

**POSSIBLE ANSWERS**  
**OCT / NOV 2006**

HISTORY/HG/P1

- 2 -

SENIOR CERTIFICATE EXAMINATION 2006

**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



- 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.

PRESENTATION	LEVEL 1 Has developed a relevant independent line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Excellent technical skills and evidence.	LEVEL 2 Has developed a relevant line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Minor flaws.	LEVEL 3 Has developed a relevant line of argument. Has attempted analysis and historical explanation. Well planned and structured essay. Structural flaws. Higher order skills absent.	LEVEL 4 Attempts to sustain a line of argument. Has attempted analysis and historical explanation. Essay planned and structured to a certain extent	LEVEL 5 Attempts to sustain a line of argument. Applied analysis and historical explanation to a certain extent. Attempt a structure. Technical flaws.	LEVEL 6 Line of argument not sustained. Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No line of argument. No analysis and historical explanation. No structure.	LEVEL 8 No attempt to answer the question.
CONTENT								
LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument.	A+ 47 – 50	A 43 – 46	A- 40 – 42					A: 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

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

Coalition(1933) and fusion(1934) was based upon the desire to bring about a broader white unity in South Africa rather than an exclusive Afrikaner Nationalism.

Do you agree with this assessment? Substantiate your argument with reference to the period 1933 to 1939.

**SYNOPSIS**

The candidates should assess the statement and thereafter take a particular line of argument. Candidates should indicate whether coalition and fusion was an attempt to establish a common South African identity or was it an attempt to create an exclusive Afrikaner nationalism.

**(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 need to state whether they agree or disagree with the statement and thereafter indicate how they intend supporting their argument.

**ELABORATION**

- Hertzog's government began to lose support because of the Great Depression; left the gold standard
- Hertzog believed that a coalition government would be able to solve South Africa's economic problems
- Coalition highlighted ideological differences (Afrikaner nationalism)
- Fusion led to the formation of the United Party (broader white unity)
- Ideological differences (English vs. Afrikaner) remained within the United Party after fusion
- Political realignment (Dominion and Purified National Parties) occurred because of ideological differences
- Tensions among English-speaking and Afrikaans-speaking members of Parliament regarding the influence of Afrikaner nationalism(1938 Centenary celebration etc.)
- Tensions within the UP over race policies because some members were opposed to segregation
- When Second World War broke out ideological differences (neutrality vs. participation) led to the split in the UP in 1939
- Conclusion: Candidates should tie up their argument by showing how coalition and fusion was the desire to bring about white unity in South Africa rather than an exclusive white Afrikaner Nationalism or any other relevant conclusion.

**[50]**

**QUESTION 1B: THE PERIOD 1924 TO 1948**

The 1943 general election, though viewed as a triumph by a jubilant United Party, was in fact the beginning of defeat to come in the 1948 election.

Evaluate this statement with specific reference to the period 1943 to 1948.

**SYNOPSIS**

In evaluating this statement candidates should outline the triumph of the United Party in 1943 general election and highlight its influence on the factors that contributed to its ultimate defeat in the 1948 general election.

*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 evaluate the statement and indicate how they intend supporting their line of argument.

**ELABORATION**

- The 1943 general election – United Party victory (outline)
- UP's economic policy (the economy was biased towards the Second World War effort)
- Problems within the United Party (internal problems and the declining popularity of Smuts after Second World War)
- End of Second World War and demobilisation (treatment of returning soldiers)
- Post – war economic problems and labour unrest (strikes)
- Urbanisation and its effects
- White fears of losing power (Hofmeyr's liberal views; demands of black nationalism)
- Race policy (UP's lack of a clear racial policy versus the NP's policy of apartheid)
  - [Disparity between the rural and urban vote]
- The changing international situation (UNO)
- [Coalition between the NP and the Afrikaner Party and UP and other parties]
- By-elections (UP/Smuts lost support)/ result of the 1948 election
- 
- Conclusion: Candidates should tie up their argument by focusing on the various factors that led to the defeat of the UP in the 1948 election.

**[50]**

**QUESTION 2A: THE PERIOD 1948 TO 1976**

The defiance campaigns of the 1950s as a form of protest against the formidable apartheid government were not successful, but very significant.

Do you agree? Discuss critically.

**SYNOPSIS**

Candidates should indicate whether the campaigns of defiance in the 1950s were significant or not. The line of argument should be supported by relevant evidence of defiance and resistance against the apartheid government between 1948 and the 1950s.

*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 whether they agree/ disagree with the statement and show how they intend supporting their line of argument.

**ELABORATION**

- Programme of Action and its campaigns
- 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 highlighting whether the defiance campaigns were not successful but significant.

**[50]**

**QUESTION 2B: THE PERIOD 1948 TO 1976**

'The apartheid regime in the 1960s could have been forgiven for thinking it had succeeded absolutely in smashing opposition forces.'

*(Statement by Jeremy Cronin – National Executive member of the South African Communist Party, 1986.)*

Consider this statement with reference to the period of repression from 1960 to 1976 and critically explain whether the apartheid regime believed that it had succeeded in absolutely smashing the extra-parliamentary opposition.

**SYNOPSIS**

Candidates should consider the statement and then take an appropriate line of argument. This line of argument should be supported by highlighting the various forms of repression between 1960 and 1976 and it should critically explain whether the apartheid regime was successful in its endeavours or not.

*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 analyse this statement and indicate how they intend supporting their line of argument.

**ELABORATION**

- Sharpeville Massacre and the regimes response
- 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 – indicate regimes reaction]
- Resistance organisations responded by - The African Resistance Movement (ARM), the Black Consciousness Movement (BCM), the South African Students' Organisation (SASO), 1973 Corobrick strike etc.
- Further repression and resistance e.g. 1976 Soweto uprising
- [Riotous Assemblies Act; further bannings; another State of Emergency]
- Conclusion: Candidates should tie up their argument by showing the apartheid regimes repression and the reaction of resistance organisations during 1960 to 1976.

**[50]**

**QUESTION 3A: THE PERIOD 1976 TO 1994**

We, the freedom loving people of South Africa, say with one voice to the whole world that we cherish the vision of a united democratic South Africa based on the will of the people.

*(Declaration by the United Democratic Front (UDF), 20 August 1983.)*

In the light of the above explain how the declaration by the UDF contributed in the struggle to bring down the apartheid government in the 1980s.

**SYNOPSIS**

Candidates are expected to show how the 'freedom loving people' of South Africa played a significant role in bringing about the final demise of the apartheid government in the 1980s.

*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 introduce their response by referring to the line of argument and indicate how they intend to support it.

**ELABORATION**

- Repression and reform (1983 constitution) as setting the scene for waves of resistance within the country
- Resistance – (rolling mass action; the formation and role of the UDF in resisting reform)
- Resistance – (role of other organisations e.g. National Forum, AZAPO, BCM, township/ community/religious organisations etc. in resisting reform).
- [The imposition of the States of Emergency - reasons and reaction]
- The emergence of the MDM - 1985
- International pressure (impact of sanctions by international community)
- Conclusion: Candidates should tie up the argument by highlighting the activities of the UDF and other organisations, which revived and sustained political activism in the period 1983 – 1989.

**[50]**



**QUESTION 3B: THE PERIOD 1976 TO 1994**

Whilst South Africa stood poised at the crossroads of doom and hope in February 1990, it was through the mastery of leadership and negotiation that South Africa was saved from impending doom.

Do you agree? Support your point of view with relevant evidence by referring to the period 1990 – 1994.

**SYNOPSIS**

Candidates should take a specific line of argument and demonstrate how the process of leadership and negotiations among the various political leaders and parties led to the first democratic election in 1994.

*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 whether they agree/disagree with the statement and show how they intend to support their line of argument.

**ELABORATION**

- De Klerk's speech - turning point (February 1990)
- 1992 – 'whites only' referendum held to check whether reform should continue
- Process of negotiations - bringing together adversaries (e.g. Grootte Schuur Minute, the Pretoria Minute, CODESA I & II, etc)
- 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/working relationship (Mandela - De Klerk; Buthelezi; right-wing organisations) – impact on the process of negotiations and the mastery of leadership
- Role of negotiators such as Cyril Ramaphosa and Roelf Meyer in strengthening the process of negotiations (compromise and commitment)
- The emergence of democracy election of April 1994 (end of apartheid)
- Conclusion: Candidates should tie up their argument by demonstrating how transition to democracy was attained by the process of negotiations and the mastery of good leadership.

**[50]**

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

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

**LEVELS OF SOURCE-BASED QUESTIONS**

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

**SECTION B: SOURCE-BASED QUESTIONS****QUESTION 4: THE PERIOD 1924 TO 1948****4.1 HOW DID TRADE UNIONISM IN SOUTH AFRICA INFLUENCE THE WORKER STRUGGLES IN THE 1940s?**4.1.1 a) [*Extract evidence from Source 4A – L1*]

- Black trade unions were not recognised by the government
- Black trade unions were not permitted by legislation (2 x 1)

b) [*Extract evidence from Source 4A – L1*]

- Refuse to co operate with sweet factories
- Embark on a consumer boycott
- Strikes by white workers
- Alliance between white and black workers (2 x 1)

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

- Owners felt threatened
- Led to decrease in profit
- Worker unity could lead to demand for higher wages (any 2 x 2)

4.1.2 [*Interpretation of evidence from Source 4B - L3*]

Candidates should explain their responses:

**Viewpoint one – workers viewpoint**

- Improved working conditions
- Demand for higher wages
- Protection of workers rights (1 x 2)

**Viewpoint two - management viewpoint**

- They refused to acknowledge the demands of the workers
- Would not allow the disruption in the workplace (1 x 2)

4.1.3 a) [*Interpretation of evidence from Sources 4B and 4C – L3*]

- Photograph reflects the demands made in viewpoint one
- Profits (viewpoint one) echoed on the banner
- People exploited to enrich the management (any 2 x 2)

b) [*Interpretation of evidence from Source 4B – L3*]

- To highlight the exploitation of the workers at the OK
- To make the public aware of worker exploitation
- Shows white women were also involved in union activities (any 1 x 2)

- 4.1.4 a) *[Interpretation of evidence from Source 4D - L2]*
- The law in South Africa does not allow coloureds to be part of white union
  - The policy of racial discrimination
  - Ensure unity between leadership and membership
  - Any other relevant response (any 1 x 2)
- b) *[Interpretation of evidence from Source 4D – L2]*
- The fear of losing jobs
  - The wages might be cut
  - Opposed to racial mixing (any 1 x 2)
- c) *[Interpretation of evidence from Source 4D – L3]*
- Justified**
- White workers felt threatened
  - Their jobs will be secured
  - Salaries will stay intact
- Not justified**
- Racial discrimination
  - Unemployment of coloureds
  - Negative impact on family life and social conditions (any 2 x 2)
- d) *[Interpretation of evidence from Source 4D – L2]*
- Negative publicity 'white civilisation in danger' (Race card)
  - Dutch Reformed church organised public meetings to protest racial mixing on the shop floor
  - Garment workers union attacked in Parliament
  - Pamphlet 'White South Africa save yourself' (any 1 x 2)
- e) *[Extraction of evidence from Source 4D – L1]*
- The pamphlets were discriminatory
  - The pamphlets incited racial hostility (2 x 1)
- 4.1.5 *[Interpretation of evidence from Source 4A and 4D – L3]*
- Source 4A portrays the solidarity of black and white workers
  - Victory gained as a result of unity
  - Source 4D highlights the racial tensions between white and coloured workers
  - Protects the interests of white workers and shows white solidarity (any 2 x 2)

## 4.1.6 [Interpretation of evidence from all the sources – L2]

- To improve working conditions
- To improve wages
- Common understanding and united front on worker issues
- To be united in their fight against factory owners

(any 2 x 2)

## 4.1.7 [Extract evidence, analysis and communication and organise it in a paragraph - L4]

- Significance of workers unity (trade unions)
- The role of trade unions to better conditions, wages, human rights issues
- Unions were a catalyst for future unions to strengthen worker action
- Worker actions- strikes against capitalists
- Exploitation of workers

Use the following to allocate a mark

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

(12)  
[50]

**QUESTION 5: THE PERIOD 1948 TO 1976****5.1 WHY WAS THE 1956 WOMEN'S MARCH TO THE UNION BUILDINGS SIGNIFICANT IN THE FREEDOM STRUGGLE?**

- 5.1.1 a) *[Extract evidence from Source 5A – L1]*
- To protest against the pass laws
  - To show of unity and solidarity amongst women against the apartheid government's laws. (2 x 1)
- b) *[Interpretation of Source 5A – L2]*
- FEDSAW set up a joint working committee to co-ordinate the anti-pass campaign
  - Women established several organised networks
  - Held regular meetings to plan and strategise their actions (any 1 x 2)
- c) *[Interpretation of Source 5A – L2]*  
The NEC felt that women:
- Were incapable of planning and organising a march
  - Too ambitious (2 x 2)
- d) *[Analysis and evaluation of Source 5A – L3]*  
Sisulu was :
- Open minded
  - Believed and practised the principles of democracy / non sexism
  - Felt that women had the potential to plan and organise (faith in women) (any 2 x 2)
- e) *[Analysis and extrapolation of evidence from Source 5A – L4]*
- The march proved that women were capable at organising and executing a task such as the women's march of 1956
  - The leaders of the march proved that they had excellent leadership skills
  - Were able to bring 20 000 women of all races to march on the Union Buildings
  - The march was peaceful and was a symbolic victory for women
  - It made a significant impact on the struggle for emancipation of women in all walks of life (any 2 x 2)
- f) *[Interpretation of Source 5A – L1]*
- Women paid for their own passage to join the march in Pretoria
  - Some women raised money to hire an entire railway coach
  - Some women even sold off their personal belongings to go on the march (any 2 x 1)

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

- Helen Joseph noted that the following women were chosen to lead the march (African, Indian, coloured and herself/ white)
- Dorothy Zihlangu makes reference to the word 'we' – this suggests inclusivity of all races

(any 1 x 2)

b) *[Interpreting the reliability of evidence in Source 5B – L4]*

Both statements are reliable in capturing the mood at the time:

(If a candidate states that the sources are unreliable he/she must support and demonstrate their argument with relevant evidence)

**Statement 1:**

- Helen Joseph states that 20 000 women of all races stood together with their fists raised in a united manner for 30 minutes
- This shows a sense of solidarity and unity amongst women

(1 x 2)

**Statement 2:**

- Dorothy Zihlangu states that women were united in their mood and spirit of defiance
- They stood together for 30 minutes in silent protest
- This action shows that women were strong and determined in their resolve against discrimination.

(1 x 2)

c) *[Analysis and evaluation of evidence from Source 5B – L3]*

Candidates may take a position (either successful or unsuccessful) and support their response with relevant evidence:

**Successful: using own knowledge and inference**

- Members of FEDSAW believed that the march was a victory because 20 000 women attended
- During the march there was an immense sense of unity and solidarity amongst the women
- The leaders of the march believed that the march was a moral victory against the apartheid government's imposition of the pass laws

**Unsuccessful: using own knowledge and inference**

- Although the women marched to the Union Buildings Strijdom refused to give them a hearing/ he was not there
- He did not accept their petitions
- The pass laws were not repealed

(any 2 x 2)

5.1.3 *[Extraction from Source 5C – L1]*

- Homes and families will be broken (destroyed) because women were arrested under the pass laws
- Children were left unattended
- Women and children were humiliated by the police (searched)
- Women lost their basic right of freedom of movement

(any 2 x 1)

5.1.4 *[Analysis and interpretation of evidence in Sources 5B and 5C – L3]*

No, because:

- Strijdom was not available
- He did not repeal the pass laws despite the 'might and strength' of the women's 1956 march

(2 x 2)

5.1.5 *[Interpretation and explanation of evidence in Source 5D – L3]*

- A historian uses different pieces of evidence to draw up an argument.
- Therefore a single source (e.g. a photograph) is insufficient to make a valid judgment on the history of the 1956 women's march
- The photograph gives limited information on the role of the various women that participated in the march
- Quality of the source is poor (names and photos are not clearly visible)
- Any other relevant point

(3 x 2)

5.1.6 *[Synthesis, interpretation and analysis of evidence from Sources 5A to 5D and communication of own knowledge on the subject - L4]*

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

- The role and significance in the formation of FEDSAW in uniting women in the struggle against the pass laws
- The importance in the signing of petitions against the pass laws
- The unity and solidarity that women showed in their march to the Union Buildings in 1956
- The importance of 1956 march for women's rights and fraternity
- The impact of the march on the broader struggle for freedom and democracy
- Women had the capacity to organise without the assistance of men
- Any other relevant point



Use the following to allocate a mark:

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

(10)  
[50]

**QUESTION 6: THE PERIOD 1976 TO 1994****6.1 WHAT WERE THE CHALLENGES FROM 1990 THAT FACED SOUTH AFRICA ON ITS WAY TO THE FIRST DEMOCRATIC ELECTION IN 1994?**6.1.1 a) [*Interpretation of Source 6A – L 2*]

- South Africans were disillusioned about the ongoing violence
- The future looked gloomy/hopeless
- Negotiations and talks between the various political parties had stopped (any 2 x 1)

b) [*Evaluation of evidence in Source 6A - L 4*]

Candidates may take a particular position and should support their response with relevant evidence:

**Yes**

- Slovo's proposal ended the deadlock with regard to political negotiations
- Proposals that were forwarded afforded the National Party the opportunity to want to negotiate on South Africa's future
- Alleviate white fears
- Negotiations led to the gradual end to violence and political intolerance

**No**

- Slovo's proposal of power sharing meant working with the National Party and its allies
- Activists fought for freedom and their vision of a one party state would be compromised
- Were not happy to share South Africa and its resources with its former enemies (National Party) (any 2 x 2)

c) [*Extraction of evidence from Source 6A- L1*]

- To bring an end to the stalemate between the National Party and the ANC
- The ANC compromised on issue of complete transfer of power to the short term sharing of power with the National Party
- They wanted to co-govern South Africa after the elections
- Believed in the concept of co-operate governance
- Promised amnesty to soldiers and police
- Guaranteed the jobs of public servants
- Promised the payments of pensions and other associated payments (any 4 x 1)

d) *[Analysis and interpretation of evidence in Source 6A- L3]*

- The ANC informed its membership about the significant decision that it had taken to begin with the process of negotiation
- It was a marked break in its thinking from the armed struggle to start with process of negotiation and power sharing with the National Party
- Informing its constituency because they wanted their undivided support
- Any other relevant point

(any 2 x 2)

6.1.2 *[Analysis of evidence from Source 6B – L2]*

- Winnie Mandela felt that the process of negotiation did not involve the masses in the decision making process
- The process of negotiation may only focus on the interests of the elite (minority group)
- Negotiations may benefit a few
- This may lead to violence, resistance and protest action
- Lead to the creation of a new class of elites who would have similar interests as the National Party
- ANC and NP were enemies

(any 2 x 2)

6.1.3 *[Comparing evidence in Sources 6A and 6B – L3]*

- Joe Slovo wanted to move ahead with the process of negotiations while
- Winnie Mandela felt that power sharing without adequate consultation with the masses would lead to an elitist government that will only serve the interests of a few

(2 x 2)

6.1.4 *[Evaluation and analysis of evidence from Source 6B – L4]*

- Winnie Mandela's words are seen a prophetic (correct) by many political analysts
- She has predicted correctly that new (presently the ANC) ruling elite will only serve the interests of a few and the masses will be left unassisted
- Presently South Africa is experiencing increased unemployment and related social problems
- There has been civil disobedience with regard to the lack of service delivery
- Any other relevant point/other **view**

(any 2 x 2)

- 6.1.5 a) *[Extraction of evidence from Source 6C – L1]*
- The 1994 election ushered in a new era of democracy in South Africa
  - The election put an end to the apartheid government and brought about freedom
  - It gave South Africa a sense of hope and optimism
  - Had realised hopes and dreams that they cherished
- (any 2 x 1)
- b) *[Interpretation of evidence from Source 6C – L2]*
- South Africa belongs to all who lived in it (both black and white)
  - After 1994 there was a sense of unity and nationhood prevalent in South Africa
- (any 1 x 2)
- c) *[Interpretation and extrapolation of evidence from Source 6C – L4]*
- KwaZulu-Natal was engulfed by political instability and third force violence and Mandela cast his vote here for the sake of peace
  - To boost the election fortunes of the ANC against Inkatha as it was a realisation of long cherished ideal of the founder of the ANC
  - Mandela chose Ohlange because the first president of the ANC – J.L. Dube built this school and is buried there
- (any 1 x 2)
- 6.1.6 *[Comparing the evidence between Sources 6C and 6D – L3]*  
Both Sources 6C and 6D complement each other very well and learners need to refer to both sources:
- Source 6C focuses on Mandela casting his ballot for the first time and he stated that this first democratic election heralded a new beginning for all South Africans
  - In Source 6D Makhanya states that he was overcome with joy when he cast ballot for the first time and voted for Mandela or ANC
  - Both Sources 6C and 6D focus on the voting experience and why it was a turning point for both Mandela and Makhanya
  - Any other relevant answer
- (any 2 x 2)
- 6.1.7 *[Interpreting the reliability of Source 6D – L4]*
- Source 6D is fairly reliable because most South Africans (both black and white) were excited and emotional about the first democratic election
  - Source 6D echoed the feelings of most freedom loving South Africans and led to the birth of a democratic dispensation
  - He is a respected journalist and an eyewitness
- (any 2 x 2)

6.1.8 [Synthesis, interpretation and analysis of evidence from all the sources and the communication of own knowledge on the subject - L4]

The candidate's response should focus on the following aspects:

- South Africa a divided and a fragmented nation prior 1994
- 1994 marked a new beginning (end of the apartheid and the birth of a new nation)
- End of hostilities/violence (birth of a new dawn)
- All citizens had the vote; allowed to vote for the first time for a democratic government
- Feeling of freedom and democracy (people's emotions)
- Created the spirit of nation building and unity
- New flag/anthem (national symbols) – served to unify the nation
- Any other relevant point

Use the following to allocate a mark:

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

(10)

[50]

**TOTAL: 200**

## Globale assessering van opstelle

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

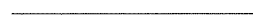
- die konstruksie / daarstel van 'n argument;
- die toepaslike seleksie van feitlike bewyse om so 'n argument te ondersteun; en
- die leerder se interpretasie van die vraag.

## Assesseringsprosedures van 'n opstel

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

Die volgende addisionele simbole kan ook gebruik word:

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



- herhaling 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.

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



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

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

Koalisie (1933) en samesmelting (1934) was gebasseer op die begeerte om 'n breër wit eenheid in Suid-Afrika teweeg te bring eerder as 'n eksklusiewe Afrikaner Nasionalisme.

Stem jy saam met die evaluering? Substansieër jou argument met verwysing na die periode 1933 tot 1939.

**SINOPSIS**

Die kandidate moet die stelling assesseer en daarna 'n bepaalde gedagterigting volg. Kandidate moet aantoon of koalisie en samesmelting 'n poging was om 'n gemeenskaplike Suid Afrikaanse identiteit daar te stel en of dit 'n poging was om 'n eksklusiewe Afrikaner nasionalisme te skep.

**(Kandidate mag 'n ander standpunt gee waarvoor krediet gegee moet 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 of hulle met die stelling saamstem of verskil en daarna moet hulle aantoon hoe hulle beplan om hul argument te ondersteun.

**UITBREIDING**

- Hertzog se regering het begin om steun te verloor as gevolg van die Groot Depressie; het die goudstandaard verlaat
- Hertzog het geglo dat 'n koalisie regering die ekonomiese probleme van Suid Afrika sou oplos
- Koalisie het die ideologiese verskille (Afrikaner nasionalisme) blootgelê
- Samesmelting het die vorming van die Verenigde Party (breër wit eenheid) gelei
- Ideologiese verskille (Engelse teen Afrikaners) het bly voortbestaan binne die Verenigde party na samesmelting
- Politieke herskikking (Dominium en Gesuiwerde Nasionale Party) het as gevolg van ideologiese verskille voorgekom
- Spanning het geheers tussen Engels –en Afrikaanssprekende Parlementslede ten opsigte van Afrikaner nasionalisme (1938 Eeufees vieringe ens.)
- Spanning binne die VP oor rassebeleide omdat sekere lede teen segregasie gekant was
- Met die uitbreek van die Tweede Wêreldoorlog het ideologiese verskille (neutraliteit teenoor deelname) tot die skeuring van die VP in 1939 gelei.
  
- Samevatting: Kandidate moet hul argument saamvat deur aan te toon hoe koalisie an samesmelting die behoefte was om wit eenheid in Suid Afrika te verkry eerder as om 'n eksklusiewe wit Afrikaner Nasionalisme teweeg te bring of enige ander relevante argument.

**[50]**

## VRAAG 1B: DIE PERIODE 1924 TOT 1948

Alhoewel die 1943 algemene verkiesing gesien was as 'n oorwinning vir 'n jubelende Verenigde Party, was dit inder waarheid die begin van 'n nederlaag wat in die 1948 verkiesing sou kom.

Evalueer die stelling met spesifieke verwysing na die periode 1943 tot 1948.

### SINOPSIS

In die evaluering van hierdie stelling moet kandidate die oorwinning van die VP in 1943 aandui en fokus op hoe die verskeie faktore tot die uiteindelijke nederlaag in die 1948 algemene verkiesing bygedra 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 neerskrif van 'feite' is onvoldoende.*

### HOOFASPEKTE

- Inleiding: Kandidate moet die stelling evalueer en aandui hoe hulle beplan om hul argument te ondersteun.

### UITBREIDING

- Die 1943 algemene verkiesing – oorwinning deur die Verenigde Party (agtergrond)
- Die VP se ekonomiese beleid (die ekonomie was bevooroordeelde ten gunste van die oorlogspoging)
- Probleme binne die VP (interne probleme en die afname van Smuts se gewildheid na die Tweede Wêreldoorlog)
- Einde van die Tweede Wêreldoorlog en demobilisasie (behandeling van die soldate wat teruggekom het)
- Naoorlogse ekonomiese probleme en arbeidsonrus (stakinge)
- Verstedeliking en die gevolge daarvan
- Vrese van blankes dat hulle beheer sal verloor (Hofmeyer se liberale sienswyse; eise van swart nasionalisme)
- Rassebeleid (VP se gebrek aan 'n duidelike rassebeleid teenoor die NP se beleid van apartheid)
- [Belading van kiesafdelings van die landelike teenoor die stedelike stem]
- Die veranderde internasionale situasie (VVO)
- [Koalisie tussen die NP en die Afrikaner Party en die VP en ander partye]
- Tussenverkiesings (Smuts verloor ondersteuning) – uitslag van die 1948 verkiesing
- Samevatting: Kandidate moet hul gedagterigting saamvat deur te fokus op die verskeie faktore wat die nederlaag van die VP in 1948 gelei het. **[50]**

## VRAAG 2A: DIE PERIODE 1948 TOT 1976

Die versetveldtogte van die 1950's as 'n vorm van protes teen die magtige apartheidsregering was onsuksesvol, maar baie betekenisvol.

Stem jy saam? Bespreek krities.

### SINOPSIS

Kandidate moet aantoon of die verset veldtogte in die 1950's betekenisvol was of nie. Die gedagterigting moet deur relevante bewyse van verset en weerstand teen die apartheidsbewind vanaf 1948 en die 1950's ondersteun 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 neerskrif van 'feite' is onvoldoende.***

### HOOFASPEKTE

- Inleiding: Kandidate moet aandui of hulle saamstem of verskil met die stelling en hoe hulle beplan om hul gedagterigting te ondersteun.

### UITBREIDING

- Program van Aksie en die toepaslike veldtogte -
- Die Versetveldtog - 1952
- [Onderwysboikot – 1954]
- Congress Alliance en die Vryheidsmanifes – 1955
- Die Hoogverraadsaak van 1956 as 'n reaksie van die staat op die weerstand
- Die Anti- Pasveldtog deur vroue na die Uniegebou – 1956
- [Die busboikotte – bv. 1957]
- Sommige kan moontlik ander aksies na 1956 insluit bv. Voortdurende proteste teen die uitbreiding van die paswette, SACTU pond-per-dag-veldtog – 1957- 1958
- Samevatting: Kandidate moet hulle argumente saamvat deur aan te dui of die versetveldtogte nie suksesvol was nie, maar betekenisvol.

[50]

**VRAAG 2B: DIE PERIODE 1948 TOT 1976**

Die apartheidsbewind in die 1960's kon vergewe word om te dink dat dit heeltemal daarin geslaag het om die opposisie magte te vernietig.

(Verklaring deur Jeremy Cronin – Nasionale uitvoerende lid van die Suid-Afrikaanse Kommunistiese Party, 1986)

Met in agneming van die stelling, verwys na die periode van onderdrukking tussen 1960 en 1976 en bespreek krities of die apartheidsbewind geglo het dat dit daarin geslaag het om die ekstra- parlementêre opposisie volkome te vernietig.

**SINOPSIS**

Kandidate moet die stelling in ag neem en dan 'n geskikte gedagterigting volg. Dié gedagterigting moet ondersteun word deur die verskeie vorme van onderdrukking tussen 1960 en 1976 te beklemtoon en hulle moet krities verduidelik of die apartheidsbewind suksesvol of onsuksesvol was in sy poging.

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

**HOOFASPEKTE**

- Inleiding - Kandidate moet die stelling analiseer en aandui hoe hulle beplan om hul gedagterigting te ondersteun.

**UITBREIDING**

- Sharpeville (1960) en die apartheidsbewind se respons
- Die verbanning van weerstandsbewegings en opsluitings/detensies
- Die vorming van *Umkhonto we Sizwe* en POQO
- Liliesleaf Plaas en die Rivonia-verhoor
- [Die Algemene Wette (Wysigings-)wet – die bewind se reaksie aantoon]
- Weerstandorganisasies – die African Resistance Movement (ARM), die Swart Bewustheidsbeweging (Black Consciousness Movement – BCM), die Suid-Afrikaanse Studente-organisasie (SASO), die Corobrick staking van 1973, ens.
- Verdere onderdrukking en weerstand bv. Die Soweto- opstand, 1976
- [Wet op Oproerige byeenkomste ('Riotous Assemblies Act'); verdere verbannings; nog 'n Noodtoestand]
- Samevatting: Kandidate moet hul argument saamvat deur die onderdrukking van die apartheidsbewind en die reaksie van die weerstandorganisasies tussen 1960 en 1976 aan te toon.

**[50]**

**VRAAG 3A: DIE PERIODE 1976 TOT 1994**

Ons die vredeliewende mense van Suid-Afrika, sê met een stem aan die res van die wêreld dat ons die visie van 'n verenigde demokratiese Suid-Afrika gebaseer op die wil van die mense, nastreef.

[Verklaring deur die United Democratic Front, 20 Augustus 1983]

In die lig van die bogenoemde, verduidelik hoe die verklaring deur die UDF bygedra het in die stryd om die apartheidsregering in die 1980's tot 'n val te bring.

**SINOPSIS**

Dit word verwag van kandidate om aan te toon hoe die 'vredeliewende mense' van Suid-Afrika 'n betekenisvolle rol gespeel het om die finale dood van die apartheidsbewind in die 1980's teweeg te bring.

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

**HOOFASPEKTE**

- Inleiding: Kandidate moet hul respons inlei deur te fokus op die argument en hoe hulle dit sal ondersteun.

**UITBREIDING**

- Repressie en hervorming (1983 grondwet) wat die toon vir weerstand binne die land geskep het
- Weerstand – (aanhoudende massa-aksie; die vorming en rol van die VDF ('UDF') in die weerstand teen hervorming)
- Weerstand – (rol van ander organisasies, bv. Nasionale Forum, AZAPO, 'BCM', woonbuurt/gemeenskap/godsdienstige organisasies, ens. om hervorming teen te staan)
- [Die oplegging van die noodtoestand (redes en reaksie)]
- Die ontstaan van die 'MDM' - 1985
- Internasionale druk (impak van sanksies deur die internasionale gemeenskap)
- Samevatting: Kandidate moet die argument saamvat deur die aktiwiteite van die UDF en ander organisasies wat die politieke aktivisme in die tydperk 1983 – 1990 laat herleef en volgehou het, te beklemtoon.

**[50]**

**VRAAG 3B: DIE PERIODE 1976 TOT 1994**

Terwyl Suid-Afrika in onsekerheid voor die kruispad van ondergang en hoop in Februarie 1990 gestaan het, was dit deur die bedrewenheid van leierskap en onderhandeling dat Suid-Afrika van 'n dreigende ondergang gered was.

Stem jy saam? Ondersteun jou antwoord met relevante bewyse deur te verwys na die periode 1990 - 1994.

**SINOPSIS**

Kandidate moet 'n spesifieke gedagterigting volg en demonstree hoe die proses van leierskap en onderhandeling tussen die verskillende politieke leiers en partye tot die proses van demokratisering in 1994 gelei 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 neerskrif van 'feite' is onvoldoende.***

**HOOFASPEKTE**

- Inleiding: Kandidate moet aandui of hulle saamstem / verskil met die stelling en aantoon hoe hulle beplan om hul gedagterigting te ondersteun.

**UITBREIDING**

- De Klerk se toespraak – draaipunt (Februarie 1990)
- 1992 – 'slegs blankes' referendum gehou om vas te stel of hervorming moes aangaan
- Onderhandelingsproses- bymekaar bring van opponente/vyande (bv. Grootte Schuur Minuut, die Pretoria Minuut, CODESA I & II, ens.)
- Hindernisse tot oorgang/onderhandelinge, bv. te voorskyn kom van 'COSAG', geweld in Boipatong, Natal en elders, regsgesinde aktiwiteite, die rol van APLA en die dood van Chris Hani (toon hoe dat dit bykans die onderhandelingsproses laat ontspoor het)
- Politieke magspel, botsing van persoonlikhede/ werksverhoudinge (Mandela - De Klerk; Buthelezi; regsgesinde organisasies) – impak op die onderhandelingsproses en die bedrewenheid van leierskap.
- Rol van onderhandelaars soos Cyril Ramaphosa en Roelf Meyer om die proses van onderhandeling (kompromie en verbintenis).
- Die eerste demokratiese verkiesing van April 1994 (einde van apartheid)
- Samevatting: Kandidate moet hul argumente saamvat deur aan te dui hoe die oorgang tot demokrasie deur die proses van onderhandeling en die bedrewenheid van goeie leierskap verkry is. [50]

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

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

**VLAKKE VAN BRONGEBASEERDE VRAAGSTELLING**

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



**VRAAG 4: DIE PERIODE 1924 TOT 1948****4.1 HOE HET VAKBOND UNIONISME IN SUID AFRIKA DIE WERKERS SE STRYD IN DIE 1940s BEÏNVLOED ?**4.1.1 a) *[Onttrek inligting uit Bron 4A – V1]*

- Wetgewing het nie swart vakbonde toegelaat nie
  - Die regering het nie swart vakbonde erken nie
- (2 x 1)

b) *[Onttrek inligting uit Bron 4 A – V1]*

- Het geweier om met die lekkergoed fabriek saam te werk
  - Het met 'n verbruikersstaking begin
  - Stakings deur wit werkers
  - Bondgenootskap tussen wit en swart werkers
- (2 x 1)

c) *[Interpretasie van inligting uit Bron 4A – V3]*

- Eienaars het bedreigd gevoel
  - Het tot 'n afname in winste gelei
  - Werkerseenheid kon lei tot 'n aandrang/eis na hoër salarisse
- (enige 2 x 2)

4.1.2 *[Interpretasie van inligting uit Bron 4B – V3]*

- Kandidate moet hul antwoorde verduidelik:  
**Standpunt een – Standpunt van die werkers**
  - Verbetering van die werksomstandighede
  - Eis hoër salarisse
  - Beskerming van werkersregte
- (1 x 2)

**Standpunt twee – Standpunt van die Bestuur**

- Hulle het geweier om die eise van die werkers te erken
  - Wou nie die ontwrigting van die werkplek toelaat nie
- ( 1 x 2)

4.1.3 a) *[Interpretasie van inligting uit Bronne 4B en 4C – V3]*

- Die foto reflekteer die eise wat in standpunt een gemaak is
  - Profyte (standpunt een) word op die banier vertoon
  - Mense word uitgebuit om die bestuur te verrryk
- (enige 2 x 2)

b) *[Interpretasie van inligting uit Bron 4B – V3]*

- Om die uitbuiting van die werkers by die OK na vore te bring
  - Om die publiek bewus te maak van werkersekspluitasie/uitbuiting
  - Wys dat wit vroue ook in unie aktiwiteite betrokke was
- (enige 1 x 2)

4.1.4 a) *[Interpretasie van inligting uit Bron 4D – V2]*

- Die wet in Suid-Afrika maak nie voorsiening vir kleurlinge om deel van 'n wit unie te wees nie
- Die beleid van rasse diskriminasie
- Verseker eenheid onder leiers en werkers
- Enige ander respons (enige 1 x 2)

b) *[Interpretasie van inligting uit Bron 4D – V2]*

- Die vrees om hul werke te verloor
- Die salarisse mag gesny word
- Gekant teen rasse vermenging (enige 1 x 2)

c) *[Interpretasie van inligting uit Bron 4D – V3]***Geregverdig**

- Witwerkers het bedreigd gevoel
- Hul werke sou verseker wees
- Salarisse sou ongeskonde/ intak bly

**Nie geregverdig**

- Rasse diskriminasie
- Werkloosheid van kleurlinge
- Negatiewe impak op gesinslewe en sosiale omstandighede (enige 2 x 2)

d) *[Interpretasie van inligting uit Bron 4D – V2]*

- Negatiewe publisiteit " Wit beskawing in gevaar" (die rasse kaart)
- Die Nederlands Gereformeerde kerk het publieke vergaderings georganiseer om teen rassevermenging op die fabrieksvloer te protesteer
- Die Klere Werkersunie is in die Parlement aangeval
- Die pamflet " Wit Suid-Afrika, Red Jousef" (enige 1 x 2)

e) *[Onttrekking van inligting uit Bron 4D – V1]*

- Die pamflette was diskriminerend
- Die pamflette het rasse vyandigheid aangehits (2 x 1)

4.1.5 *[Interpretasie van inligting uit Bronne 4A en 4D – V3]*

- Bron 4A beskryf die solidariteit tussen swart en witwerkers
- Oorwinning behaal as 'n resultaat van eenheid
- Bron 4D toon rass spanning tussen wit en kleurlingwerkers aan
- Beskerming van die belange van witwerkers en toon wit solidariteit aan (enige 2 x 2)

## 4.1.6 [Interpretasie van inligting uit alle bronne – V2]

- Om werksomstandighede te verbeter
- Om salarisse te verbeter
- 'n Gemeenskaplike verstandhouding en verenigde front oor werkerssake
- Om te verenig in hul stryd teen die fabriekseienaars (enige 2 x 2)

## 4.1.7 [Onttrek en ontleed inligting en organiseer dit in 'n paragraaf – V4]

Die paragraaf moet op die bewyse/inligting gebaseer uit die bronne verkry wees en moet op die volgende aspekte fokus:

- Die belangrikheid van werkerseenheid (vakbonde)
- Die rol van vakbonde om werksomstandighede, salarisse en belange rondom menseregte te verbeter.
- Unies was 'n katalisator vir toekomstige unies om werkersaksies/optredes te versterk
- Werkersaksies- opstande teen kapitaliste
- Uitbuiting van werkers

Gebruik die volgende om 'n punt toe te ken:

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

(12)  
[50]

**VRAAG 5: DIE PERIODE 1948 TOT 1976****5.1 WAAROM WAS DIE VROUE SE OPTOG NA DIE UNIEGEBOU IN 1956 BETEKENISVOL IN DIE VRYHEIDSSTRYD?**5.1.1 a) *[Onttrek inligting/bewyse uit Bron 5A – V1]*

- Om teen die paswette te protesteer
- Om eenheid en solidariteit onder vroue teen die apartheidsregering te bewys (2 x 1)

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

- Die Federasie van Suid-Afrikaanse Vroue (FEDSAW) het 'n gesamentlike werkskomitee begin om die anti-pas veldtog te ko-ordineer
- Vroue het verskeie georganiseerde netwerke gestig
- Het gereelde vergaderings gehou om hul te beplan en strategieë rondom hul aksies uit te werk (enige 1 x 2)

c) *[Interpretasie van Bron 5A – V2]*

Die NUK het gevoel dat vroue was:

- Onbevoeg om 'n optog te beplan en te organiseer
- Te ambisieus (2 x 2)

d) *[Ontleding en evaluering van Bron 5A – V3]*

Sisulu was:

- Onbevooroordeeld ("Open minded")
- Het in die beginsels van demokrasie/ nie – seksisme geglo en toegepas
- Het gevoel dat vroue het die potential om te beplan en te organiseer (geloof in vroue) (enige 2 x 2)

e) *[Ontleding en evaluering van inligting/bewyse uit Bron 5A – V4]*

- Die optog het bewys dat vroue was instaat om te organiseer en om 'n taak soos die vroue optog van 1956 uit te voer.
- Die leiers van die optog het bewys dat hulle uitstekende leierskapsvaardighede het.
- Was instaat om 20000 vroue van alle rasse bymekaar te bring vir 'n optog na die Unie Geboue
- Die optog was vreedsaam en was 'n simboliese oorwinning vir vroue
- Het 'n betekenisvolle impak op die stryd vir die bevryding van vroue gehad (enige 2 x 2)

f) *[Interpretasie van Bron 5A – V2]*

- Vroue het vir hul eie reisgeld betaal om die optog in Pretoria by te woon
- Sommige vroue het geld bymekaar gemaak en 'n hele passasierswa gehuur
- Sommige vroue het hul persoonlike besittings verkoop om na die optog te gaan (enige 2 x 1)

5.1.2 a) *[Interpretasie van Inligting/bewyse uit Bron 5B – V2]*

- Helen Joseph het opgemerk dat die volgende vroue was gekies om die optog te lei (swart, Indiër, Kleurling en haarself/ wit)
- Dorothy Zihlangu maak melding van die woord 'ons' – dit het die insluiting van alle rasse voorgestel (enige 1 x 2)

b) *[Interpreteer die betroubaarheid van inligting in Bron 5B – V4]*

Beide verklarings is betroubaar om die stemming van die tyd uit te wys:

**Verklaring 1:**

- Helen Joseph vermeld dat 20000 vroue van alle rasse vir 30 minute in 'n verenigde wyse met hul vuiste omhoog saam gestaan het
- Dit het 'n gevoel van solidariteit en eenheid getoon (1 x 2)

**Verklaring 2:**

- Dorothy Zihlangu vermeld dat vroue was verenig in hul stemming/ bui en gees van uitdaging/oortreding
- Hulle het vir 30 minute saamgestaan in stille protes
- Hierdie optrede het getoon dat vroue was sterk en gedetermineer in hul voorneme teen diskriminasie

(Indien 'n kandidaat vermeld dat die bronne onbetroubaar is, moet hy/ sy hul argument met relevante bewyse kan ondersteun en demonstreeer.)

(1 x 2)

c) *[Ontleding en evaluering van inligting/ bewyse uit Bron 5B – V3]*

Kandidate mag 'n standpunt (suksesvol of onsuksesvol) inneem en hul antwoord moet met die relevante bewyse ondersteun word:

**Suksesvol: gebruik eie kennis en gevolgtrekkings**

- Lede van FEDSAW het geglo dat die optog was 'n oorwinning omdat 20000 vroue dit bygewoon het
- Gedurende die optog was daar 'n groot gevoel van eenheid en solidariteit onder die vroue
- Die leiers van die optog het geglo dat die optog 'n morele oorwinning teen die instelling van die paswette deur die apartheidsregering, was

**Onsuksesvol: gebruik eie kennis en gevolgtrekkings**

- Alhoewel die vroue na die Uniegeboue marsjeer het, het Strijdom geweier om aan hulle gehoor te gee/ hy was nie daar nie
- Hy het nie hul petisies aanvaar nie
- Die paswette was nie teruggetrek nie (enige 2 x 2)

5.1.3 *[Onttrekking van bewyse/inligting uit Bron 5C – L1]*

- Huise en gesinne sou verbrokkel omdat vroue onder die paswette gearrester sou word
- Kinders sou sonder toesig wees
- Vroue en kinders was verneder deur die polisie (deursoeking)
- Vroue het hul basiese reg van vryheid van beweging verloor (enige 2 x 1)

5.1.4 *[Ontleding en interpretering van bewyse/inligting in Bron 5B en 5C – L3]*

Nee, omdat:

- Strijdom was nie daar nie
- Hy het nie die paswette teruggetrek nie ondanks die 'mag en sterkte' van die vroue se optog in 1956 (2 x 2)

5.1.5 *[Interpretasie en verduideliking van bewyse/inligting in Bron 5D - L3]*

- 'n Historikus gebruik verskillende dele van bewyse om 'n argument saam te stel
- Daarom is 'n enkele bron (bv. 'n foto) onvoldoende om 'n geldige oordeel oor die geskiedenis van die 1956 vroueoptog te maak.
- Die foto verskaf beperkende inligting oor die rol van die verskillende vroue wat aan die optog deelgeneem het
- Kwaliteit van die bron is nie goed nie (name en foto's is nie duidelik nie)
- Enige ander relevante punt (3 x 2)

5.1.5 *[Samestelling, interpretering en ontleding van bewyse/inligting uit bronne 5A – 5D en gebruik van eie kennis om oor die onderwerp te kommunikeer – V4]*

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

- Die rol en betekenis in die vorming van FEDSAW om die vroue te verenig in die stryd teen die paswette
- Die belangrikheid van die ondertekeninge van petisies teen die paswette
- Die eenheid en solidariteit wat vroue getoon het in hul optog na die Uniegeboue in 1956
- Die belangrikheid van die 1956 optog vir vroueregte en fraterniteit/broederskap
- Die impak van die optog op die breër stryd vir vryheid en demokrasie
- Vroue het die vermoë om te organiseer sonder die hulp van mans
- Enige ander relevante punt

Gebruik die volgende om 'n punt toe te ken:

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

(10)  
[50]

**VRAAG 6: DIE PERIODE 1976 TOT 1994****6.1 WAT WAS DIE UITDAGINGS WAT SUID-AFRIKA IN DIE GESIG MOES STAAR OP SY WEG NA DIE EERSTE DEMOKRATIESE VERKIESING IN 1994?****6.1.1 a) [Interpretasie van Bron 6A – V2]**

- Suid-Afrikaners was ontnugter oor die aanhoudende geweld
- Die toekoms het duister/hopeloos gelyk
- Onderhandelinge en gesprekvoering tussen die verskeie politieke partye het tot 'n stilstand gekom (enige 2 x 1)

**b) [Evaluering van bewyse/ inligting in Bron 6A – V4]**

Kandidate mag 'n spesifieke standpunt inneem en moet hul antwoord met relevante bewyse ondersteun:

**Ja**

- Slovo se voorstel het 'n einde gebring aan die dooie punt met betrekking tot die politieke onderhandelinge
- Voorstelle wat gemaak is het aan die Nasionale Party die geleentheid gegee om oor Suid-Afrika se toekoms te wil onderhandel
- Onderhandelinge het gelei tot die geleidelike beeëindiging van geweld en politieke onverdraagsaamheid
- Vrees vir wittes verhoog

**Nee**

- Slovo se voorstel van magsdeling het beteken dat daar met die Nasionale Party en sy geallieerdes saamgewerk moet word
- Aktiviste het vir vryheid geveg en hul visie van 'n eenparty staat sou gekompromiteer word
- Was nie gelukkig om Suid-Afrika en die land se bronne met die vorige vyand te deel nie (Nasionale Party) (enige 2 x 2)

**c) [Onttrekking van bewyse uit Bron 6A – V1]**

- Om 'n einde te bring aan die dooie punt tussen die Nasionale Party en die ANC
- Die ANC het tot 'n kompromie gekom oor die kwessie van algehele oorgawe van mag na 'n korttermyn magsdeling met die Nasionale Party
- Hulle wou Suid-Afrika gesamentlik regeer na die verkiesing
- Het geglo in die konsep van koöperatiewe beheer
- Belowe dat amnestie aan soldate en polisie gegee sou word
- Die werke van staatsamptenare is gewaarborg
- Belowe dat die betaling van pensioene en ander geassosieerde betalings gedoen sou word (enige 4 x 1)



d) [Ontleding en interpretasie van bewyse in Bron 6A – V3]

- Die ANC het sy lidmate ingelig omtrent die belangrike besluit wat geneem is om met die onderhandelingsproses te begin
- Dit was 'n merkbare breek in hul mening van die gewapende stryd om te begin met die onderhandelingsproses en magsdeling met die Nasionale Party
- Meedeling van hul kieserskorps omdat hulle graag hul onverdeelde steun wou hê
- Enige ander relevante respons

(enige 2 x 2)

6.1.2 [Interpretasie van bewyse/inligting uit Bron 6B – V2]

- Winnie Mandela het gevoel dat die onderhandelingsproses nie die massas in die besluitnemingsproses betrek nie
- Die proses van onderhandeling mag slegs op die belange van die elite (minderheid groep) fokus
- Onderhandelinge mag slegs 'n klein groep bevoordeel
- Dit kon tot geweld, weerstand en protesaksie lei
- Lei tot die skepping van 'n nuwe klas van elites wat dieselfde belange as die Nasionale Party sou hê
- ANC en NP was vyande

(enige 2 x 2)

6.1.3 [Vergelyking van bewyse in Bronne 6A en 6B – V3]

- Joe Slovo wou hê dat die proses van onderhandelinge moes aangaan terwyl
- Winnie Mandela het gevoel dat magsdeling sonder genoegsame konsultasie met die massas sou lei tot 'n elite (elitist) regering wat slegs na die belange van 'n klein groep sou omsien

(2 X 2)

6.1.4 [Evaluering en ontleding van bewyse/inligting uit Bron 6B – V4]

- Winnie Mandela se woorde word as profeties (korrek) deur baie politieke analiseerders gesien
- Sy het korrek voorspel dat die nuwe (huidiglik die ANC) regerende elite sal slegs die belange van 'n klein groep bedien terwyl die massas sonder hulp gelaat word
- Huidiglik ervaar Suid-Afrika 'n toename in werkloosheid en verwante sosiale probleme
- Daar is burgerlike ongehoorsaamheid as gevolg van die gebrek aan dienslewering
- Enige ander relevante punt of ander standpunt

(enige 2 x 2)

## 6.1.5 a) [Uittreksel van bewyse uit Bron 6C – V1]

- Die 1994 verkiesing het 'n nuwe era van demokrasie in Suid-Afrika ingelei
- Die verkiesing het 'n einde gebring aan die apartheidsbewind (regering) en vryheid teweeggebring
- Dit het aan Suid-Afrika 'n gevoel van hoop en optimisme gegee
- Het besef dat hul aspirasies en drome wat hulle gehad het beskerm moes word

(enige 2 x 1)

## b) [Interpretasie van bewyse uit Bron 6C – V2]

- Suid-Afrika behoort aan almal wat daarin leef (beide wit en swart)
- Na 1994 was daar gevoel van eenheid en nasieskap in Suid-Afrika

(enige 1 x 2)

## d) [Interpretasie en ekstrapolering van bewyse uit Bron 6C – V4]

- Kwazulu-Natal was polities onstabiel en derdemag geweld en daarom het Mandela sy stem hier uitgebring ter wille van vrede
- Om die verkiesingskans van die ANC teen Inkatha te versterk omdat dit die realisering van 'n lang gekoesterde ideaal van die stigter van die ANC was
- Mandela het die skool verkies omdat die eerste president van die ANC - J.L. Dube die skool gebou het en ook hier begrawe is

(enige 1 x 2)

## 6.1.6 [Vergelyk die inligting tussen Bronne 6C en 6D – V3]

Beide Bronne 6C en 6D komplimenteer mekaar baie goed en kandidate moet na albei bronne verwys:

- Bron 6C fokus op Mandela wat sy stem vir die eerste keer uitbring en hy verklaar dat hierdie demokratiese verkiesing 'n nuwe begin vir alle Suid-Afrikaners
- In Bron 6D berig Makhanya dat hy oorweldig was met blydschap toe hy vir die eerste keer sy stem uitgebring het en vir Mandela of die ANC gestem het
- Beide Bronne 6C en 6D fokus op mense se ondervindinge tydens stemming en waarom dit 'n draaipunt vir beide Mandela en Makhanya was
- Enige ander relevante antwoord

(enige 2 x 2)

## 6.1.7 [Interpreteer die betroubaarheid van Bron 6D – V4]

- Bron 6D is redelik betroubaar omdat baie Suid-Afrikaners (beide swart en wit) was opgewonde en emosioneel omtrent die eerste demokratiese verkiesing
- Bron 6D eggo die gevoelens van die meeste vryheidliewende Suid-Afrikaners en het tot die begin van 'n demokratiese dispensasie gelei
- Hy was 'n gerespekteerde joernalis en 'n ooggetuie

(enige 2 x 2)

## 6.1.8 [Sintese, interpretasie en ontleding van bewyse van al die bronne en die kommunikasie van eie kennis oor die onderwerp – V4]

Die kandidaat se antwoord moet fokus op die volgende aspekte:

- Suid-Afrika was 'n verdeelde en gefragmenteerde nasie voor 1994
- 1994 dui op 'n nuwe begin (die einde van apartheid en die begin van 'n nuwe nasie)
- Einde van vyandelikheid/geweld (geboorte van 'n nuwe era)

- Alle inwoners het stemreg; toegelaat om te stem vir die eerste keer vir 'n demokratiese regering
- Gevoel van vryheid en demokrasie (mense se emosies)
- Skep die gees van nasiebou en eenheid
- Nuwe vlag/ volkslied (nasionale simbole) – het gelei tot die vereniging van die nasie
- Enige ander relevante punt

Gebruik die volgende om 'n punt toe te ken:

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

(10)

[50]

**TOTAAL: 200**