of the civil wars in Central Africa
- Drawing highlights the situation in Central Africa during the civil wars
- Reflects the experiences of ordinary people including children
- Any other relevant answer (any 2x2)

4.2.2 *[Interpretation of evidence and use of own knowledge – L2]*

- Should ensure that children's rights are protected
- Should ensure that children are not exposed to violence
- Any other relevant response (any 2x2)

4.2.3 *[Comparison of sources 4C and 4D to identify similarities – L4]*

- Both Sources focused on challenges faced by the OAU
- Source 4C – reflects on the OAU's inability to stop the civil wars in Africa
- Source 4D – reflects on the criticism leveled against the OAU (any 2X2)

4.2.4 *[Interpretation of evidence – L2]*

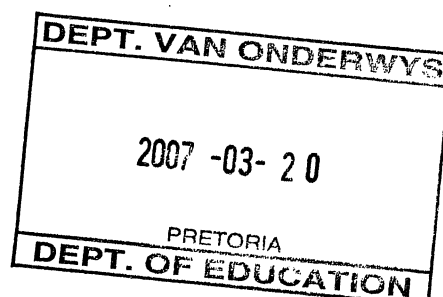
- OAU's inability to deal with challenges faced by the continent of Africa (1x2)

4.2.5 *[Interpretation of evidence – L2]*

- Jealousy among member states
- Lack of unity
- Any other relevant response (any 2x2)

4.2.6 *[Determine the usefulness of the source – L4]*

- To understand how the outside World (West) evaluate the OAU in relation to its aims
- To understand that the OAU was not totally successful
- Any other relevant response (any 2x2)



4.2.7 [Extract selected evidence from all sources, organise the information in a structured paragraph – L4]

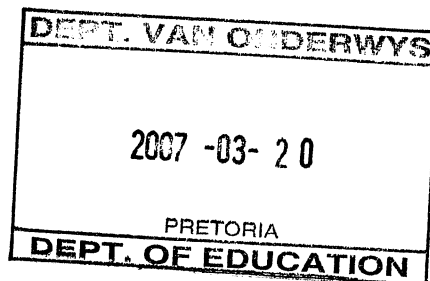
Use the holistic rubric below and the following to allocate a mark.

The paragraph must be based on the evidence from all the sources and needs to focus on

- OAU suffered a number of setbacks
- Sources 4C – challenges faced by the OAU, i.e. civil wars, human rights abuses
- Source 4D – criticism on the OAU’s failure to achieve its aims

| | | |
|---------|--|---------------------|
| 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 report on topic • Uses evidence or own knowledge partially to report on topic | 0 – 3 marks |
| LEVEL 2 | <ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant • Evidence extracted relates to a large extent to the topic • Uses evidence from sources and own knowledge in a very basic manner | 4 – 7 marks |
| LEVEL 3 | <ul style="list-style-type: none"> • Extracts relevant evidence from sources • Evidence extracted relates very well to the topic • Uses evidence from all sources and own knowledge very effectively in an organised paragraph • Paragraph shows an understanding of the topic | 8 – 10 marks |

(10)
(34)
[50]



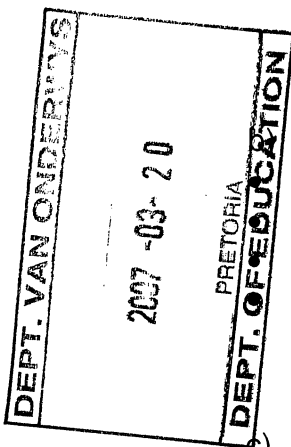
QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR

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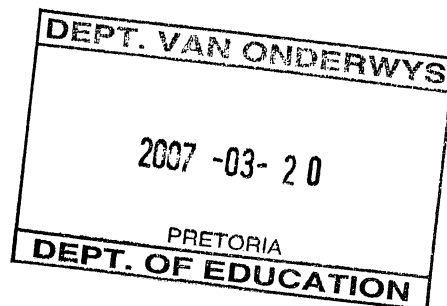
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5.1 WHAT WERE THE ARGUMENTS FOR AND AGAINST THE POLICY OF APPEASEMENT?

- 5.1.1 a) *[Straightforward interpretation – L2]*
- Many British people agreed that the Treaty of Versailles was unfair.
 - Hitler was getting back what rightfully belonged to Germany
- (any 1x2)
- b) *[Straightforward interpretation – L2]*
- The British people hoped that a strong Germany would stop the spread of Communism. The USSR under Stalin was seen as a much greater threat.
- (1x2)
- c) i) *[Interpretation from source – L2]*
- To avoid the impending war
 - The Treaty of Versailles was not fair hence war was impending
 - Hitler could prevent the spread of Communism
 - Chamberlain was a pacifist
- (any 1x2)
- ii) *[Straightforward interpretation – L2]*
- People in Britain still remembered the 1st World War. Chamberlain did not want a repeat and he was determined to keep peace.
- (1x2)
- d) *[Interpretation of evidence from source – L2]*
- Hitler subsequent to this speech deceived Chamberlain by taking over Czechoslovakia. Chamberlain had been betrayed by Hitler.
- (1x3)
- 5.1.2 a) *[Interpretation of evidence from source – L2]*
- It was time to challenge Hitler rather than appease him. If Chamberlain appeased Hitler, it would give Hitler the advantage. Hitler would grow stronger and stronger and when war finally came it would be against a strong Germany
- (1x3)
- [Interpretation of evidence from source – L2]*
- If France capitulates then Britain would be the next victim
 - France was the main opposition force to Germany
 - If France collapses then Europe will collapse
 - Any other relevant response
- (1x3)
- e) *[Interpretation of evidence from source – L2]*
- Chamberlain contributed to the aggression in Europe because he followed the policy of appeasement



- Chamberlain did not have insight – did not foresee what dictators were capable of (1x3)
- 5.1.3 *[Comparison of sources to identify differences– L4]*
- In viewpoint 4 Chamberlain mentions that Hitler would not deceive him.
 - In viewpoint 2 Chamberlain has been betrayed – Hitler was responsible for WWII (2x2)
- 5.1.4 *[Interpretation of evidence from source – L2]*
- War wins nothing, cures nothing, ends nothing
 - 7 million had died through war
 - 13 million maimed or mutilated through war
 - suffering and misery of mothers and fathers (any 2x2)
- 5.1.5 a) *[Interpretation of evidence from source – L2]*
- Appeasement has failed
 - Hitler has betrayed Britain and France
 - Any other relevant response (2x2)
- b) *[Interpretation of evidence from source – L2]*
- Hitler is seen taking over the countries (1x3)
- c) *[Complex interpretation of evidence from source – L4]*
- There was no peace
 - Further annexations took place
 - World War Two broke out (any 2x2)



5.1.6 [Extract selected evidence and own knowledge to construct a paragraph – L4]

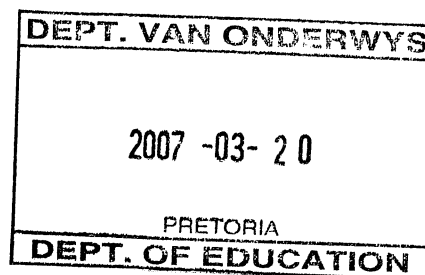
The following information should serve as a guide and used together with the criteria in the holistic rubric to award a mark. Learners must use information from **all the sources and their own knowledge** to be at Level 3.

NOT SUCCESSFUL

- Gave Hitler the advantage – he grew stronger
- Britain and France allowed Hitler to break international agreements
- Chamberlain misjudged Hitler. Chamberlain did not realize that appeasement simply encouraged Hitler to believe he could do anything
- Appeasers missed excellent opportunities to stop Hitler, especially over the re-occupation of the Rhinelands in 1936.
- Appeasement did not stop war coming in 1939

| | | |
|---------|--|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Cannot extract evidence or extracts evidence from sources in a very elementary manner • Uses evidence partially to report on topic or cannot report on topic | 0 – 3 marks |
| LEVEL 2 | <ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant and relates to the topic to a great extent • Uses evidence from sources in a very basic manner • It is organized in a paragraph that shows some understanding of the topic | 4 – 7 marks |
| LEVEL 3 | <ul style="list-style-type: none"> • Extracts relevant evidence from all the sources and own knowledge that relate very well to the topic • Uses evidence from sources very effectively and in its historical context • It is organised in a well structured paragraph that shows an understanding of the topic | 8 – 11 marks |

(11)
[50]



QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR

6.1. WHAT WERE THE REASONS FOR THE BUILDING OF THE BERLIN WALL?

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

- Commit acts of sabotage
 - Recruit spies
 - Provoke riots and demonstrations
- (3x1)

b) *[Interpret source and use own knowledge - L2]*

- Close the entire border between East and West Berlin
 - Build a wall between East and West Berlin
- (any 1x2)

6.1.2 a) *[Extract evidence from source - L1]*

- West Berlin was luxurious by comparison
 - West Berlin was prosperous and bustling by comparison
 - The individual freedoms that were allowed in West Berlin
- (any 2x1)

b) *[Extract evidence from source - L1]*

- They are flown out of West Berlin
- (1x1)

c) i) *[Extract evidence from source - L1]*

- Young
 - Talented
 - Educated
 - professionals
- (any 2x1)

ii) *[Interpretation and own knowledge - L2]*

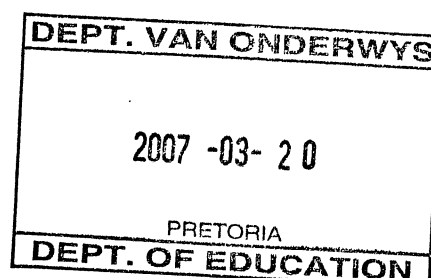
- To escape the poverty
 - Wanted a better life
 - Any other relevant response
- (any 1x2)

d) *[Interpretation and own knowledge - L2]*

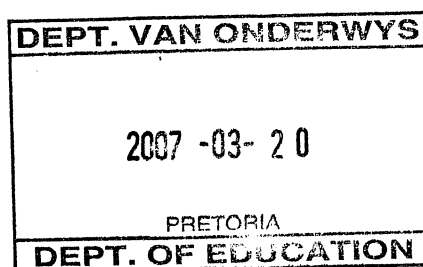
- The USA wanted the people of Berlin to see how much better life in capitalist West Berlin was compared to life in communist East Berlin.
- (1x2)

6.1.3 *[Extract and Interpret Source - L2]*

- Although West Berlin was part of West Germany, it was inside East Germany.
- (1x2)



- 6.1.4 a) *[Interpretation and own knowledge - L2]*
- Because of the building of the Berlin Wall (1x2)
- b) *[Interpretation of source - L2]*
- The building of the Wall in August 1961 drastically reduced the number of defections. (1x2)
- 6.1.5 *[Comparison of sources to identify differences - L4]*
- In Source 6A, the reason for the building of the Wall is to keep Western agents out of East Berlin.
 - In Source 6B, the reason for the building of the Wall is to prevent people from defecting from East Berlin to the West. (2x2)
- 6.1.6 *[Interpretation using two sources – L3]*
- Source 6B claims that the reason for building the wall was because there were too many people defecting to the West
 - Source 6C shows that thousands of East Germans defected every year between 1950 and 1961 (2x2)
- 6.1.7 a) *[Extract and interpret source - L2]*
- She was unhappy/ any other appropriate answer
 - 'What did it matter on a day like this!'
 - 'They've closed the border! They've closed the border!' she repeated hysterically' (any 1x2)
- b) *[Interpret source and use own knowledge - L2]*
- Their chance of defecting to the West to a better life were significantly reduced.
 - Any other appropriate answer (1x2)
- c) *[Interpretation of source - L2]*
- She will no longer have a job because she would not be able to get to work any longer. (1x2)
- 6.1.8 *[Interpretation and extraction from source - L2]*
- In West Berlin, there was an abundance of goods, including luxury items.
 - In East Berlin, there were shortages of basic goods. (2x2)



6.1.9 [Interpretation of sources and own knowledge - L3]

- The USA and West Germany invested large amounts of money in West Berlin while
- The Soviet Union did not invest that much in the East German economy at that stage
- Any other appropriate answer

(2x2)

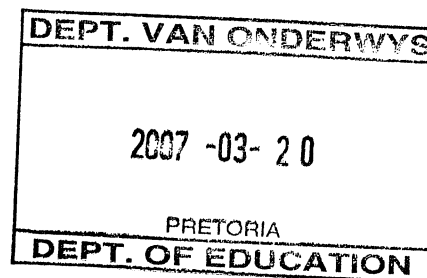
6.1.10 [Extract selected evidence and use own knowledge to construct a paragraph - L4]

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

- The easy entry of Western agents into East Germany
- These agents commit acts of sabotage and provoke riots and demonstrations in East Germany
- Thousands of East Germans were defecting to the West every year
- The country could not afford to lose these highly skilled and educated people
- To eliminate the constant reminder of the differences between East and West Berlin/ Germany

| | | |
|---------|--|-------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Cannot extract evidence or extracts evidence from sources in a very elementary manner • Uses evidence partially to report on topic or cannot report on topic | 0 – 2 marks |
| LEVEL 2 | <ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant and relates to the topic to a great extent • Uses evidence from sources in a very basic manner. • It is organized in a paragraph that shows some understanding of the topic | 3 – 6 marks |
| LEVEL 3 | <ul style="list-style-type: none"> • Extracts relevant evidence from all the sources and own knowledge that relate very well to the topic • Uses evidence from sources very effectively and in its historical context • It is organised in a well structured paragraph that shows an understanding of the topic | 7 – 8 marks |

(8)
[50]



Globale assessering van opstelle




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

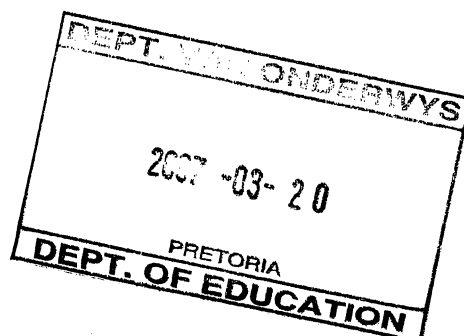
- die bespreking/verklaring;
- die toepaslike seleksie van feitlike bewyse om so 'n bespreking/verklaring te ondersteun.

Assesseringsprosedures van 'n opstel

1. Hou die sinopsis in gedagte wanneer die opstel nagesien word.
2. Met die eerste 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.

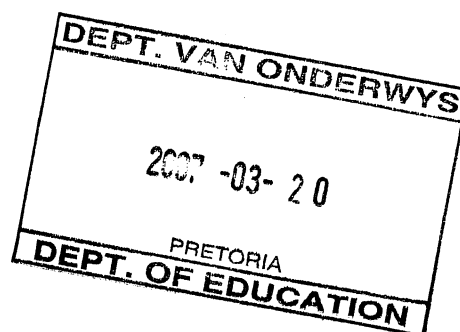
| | | |
|---|--------|--|
| I | VLAK 3 | |
| A | VLAK 1 | |

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

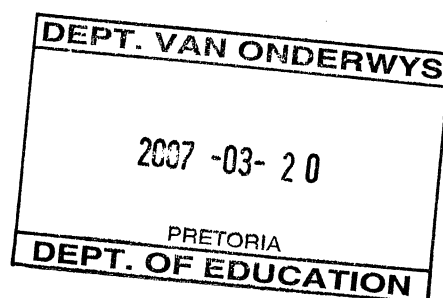
| | | |
|---|--------|----|
| I | VLAK 3 | B+ |
| A | VLAK 1 | 39 |

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

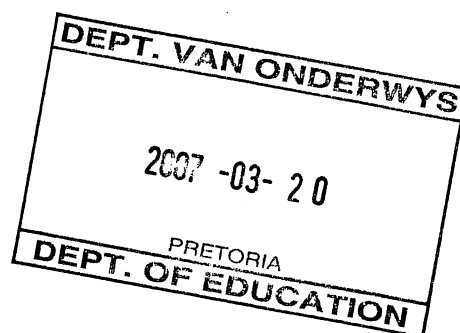


| AANBIEDING | VLAK 1 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktu- reerde opstel. | VLAK 2 Het ge- analiseer en historiese verklarings gemaak. Goed beplande en gestruktu- reerde opstel. | VLAK 3 Poog om te analiseer en historiese verklarings toe te pas. Goed beplande en gestruktu- reerde 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.**



VRAAG 1A AFRIKA IN DIE TWINTIGSTE EEU

Verduidelik waarom die Europese koloniale moondhede gedwing was om onafhanklikheid aan die Afrika-kolonies, gouer as wat verwag was, toe te ken. [50]

SINOPSIS

Kandidate moet in staat wees om te verduidelik waarom die Europese moondhede gedwing was om onafhanklikheid aan die Afrika kolonies toe te ken. Hulle moet die geïdentifiseerde faktore ontwikkel om hul bespreking te ondersteun.

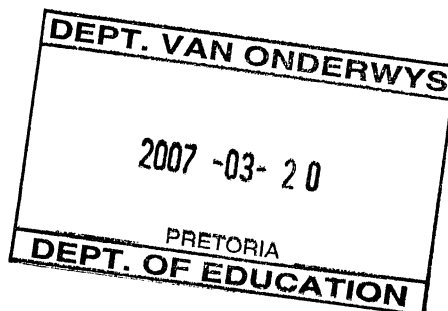
*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n gegewe gedagterigting te ontwikkel. **Die blote neerskryf van 'feite' is onvoldoende.***

HOOFASPEKTE

- Inleiding – Kandidate mag dekolonisasie definieer/beskryf en/of die faktore wat gelei het tot dekolonisasie noem.
Enige ander relevante inleiding

UITEENSETTING

- Verswakking van Koloniale Moondhede na die Tweede Wêreldoorlog
- Nuwe Supermoondhede – VSA en USSR – vyandiggesind teenoor Europese kolonialisme
- Toenemende druk om dekolonisasie in die Verenigde Nasies (nuwe onafhanklike Asiatiese lande; Internasionale Deklerasie van Menseregte)
- Opkoms van Afrika Nasionalisme as gevolg van ervaringe tydens die oorlog; snelle na-oorlogse verstedeliking; verspreiding van onderwys; toenemende bewuswording en eise om vryheid en demokrasie
- Samevatting – Kandidate kan saamvat deur te beklemtoon dat verskillende faktore 'n rol gespeel het in die dekolonisasie van Afrika.
Enige ander relevante samevatting



VRAAG 1B

Bespreek hoe die uitdagings van die Afrika-state onrus en onstabiliteit na onafhanklikheid in die kontinent van Afrika teweeggebring het. **[50]**

SINOPSIS

Kandidate moet al drie uitdagings naamlik politieke, ekonomiese en sosiale uitdagings wat die nuwe onafhanklike Afrika state ervaar het bespreek en verduidelik hoe hierdie uitdagings onrus en onstabiliteit in die vasteland van Afrika teweeggebring het.

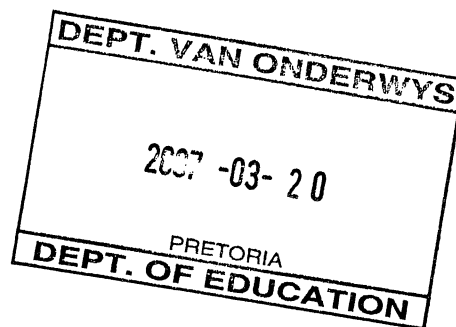
*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n gegewe gedagterigting te ontwikkel. **Die blote neerskryf van 'feite' is onvoldoende.***

HOOFASPEKTE

- Inleiding: Kandidate moet aandui hoe die uitdagings in die opstel bespreek gaan word.

UITEENSETTING

- 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; verwaarloosing van platteland; enige ander relevante uitdagings] om hul argument te ondersteun)
- Samevatting: Kandidate moet hul argument saambind deur samevattende opmerkings oor die politieke, ekonomiese en sosiale uitdagings
Enige ander relevante samevatting



VRAAG 2A DIE OPKOMS VAN SOWJET-RUSLAND

Beskryf die ekonomiese beleidsrigtings wat deur Lenin tussen 1917 en 1924 gevolg is.

[50]**SINOPSIS**

In die beantwoording van die vraag moet kandidate die kenmerke van Oorlogskommunisme en die Nuwe Ekonomiese Beleid (NEB) bespreek. Die gevolge wat elk van die beleide op die Sowjet-staat gehad het moet aangedui word.

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

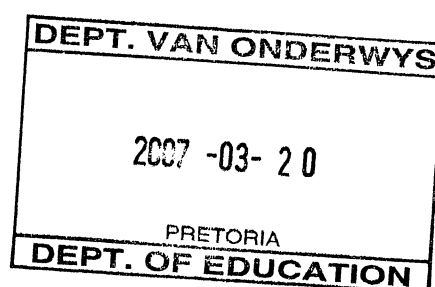
HOOFASPEKTE

- Inleiding – Kandidate kan kommentaar lewer op die kenmerke van Oorlogskommunisme en die NEB en hoe die beleide die ekonomie affekteer het. Enige ander relevante inleiding

UITBREIDING

- Oorlogskommunisme
Kenmerke en gevolge:
(bv. staatseienaarskap van grond, boere moet meer voedsel produseer vir verspreiding, Tsjeka het beleid afgedwing, industrieë genasionaliseer, geen privaathandel, arbeiders gestuur waar hulle benodig word.
negatiewe resultate, produksie afgeneem, hongersnood, wydverspreide onrus, weerstand deur boere, blameer regering, muitery by Kronstadt vlootbasis)
- Die Nuwe Ekonomiese Beleid
Kenmerke en gevolge:
(bv. afneem van voedsel gestaak, kleinboer graanbelasting aan staat – kon oorskot op oop mark verkoop, grond kon verhuur en kleinboere in diens geneem word, industrieë met minder as 20 werkers geprivatiseer, groter industrieë gebly onder staatsbeheer, dwangarbeid afgeskaf, Staatsbank in die lewe geroep – het ekonomie verbeter, boere mer produseer, opkoms van koelakke, toename in landbouproduksie, handelsooreenkomste met buitelandse moondhede, opkoms van NEB-manne)
- Samevatting – Kandidate moet hul gedagterigting saambind en weer verwys na Oorlogskommunisme en die NEB en die uitwerking wat elk op die ekonomie van Sowjet Rusland gehad het.
Enige ander relevante samevatting

Kopiereg voorbehou



Blaai om asseblief

VRAAG 2B

Met verwysing na die Vyfjaarplanne te verwys, verduidelik hoe Stalin Sowjet Rusland in 'n ekonomies selfonderhoudende land hervorm het.

[50]**SINOPSIS**

Kandidate moet aandui hoe Stalin Sowjet Rusland hervorm het en voortdurend na die mate van sukses verwys. Hulle moet bepaal of Stalin suksesvol was om 'n ekonomies-selfonderhoudende ekonomie tot stand te bring en na gebreke, indien daar enige was, verwys.

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

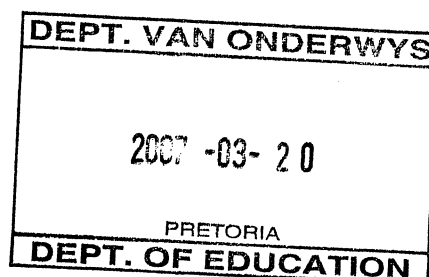
HOOFASPEKTE

- Inleiding: Kandidate moet aandui hoe hulle die vraag gaan beantwoord. Hulle moet ook aandui dat Rusland voor die bekendstelling van die Vyfjaarplanne nie ekonomies-selfonderhoudend was nie.
Enige ander relevante inleiding

UITEENSETTING

Gebruik die oogmerke en maatreëls om die suksesse van die volgende te bepaal:

- Eerste Vyfjaarplan
- Tweede Vyfjaarplan
- Derde Vyfjaarplan
- Samevatting: Kandidate moet die argument saamvat deur aan te dui dat Stalin gedeeltelik suksesvol was (omdat daar gebreke was) om Rusland in 'n onafhanklik en ekonomies-selfonderhoudende ekonomie te ontwikkel.
Enige relevante samevatting



VRAAG 3A DIE OPKOMS VAN DIE VERENIGDE STATE VAN AMERIKA

Bespreek die ineenstorting van die Wallstraat-aandelebeurs en die gevolge daarvan in die Verenigde State van Amerika.

[50]**SINOPSIS**

Kandidate moet die faktore wat bygedra het tot die ineenstorting van die Wallstraat aandelebeurs en die gevolge wat dit in die VSA gehad het bespreek.

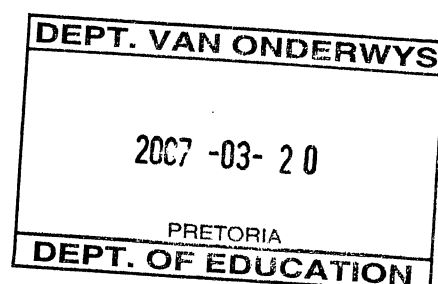
*NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n gegewe gedagterigting te ontwikkel. **Die blote neerskryf van 'feite' is onvoldoende.***

HOOFASPEKTE

- Inleiding – Die kandidate kan 'n inleidende bespreking oor die oorsake van die ineenstorting van die Wallstraat aandelebeurs en die gevolge wat dit in die Verenigde State van Amerika gehad het aanbied.
Enige ander relevant inleiding

UITEENSETTING

- Oorsake (*die meerderheid moet bespreek word*)
(bv.: isolasionisme; oorproduksie in landbou want na Eerste Wêreldoorlog het uitvoere afgeneem; verlies van Europese markte; laissez-faire beleid; ondoeltreffende arbeidswetging; gebrek aan welynsprogramme om die armes en gestremdes te beskerm; koop op krediet/geen persoonlike besparing; oorspekulasie; massa verkoop van aandele)
- Uitwerking (relevante voorbeelde van die volgende)
(bv.: politieke; sosiale; ekonomiese)
- Samevatting – Die samevatting moet na die oorsake en uitwerking van die ineenstorting van die Wallstraat aandelebeurs verwys.
Enige ander relevante samevatting



VRAAG 3B

Verduidelik hoe die alfabet-agentskappe van President Roosevelt se 'New Deal'-beleid tot die ekonomiese herstel van die Verenigde State van Amerika bygedra het. [50]

SINOPSIS

Daar word verwag dat kandidate moet verduidelik hoe die maatreëls van die New Deal (alfabet-agentskappe) bygedra het tot die ekonomiese herstel van die Verenigde State van Amerika.

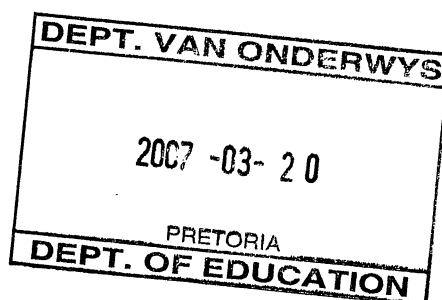
NB: Die hoofaspekte (bullets) moet gebruik word om aan die vraag se vereistes te voldoen en om 'n gegewe gedagterigting te ontwikkel. Die blote neerskryf van 'feite' is onvoldoende.

HOOFASPEKTE

- Inleiding – Die kandidaat kan inleidende opmerkings maak oor hoe die verskeie maatreëls van die New Deal van Roosevelt bygedra het tot die ekonomiese herstel van die VSA.
Enige ander relevante inleiding

UITEENSETTING

- Vertroue in Banke
(bv. Banke gesluit en ondersoek; slegs goedgekeurde Banke heropen; Nood Bankwet: beheer oor Banke)
- Verligting aan die werklooses
(bv.: massa werksverskaffingsmoontlikhede; regering neem rol van werkgewer aan; Burgerlike Grondbewaringskorps (CCC), 'Public Works Administration'(PWA), 'Civil Works Administration' (CWA), 'Works Progress Administration' (WPA) ens.; sokkombuise; 'Social Security Act': voorsiening vir welsynsprogram)
- Verbeterde toestande vir boere
(bv. Plaas Kredietwet : help boere om verbande te herfinansier; oorproduksie groot probleem; pryse afgeforseer; Landbou-aanpassingswet (AAA): produksie en prysstruktuur in landbou)
- Samevatting –Die kandidaat moet samevattende opmerkings maak oor hoe die maatreëls deur die New Deal ingestel die verskillende seksies in vraag aangespreek het.
Enige ander relevante samevatting

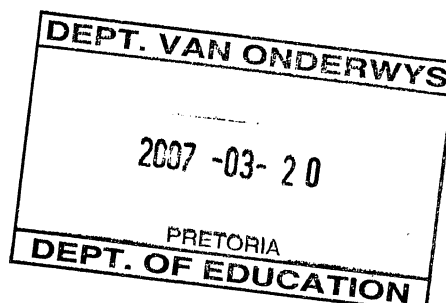


AFDELING B: BRONGEBASEERDE VRAE**DIE NASIEN VAN BRONGEBASEERDE VRAE**

- 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.

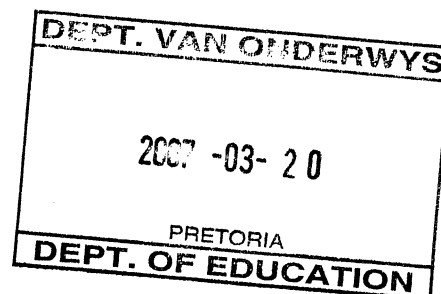
VLAKKE VAN BRONGEBASEERDE VRAAGSTELLING

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



VRAAG 4 AFRIKA IN DIE TWINTIGSTE EEU**4.1 WAAROM HET DIT NOODSAAKLIK GEWORD VIR DIE STIGTING VAN DIE ORGANISASIE VIR AFRIKA-EENHEID?**

- 4.1.1 a) [*Onttrekking van bewyse – V1*]
 • Afrika nie slegs bevry nie maar ook verenig (1x1)
- b) [*Onttrekking van bewyse – V1*]
 • Ras, godsdiens, kultuur en tradisie (enige 2x1)
- 4.1.2 [*Interpretasie van bewyse – V2*]
 • Eenheid sal Afrika help om verskille te oorkom en om 'n gemeenskaplike doel te bereik (1x2)
- 4.1.3 [*Interpretasie – V2*]
 • Afrika se vryheid sal nie volhou kan word nie a.g.v. verskille tussen onafhanklike state
 • Enige ander relevante antwoord (1x3)
- 4.1.4 [*Interpretasie van bewyse – V2*]
 • Omdat Pan-Afrika die ideale van Afrika eenheid op 'n Afrika wyse beklemtoon
 • Enige ander relevante antwoord (1x2)
- 4.1.5 [*Vergelyking van bronne 4A en 4B om ooreenkomste te identifiseer – V4*]
 • Beide bronne (leiers) is verseker dat Afrika eenheid moontlik is
 • Struikelblokke kan oorkom word
 • Afrikane het gemeenskaplike doelstellings (enige 2x2)
- 4.1.6 [*Vergelyking van bronne om 'n antwoord te formuleer – V4*]
 • Positiewe gesindheid van Afrika leiers
 • Afrika leiers het hul verskille opsygeskuif (enige 1x2)
- (16)**



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

4.2.1 (a) [Interpretasie van bewyse – V2]

- Euwels van burgeroorlog in Sentraal Afrika (1x2)

(b)[Bepaal die bruikbaarheid van Bron 4C – V4]

Bruikbaarheid

- Om die uitwerking van burgeroorloë in Sentraal Afrika te verstaan
- Skets beklemtoon die situasie in Sentraal Afrika gedurende die burgeroorloë
- Weerspieël die ervaringe van gewone mense, insluitend kinders
- Enige ander relevante antwoord (enige 2x2)

4.2.2 [Interpretasie van bewyse en gebruik van eie kennis – V2]

- Moet verseker dat kinderegte beskerm word
- Moet verseker dat kinders nie blootgestel word aan geweld nie
- Enige ander relevante antwoord (enige 2x2)

4.2.3 [Vergelyking van bronne 4C en 4D om ooreenkomste te identifiseer – V4]

- Beide bronne fokus op uitdagings deur OAE in gesig gestaar
- Bron 4C – weerspieël onvermoë van OAE om burgeroorloë in Afrika te keer
- Bron 4D – weerspieël die kritiek wat teen OAE gelewer was (enige 2X2)

4.2.4 [Interpretasie van bewyse – V2]

- Onvermoë van OAE om uitdagings van Afrika te hanteer (1x2)

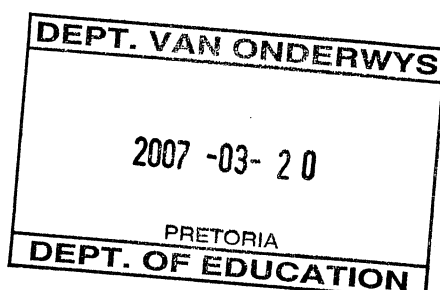
4.2.5 [Interpretasie van bewyse – V2]

- Jaloesie tussen lidstate
- Gebrek aan eenheid
- Enige ander relevante antwoord (enige 2x2)

4.2.6 [Bepaal die bruikbaarheid van bron – V4]

Bruikbaarheid

- Om te verstaan hoe die buitewêreld (Weste) die OAE evalueer ten opsigte van doelstellings
- Om te begryp dat die OAE nie heeltemal suksesvol was nie
- Enige ander relevante antwoord (enige 2x2)



4.2.7 [Onttrek geselekteerde bewyse uit al die bronne, organiseer die inligting in 'n gestruktureerde paragraaf – V4]

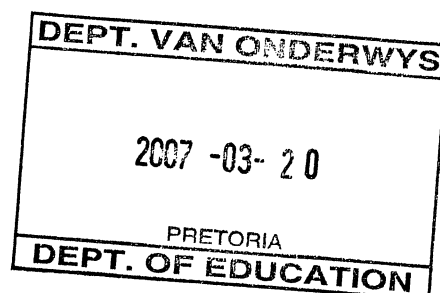
Gebruik die holistiese matriks hieronder en die volgende om 'n punt toe te ken.

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

- OAE het 'n aantal terugslae ervaar
- Bron 4C – uitdagings deur OAE ervaar, d.i. burgeroorloë, Menseregte skendings
- Bron 4D – kritiek omdat OAE nie sy oogmerke kon bereik nie

| | | |
|--------|--|--------------|
| VLAK 1 | <ul style="list-style-type: none"> • Kan nie relevante bewyse uit bronne onttrek nie • Onttrek bewyse uit bronne op 'n baie basiese wyse • Of kan nie oor onderwerp skryf nie • Gebruik bewyse of eie kennis gedeeltelik om oor onderwerp te skryf | 0 – 3 punte |
| VLAK 2 | <ul style="list-style-type: none"> • Onttrek bewyse uit bronne wat meestal relevant is • Onttrekte bewyse hou tot groot mate verband met onderwerp • Gebruik bewyse uit bronne en eie kennis op 'n baie basiese wyse | 4 – 7 punte |
| VLAK 3 | <ul style="list-style-type: none"> • Onttrek relevante bewyse uit bronne • Bewyse onttrek hou baie goed verband met onderwerp • Gebruik bewyse uit al die bronne en eie kennis baie effektief in 'n georganiseerde paragraaf • Paragraaf toon begrip van die onderwerp | 8 – 10 punte |

(10)
(34)
[50]



VRAAG 5: OMSTANDIGHEDEN WAT TOT DIE TWEDE WÊRELDORLOG AANLEIDING GEGEE HET.

5.1 WAT WAS DIE ARGUMENTE VIR EN TEEN DIE PAAIBELEID?

5.1.1 a) [*Eenvoudige Interpretasie – V2*]

- Baie Britte saamgestem dat Verdrag van Versailles nie regverdig was nie
- Hitler het teruggekry wat regmatig aan Duitsland behoort het (enige 1x2)

b) [*Eenvoudige Interpretasie – V2*]

- Britte hoop dat 'n sterk Duitsland verspreiding van Kommunisme sal keer. Die USSR onder Stalin was gesien as baie groter bedreiging. (1x2)

c) i) [*Interpretasie uit bron – V2*]

- Om 'n dreigende oorlog te voorkom
- Verdrag van Versailles was nie regverdig vandaar dat oorlog gedreig het
- Hitler kon verspreiding van Kommunisme keer
- Chamberlain was a pasifis enige 1x2)

ii) [*Eenvoudige Interpretasie – V2*]

- Inwoners van Brittanje steeds 1^{ste} Wêreldoorlog onthou. Chamberlain wou nie 'n herhaling hê nie en was vasbeslote om vrede te behou. (1x2)

d) [*Interpretasie van bewyse uit bron – V2*]

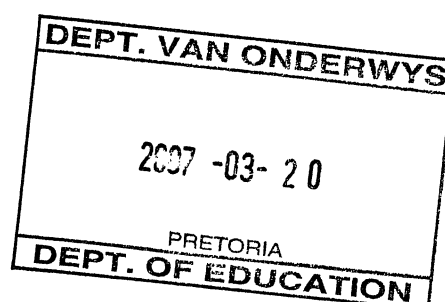
- Hitler het na die toespraak Chamberlain bedrieg deur die oornam van Tsjeggo-Slowakye. Chamberlain is deur Hitler verraai. (1x3)

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

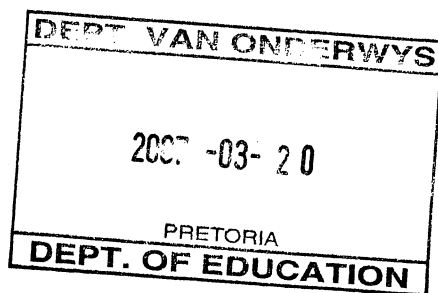
- Dit was tyd dat Hitler uitgedaag eerder as gepaai word. Indien Chamberlain Hitler paai, sou dit Hitler bevoordeel. Hitler sou sterker en sterker word en indien oorlog uiteindelik uitbreek, sou dit teen 'n sterk Duitsland wees. (1x3)

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

- Indien Frankryk oorgee, sou Brittanje die volgende slagoffer wees
- Frankryk was die vernaamste opposisie mag teen Duitsland
- Indien Frankryk ineenstort, sal Europa ineenstort
- Enige ander relevante antwoord (1x3)



- c) *[Interpretasie van bewyse uit bron – V2]*
- Chamberlain het bygedra tot die aggressie in Europa omdat hy 'n paaibeleid gevolg het
 - Chamberlain het nie insig gehad nie – kon nie voorsien tot wat diktators in staat was nie
- (1x3)
- 5.1.3 *[Vergelyking van bronne om verskille te identifiseer – V4]*
- In standpunt 4 meld Chamberlain dat Hitler hom nie om die bos sou lei nie
 - In standpunt 2 is Chamberlain verraai – Hitler was verantwoordelik vir die Eerste Wêreldoorlog
- (2x2)
- 5.1.4 *[Interpretasie van bewyse uit bron – V2]*
- Oorlog oorwin niks nie, maak niks gesond nie, beëindig niks nie
 - 7 miljoen het gesterf deur oorlog
 - 13 miljoen geskend of vermink deur oorlog
 - Lyding en nood van moeders en vaders
- (enige 2x2)
- 5.1.5 a) *[Interpretasie van bewyse uit bron – V2]*
- Paaibeleid het gefaal
 - Hitler het Brittanje en Frankryk verraai
 - Enige ander relevante antwoord
- (2x2)
- b) *[Interpretasie van bewyse uit bron – V2]*
- Daar word aangedui hoe Hitler die lande oorneem
- (1x3)
- c) *[Komplekse Interpretasie van bewyse uit bron – L4]*
- Daar was geen vrede
 - Verdere anneksasies het plaasgevind
 - Tweede Wêreldoorlog het uitgebreek
- (enige 2x2)



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

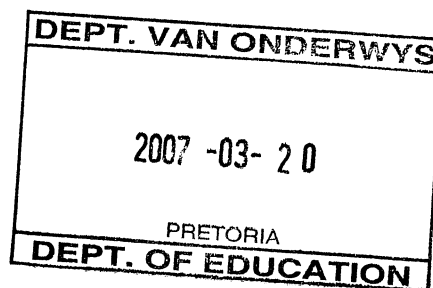
Die volgende inligting moet dien as 'n riglyn en saam met die kriteria in die holistiese matriks gebruik word om 'n punt toe te ken. Om 'n vlak 3 te behaal, moet leerders inligting **uit al die bronne en hul eie kennis gebruik**.

NIE SUKSESVOL

- Bied aan Hitler die voordeel – hy het sterker geraak
- Brittanje en Frankryk het Hitler toegelaat om internasionale ooreenkomste te verbreek
- Chamberlain het Hitler verkeerd geoordeel. Chamberlain het nie besef dat die paaibeleid eenvoudig Hitler aangespoor het om te glo dat hy enigiets kan doen
- Diegene ten gunste van die paaibeleid het uitstekende geleenthede laat verbygaan om Hitler te keer, veral tydens die besetting van die Rynland in 1936.
- Paaibeleid kon nie oorlog in 1939 keer nie

| | | |
|--------|---|--------------|
| VLAK 1 | <ul style="list-style-type: none"> • Kan nie bewyse onttrek of onttrek bewyse uit bronne op 'n baie basiese wyse • Gebruik bewyse gedeeltelik om oor onderwerp te skryf 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 en wat tot groot mate verband hou met onderwerp • Gebruik bewyse uit bronne op 'n baie basiese wyse • Bewyse georganiseer in 'n paragraaf wat 'n mate van begrip van onderwerp toon | 4 – 7 punte |
| VLAK 3 | <ul style="list-style-type: none"> • Onttrek relevante bewyse uit al die bronne en eie kennis wat goed verband met onderwerp hou • Gebruik bewyse uit bronne baie effektief en binne historiese konteks • Bewyse georganiseer in 'n goed gestruktureerde paragraaf wat begrip van onderwerp toon | 8 – 11 punte |

(11)
[50]



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

6.1. WAT WAS DIE REDES VIR DIE OPRIGTING VAN DIE BERLYNSE MUUR?

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

- Pleeg dae van sabotasie
- Werf spioene
- Uitlokking van onluste en demonstrasies (3x1)

b) [*Interpreteer bron en gebruik eie kennis - V2*]

- Sluit die hele grens tussen Oos- en Wes-Berlyn
- Bou 'n muur tussen Oos- en Wes-Berlyn (enige 1x2)

6.1.2 a) [*Onttrek bewyse uit bron – V1*]

- Wes-Berlyn was luuks by vergelyking
- Wes-Berlyn was welvarend en bdrywig by vergelyking
- Die individuele vryhede wat toegelaat is in Wes-Berlyn (enige 2x1)

b) [*Interpretasie van bewyse uit bron – V1*]

- Per vliegtuig uit Wes-Berlyn (1x1)

c) i) [*Onttrek bewyse uit bron – V1*]

- Jonk
- Talentvol
- Geleerd
- Professionele (enige 2x1)

ii) [*Interpretasie en eie kennis - V2*]

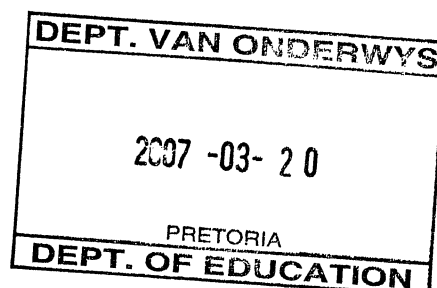
- Om uit armoede te ontsnap
- Will om 'n beter lewe
- Enige ander relevante antwoord (enige 1x2)

d) [*Interpretasie en eie kennis - V2*]

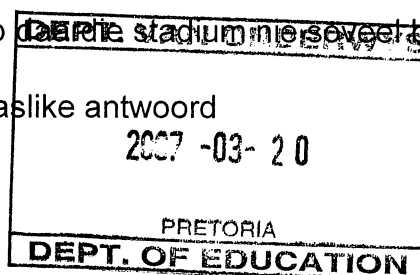
- Die VSA wou dat die mense van Berlyn sien hoeveel beter die lewe in kapitalistiese Wes-Berlyn was in vergelyking met kommunistiese Oos-Berlyn (1x2)

6.1.3 [*Onttrek en Interpreteer Bron – V2*]

- Alhoewel Wes-Berlyn deel van Wes-Duitsland was, was dit in Oos-Duitsland geleë (1x2)



- 6.1.4 a) *[Interpretasie en eie kennis - V2]*
- As gevolg van die bou van die Berlyne Muur (1x2)
- b) *[Interpretasie van bron - V2]*
- Die bou van die Muur in Augustus 1961 het die getal oorlopers drasties ingekort (1x2)
- 6.1.5 *[Vergelyking van bronne om verskille te identifiseer - V4]*
- In Bron 6A, die rede vir die bou van die Muur is om Westerse agente uit Oos-Berlyn te hou
 - In Bron 6B, die rede vir die bou van die Muur om te verhoed dat mense uit Oos-Berlyn na die Weste oorloop (2x2)
- 5.1.6 *[Interpretasie deur twee bronne te gebruik – V3]*
- Bron 6B beweer die rede vir die bou van die Muur was omdat te veel mense na die Weste oorgeloo het
 - Bron 6C toon dat duisende Oos-Duitsers elke jaar oorgeloo het tussen 1950 en 1961 (2x2)
- 6.1.7 a) *[Onttrek en Interpreteer bron - V2]*
- Sy was ongelukkig/ enige ander toepaslike antwoord
 - 'Wat maak dit saak op 'n dag soos hierdie!'
 - "Hulle het die grens gesluit! Hulle het die grens gesluit! het sy histeris herhaal' (enige 1x2)
- b) *[Interpreteer bron en gebruik eie kennis - L2]*
- Hul kans om na die Weste na 'n beter lewe oor te loop was beduidend verminder
 - Enige ander toepaslike antwoord (1x2)
- c) *[Interpretasie van bron -- V2]*
- Sy sou nie meer 'n werk hê omdat sy nie meer by haar werkplek sou uitkom nie. (1x2)
- 6.1.8 *[Interpretasie en onttrekking uit bron - V2]*
- In Wes-Berlyn was 'n oorfloed goedere, insluitend luukse items
 - In Oos-Berlyn was daar tekorte van basiese goedere (2x2)
- 6.1.9 *[Interpretasie van bron en eie kennis - V3]*
- Die VSA en Wes-Duitsland het groot bedrae geld in Wes-Berlyn belê terwyl
 - Die Sowjetunie op ~~dat die stadium nie soveel~~ belê het in die Oos-Duitse ekonomie nie
 - Enige ander toepaslike antwoord (2x2)



6.1.10 [Onttrek geselekteerde bewyse en gebruik eie kennis om paragraaf te skryf - V4]

Die volgende inligting moet dien as 'n riglyn en tesame met die kriteria in die holistiese matriks gebruik word om 'n punt toe te ken. Om 'n vlak 3 te behaal, moet leerders inligting **uit al die bronne en hul eie kennis gebruik.**

- Die maklike toegang van Westerse agente tot Oos-Duitsland
- Agente het dae van sabotasie gepleeg en onluste en demonstrasies in Oos-Duitsland uitgelok
- Duisende Oos-Duitsers het elke jaar na die Weste oorgeloop
- Die land kon nie bekostig om hoogs vaardige en geletterde mense te verloor nie
- Om die voortdurende herinnering van die verskille tussen Oos- en Wes-Berlyn uit te skakel

| | | |
|--------|---|-------------|
| VLAK 1 | <ul style="list-style-type: none"> • Kan nie bewyse onttrek nie of onttrek bewyse uit bronne op 'n baie basiese wyse • Gebruik bewyse gedeeltelik om oor onderwerp te skryf of kan nie oor onderwerp skryf nie | 0 – 2 punte |
| VLAK 2 | <ul style="list-style-type: none"> • Onttrek bewyse uit bronne wat meestal relevant is en wat tot 'n groot mate verband hou met onderwerp • Gebruik bewyse uit bronne op 'n baie basiese wyse • Dit is georganiseer in 'n paragraaf wat 'n begrip van onderwerp toon | 3 – 6 punte |
| VLAK 3 | <ul style="list-style-type: none"> • Onttrek bewyse uit al die bronne en eie kennis wat goed verband hou met onderwerp • Gebruik bewyse uit bronne baie effektief en binne historiese konteks • Dit is georganiseer in 'n goed gestruktureerde paragraaf wat gebrip van onderwerp toon | 7 – 8 punte |

(8)
[50]

