Global assessment of essays

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

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

Assessment procedures of an essay

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

- introduction, main aspects and conclusion not properly contextualised ^
- wrong statement ———
- irrelevant statement |

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

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

C	LEVEL 3	

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

C	LEVEL 3	
P	LEVEL 1	

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

C	LEVEL 3	B+
P	LEVEL 1	39

The matrix

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

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

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

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SECTION A: ESSAY QUESTIONS

QUESTION 1A

According to modern day critics General JBM Hertzog's quest for South Africa's sovereign independence in the period 1926 to 1934 is often over emphasised.

Do you agree? Justify your argument.

SYNOPSIS

The candidates should state whether they agree/disagree with the statement and thereafter take a particular line of argument. Candidates should support their argument with relevant evidence from the period 1926 to1934 and show whether Hertzog's quest for sovereign independence was over emphasised.

(Candidates may give another point of view and credit should be given.)

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

MAIN ASPECTS

- Introduction: Candidates must state their viewpoint and show how they intend supporting their line argument.

  ELABORATION

  Candidates should use the following bullets to support their line of argument:

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

- Conclusion: Candidates should tie up their argument by highlighting whether Hertzog's quest in attaining South Africa's sovereign independence was over emphasised. **[50]**

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QUESTION 1B: THE PERIOD 1924 TO 1948

The split in the United Party government in 1939 over the question of South Africa's entry into the Second World War was not unexpected since coalition and fusion rested on a weak foundation of white political unity and solidarity.

Examine this statement critically.

SYNOPSIS

Candidates should support their line of argument by providing evidence that coalition and fusion was based on a weak foundation. The various reasons that contributed to the ultimate split in the United Party in 1939 should also be highlighted.

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

MAIN ASPECTS

- Introduction: Candidates should indicate how they intend answering the question by signposting the various reasons for coalition and fusion.

ELABORATION

- Reappearance of Tielman Roos in politics (background to set the scene)
- Impact of the South Africa leaving the gold standard
- Results of 1933 election showed support for the coalition.
- Formation of the United South African National Party (United Party)
- Dr DF Malan and other Afrikaners believed that fusion would endanger the survival of Afrikaner Nationalism (Formation of 'Purified' National Party)
- Colonel Stallard and his supporters formed the Dominion Party
- Economic stability ensured confidence in the 1938 general elections
- Rise of Afrikaner Nationalism and the role of Broederbond;1938 Great Trek centenary
- Neutrality vs participation
- Impact of Second World War on SA politics
- Split of the United Party

- Conclusion: Candidates should tie up their argument by indicating how the United Party was formed on a weak foundation. **[50]**

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QUESTION 2A: THE PERIOD 1948 TO 1976

'At the annual ANC conference in Bloemfontein (1950), the organisation adopted the League's Programme of Action which called for boycotts, strikes, stay-at-homes, passive resistance, protest demonstrations, and other forms of mass action.'
(*Nelson Mandela – Executive member of the African National Congress Youth League)*

With reference to the above discuss how the League's Programme of Action was implemented and the impact this had on the apartheid government in the 1950s

SYNOPSIS

Candidates should highlight the various passive resistance campaigns that were launched by League's Programme of Action in the 1950s. In outlining these campaigns of resistance candidates need to highlight the impact of these campaigns were in defying the apartheid government.

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

MAIN ASPECTS

- Introduction: Candidates should focus on the reasons for passive resistance against the apartheid (why?)

ELABORATION

- Launch of Programme of Action - 1949
- The Defiance Campaign – 1952
- *[Education boycott – 1954]*
- Congress Alliance and The Freedom Charter – 1955
- The Treason Trial of 1956 as a response to the resistance by the state
- The Anti- Pass Campaign by Women to the Union Buildings – 1956
- *[The bus boycotts – e.g. 1957]*
- Some might mention other actions after 1956 e.g. continuing protests against the extension of the pass laws, SACTU pound – a – day campaign 1957 - 1958

- Conclusion: Candidates should tie up their argument by indicating the impact of the Programme of Action on the apartheid government. **[50]**

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QUESTION 2B: THE PERIOD 1948 TO 1976

The struggle for liberation became more militant and intensified in the period 1960 to 1976 because of the apartheid government's unwillingness to transform politically to majority rule.

Do you agree? Analyse this statement critically.

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. Their line of argument should be supported by highlighting the various forms of resistance that occurred between 1960 to 1976 largely because of the unwillingness of the apartheid government to want to transform.

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

MAIN ASPECTS

- Introduction - Candidates should state whether they agree/disagree with the statement and indicate how they intend answering the question.

ELABORATION

- Sharpeville (1960) and its aftermath – brief outline
- The banning of resistance movements and detentions (apartheid govt's stubborn attitude in wanting to change)
- Reaction of liberation organisations: Formation of Umkhonto we Sizwe and POQO
- Liliesleaf Farm and the Rivonia Trial
- John Harris detonated a bomb at Johannesburg station (1964)
- [The General Laws (Amendment) Act – show government's reaction to their choice]
- Blowing up of electrical pylons
- [Riotous Assemblies Act; further bannings; another State of Emergency]
- The African Resistance Movement (ARM), the Black Consciousness Movement
- (BCM), the South African Students' Organisation (SASO),
- Resistance in the early 1970s (Corobrick strike, etc.)
- Soweto, 1976

- Conclusion. Candidates should tie up their argument by indicating why resistance intensified against the apartheid government between 1960 and 1976. **[50]**

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QUESTION 3A: THE PERIOD 1976 TO 1994

Assess the role played by the black trade union movements in the liberation struggle of South Africa in the 1980s.

SYNOPSIS
Candidates need to assess the role of the black trade union movements in the 1980s. They should focus on the reasons for the formation of the labour movement and the methods used to intensify the struggle against apartheid. Candidates need to also state whether the black trade union movements were successful in their struggles against the apartheid state.

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

MAIN ASPECTS

- Introduction: Candidates should make an assessment and then indicate how they intend pursuing the question.

ELABORATION

(In discussing the black trade union movements, candidates need to highlight the strategies used, the role played /actions taken in the liberation struggle against apartheid. Candidates may offer a different viewpoint and state that black trade unions played an insignificant role in the liberation against apartheid)

- Reasons for worker militancy (protect workers rights, health and safety - background)
- Emergence of worker unionism after the Wiehan Commission
- The roles and impact of The Federation of South African Trade Unions (FOSATU), Council of Unions of South Africa (CUSA), National Council of Trade Unions (NACTU), General Workers Union (GWA) and the National Union of Mineworkers (NUM) and the Unaffiliated unions e.g. South African Allied Workers Union (SAAWU);
- Reasons for and the impact of Congress of South African Trade Unions (COSATU)
- Methods and strategies used (e.g. protest action, strikes, boycotts, etc) against the apartheid government.
- Impact of union action against the apartheid state (ungovernability in the work place, economic depression, international disinvestments, etc.)

Conclusion: Candidates should tie up their arguments by assessing whether black trade unions played a significant role in the liberation struggle. **[50]**

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QUESTION 3B: THE PERIOD 1976 TO 1994

On 10 May 1994, Nelson Rolihlahla Mandela, was sworn into office as the first black President of democratic South Africa. The long march to freedom had been achieved.

By referring to the political events between 1990 and 1994 discuss this statement critically.

SYNOPSIS
Candidates should discuss critically the political events between 1990 and 1994 and how this ultimately culminated in attaining the long march to freedom.

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

MAIN ASPECTS

- Introduction: Candidates should indicate how they intend addressing the question with relevant and appropriate evidence.

ELABORATION

- De Klerk's speech - turning point
- Process of negotiations - bringing together adversaries (e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, Whites-only Referendum)
- Transitional Executive Council
- Transition not peaceful for e.g. the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities and the role of APLA, death of Chris Hani (show how this attempted to derail the process of negotiation)
- Political power play; clash of personalities (Mandela - De Klerk; Buthelezi; right-wing organisations) – impact on the process of transition
- Majority/minority rule – one man one vote
- Strengthening of negotiations - emergence of democracy (role of Cyril Ramaphosa and Roelf Meyer) compromise and commitment
- The first democratic election of April 1994 (long walk to freedom achieved)

- Conclusion: Candidates should tie up the argument by showing that the period 1990 to 1994 marked the beginning of the end of apartheid. **[50]**

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SECTION B: SOURCE-BASED QUESTIONS

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

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

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QUESTION 4: THE PERIOD 1924 TO 1948

4.1 HOW SIGNIFICANT WAS AFRIKANER NATIONALISM IN THE 1930s?

4.1.1 a) *[Extraction of evidence from Source 4A – L1]*
- To unite against black South Africans
- To preserve the aspirations of the white race
- To make South Africa a white man's land (any 2 x 1)

b) *[Interpretation of information from Source 4A – L2]*
- Closer contact between blacks and whites
- Competing in the same labour market
- Fear of losing out to the blacks (2 x 2)

c) *[Extraction of evidence from Source 4A – L1]*
- Naming of streets after Voortrekker heroes
- Demanding that Die Stem van Suid-Afrika be recognised as the only national anthem
- Celebrating/ commemoration of Afrikaner history to assure the preservation of the Afrikaner race (any 2 x 1)

d) *[Interpretation of evidence from Source 4A – L2]*
- Black South Africans would oppose (resist or protest)
- Black South Africans would feel offended and reject the idea as racist (1 x 2)

4.1.2 a) *[Interpretation of evidence from Source 4A – L2]*
- Ox wagons modelled on those used during the battle
- Men and women dressed in Voortrekker clothing
- Trekked from the Cape to Pretoria (any 2 x 2)

b) *[Interpretation of evidence from Source 4A – L2]*
- Served to unite Afrikaners
- Symbolised their hardship and endurance
- Resembled their struggle during the trek
- Any other relevant point (any 2 x 2)

4.1.3 *[Interpretation of evidence from Sources 4A and 4B – L3]*
- Gave the Afrikaner a strong sense of nationality
- Created a wave of patriotism – demonstrated how Afrikaners fought together
- History formed an important part of the Afrikaner heritage
- Remind them of their victories and conquests
- Any other relevant answer (any 3 x 2)

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4.1.4 a) *[Extract evidence from Source 4C – L1]*

- Wanted the Garment Workers Union to be represented at the celebrations
- Most of the members were Afrikaner women (2 x 1)

b) i) *[Interpretation of evidence from Source 4C – L2]*

- They were bitter
- Unwilling to work with Jews and Communists
- Were angry because of the unions' association with Africans
- Any other relevant answer (any 1 x 2)

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

- They believed in a closed Afrikaner nationalist heritage and therefore did not want their history and heritage to be shared by other groups (Africans, communists etc)
- Rejected Afrikaner women who were part of the Garment Worker's Union and under Sach's influence (2 x 2)

c) *[Interpretation of evidence from Source 4C – L4]*

- Does not give you ample information on the reasons for the centenary
- Lacks information of what other people felt about the centenary celebrations
- Gives a one sided and biased perspective
- Any other relevant answer (any 3 x 2)

4.1.5 *[Interpretation and analysis of evidence from all the sources – L4]*

The candidates needs to focus on the following aspects in their response:

- D.F. Malan helped with the promotion of Afrikaner Nationalism
- To celebrate the centenary of Blood River
- Celebration served to unite Afrikaners
- National pride and patriotism
- Celebrate their rich heritage
- Any other relevant point

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Use the following to allocate a mark:

LEVEL 1	• Cannot extract evidence • or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic • or cannot report on topic	Marks: 0 - 4
LEVEL 2	• Extract evidence from the sources that is mostly relevant • and relates to a great extent to the topic • Use evidence from sources in a very basic manner	Marks: 5 - 8
LEVEL 3	• Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organized paragraph that shows an understanding of the topic	Marks: 9 - 12

(12)
[50]

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QUESTION 5: THE PERIOD 1948 TO 1976

5.1 DID THE TREASON TRIAL CONTRIBUTE TO THE STRUGGLE FOR FREEDOM IN SOUTH AFRICA IN THE 1950s?

5.1.1

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

- The aim was to strike terror into 'hesitant minds' (freedom loving South Africans)
- To show the white electorate that they were determined to safeguard their interests (2 x 1)

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

- The government thought it had suppressed resistance but was unsuccessful
- It strengthening the people's desire for freedom
- Any other relevant answer (2 x 2)

c) *[Extraction of evidence from Source 5A- L2]*

- Convict treason trialists of being communists
- Charge them for planning to overthrow the state
- The state used any method to protect white interests
- Any other relevant answer (2 x 2)

d) *[Evaluation of Source 5A –L4]*

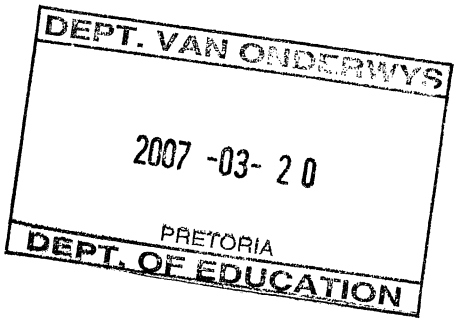
- Western countries would regard South Africa as an ally in the struggle against communism
- South Africa identified herself with the Western countries
- Any other relevant answer (1 x 2)

e) *[Interpretation of Source 5A- L 3]*

Candidates may state YES or NO- they need to substantiate their responses

Yes

- South Africa wanted to help prevent the spread of communism in Africa
- Allies would benefit from Africa's resources
- To continue setting up democratic governments
- Play an dominant role in Africa
- Ensure a dependency syndrome
- Afrikaner nationalism



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No

- The liberation organisations welcomed the intervention from communist countries
- They received financial and military assistance from communist countries
- Communist countries helped in the economic development of some African states
- Ideological/socialism/communism (2 x 2)

5.1.2

a) *[Interpretation of Source 5B –L3]*

- Born in South Africa
- Naturalised citizen of South Africa
- No link to India (any 1 x 2)

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

- Government used excessive force to unarmed protesters and clandestine methods
- Resistance organisations used peaceful protests, and stay away or boycotts (2 x 2)

c) *[Interpretation of Source 5B – L3]*

- Kathrada was justified because Swart was part of a government that used military means to restore order in the country
- Banned publications and restricted the flow of information
- Detained and jailed people without trial
- Any other relevant answer (2 x 2)

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

- They wanted to maintain control and exert their authority
- Censored publications that came into South Africa
- Any other relevant answer (1 x 2)

e) [Interpretation of Source 5B –L3]

- He was reassuring protesters that whether the treason trialists got jail terms but they return they would assume leadership positions like Nkrumah and Nehru did
- To attain freedom people should be prepared to sacrifice, Kathrada maintained that supporters should be prepared (2 x 2)

f) [Interpretation of Source 5C –L2]

- They wanted to see the end of apartheid rule and hoped that Luthuli will assume power
- That with the ANC government they will have freedom and democracy (2 x 1)

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5.1.3

a) *[Interpretation of Source 5C – L3]*

- Africans should have creation qualifications (land, wealth etc) to vote (1 x 2)

b) *[Interpretation of Source 5C –L2]*

- Was prepared to talk with the whites
- Understood the whites fear of majority rule
- Was expressing his own view and not that of the ANC (1 x 2)

5.1.4 *[Interpretation, analysis and communication of evidence from all the sources L4]*
The answer should refer to all the sources and could include the following:

- The Treason Trial was used as an advocacy forum for the Freedom Struggle
- The trial also laid foundation for the struggle in the future
- People's desire for freedom was strengthened
- The trial created an awareness of how the apartheid government operated
- The court testimony made it clear that the ANC wanted to share power
- The state ultimately lost the case in 1960 – moral victory for the liberation movements
- Any other relevant point

Use the following to allocate a mark:

LEVEL 1	• Cannot extract evidence • or extract evidence from sources in a very elementary manner. • Use evidence partially to report on topic • or cannot report on topic.	**Marks: 0 –4**
LEVEL 2	• Extract evidence from sources that is mostly relevant • and relates to a great extent to the topic. • Use evidence from sources in a very basic manner.	**Marks: 5 – 8**
LEVEL 3	• Extract relevant evidence from sources • Extracted evidence - relates very well to the topic. • Use evidence from sources very effectively in an organised paragraph • that shows an understanding of the topic.	**Marks: 9 – 12**

(12)
(50)

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QUESTION 6: THE PERIOD 1976 TO 1994

6.1 WHAT EFFECT DID THE TRI-CAMERAL PARLIAMENTARY SYSTEM HAVE ON THE PEOPLE OF SOUTH AFRICA?

6.1.1 a) *[Extraction of evidence from Source 6A – L 1]*

- The world was changing
- South Africa had to 'adapt or die'
- If you start oppressing people they tend to react
- Apartheid was a recipe for permanent conflict (any 2 x 1)

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

- Granted rights on their terms to ensure the existence of whites
- Whites can only be free if they share power
- Whites must acknowledge peoples rights
- What whites want for themselves must be given to others
- Whites must not oppress other people
- Any relevant answer (any 2 x 2)

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

- Own affairs - each group had to maintain its own identity and culture
- General affairs - To protect South Africa's interests (2 x 2)

d) *[Interpretation and analysis of evidence from Source 6A – L 3]*

No the 1983 Constitution did not acknowledge the peoples rights

- It still had separate voters rolls
- Blacks were not included in the constitutional process
- Black development had to continue along a different route
- There were "own" and "general" affairs
- PW Botha did recognise the blacks as permanent residents in cities
- Some apartheids laws were scrapped but full democracy was not introduced

Some may say YES they need to justify their answers with appropriate evidence

(any 2 x 2)

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6.1.2 a) *[Extraction of evidence from Source 6B– L 1]*

- Went on anti-government campaigns
- Went on 'DON'T VOTE' campaigns
- Protest marches were organised against the tri-cameral parliament
- Worked with all races (any 2 x 1)

b) *[Evaluation of Source 6B – L 3]*

- It is biased
- It shows the dissatisfaction of some Coloured, Indian and African people against the governments reforms
- It is useful to study the period it shows the rejection against the tri-cameral parliamentary system
- Any relevant answer (any 2 x 2)

c) *[Interpretation of evidence from Source 6B – L2]*
The protests were successful because of the following reasons:

- The protests rejected the new constitution and it made people aware of its shortcomings
- Successful in urging voters not to register against an unjust system
- Successful in urging voters not to vote for 'puppets' (any 2 x 2)

6.1.3 *a) [Interpretation of evidence from Source 6C – L2]*

- People who supported apartheid
- People who turned their backs on the country for personal gains (any 1 x 2)

b) [Extraction of evidence from Source 6C – L1]

- The 'sell-outs' hoped to steer the changes of the Nationalists in the right direction
- They hoped to get inside the system to negotiate
- They wanted to speak on behalf of black people
- Saw it has an opportunity to exert their power and authority
- An opportunity to enrich themselves (any 2 x 1)

c) *[Interpretation of evidence from Sources 6C – L2]*

- Once inside the system they will be swallowed by the apartheid government
- FOSATU rejected the tri-cameral parliamentary system because of its overwhelming control
- Full democracy was not yet achieved
- Any other relevant answer (any 1 x 2)

d) *[Analysis and interpretation of evidence from Source 6C – L3]*
No, because:

- Could not make any difference because of the power of the apartheid government
- Could not negotiate on behalf of the majority of South Africans

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- The 'sell-outs' were caught in the governments 'web'
- The tri-cameral system will not bring true freedom
- Poverty, unemployment and inflation would remain (any 1 x 2)

6.1.4 a) *[Interpretation of evidence from Source 6D – L2]*
The newspaper was critical of the following aspects:
- They were 'traitors' and supported the government to stop uprisings by using force
- The 'traitors' were on the side of the government of the day (2 x 2)

b) *[Extraction of evidence from Source 6D – L1]*
- To destroy PW Botha's regime's 'reform dream'
- To disrupt the racist tri-cameral parliament
- To ensure a full democratic transformation in South Africa (2 x 1)

6.1.5 *[Complex interpretation of Sources 6C and 6D – L4]*
The candidate should refer to both sources:
NO JUSTIFICATION
Source 6C:
- Refers to the supporters as "sell-outs"
- Sell-outs were willing to negotiate with the government
- There will be no real change in the country

Source 6D
- Refers to supporters as "traitors"
- Traitors supported the use of force without thinking of the consequences
- To support the system would be to drive thousands of 'Coloureds' and Indians deeper into poverty and misery (2 x 2)

6.1.6 *[Interpretation, analysis and communication of evidence from all the sources - L4]*

Candidates should refer to all the sources and include the following points in their response:

- Botha introduces the tri-cam system of government
- Creates further division in South African society
- The new constitution did not include Africans
- No real changes were introduced
- People who supported the tri-cameral system were seen as traitors
- Divided the South African black community
- Led to protest action, boycotts, strikes and student action
- New political parties
- Any other relevant point

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Use the following to allocate a mark:

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

(8)
[50]
TOTAL: 200

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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 taalontoereikendhede nie, aangesien die klem op die volgende val:

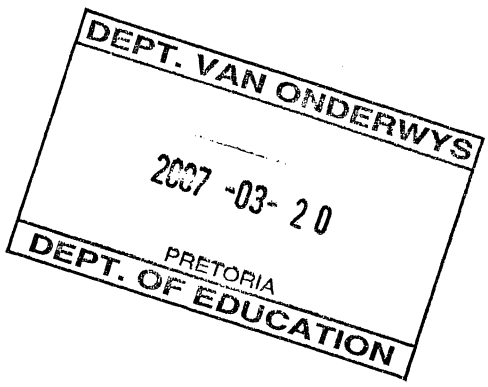
- die konstruksie / daarstel van 'n argument;
- die toepaslike seleksie van feitelike bewyse om so 'n argument te ondersteun; en
- die leerder se interpretasie van die vraag.

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 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



Kopiereg voorbehou

- herhaling **R**
- analiseer **A**√
- interpretasie 1√

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

I	VLAK 3	

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

I	VLAK 3	
A	VLAK 1	

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

I	VLAK 3	B+
A	VLAK 1	39

Die matriks

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

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AANBIEDING / INHOUD	VLAK 1 Volg 'n onafhanklike en relevante gedagterigting. Het geanaliseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel. Uitstekende tegniese vaardig-hede en bewyse.	VLAK 2 Volg 'n relevante gedagterigting. Het geanaliseer en historiese verklarings gemaak. Goed beplande en gestruktureerde opstel. Minder belangrike foute.	VLAK 3 Volg 'n relevante gedagterigting. Poog om te analiseer en historiese verklarings te maak. Goed beplande en gestruktureerde opstel. Strukturele gebreke. Hoë orde vaardighede ontbreek.	VLAK 4 Probeer om 'n gedagterigting vol te hou. Poog om te analiseer en historiese verklarings te maak. Opstel in 'n sekere mate beplan en gestruktureerd.	VLAK 5 Probeer om 'n gedagterigting vol te hou. Analise en historiese verklarings in 'n sekere mate toegepas. Poog om te struktureer. Tegniese gebreke.	VLAK 6 Gedagterigting word nie volgehou nie. Analise en historiese verklarings soms of glad nie gemaak nie. Geen duidelike struktuur nie.	VLAK 7 Geen gedagterigting nie. Geen analise en historiese verklarings gemaak nie. Geen struktuur nie.	VLAK 8 Geen poging om die vraag te beantwoord nie.
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: 160 – 200** **B: 140 – 159** **C: 120 – 139** **D: 100 – 119** **E: 80 – 99** **F: 67 – 79** **FF: 60 – 66** **G: 50 – 59** **GG: 40 – 49** **H: 0 – 39**	
VLAK 2 Vraag is beantwoord. Inhoudseleksie is relevant tot gedagterigting wat gevolg is.	**A** **43 - 46**	**A-** **40 - 42**	**B+** **38 - 39**					
VLAK 3 Vraag in '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. Gebreke tov inhoudseleksie en beheer. Effens onvoltooid en irrelevante inhoudseleksies.			**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 en beheer.				**C-** **30**	**D** **26 – 27**	**E+** **23 – 24**		
VLAK 6 Vraag ontoereikend beantwoord. Inhoud skraal.					**D-** **25**	**E** **21 - 22**	**E-** **20**	
VLAK 7 Vraag ontoereikend of glad nie beantwoord nie. Inhoud ontoereikend. Grootliks irrelevant.						**E-** **20**	**F** **13 – 19**	
VLAK 8 Geen relevante inhoudseleksie nie. Heeltemal foutief.								**G 07 - 12** **H 00 - 06**

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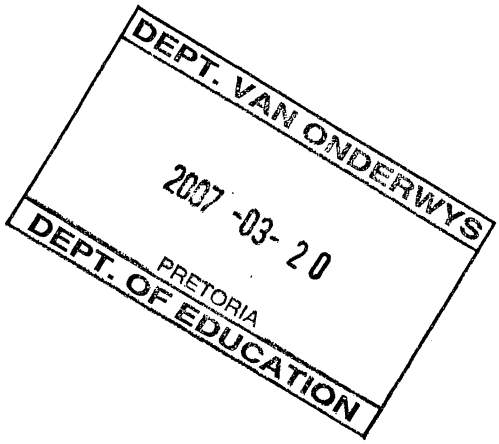
Kopiereg voorbehou

Baai om asseblief

- **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 ASSESERING VAN BRONGEBASEERDE VRAE MOET KREDIET AAN KANDIDATE GEGEE WORD VIR ENIGE RELEVANTE ANTWOORD**



Kopiereg voorbehou

AFDELING A: OPSTELVRAE

VRAAG 1A: DIE PERIODE 1924 TOT 1948

Volgens hedendaagse kritici word Generaal JBM Hertzog se stryd om soewereine onafhanklikheid in die tydperk 1926 tot 1934 dikwels oorbeklemtoon.

Stem jy saam? Regverdig jou argument.

SINOPSIS

Die kandidaat moet aandui tot watter mate hulle met die stelling saam stem of verskil en moet daarna 'n spesifieke argumentslyn inneem. Die kandidate behoort die argumente met relevante bewyse uit die tydperk 1926 tot 1934 te ondersteun en hulle behoort aan te dui of Hertsog se strewe na onafhanklikheid oorbeklemtoon word.

(KANDIDATE MAG 'N ANDER STANDPUNT INNEEM EN MOET DAARVOOR KREDIET ONTVANG.)

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 hul standpunt stel en aandui hoe hulle van plan is om hulle] argument te ondersteun.

- UITBREIDING
  Kandidate behoort die volgende punte (bullets) te gebruik om hul argument te ondersteun:

- Die posisie van die dominiums in 1924 (volgens wet was hulle aan Brittanje ondergeskik en Hertzog was vasbeslote om die situasie te verander).
- Die Imperiale Rykskonferensie van 1926 om duidelikheid oor die posisie van SA en die dominiums te kry.
- Die Balfourverklaring van 1926 (Het die status van SA en die ander dominiums gedefinieer en verhoog)
- Die stigting van die Departement van Buitelandse Sake het aan SA die geleentheid gebied om sy onafhanklikheid te bewys.
- Die Statuut van Westminster, 1931 was 'n Britse wet wat die beginsels van die Balfourverklaring vervat het;
- Die Status en Seëlwette, 1934 (onder die leierskap van Hertzog is hierdie twee Suid-Afrikaanse wette deurgevoer om SA se onafhanklikheid, soos deur die Statuut van Westminster gedefinieer, te beskerm.

- Samevatting: Kandidate moet hulle argumente saamvat deur aan te dui of Hertzog se strewe na die verkryging van SA se sowereine onafhaklikheid oorbeklemtoon word. **[5C**

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VRAAG 1B: DIE PERIODE 1924 TOT 1948

Die skeuring in die Verenigde Partyregering in 1939 oor die vraag of Suid-Afrika tot die Tweede Wêreldoorlg moes toetree, was nie onverwags nie, aangesien koalisie en samesmelting op 'n swak fondamente van wit politieke-eenheid en solidariteit gebaseer was.

Ondersoek hierdie stelling krities

SINOPSIS

Die candidate behoort hulle argumentslyn te ondersteun deur bewyse te lewer dat koalisie en samesmelting op 'n swak fondasie gebaseer was. Die verskillende redes wat bygedra het tot die uiteindelike skeuring in die Verenigde Party in 1939 behoort ook uitgelig te word.

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 aandui hoe hulle die vraag gaan beantwoord deur die verskillende redes vir die koalisie en skeuring aan te dui.

  UITBREIDING

- Die hertoetrede van Tielman Roos tot die politiek (om die agtergrond te stel)
- Die impak van Suid-Afrika se afstap van die Goudstandaard
- Die uitslag van die 1933-verkiesing dui op ondersteuning van die koalisie
- Vorming van die Verenigde Suid-Afrikaanse Party (Verenigde Party)
- Dr DF Malan en ander Afrikaners glo dat samesmelting die Afrikaner Nasionalisme sal bedreig (vorming van die Gesuiwerde Nasionale Party)
- Kolonel Stallard en sy volgelinge stig die Dominium Party
- Ekonomiese stabiliteit verseker vertroue in die 1938 algemene verkiesing
- Opkoms van Afrikaner nasionalisme en die rol van die Broederbond; 1938 herdenking van die Groot Trek
- Neutraliteit vs. deelname
- Impak van die Tweede Wêreld Oorlog op SA politiek
- Skeuring in die Verenigde Party

- Samevatting: Kandidate behoort hulle argument saam te vat deur aan te dui hoe die Verenigde Party op 'n swak fondasie gebaseer was **[50]**

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Kopiereg voorbehou

VRAAG 2A: DIE PERIODE 1948 TOT 1976

Tydens die jaarlikse ANC konferensie in Bloemfontein (1950), het die organisasie die Liga se Program van Aksie aanvaar wat vir boikotte, stakings, wegbly-aksies, passiewe demonstrasies en ander vorme van massa-optrede gevra het.'
(Nelson Mandela – Uitvoerende lid van die African National Congress Youth League)

Met verwysing na die bostaande bespreek hoe die Jeugliga se Program van Aksie geïmplimenteer is en watter impak dit op die apartheidsregering in die 1950's gehad het.

SINOPSIS

Kandidate behoort die verskillende passiewe weerstandveldtogte wat deur die ANCYL (Jeugliga) in die 1950's geloods is, uit te lig. In die skets van hierdie veldtogte, behoort kandidate die impak van hierdie veldtogte om die apartheidsregering uit te daag, aan te dui.

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 behoort te fokus op die redes vir passiewe weerstand teen apartheid (hoekom?).

  UITBREIDING

- Loods van die Program van Aksie – 1949
- Die Uitdagings veldtog (Defiance Campaign) – 1952
- [*Onderwysboikot – 1954]*
- Congress Alliance en Freedom Charter (Vryheidsverdrag) -1955
- Die Hoogverraad verhoor van 1956 as 'n respons teen die weerstand van die staat
- Die Anti-Pasveldtog deur Vroue na die Uniegeboue – 1956
- [*Busboikotte – bv. 1957]*
- Sommige mag na ander aksies na 1956 verwys bv. Volgehoue protes teen die paswette, SACTU 'n pond-per-dag-veldtog1957-1958

- Samevatting: Kandidate moet hulle argumente saam vat deur die impak van die Program van Aksie op die apartheidsregering aan te dui. **[50]**

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VRAAG 2B: DIE PERIODE 1948 TOT 1976

Die stryd om vryheid het in die periode 1960 tot 1976 meer militant en intens geword as gevolg van die apartheidsregering se onwilligheid om polities tot 'n meerderheidsregering te transformeer.

Stem jy saam? Analiseer hierdie stelling krities.

SINOPSIS

Die kandidate moet aandui of hulle saamstem of verskil van hierdie stelling. Hulle argumentslyn behoort ondersteun te word deur die verskillende vorme van weerstand wat tussen 1960 en 1976 uit te lig, grootliks as gevolg van die onwilligheid van die apartheids-regering om te verander.

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 - Kandidates moet standpunt inneem en aandui of hulle met die stelling saam-stem of verskil en aandui hoe hulle die vraag gaan beantwoord.

  UITBREIDING

- Sharpeville (1960) en sy nadraai – skets kortliks
- Die vebanning van weerstandsbewegings en opsluitings/detensies (apartheidsregering se hardnekkige weiering om te hervorm)
- Reaksie van vryheidsbewegings: Die vorming van *Umkhonto we Sizwe* en POQO
- Liliesleaf Plaas en die Rivonia-verhoor
- John Harris laat 'n bom op die Johannesburgse stasie ontplof (1964)
- [Die Algemene Wette (Wysigings-)wet – dui op die regering se reaksie]
- Opblaas van elektrisiteitspantorings
- [Wanordelike Verenigingswet ('Riotous Assemblies Act'); verdere verbannings; nog 'n Noodtoestand]
- Die Afrika-Weerstandsbeweging (ARM), die Swart Bewustheidsbeweging (BCM), die Suid-Afrikaanse Studente-organisasie (SASO)
- Weerstand in die vroeë 1970's (Corobrick staking ens.)
- Soweto, 1976

- Samevatting: Kandidate moet die argument saamvat en aandui waarom die weerstand teen die apartheidsregering tussen 1960 en 1976 in intensiteit toegeneem het. **[50]**

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VRAAG 3A: DIE PERIODE 1976 TOT 1994

Assesseer die rol wat die swart vakbondbewegings in die 1980's in die vryheidstryd in Suid-Afrika gespeel het. .

SINOPSIS

Kandidate behoort die rol van die swart vakbondbewegings in die 1980's te assesseer. Hulle behoort op die redes vir die vorming van die werkerbewegings asook die metodes wat gebruik is om die stryd teen apartheid te verskerp, te fokus. Kandidate behoort ook aan te dui of swart vakbondbewegings suksesvol in hulle stryd teen apartheid was.

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 'n assessering te maak en dan aan te dui hoe hulle van plan is om die vraag te beantwoord..

UITBREIDING

(In die bespreking van die swart vakbondbewegings, behoort die kandidate die strategië wat gebruik is, die rol wat gespeel is/aksies wat geneem is in die bevrydingstryd teen apartheid uit te lig. Kandidate kan 'n alternatiewe standpunt inneem en aandui dat swar vakbonde 'n belangrike rol in die bevryding van apartheid gespeel het.)

- Redes vir werker strydlus (beskerm werkerregte, gesondheid en veiligheid – agtergrond)
- Ontstaan van werkerunies na die Wiehan Kommissie
- Die rolle en impak van die Federation of South African Trade Unions (FOSATU). CUSA (Council of Unions of South Africa), NACTU (National Council of Trade Unions) GWU (General Workers Union), en NUM (National Union of Mineworkers) en die Geaffillieerde unies bv. South African Allied Workers Union (SAAWU)
- Redes vir en die impak van die Kongres van Suid-Afrikaanse Vakbonde (COSATU)
- Metodes en strategië wat gebruik is (bv. Protes aksies, stakings, boikotte ens.) teen die Apartheidsregering.
- Die impak van unie-aksies teen die apartheidstaat (on-regeerbaarheid in die werkplek, ekonomiese depressie, internasionale beleggings onttrekkings ens.)

- Samevatting: Kandidate moet hulle argumente saamvat deur te asseseer of die swart vakbonde 'n betekenisvolle rol in die bevrydingstryd gespeel het. **[50]**

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VRAAG 3B: DIE PERIODE 1976 TOT 1994

Op 10 Mei 1994 is Nelson Rolihlahla Mandela ingesweer as die eerste swart President van die demokratiese Suid-Afrika. Die lang opmars na vryheid is bereik.

Deur na die politieke gebeure tussen 1990 en 1994 te verwys, bespreek hierdie stelling krities.

SINOPSIS

Kandidate behoort die politieke gebeure tussen 1990 en 1994 krities te bespreek en aan te dui hoe hierdie uiteindelik in die bereiking van die lang mars na vryheid uitgeloop het.

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: Die kandidate behoort aan te dui hoe hulle beplan om die vraag aan te spreek deur relevante en toepaslike bewyse te gebruik.

UITBREIDING

- De Klerk se toespraak - draaipunt
- Onderhandelingsproses, byeenbringing van teenstanders (bv. Grootte Schuur Minuut, die Pretoria Minuut, CODESA I & II, Slegs Blanke Referendum)
- Oorgang-Uitvoerende Raad
- Oorgang nie vreedsaam bv. Totstandkoming van 'COSAG', geweld in Boipatong, Natal en elders, regse aktiwiteite, en die rol van APLA, dood van Chris Hani (dui aan hoe hierdie amper die proses van onderhandeling laat ontspoor het)
- Politieke magspel, persoonlikheidsbotsings (Mandela - De Klerk; Buthelezi; regse organisasies) – impak op die oorgangsproses
- Meerderheids-/minderheidsregering – een man een stem
- Versterking van onderhandelinge die opkoms van demokrasie (rol van Cyril Ramaphosa en Roelf Meyer), kompromie en verbintenis/oorgawe
- Die eerste demokratiese verkiesing van April 1994 (die lang mars na vryheid is bereik')

- Samevatting: Kandidate behoort die argument saam te vat deur aan te toon dat die periode 1990 tot 1994 gekenmerk word as die begin van die einde van apartheid.

[50]

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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.

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VRAAG 4: DIE PERIODE 1924 TOT 1948

4.1 HOE BETEKENISVOL WAS AFRIKANER NASIONALISME NA 1938?

4.1.1 a) *[Onttrekking van bewyse uit Bron 4A V1]*
- Om teen swart Suid-Afrikaners te verenig
- Om die aspirasies van die blankeras te beskerm
- Om Suid-Afrika 'n witman se land te maak (enige 2 x 1)

b) [*interpretasie van inligting uit Bron 4A – V2*]
- Hegter kontak tussen swart en wit
- Ding in dieselfde arbeidsmark mee
- Vrees dat hulle deur swartes uitgeskakel sal word (2 x 2)

c) *[Onttrek bewyse uit Bron 4A – V1]*
- Strate na Voortrekkerhelde vernoem
- Eis dat die Stem van Suid-Afrika as die nasionale volkslied erken word
- Viering/herdenking van Afrikanergeskiedenis om die voortbestaan van die Afrikanerras (enige 2 x 1)

d) *[Interpretasie van bewyse uit Bron 4A – V2]*
- Swart Suid-Afrikaners sou weerstand bied/protesteer (1 x 2)

4.1.2 a*) [Interpretasie van bewyse uit Bron 4A –V2]*
- Ossewaens is na die voorbeeld van die wat tydens die slag gebruik is, gebou
- Mans en vroue was in Voortrekkerdrag geklee
- Hulle het van die Kaap tot in Pretoria getrek (enige 2 x 2)

b) [*Interpretasie van bewyse uit Bron 4a –V2*]
- Het gedien om die Afrikaners te verenig
- Simboliseer hulle stryd en uithouvermoë
- Het ooreengekom met hulle stryd gedurende die trek (enige 2 x 2)

4.1.3 a) *[Interpretasie van bewyse uit Bron 4A en 4B –V3*]
- Het aan die Afrikaner 'n sterk nasionaliteitsgevoel gegee
- Het 'n golf van patriotisme geskep – demonstreer hoe die Afrikaners saam geveg het
- Geskiedenis het 'n belangrike deel van die Afrikaner erfenis gevorm
- Dit het hulle herhinner aan hulle oorwinnings en verowerings
- Enige ander relevante antwoord (enige 3 x 2)

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4.1.4 a) *Onttrek inligting uit Bron 4C – V1]*

- Wou dat die Klerewerkers Unie verteenwoordig word tydens die fees vieringe
- Meeste van die lede was Afrikanervroue (2 x 1)

b)i) *[Interpretasie van bewyse uit Bron 4C –V2]*

- Hulle was bitter
- Onwillig om saam met die Jode en Kommuniste te werk
- Was kwaad omdat die unie met die Afrikane (swartes) geassosieer het
- Enige ander relevante antwoord (enige 1 x 2)

ii)*[Interpretasie van bewyse uit Bron 4C – V2]*

- Hulle het in 'n geslote Afrikanere erfenis geglo en daarom wou hulle nie Hulle geskiedenis en erfenis met ander groepe deel nie (swartes, Kommuniste ens.)
- Verwerp Afrikanervroue wat deel van die GWU en onder Sachs se invloed was (2 x 2)

c) *[Interpretasie van bewyse uit Bron 4C – V4]*

- Gee nie genoegsame inligting oor die redes vir die eeufees
- Gebrekkige inligting oor hoe ander mense oor die eeufeesviering gevoel het
- Is eensydig en bevooroordeeld
- Enige ander relevante antwoord (enige 3 x 2)

4.1.5 [*Interpretasie, analise en kommunikasie van alle Bronne en eie kennis -V4*]

Die kandidate behoort op die volgende aspekte te fokus:

- D.F. Malan het bygedra tot die bevordering van Afrikaner Nasionalisme
- Om die eeufees van die slag van Bloedrivier te herdenk
- Feesviering het gedien om Afrikaners te verenig
- Nasionale trots en patriotisme
- Vier hulle ryk erfenis
- Enige ander relevante punt

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Gebruik die volgende om 'n punt toe te ken:

VLAK 1	• 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	• 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	• 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**

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VRAAG 5: DIE PERIODE 1948 TOT 1976

5.1 HET DIE HOOGVERRAAD VERHOOR BYGEDRA TOT DIE VRYHEIDSTRYD IN SUID-AFRIKA IN DIE 1950's?

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

- Die doel was om vrees in die gemoed van die 'huiweriges' (vredesliewende Suid-Afrikaners te plaas
- Om aan die blanke kiesers te wys dat hulle ernstig was om hulle belange te beskerm (2 x 1)

b) *[Interpretasie van bewyse uit Bron 5A – V3]*

- Die regering het gedink dat hulle alle teenstand onderdruk het, maar was onsuksesvol
- Dit het die mense se begeerte na vryheid versterk (2 x 2)

c) *[Onttrek inligting uit Bron 5A – V2]*

- Beskuldig die aangeklaagdes dat hulle kommuniste was
- Kla hulle aan van poging om die staat om ver te werp
- Die staat het enige metodes gebruik om blanke belange te beskerm
- Enige ander relevante antwoord (2 x 2)

d) *[Evaluering van Bron 5A – L4]*

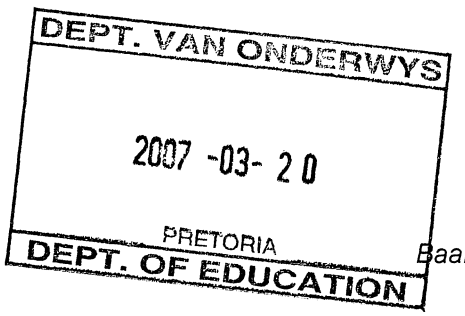
- Westerse lande sou Suid-Afrika as 'n bondgenoot in die stryd teen Kommunisme beskou
- Suid-Afrika het homself met die Weste geïdentifiseer
- Enige relevante antwoord (enige 1 x 2)

e) *[Interpretasie van bewyse uit Bron 5A – L3]*

Kandidate mag JA of NEE antwoord maar moet hulle antwoord ondersteun

Ja

- Suid-Afrika wou help om die verspreiding van kommunisme in Afrika te beperk
- Bondgenote sou baat uit Afrika se bronnel
- Om voort te gaan om demokratiese regerings te stig
- Speel 'n dominante rol in Afrika
- Verseker die afhanklikheidsindroom



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(3 x 2)

Nee

- Die liberale organisasies het die inmenging van kommunistiese lande verwelkom
- Hulle het finansiële en militêre steun van kommunistiese lande ontvang
- Kommunistiese lande het gehelp met die ekonomiese ontwikkeling in sekere Afrikastate (2 x 2)

5.1.2 a) *[Interpretasie van bewyse uit Bron 5B – V3]*

- In Suid-Afrika gebore
- Genaturaliseerde burger van Suid-Afrika
- Geen band met Indië (enige 1 x 2)

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

- Regering het uitermate van geweld gebruik om protesteerders te ontwapen ook agterbakse metodes
- Weerstandsorganisasies het vreedsame protes, wegbly-aksies en Boikotte gebruik (2 x 2)

c) *[Interpretasie van Bron 5B – V3]*

- Kathrada kan geregverdig word, want Swart was deel van 'n regering Wat militêreoptrede gebruik he tom weerstand organisasies in SA te betwis
- Het publikasies verban en het die vloei van inligting beperk
- Het mense aangehou sonder verhoor
- Enige relevante antwoord (2 x 2)

d) *[Interpretasie van Bron 5B – V2]*

- Hulle wou beheer behou en hulle gesag laat geld
- Publikasies wat Suid-Afrika binnegekom het is gesensor
- Enige relevante antwoord (1 x 2)

e) *[Interpretasie van Bron 5B – V3]*

- Hy het protesteerders verseker dat al is die leiers tot gevangenisskap gevonnis, dat hulle die leierskap posisies sal terugkry, netsoos Nkrumah en Nehru
- Om vryheid te verwerf moes die mense bereid wees om opofferings te Maak, Kathrada het volgehou dat volgelinge voorberei moes word (2 x 2)

f) *[Interpretasie van Bron 5B – V2]*

- Hulle wou 'n einde van apartheid sien en het gehoop dat Luthuli die gesag sal oorneem
- Dat hulle saam met die ANC regering vryheid en demokrasie sal kry (2 x 1)

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5.1.3

a) *[Interpretasie van bewyse uit Bron 5C - V3]*

- Afrikane (swartes) moes aan kwalifikasies (bv. Grond, rykdom ens) voldoen om te mag stem (1 x 2)

b) *[Interpretasie van Bron 5C – V2]*

- Was bereid om met die witmense te praat
- Verstaan die wittes se vrees vir meerderheidsregering
- Het sy eie standpunt gelig en nie die van die ANC nie (1 x 2)

5.1.4 *[Interpretasie, analise en kommunikasie van bewyse uit al die bronne en eie kennis – V4]]*

Die antwoord behoort na al die bronne te verwys en kan die volgende insluit:

- Die Hoogverraadverhoor is gebruik as 'n forum tgv die Vryheidstryd
- Die verhoor het ook die fondasie vir die toekomstige stryd gelê
- Die volk se begeerte na vryheid is versterk
- Die verhoor het 'n bewustheid oor hoe apartheid funksioneer geskep
- Die hofgetuienis het dit duidelik gestel dat die ANC ten gunste van Magsdeling was
- Die staat het uiteindelik in 1960 sy saak verloor – 'n morele oorwinning Vir die ANC
- Enige ander relevante punt

Gebruik die volgende om 'n punt toe te ken:

VLAK 1	• 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	• 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	• 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**

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VRAAG 6: DIE PERIODE 1976 TOT 1994

6.1 WATTER EFFEK HET DIE DRIE-KAMER PARLEMENT OP DIE MENSE VAN SUID-AFRIKA GEHAD?

6.1.1 a) *[Onttrek bewyse uit Bron 6A –V1]*

- Die wêreld was besig om te verander
- Suid-Afrika sou moes 'aanpas of sterf'
- As jy mense begin onderdruk dan sal hulle terugveg
- Apartheid was die resep vir permanente konflik (2 x 1)

b) *[Interpretasie van Bron 6A – V2]*

- Sou voorregte toestaan op hulle terme om die voortbestaan van Blankes te verseker
- Blankes sal alleenlik vry wees as hulle mag deel
- Blankes moet menseregte erken
- Wat blankes vir hulself toeëin moet ook aan ander gegee word
- Blankes moet nie ander mense onderdruk nie
- Enige relevante antwoord (enige 2 x 2)

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

- Eie sake: - elke groep moet sy eie identiteit en kultuur handhaaf
- Algemene sake: - Om die belange van Suid-Afrika te beskerm (2 x 2)

d) *[Interpretasie en analise van bewyse uit Bron 6A – V3]*

Nee – die 1983 Grondwet het nie menseregte erken nie:

- Dit het steeds vir aparte kieserslyste voorsiening gemaak
- Swartes is nie in die konstitusionele proses ingesluit nie
- Swart ontwikkeling moes langs 'n ander weg plaasvind
- Daar was 'eie' en 'algemene' sake
- PW Botha het wel swartes as permanente inwoners van stede erken
- Sekere apartheidswette is geskrap, maar demokrasie is nie ingestel nie

Sommiges mag JA sê, maar hulle moet hulle antwoorde ondersteun met toepaslike bewyse (enige 2 x 2)

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6.1.2 a) *[Onttrek bewyse uit Bron 6B – V12]*

- Het aan anti-regeringsveldtogte deelgeneem
- Het 'MOENIE STEM NIE'-veldtogte geloods
- Het saam met alle rasse gewerk (enige 2 x 1)

b) *[Evaluasie van Bron 6B – V3]*

- Dit is bevooroordeeld
- Dit dui op die ontevredenheid van Kleurling-, Indiër- en Swartmense teen die regerings se hervormings
- Dit is bruikbaar – om die tydperk te bestudeer, dit wys die verwerping van die Drie-kamerstelsel
- Enige relevante antwoord (enige 2 x 2))

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

Die protes was suksesvol as gevolg van die volgende redes:

- Die protes het die nuwe grondwet verwerp en dit het die mense bewus gemaak van die tekortkominge
- Dit het die kiesers suksesvol aangemoedig om nie te registreer nie
- Dit het kiesers suksesvol aangemoedig om nie vir 'marionette' te stem nie (enige 2 x 2)

6.1.3 a) *[Interpretasie van bewyse uit Bron 6C – V 2]*

- Mense wat apartheid ondersteun het
- Mense wat hulle rüe op die land gedraai het vir persoonlike gewin (enige 1 x 2)

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

- Die 'uitverkooptes' het gehoop om die veranderinge deur die Nasionaliste in die regte rigting te stuur
- Hulle het gehoop om die sisteem binne te dring sodat hulle kan onderhandel
- Hulle wou namens die Swartmense (Afrikane) praat
- Sien dit as 'n geleentheid om hulle mag en gesag uit te brei
- 'n Geleentheid om hulleself te verryk (enige 2 x 1)

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

- As hulle eers binnein die stelsel is, sal hulle deur die apartheidsregering verswelg word
- FOSATU het die Driekamer-stelsel vewerp as gevolg van sy oorweldigende kontrole
- Apartheid en rassisme was steeds in plek- kon nie daaruit ontsnap nie
- Enige ander relevante antwoord (enige 1 x 2)

d) *[Analise en interpretasie van bewyse uit Bron 6C –V3]*

Nee, omdat:

- Kon geen verandering te weeg bring agv die mag van die apartheidsregering Nie
- Kon nie namens die meerderheid Suid-Afrikaners onderhandel nie

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- Die 'Verraaiers' was vasgevang binne die regering se 'web'
- Die Driekamer-stelsel sou nie ware vryheid bring nie
- Armoede, werkloosheid en inflasie sou steeds voortduur (enige 1 x 2)

6.1.4 a) *[Interpretasie van bewyse uit Bron 6D –VL2]*
Die koerant was krities oor die volgende aspekte:

- Hulle was 'verraaiers' wat die regering ondersteun he tom opstande te onderdruk deur geweld te gebruik
- Die 'verraaiers' was aan die vyand se kant (2 x 2)

b) *[Onttrek bewyse uit Bron 6D – V1]*

- Om PW Botha se 'hervormingsdroom' te vernietig
- Om die rasistiese Driekamer-parlement te ontwrig
- Om 'n demokratiese transformasie in Suid-Afrika te verseker (2 x 1)

6.1.5 *[Komplekse interpretasie van bewyse uit Bronne 6C en 6D – V4]*
Die kandidaat moet na albei bronne verwys:
GEEN REGVERDIGING
Bron 6C:

- Verwys na die ondersteuners as 'verraaiers'
- Uitverkooptes was bereid om met die regering te onderhandel
- Daaar sal geen ware verandering in die land wees nie

Bron 6D:

- Verwys na die ondersteuners as 'verraaiers'
- Verraaiers het die gebruik van geweld ondersteun sonder om aan die nagevolge te dink
- Deur die stelsel te ondersteun sou duisende Kleurlinge en Indiërs dieper in armoede en ellende gedryf word (2 x 2)

6.1.6 *[Interpretasie, analise en kommunikasie van bewyse uit al die bronne en eie kennis – V 4]*

Die candidate behoort na al die bronne te verwys en die volgende punte behoort in hulle antwoord ingesluit word:

- Botha stel die Driekamer-stelsel bekend
- Veroorsaak verdure verdeling in die Suid-Afrikaanse gemeenskap
- Die nuwe grondwet het nie die Swartes (Afrikane) ingesluit nie
- Geen ware veranderinge sou ingestel word nie
- Mense wat die Driekamer-stelsel ondersteun het is gesien as verraaiers
- Verdeel die swart Suid-Afrikaanse gemeenskap
- Lei tot protes aksie, boikotte, stakings en studente optredes
- Enige ander relevante punt

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Gebruik die volgende om 'n punt toe te ken:

VLAK 1	• 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 – 2 punte**
VLAK 2	• 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.	**3 – 5 punte**
VLAK 3	• 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.	**6 – 8 punte**

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