RIGLYNE VR NASIEN 2005

GESKIEDENIS SG

VRAESTEL 1

Kopiereg voorbehou

Globale assessering van opstelle

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

   bv. in 'n antwoord met 5 hoofmomente sal daar 7 regmerkies wees.

3. Die volgende addisionele simbole kan ook gebruik word:
   inleiding, hoofaspekte en slotopmerking nie behoorlik gekontekstualiseer nie ^

   - verkeerde stelling _____
   - irrelevante stelling |

herhaling **R**
analise **A**√
interpretasie I√

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

I	VLAK 3	

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

I	VLAK 3	
A	VLAK 1	

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

I	VLAK 3	B+
A	VLAK 1	39

Die matriks

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

Kopiereg voorbehou

AANBIEDING INHOUD	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 irrelevanthede).				**C-** **30**	**D** **26 – 27**	**E+** **23 – 24**	
VLAK 6 Feite hou verband met die vraag, maar beantwoord dit nie. Inhoud skraal (soms irrelevanthede).					**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**

DEPT. VAN ONDERWYS
2005 -11- 17

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: DIE PERIODE 1924 TOT 1948

Beskryf die stappe wat deur Generaal JBM Hertzog geneem is om Suid-Afrika se konstitusionele onafhanklikheid in die periode 1926 tot 1934 te verseker.

SINOPSIS

Die antwoord moet die stappe wat deur Hertzog geneem is om Suid-Afrika se konstitusionele onafhanklikheid tussen 1924 en 1934 te verseker, toon.

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

HOOFASPEKTE

- Inleiding: Dit moet aandui hoe Hertzog Suid-Afrika gehelp het om na soewereine onafhankliheid te beweeg van 1926 tot 1934.

UITBREIDING

- Die posisie van die Dominiums toe Hertzog bewind aanvaar het (wetlik was hulle ondergeskik aan Brittanje).
- Die Imperiale Konferensie van 1926 (Hertzog wou die status van die dominiums en SA uitklaar).
- Die Balfourverklaring van 1926 (Definieer die status van SA en ander dominiums)
- Die Departement van Buitelandse Sake (Die stigting van hierdie departement het SA se onafhanklikheid gedemonstreer)
- Die Statuut van Westminster, 1931 (vervat die beginsels van die Balfourverklaring in die wet)
- Die Status en Seëlwette, 1934 (Dit het SA se onafhanklikheid beskerm deur die Statuut van Westminster in die SA wet in te skryf

- Samevatting: Kandidate moet hulle argumente saamvat deur aan te dui dat Hertzog 'n integrale rol gespeel het in die beweging na soewereine onafhanklikheid in 1934. **[50]**

VRAAG 1B: DIE PERIODE 1924 TOT 1948

Verduidelik die omstandighede wat daartoe gelei het dat dr. DF Malan van die Nasionale Party die Eerste MInister van Suid-Afrika in 1948 geword het.

SINOPSIS

Kandidate moet fokus op die omstandighede wat daartoe gelei het dat dr. Malan en die Nasionale Party in die 1948-verkiesing aan bewind gekom het (soos die opkoms van Afrikaner-Nasionalisme in die 1940's). Kandidate wat die faktore wat tot die ondergang van Smuts gelei het, noem, moet krediet gegee word. Dit moet opgedui word dat die verkiesing nie net 'n oorwinning vir Malan was nie, maar meer 'n verlies vir Smuts en die VP.

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

HOOFASPEKTE

- Inleiding: Kandidate moet die omstandighede in die jare na die Tweede Wêreldoorlog gebruik om te toon wat tot Malan se oorwinning in 1948 gelei het.

UITBREIDING

- Ekonomiese beleid (die ekonomie was bevooroordeeld ten opsigte van die oorlogspoging)
- Probleme binne die die VP (interne probleme en die afname van Smuts (ouderdom – 78) se gewildheid na die Tweede Wêreldoorlog)
- Verstedeliking (gevolge van verstedeliking)
- Einde van Tweede Wêreldoorlog en die demobilisasie (behandeling van die soldate na die oorlog)
- Naoorlogse ekonomiese probleme en arbeidsonrus (stakings)
- Vrese van blankes dat hulle beheer sou verloor (Hofmeyer se liberale sienswyse; eise van swart nasionalisme)
- Rassebeleid (VP se gebrek aan duidelike rassebeleid teenoor die NP se apartheidsbeleid)
- Die veranderende internasionale situasie (VVO)
- Malan en die opkoms van Afrikanernasionalisme
- *[Alliansie tussen die Nasionale Party en die Afrikaner Party]*
- Die NP se goedbeplande verkiesingsveldtog
- *[Sterkte van NP in landelike areas]*
- Tussenverkiesings, bv. Wakkerstroom (Smuts verloor ondersteuning)
- Die betekenis van die 1948-verkiesing vir die Afrikaner

- Samevatting: Kandidate moet hulle gedagterigting saamvat.

VRAAG 2A: DIE PERIODE 1948 TOT 1976

Bespreek die passiewe versetveldtogte in SA vanaf 1948 tot 1958 as 'n dapper poging deur die onderdruktes om die mag van die apartheid-regime uit te daag.

SINOPSIS

Kandidate moet fokus op die verskillende vorme van passiewe versetveldtogte wat onderneem is om die mag van apartheidsregering tussen 1948 en 1958 uit te daag.

HOOFASPEKTE

- Inleiding: Dit moet fokus op hoe die passiewe versetveldtogte die mag van die apartheid-regime uit te daag.

UITBREIDING

LW: Daar word van die kandidaat verwag om na die volgende in sy/haar aanbieding van sy/haar argument te verwys:

- Die Program van Aksie
- Die Versetveldtog
- Die Vryheidsmanifes
- Die Hoogverraadsaak
- Die Vrouebeweging
- Kandidate kan ook na kleiner veldtogte en aksies verwys, waarna nie hier verwys word nie, bv. die busboikotte.

- Samevatting: Kandidate moet hulle gedagterigting saamvat deur te beklemtoon dat die passiewe versetveldtog die apartheid-regime uitgedaag het. **[50]**

VRAAG 2B: DIE PERIODE 1948 TOT 1976

Beskryf die periode van militante weerstand vanaf Sharpeville (1960) tot Soweto (1976).

SINOPSIS

Die antwoord moet die punt maak dat die aard van verset teen apartheid in die laat 1950's verander het van passiewe na gewapende verset. Die aard van die verset moet verduidelik word en die skakel tussen verset en versterkte onderdrukking kan aangedui word. Die verbanning en aanhouding van weerstandsleiers in die 1960's het die weg gebaan vir nuwe leiers in die 1970's en die weerstand van die jeug.

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

HOOFASPEKTE

- Inleiding - 'n Aanduiding van die beweging van passiewe verset tot gewapende verset en die skakel tussen versterkte weerstand en onderdrukking soos hierbo aangedui.

UITBREIDING

- *[ANC-weerstandstaktieke voor 1958 en die stigting van die PAC]*
- Sharpeville (1960) en die nasleep
- Verbanning van weerstandsbewegings en aanhouding
- Die stigting van Umkhonto we Sizwe en POQO
- Liliesleaf Farm en die Rivonia-verhoor
- *[Die Algemene Regswysigingswet]*
- Die African Resistance Movement (ARM), die Swartbewustheidsbeweging (Black Consciousness Movement), die South African Student's Organisation (SASO), ens.
- Soweto, 1976
- *[Die Wet op Oproerige Byeenkomste (Riotous Assemblies Act), verdere verbannings; nog 'n Noodtoestand]*

- Samevatting: Kandidate moet hulle argumente saamvat deur aan te dui dat die periode 1960 tot 1976 een van militante weerstand was. **[50]**

VRAAG 3A: DIE PERIODE 1976 TOT 1994

Bespreek die rol wat die vakbond-beweging in die stryd teen die apartheid-regering gedurende die 1980's gespeel het.

SINOPSIS

Kandidate moet fokus op die belangrikheid van die ontwikkeling van die vakbonde vir die weerstand teen aprtaheid. Om hulle argumente te ondersteun moet hulle toon waarom die ontwikkeling van die vakbonde so belangrik vir die weerstand teen apartheid was.

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

HOOFASPEKTE

- Inleiding: Kandidate moet aantoon dat die vakbonde 'n bydrae gemaak het tot die vryheidstryd in SA.

UITBREIDING

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

- Opkoms van werkervakbondwese na die Wiehan Kommissie
- Redes vir die stigting van die Federation of South African Trade Unions (FOSATU)
- Council of Unions of South Africa (CUSA)
- National Council of Trade Unions (NACTU)
- Nie-affilieerde unies, bv. South African Allied Workers Union (SAAWU)
- General Workers Union (GWA) en die National Union of Mineworkers (NUM)
- Congress of South African Trade Unions (COSATU)

Wanneer die kandidate die vraag beantwoord, kan hulle verwys na die rol van blanke werkersvakbonde om die apartheidstelsel in stand te hou of te bevraagteken in die beskerming van die belange van blanke werkers.

- Samevatting: Kandidate moet hulle argumente op logiese wyse saamvat. **[50]**

VRAAG 3B: DIE PERIODE 1976 TOT 1994

Beskryf hoe die politieke uitdagings van die vroeë 1990's oorkom was deur die proses van onderhandelinge wat gelei het tot 'n demokratiese Suid-Afrika in 1994.

SINOPSIS

Kandidate moet aandui hoe SA van 'n gespanne politieke atmosfeer onder apartheid getransformeer het tot 'n regering van nasionale eenheid as gevolg van die struikelblokke wat met onderhandelinge oorkom is.

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

HOOFASPEKTE

- Inleiding: Kandidate moet aandui hoe die politieke uitdagings deur politieke onderhandelinge in SA tussen 1989 en 1994 oorkom is.

UITBREIDING

- Die besluit ten gunste van onderhandelinge (waarom onderhandelinge) - kortliks
- Die rol van verskillende persoonlikhede, bv. FW de Klerk, Nelson Mandela, Cyril Ramaphosa, Roelf Meyer, ens.
- Die rol van verskillende gebeurtenisse en ontwikkelings, bv. Grootte Schuur Minuut, die Pretoria Minuut, CODESA I & II, slegs blanke-referendum, die ontstaan van COSAG, geweld in Boipatong, Natal en elders, regse aktiwiteite, die rol van APLA, ens.
- Versterking van onderhandelings, kompromie en verbintenis
- Die eerste demokratiese verkiesing in April 1994 (vlag en nasionale volkslied simboliseer trou aan nuwe demokrasie)

- Samevatting: Kandidate moet hulle argumente saamvat deur aan te dui hoe struikelblokke oorkom is deur politieke onderhandelinge wat tot 'n demokrasie in 1994 gelei het. **[50]**

Kopiereg voorbehou

VRAAG 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.

Kopiereg voorbehou

VRAAG 4: DIE PERIODE 1924 TOT 1948

4.1 HOE HET DIE PROSES VAN VERSTEDELKING DIE SWART SUID-AFRIKANERS IN DIE 1940's BEïNVLOED?

4.1.1 a) *[Interpretasie van bewyse uit Bron 4A – L1]*

- Moeder was nie gesond nie
- Daarom het sy gehelp met takies by die huis
- Jonger susters groot te maak (enige 2 x 1)

b) *[Interpretasie van bewyse uit Bron 4A - L2]*

- Mashini moes trek van waar sy en haar familie gewoon het
- Verpligte verskuiwings het tot werkloosheid gelei – haar familielewe beïnvloed
- Staatswetgewing het die uitsetting van swart families afgedwing (insluitende hare)
- Enige ander relevante respons (enige 2 x 2)

c) *[Interpretasie van bewyse uit Bron 4A - L2]*

- Die regering was oor die algemeen meer geïnteresseerd in die toepassing van segregasiewetgewing
- Meer aandag is gegee aan die bekommernisse en behoeftes van die blanke bevolking as aan dit van die swart mense
- Enige ander relevante respons (2 x 2)

4.1.2 *[Uittreksel uit bewyse van Bron 4B - L1]*

- Onuithoubare toestande
- Samedromming
- Volslae armoede
- Beknopte behuisingstoestande
- Oorbevolkte toestande
- Enige ander relevante respons (enige 4 x 1)

4.1.3 *[Vind ooreenkomste tussen Bron 4 A en 4B – L2]*

Beide bronne verwys na die:

- Uitsettings vanaf plase deur blankes besit – beweging van een gebied na die volgende
- Die invloed van verstedeliking
- Enige ander relevante respons (2 x 2)

4.1.4 *[Evaluering van bewyse uit Bron 4B – L4]*

- Die *Bantu World* koerant het meesal African/swart-lesers gehad
- Die koerant het net een kant van die storie beklemtoon
- Woorde soos onuithoubare toestande, beknop, volslae armoede, rassistiese behuisingsbeleid, ens. veroorsaak emosionele reaksie (3 x 2)

4.1.5 a) *[Vergelyking van bewyse tussen Stelling 1 en 2 in Bron 4C – L4]*
Walter Sisulu stel die volgende oor Mpanza:

- Nie 'n politikus nie
- Was 'n militante leier
- Het nie staatsreëls en –regulasies nagekom nie
- Hoogs gemotiveerd en veg vir die regte van die mense
- Erken deur die ANC vir sy benadering om behoeftiges te help

W Carr het die volgende siening oor Mpanza:

- Was nie 'n verteenwoordger van die mense nie
- Hywas eerder 'n krimineel/misdadiger wat fondse van die armes misbruik het om homself te verryk
- Het nie morele waardes gehad nie
- Was nie 'n leier van die mense in die informele nedersettings nie, het eerder hulle swakhede uitgebuit

KANDIDATE MOET NA BEIDE SISULU EN MPANZA'S SE GESIGSPUNTE VERWYS – 2 PUNTE ELK (4 x 2)

b) *[Vergelyking van standpunte uit Bron 4C – L4]*

- Walter Sisulu was 'n lid van die ANC Jeugliga en het homself met Mpanza se saak vereenselwig
- Hy was 'n Afrikanis en het die belange van die Afrika-werkersklas ondersteun
- Die Jeugliga was radikaal in hul stryd teen segregasie
- W Carr was 'n munisipale bestuurder
- Hy was 'n staatsamptenaar en het die regeringsbeleid van segregasie geïmplementeer
- Hy was 'n blanke amptenaar wat regeringsbeleid ondersteun het
- Kon 'n persoonlike vete gewees het (enige 3 x 2)

Kopiereg voorbehou

4.1.6 *[Interpretasie en ontleding van bewyse uit al die bronne – L4]*

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

- Industrialisasie – behoefte aan meer arbeid
- Verstedelikingsproses
- Tekort aan die voorsiening van geskikte behuising deur die owerhede
- Oorbevolking/Beknoptheid en armoede algemeen onder swart Suid-Afrikaners
- Die uitwerking daarvan op gesinslewens (oorbevolking en armoede)
- Die groei van informele nedersettings
- 'n Kort beskrywing van 'n informele nedersetting (bv. Sofasonke)
- 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**

(12)
[50]

VRAAG 5: DIE PERIODE 1948 TOT 1976

5.1 WAT WAS DIE REDES VIR EN DIE REAKSIES OP DIE VRYHEIDSMANIFES IN DIE 1950's?

5.1.1

a) [*Interpretasie van Bron 5A - L 2*]

- Die ANC wou gelykheid vir alle rasse in Suid-Afrika hê
- Die ANC wou bewys dat dit nie anti-blank was nie
- Dat daar sommige blankes was wat teen apartheid was (enige 2 x 2)

b) [*Interpretasie van Bron 5A - L 3*]

- Die Congress of Democrats is deur Beyleveld gelei
- Dat nie alle blankes apartheid gesteun het nie
- Hy is aangestel as die voorsitter van die Kongres-vergadering (2 x 2)

c) [*Uittreksel van bewyse uit Bron 5A L1*]

- Arresteer Kongres-afgevaardigdes
- Klopjagte is deur die polisie op hulle huise uitgevoer
- Hulle is aangekla van hoogverraad
- Lê beslag op dokumente
- Forbidden to attend meetings

d) [*Evaluering van Bron 5A –L4*]

Dit is akkuraat tot die mate dat

- Die Vryheidsmanifes 'n alternatiewe regering voorgestel het
- Die beginsels waaroor ooreengekom is, dieselfde beginsels is wat deur die regering ondermyn is

Nie akkuraat nie

- Die Vryheidsmanifes deur 'n demokratiese proses bereik is
- Dit het nie 'n gewelddadige program van aksie voorgestaan nie (2 x 2)

e) *[Interpretasie van Bron 5A –L3*]

- Hulle het die manifes gesien as 'n dokument wat deur kommunisme beïnvloed is, gebaseer op kommunistiese beginsels
- Die manifes het radikale veranderinge oor hoe SA regeer moes word, voorgestel/ Manifes was teen die ideologie van die regering
- Die regering het die instelling van so 'n manifes verafsku en het die gevolge daarvan gevrees (2 x 3)

5.1.2 [*Interpretasie van Bron 5B –L3*]

- Dit het die mense bewus gemaak (in staat gestel) van die waarde van die voorgestelde Vryheidsmanifes (demokrasie)
- Hulle die mense se insette by die opstel van die finale Vryheidsmanifes ingesluit. (2 x 2)

5.1.3 [*Interpretasie van Bron 5B – L3*]
- Om die toewyding van die vrywilligers te toon
- Om samewerking met die werkers te toon en die mense wat hulle teëgekom het
- Om te toon dat daar veelrassige verhoudinge tydens die werwing van mense is (enige 2 x 2)

5.1.4
a) [*Uittreksel en interpretasie van Bron 5C - L3*]
- Afrikaniste het geglo in die konsep Afrika vir die Afrikane
- Hulle het die veelrassige aard van die Vryheidsmanifes verwerp
- Hulle het die afdelings in die Vryheidsmanifes wat minderheidsregte gewaarborg het, teëgestaan (Almal wat daar gewoon het)
- Leierskapposisies sal deur wit en Indiër kommuniste oorgeneem word (enige 2 x 2)

b) [*Uittreksel uit bewyse van Bron 5C –L1*]
- Hulle het geglo dat Suid-Afrika 'n Afrika-land was
- Daarom was Afrikane geregtig daarop om in die land te leef en dit te regeer
- Die koöptering van blankes sou hulle weerstand teen apartheid in gevaar stel
- Blankes gesien as settelaars wat geen reg op die grond gehad het nie (enige 2 x 2)

c) [*Interpretasie van Bron 5C –L2*]
- Volgens die Afrikaniste het die land aan die mense van Afrika behoort
- Hulle het die vryheidstryd in SA met ander dele van Afrika ge-assosseer
- Hulle wou dus 'n Verenigde State van Afrika stig
- Om dit te doen is dit daar voorgestel dat blankes die land verlaat ('skoert') (enige 2 x 2)

Kopiereg voorbehou

5.1.5 Kandidate moet die volgende punte in hulle antwoorde hê:

- Die Vryheidsmanifes is opgestel uit insette gelewer deur alle Suid-Afrikaners, ongeag ras, klas, geslag, ens.
- Op demokratiese beginsels gebaseer
- Aan SA se vryheid gekoppel
- Nuwe Grondwet gebaseer op die fundamentele beginsels van die Vryheidsmanifes
- Handves van Regte en Menseregte gebore uit Vryheidsmanifes
- Verwys na Suid-Afrika se demokratiese grondwet wat uit die Vryheidsmanifes voortgevloei het
- 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 – 3 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.	**4 – 6 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.	**7 – 10 punte**

(10)
(50)

Kopiereg voorbehou

VRAAG 6: DIE PERIODE 1976 TOT 1994

6.1 WAAROM HET DIE SUID-AFRIKAANSE REGERING NOODTOESTANDE IN DIE 1980's INGESTEL?

6.1.1 *[Onttrek en verduidelik bewyse uit Bron 6A – L2]*
- Om die volksopstand teen apartheid te stop
- Mense is doodmaak (500)
- Om 'n toestand van beheer te herstel en
- Om mag en gesag te behou (enige2 x 2)

6.1.2 *[Onttrek inligting uit Bron 6A– L1]*
- Deursoek huise
- Arresteer
- Ondervra mense
- Media- en nuusberigte gesensor (enige 3 x 1)

6.1.3 *[Verduideliking van bewyse uit Bron 6B – L2]*
- Eglin het nie die Noodtoestand voorgestaan nie (sê nee) (2)

6.1.4 (a) *[Kandidate moet bewyse uit Bron 6C gebruik en 'n interpretasie maak – L2]*
- Sy was gefrustreerd en het in 'n staat van beleg gelewe (toestande soos in tronk)
- Lewe in vrees, geïntimideer, onseker en bekommerd
- Enige relevante antwoord (enige 2 x 2)

(b) [Onttrekking uit inligting in Bron 6C – L2]
Hulle was oor die volgende bekommerd:
- Die veiligheid en welsyn van hul kinders (vrees dat kinders verkrag en doodgemaak kan word)
- Daar was beperkinge op die kere wat hulle hul kinders in die tronk kon besoek
- Die Noodtoestand het negatief op hulle inkomste geïmpakteer (enige 2 x 2)

(c) [Onttrekking *van bewyse uit Bron* 6C – L1]
- Die 'verwydering' van die Noodtoestand sou lewens 'normaliseer'.
- Sou eiewaarde en waardigheid herstel
- Lei na politieke vryheid en demokrasie
- Enige ander relevante respons geneem van die bron (enige 3 x 1)

6.1.5 [Trek bewyse uit ander bronne en organiseer dit in 'n paragraaf – L4]

Die paragraaf moet gebaseer wees op bewyse uit hierdie bronne en moet fokus op die volgende vereistes in die vraag:

- Die Noodtoestand
- Invloed van die Noodtoestand op gewone Suid-Afrikaners
- Reaksie op die Noodtoestand
- Oproep om die Noodtoestand te beëindig
- 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 – 3 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.	**4 – 6 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.	**7 – 10 punte**

(10)
(32)

6.2 HOE HET AANHOUDING SONDER VERHOOR SUID-AFRIKANERS IN DIE 1980's BEïNVLOED?

6.2.1 (a) *[Interpretasie van inligting in Bron 6D – L3]*
Dit is bruikbaar want:
- Dit lig die publiek in oor die invloed/impak van aanhouding sonder verhoor in SA
- Dit gee inligting oor die omvang van die aanhouding sonder verhoor
- Dit het die SA regering se gemene dade aan die lig gebring (enige 2 x 1)

(b) *[Ontleding en interpretasie van statistieke uit Bron 6D – L3]*
- Regering was onbesorg en onsensitief vir die regte van swart kinders
- Die regering was nie bekommerd oor die regte van swart kinders nie
- Het hulle nie onderwerp aan die Internasionale Regte van Kinders nie
- Enige ander relevante antwoord (3 x 2)

6.2.2 *[Interpretasie van statistieke in Bron 6D – L2]*
Die Noodtoestand was effektief/ nie effektief nie. Kandidate kan na die statistiek verwys:
- Die regering se onmenslikheid het nie opgehou nie
- Daar was 'n vermeerdering in die aantal mense wat na die Noodtoestand dood is
- Die Noodtoestand is nie ingestel om swart Suid-Afrikaners te beskerm nie maar eerder om 'n veldtog van vrees en moord onder hulle te intensifiseer – verwys na statistieke
- Enige ander relevante respons (enige 2 x 2)

6.2.3 *[Uittreksel uit inligting in Bron 6E – L1]*
- Inhegtenisneming
- Verbanning
- Ontslag
- Detensie (4 x 1)

6.2.4 *[Interpretasie uit bewyse uit 6E – L3]*

Mense is bang vir aanhouding sonder verhoor agv die volgende:
- Mense is gemartel, ondervra en geteister
- Vermoor of vermis
- Baie aangehoudenes is nie verhoor in geregshowe nie (geen geregtigheid)
- Famile het geen kontak met aangehoudendes – weet nie waar hulle is nie (altyd onseker); 'n gevoel van onsekerheid, vrees en bekommernis
- Verskeie diskriminerende wette in plek
- Enige ander relevante punt

NEEM KENNIS DAT 'N UITGEBREIDE VERDUIDELIKING AANVAARBAAR IS, MAAR KANDIDATE MOET STEEDS NA DIE BULLETS HIERBO VERWYS (2 x 2)
(20)
(50)

TOTAAL: 150

MARKING GUIDELINE

NOVEMBER 2005

HISTORY SG

QUESTION PAPER 1

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Global assessment of essays

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

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

Assessment procedures of an essay

1. Keep the synopsis in mind when assessing the essay.

2. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/ aspects that is properly contextualised (also indicated by bullets in marking guideline/ memorandum) a relevant conclusion (indicated by a bullet in marking guideline/ memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

3. The following additional symbols can also be used:

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

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

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

C	LEVEL 3	

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

C	LEVEL 3	
P	LEVEL 1	

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

C	LEVEL 3	B+
P	LEVEL 1	39

The matrix

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

SENIOR CERTIFICATE EXAMINATION 2005 - SET A
MARKING GUIDELINE

PRESENTATION CONTENT	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).
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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- 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

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SECTION A: ESSAY QUESTIONS

QUESTION 1A: THE PERIOD 1924 TO 1948

Describe the steps taken by General JBM Hertzog to secure South Africa's constitutional independence in the period 1926 to 1934.

SYNOPSIS

The answer needs to show how the steps taken by Hertzog secured South Africa's constitutional independence between 1924 and 1934.

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

MAIN ASPECTS

- Introduction: It should indicate how Hertzog helped South Africa to move towards sovereign independence from 1924 to 1934.

ELABORATION

- The position of Dominions when Hertzog assumed office (legally they were subordinate to Britain)
- The Imperial Conference of 1926 (Hertzog wanted to clarify the status of SA and dominions)
- The Balfour Declaration of 1926 (Defined the status of SA and other dominions)
- The Department of Foreign Affairs (The establishment of this Department demonstrated SA's independence)
- The Statute of Westminster, 1931 (Put into law the principles of the Balfour Declaration)
- The Status and Seals Acts, 1934 (These protected SA's independence by writing into South African law the Statute of Westminster)

- Conclusion: Candidates must tie up their argument by indicating that Hertzog was an integral part of the move towards sovereign independence by 1934. **[50]**

QUESTION 1B: THE PERIOD 1924 TO 1948

Explain the circumstances which enabled Dr DF Malan of the National Party to become Prime Minister of South Africa in 1948.

SYNOPSIS

Candidates should focus on the circumstances that led to Dr Malan and the National Party coming to power in the 1948 elections (factors such as the rise of Afrikaner nationalism in the 1940s). Candidates who mention the factors that led to the downfall of Smuts should be given credit. It needs to be noted that the election was not merely a victory for Malan, but more a loss for Smuts and the UP.

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 show the circumstances that led to Malan's victory in 1948 election in the aftermath of the Second World War.

ELABORATION

- Economic policy (the economy was biased towards the war effort)
- Problems within the United Party (internal problems and the declining popularity of Smuts *[age – 78]* after World War II)
- Urbanisation (effects of urbanisation)
- End of World War II and demobilisation (treatment of returning soldiers)
- Post–war economic problems and labour unrest (strikes)
- White fears of losing power (Hofmeyr's liberal views; demands of black nationalism)
- Race policy (UPs' lack of a clear racial policy versus the NP's policy of apartheid)
- The changing international situation (UNO)
- Malan and the rise of Afrikaner nationalism
- *[Alliance between National Party and the Afrikaner Party]*
- NPs well-planned election campaign
- *[Strength of the NP in the rural areas]*
- By-elections, e.g. Wakkerstroom (Smuts lost support)
- The significance of the 1948 general election for the Afrikaner

Conclusion: Candidates should tie up their arguments **[50]**

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QUESTION 2A: THE PERIOD 1948 TO 1976

Discuss the passive resistance campaigns from 1948 to 1958 as a brave attempt by the oppressed people to challenge the might of the apartheid 'regime'.

SYNOPSIS

Candidates should focus on the various forms of passive resistance campaigns that were undertaken to challenge the power of apartheid government between 1948 to 1958.

MAIN ASPECTS

Introduction: Candidates should focus on how the passive resistance campaign challenged the might of the apartheid 'regime'.

Elaboration

NB: The candidate is expected to refer to the following in the presentation of his/ her argument:

- The Programme of Action
- The Defiance Campaign
- The Freedom Charter
- The Treason Trial
- The Women's Movement
- Candidates may also refer to other smaller campaigns and actions, which are not, mentioned here, e.g. the bus boycotts

Conclusion: Candidates should tie up their argument by highlighting that the passive resistance campaign challenged the apartheid 'regime'. **[50]**

QUESTION 2B: THE PERIOD 1948 TO 1976

Describe the period of militant resistance from Sharpeville (1960) to Soweto (1976).

SYNOPSIS

The answer needs to make the point that the nature of resistance to apartheid changed in the late 1950s from passive resistance to armed resistance. The nature of the resistance needs to be explained and the link between resistance and intensified repression should be made. The banning and imprisonment of resistance leaders in the 1960s opened the way for new leaders in the 1970s and the resistance of the youth.

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 - An indication of the move from passive protest to armed resistance and the link between the intensified resistance and repression as indicated above.

ELABORATION

- *[ANC resistance tactics before 1958 and establishment of the PAC]*
- Sharpeville (1960) and its aftermath
- The banning of resistance movements and detentions
- The formation of Umkhonto we Sizwe and POQO
- Liliesleaf Farm and the Rivonia Trial
- *[The General Laws (Amendment) Act]*
- The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), etc.
- Soweto, 1976
- *[Riotous Assemblies Act; further bannings; another State of Emergency]*

- Conclusion: Candidates must tie up their argument by showing that 1960 to 1976 was a period of militant resistance. **[50]**

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QUESTION 3A: THE PERIOD 1976 TO 1994

Discuss the role of the trade union movements in the struggle against the apartheid government during the 1980s.

SYNOPSIS

Candidates should focus on the role played by trade unions in resisting apartheid. In support of their argument they need to show why the development of the trade unions was so important to the resistance to apartheid.

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

MAIN ASPECTS

- Introduction: Candidates should indicate that trade unions made a contribution to the struggle for liberation in South Africa.

ELABORATION

For each of the following aspects the contribution/role of trade unions must be highlighted.

- Emergence of worker unionism after the Wiehan Commission
- Reasons for the formation of The Federation of South African Trade Unions (FOSATU)
- Council of Unions of South Africa (CUSA)
- National Council of Trade Unions (NACTU)
- Unaffiliated unions e.g. South African Allied Workers Union (SAAWU)
- General Workers Union (GWA) and The National Union of Mineworkers (NUM)
- Congress of South African Trade Unions (COSATU)

- Conclusion: Candidates should tie up their arguments in a logical manner.

[50]

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QUESTION 3B: THE PERIOD 1976 TO 1994

Describe how the political challenges of the early 1990s were overcome by the process of negotiations leading to a democratic South Africa in 1994.

SYNOPSIS

Candidates should indicate how South Africa was transformed from a tense political scene in the early 1990s to a government of national unity as a result of the negotiations.

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

MAIN ASPECTS

- Introduction: Candidates should show how the political challenges were overcome by political negotiations in South Africa between 1990 and 1994.

  ELABORATION

  - The decision in favour of negotiations (why negotiations) – briefly
  - The role of different personalities, e.g. FW de Klerk, Nelson Mandela, Cyril Ramaphosa, Roelf Meyer, etc
  - The role of different events and developments, e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, whites only referendum, the emergence of COSAG, violence in Boipatong, Natal and elsewhere, right wing activities, the role of APLA etc
  - Strengthening of negotiations, compromise and commitment
  - The first democratic election of April 1994 (flag and the national anthem symbolised an allegiance to the new democracy)

- Conclusion: Candidates must tie up their arguments by showing how difficulties were overcome by political negotiation that led to a democracy in 1994. **[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 DID THE PROCESS OF URBANISATION AFFECT BLACK SOUTH AFRICANS IN THE 1940s?

4.1.1 a) *[Extraction of evidence from Source 4A – L1]*
- Mother was not well (ill)
- As a result assist with chores (tasks) at home
- Raising her younger sisters (any 2 x 1)

b) *[Interpretation of evidence from Source 4A - L2]*
- Mashini had to move from where she and her family lived
- Forced removals led to unemployment – affected her family life
- Government legislation forced the eviction of black families (including hers)
- Any other relevant response (any 2 x 2)

c) *[Interpretation of evidence from Source 4A- L2]*
- The government was generally more interested in the implementation of segregatory legislation
- More attention was given to concerns and needs of the white population rather than those of black people (2 x 2)
- Any other relevant response

4.1.2 *[Extraction of evidence form Source 4B - L1]*
- Intolerable conditions
- Congestion
- Abject poverty (Poor)
- Crammed housing conditions
- Overcrowded conditions
- Any other relevant response (any 4 x 1)

4.1.3 *[Finding similarities between Sources 4 A and 4B – L2]*
Both sources refer to the:
- Evictions from white owned farms- movement from one area to another
- The influence of urbanisation
- Any other relevant point (2 x 2)

4.1.4 *[Evaluation of evidence from Source 4B – L4]*

- The *Bantu World* newspaper was largely subscribed by African/black readers
- The newspaper highlights one side of the story
- Words such as intolerable conditions, crammed, abject poverty, racial housing policy etc evokes emotions (3 x 2)

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4.1.5 a) *[Comparison of evidence between Statements 1 and 2 in Source 4C – L4]*
Walter Sisulu stated the following about Mpanza:

- Not a politician
- Was a militant leader
- Did not conform to government rules and regulations
- Highly motivated and fought for the rights of people
- Recognised by the ANC for his approach in helping the destitute

W Carr had the following view about Mpanza:

- Was not a representative of the people
- Rather he was criminal/thug who misappropriated funds from the poor to enrich himself
- Lack morals
- Was not the leader of people in the informal settlements but exploited their weakness

(CANDIDATES NEEDS TO REFER TO BOTH SISULU AND MPANZA'S VIEWS (2 POINTS EACH) (4 x 2)

b) *[Comparison of viewpoints from Source 4C – L4]*

- Walter Sisulu was a member of the ANC Youth League and associated himself with Mpanza's cause
- He was an Africanist and supported the interests of the African working class
- The Youth League was radical in its struggle against segregation
- W Carr was municipal manager
- He was a government official and was implementing government policy of segregation
- He was a white official supporting government policies
- Could have had a personal vendetta (any 3 x 2)

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

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

- Industrialization – need for more labour
- Process of urbanisation
- Lack of provision of suitable housing by the authorities
- Overcrowding and poverty rampant amongst black South Africans
- The effects of this on family life (overcrowding and poverty)
- The growth of informal settlements
- A brief description of an informal settlement (e.g. Sofasonke)
- 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 5: THE PERIOD 1948 TO 1976

5.1 WHAT WERE THE REASONS FOR AND THE REACTIONS TO THE FREEDOM CHARTER IN THE 1950s?

5.1.1

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

- The ANC wanted equality for all races in South Africa
- The ANC wanted to demonstrate that it was not anti-white
- That there were some white people who were against apartheid (any 2 x 2)

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

- The Congress of Democrats was led by Beyleveld
- This shows that not all whites supported apartheid
- He was appointed to chair the Congress meeting (2 x 2)

c) [*Extraction of evidence from Source 5A - L1*]

- Arrested Congress delegates
- Their houses were raided by the police
- They were charged with high treason
- Seizing of documents
- Forbidden to attend meetings (any 2 x 1)

d) [*Evaluation of Source 5A –L4*]

It is accurate to an extent

- The Freedom Charter proposed an alternative government
- The principles agreed upon were the same principles undermined by the government

Not accurate

- Because the Freedom Charter was achieved through democratic process
- It did not advocate a violent programme of action (2 x 2)

e) *[Interpretation of Source 5A –L3*]

- They saw the Charter as a communist influenced document, based on the principles of communism
- The Charter proposed radical changes on how South Africa should be governed/ Charter was against the ideology of the government
- The government despised the introduction of such a Charter and they feared its consequences (any 2 x 3)

5.1.2 [*Interpretation of Source 5B –L3*]

- They conscientised (empowered) the people on the value of the proposed Freedom Charter (democracy)
- They collected responses from people which was finally fed into

the drafting of the Freedom Charter (2 x 2)

5.1.3 [*Interpretation of Source 5B – L3*]
- To show the commitment of volunteers
- To show co-operation with the workers and the people they encountered
- To show that there are interracial relationship during canvassing of the people (any 2 x 2)

5.1.4

a) [*Extraction and Interpretation of Source 5C - L3*]
- Africanists believed in the concept Africa for Africans
- They rejected the multi-racial nature of the Freedom Charter
- Opposed the sections of the Freedom Charter that guaranteed minority rights (All who lived in it)
- Leadership positions will be occupied by white and Indian communists (any 2 x 2)

b) [*Extraction of evidence from Source 5C –L1*]
- They believed that South Africa was an African country
- As such Africans were entitled to live and rule over the land.
- Co-opting whites would have compromised their resistance against apartheid
- Whites were seen as settlers and had no claim to land (any 2 x 2)

c) [*Interpretation of Source 5C –L2*]
- According to the Africanist the land belonged to the African/ black people
- They identified the struggle for freedom in South Africa with other parts of Africa
- Therefore they wanted to establish a United States of Africa
- To undertake this it was suggested that whites should leave ('scram') (any 2 x 2)

5.1.5 Candidates should have the following points in their answer:

- The Freedom Charter was drawn up from inputs from all South Africans, irrespective of race, class, gender, etc.
- Based on democratic principles
- Linked to South Africa's quest for freedom
- New constitution based on the fundamental principles of the Freedom Charter
- Bill of Rights and Human Rights are born out of the Freedom Charter
- Reference to South Africa's democratic constitution borne out of the Freedom Charter
- 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 – 3**
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: 4 – 6**
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: 7 – 10**

(10)
(50)

QUESTION 6: THE PERIOD 1976 TO 1994

6.1 WHY DID THE SOUTH AFRICAN GOVERNMENT IMPOSE THE STATE OF EMERGENCY IN THE 1980s?

6.1.1 *[Extract and explain evidence from source 6A – L2]*
- To stop the insurrection against apartheid
- People killed (500)
- To restore a state of control
- Maintain power and authority (any 2 x 2)

6.1.2 *[Extract information from source 6A– L1]*
- Search homes
- Arrest people
- Interrogate people
- Censor media and news broadcasts (any 3 x 1)

6.1.3 *[Explanation of evidence from source 6B – L2]*
- Eglin did not approve (said No) to the State of Emergency (2)

6.1.4 (a) *[Candidates need to use evidence from Sources 6C and make an interpretation – L2]*
- She felt frustrated and lived under siege (prison like conditions)
- Lived in fear, intimidation, uncertainty and worry
- Any other relevant answer (any 2 x 2)

(b) [Extraction of information from Source 6C – L2]
They were concerned about the following:
- The safety and welfare of their children (fear of children being raped and/or killed)
- That they had limited visits to their children in prison
- The State of Emergency impacted negatively on their income (any 2 x 2)

(c) [*Extraction of evidence from Source 6C – L1]*
- The removal of the state of emergency would result in the 'normalising' their lives
- Restore dignity and self worth
- Lead to political freedom and democracy
- Any other relevant response taken from the source) (any 3 x 1)

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6.1.5 *[Extract evidence from sources and organise them in a paragraph – L4]*

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

- The State of Emergency
- Effects of the emergency on ordinary South Africans
- Reaction to the emergency
- Call to end the emergency
- 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 – 3**
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: 4 – 6**
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: 7 – 10**

(10)
(30)

6.2 HOW DID DETENTIONS WITHOUT TRIAL AFFECT SOUTH AFRICANS IN THE 1980s?

6.2.1 (a) *[Interpretation of information in Source 6D – L3]*
It is useful because:

- It informs the public about the effects / impact of detentions without trial in South Africa
- It gives information about the extent of detentions without trial
- It exposed the South African government about its nasty deeds (any 2 x 1)

(b) *[Analysis and interpretation of statistics from Source 6D – L3]*

- Government was uncaring and insensitive to the rights of black children
- The government was not concerned about the rights of black children
- Did not abide by the international rights of children
- Any other relevant answer (3 x 2)

6.2.2 *[Interpretation of statistics from Source 6D – L3]*
The State of Emergency was effective/ not effective. Candidates may refer to the Statistics:

- Government (state) brutality continued
- There was an increase in the number of people who died after declaration of the State of Emergency
- The State of Emergency was not introduced to protect black South Africans but rather to intensify a campaign of fear and killing among them – refer statistics.
- Any other relevant point (any 2 x 2)

6.2.3 *[Extraction of information from Source 6E – L1]*

- arrests
- bannings
- dismissals
- detentions (4 x 1)

6.2.4 *[Interpretation of evidence from Source 6E – L3]*

People feared detentions because of the following:

- People were tortured, interrogated and harassed
- Killed or disappeared
- Many detainees were not tried by the courts of law (no justice)
- Family had no contact with detainees – do not know whereabouts (always in doubt) ; a feeling of uncertainty, fear and worry
- Several discriminatory laws were in place
- Any other relevant point

IT SHOULD BE NOTED THAT AN EXTENDED EXPLANATION WILL BE ACCEPTED. HOWEVER CANDIDATES STILL NEED TO REFER TO THE BULLETS ABOVE.

(any 2 x 2)
(20)
(50)

TOTAL: 150

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