



**LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
PART B  
MARKING GUIDELINES**

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**QUESTION 1**

- 1.1 Basis for social hope ✓✓ (2)
- 1.2
- Brexit ✓
  - Voting in of Donald Trump as US president ✓ (2)
- 1.3 By creating a divide or sense of fear around anyone who is different, labelling, dehumanising ✓✓  
**OR**  
It deflects attention away from them (the corrupt leaders) and their failures as leaders ✓✓  
**OR** any other valid reason. (2)
- 1.4
- Threatens the power that the clique holds over people. ✓
  - Groups are stronger together. ✓ (2)
- 1.5 Fees Must Fall, Black Monday Marches, #MenAreTrash ✓✓  
Any other suitable social movement. (2)
- 1.6 Opinion ✓ with regard to working class consumerist culture with validation. ✓✓✓ (4)
- 1.7 "But the bubble of consumerism is only an illusion." ✓✓ (2)
- 1.8 One realistic act ✓ that demonstrates an awareness of others and an aim to make a positive impact on society. ✓  
E.g. giving something to a beggar.  
One realistic act that evidences personal leadership aimed at making a positive impact on society.  
E.g. challenging the people in your community who make racist/sexist/etc. comments. (2)

(2)  
**[18]**

**QUESTION 2**

- 2.1 A valid, substantiated opinion, which may or may not refer to the suggestion in the text that leaders are older than 65 and therefore the leadership generally doesn't connect with the youth. ✓✓ (2)
- 2.2 1 mark per well-articulated reason: ✓✓
- Represent the voice of the youth (50% of the population).
  - Young politicians are more connected to, and less afraid of, social movements and change that the population is currently facing.
  - Young people have a better understanding of future trends and can lead in a future-oriented direction.
- Any other valid reason. (2)
- 2.3 One mark for the problem and the second for the negative impact it has on the youth, e.g.:
- Lack of employment ✓ – inability to support themselves and lead independent lives. ✓
  - Lack of social cohesion in our society ✓ – tension between groups on social media, in public etc. ✓
- Any other valid problem identified. (2)
- [6]**

**QUESTION 3**

- 3.1 It is not only hate crimes and hate speech that evidence racism that are included as offences in the Bill, ✓ but any act or pronouncement that shows negative bias towards or intolerance of people based on a wide range of inherent factors – gender, religion, disability, health, etc. ✓ (2)
- 3.2 Hate speech – saying (either out loud or through print or digital media) something that is evidence of negative bias or intolerance. ✓
- Hate crimes – a criminal act against someone that arises from negative bias or intolerance, e.g. corrective rape, assault, destruction of property. ✓ (2)
- 3.3 One mark for the act ✓ and the other for connecting it to a target group, ✓ e.g. assault ✓ of a gay man, ✓ destruction of property ✓ targeting a Somali ✓ spaza shop, or any other valid example. (2)
- 3.4 The introduction of the Bill removes focus from serious crime, ✓ often violent, and does not allow for justifiable expressions of outrage or anger. ✓ (2)

- 3.5 Goliath – There is a difference between satire and hate speech ✓ that the Bill doesn't distinguish. ✓  
Vlismas – Comedy is necessary to get society talking about uncomfortable issues ✓ and shouldn't be censored. ✓  
Mahlangu – People should be censored ✓ and have got away with it for too long. ✓ (2 × 3 = 6)

- 3.6 One mark for justification ✓ and second for link to opinion. ✓

**Yes**

- Taking away a traditionally protected space that has the power to provoke and expose.
  - Violation of the comedian's right in terms of the constitution – right to work.
- Any other valid justification for opinion.

**No**

- Comedians must be held to the same level of accountability as everyone else.
- Comedy spreads negative stereotypes and bias.

(2)  
**[16]**

**LIFE ORIENTATION: ESSAY RUBRIC 2017**

<b>CRITERIA</b>	<b>MARKS</b>	<b>LEVEL</b>
A clear position has been adopted and focus is consistent throughout the essay. The argument is thought-provoking, insightful. It offers a unique 'own voice' perspective by drawing on appropriate, detailed and specific examples that engage meaningfully with the role of law in shifting societal behaviour, or not. The examples have been seamlessly integrated into the argument. Displays thorough understanding of issues within the South African context and the society we strive to create. The argument is skilfully sustained and wholly convincing with alternative perspectives/arguments taken into account. It is crisply and clearly expressed.	<b>30</b> <b>29</b> <b>28</b> <b>27</b>	<b>7+</b>
A clear position has been adopted and focus is consistent throughout most of the essay. The argument is thorough and logically developed with a range of appropriate, specific examples to support the learner's viewpoint and engage meaningfully with the role of law in shifting societal behaviour, or not. The examples have been clearly integrated into the argument. Shows evidence of understanding issues within the South African context and the society we strive to create. The argument is mostly sustained and largely convincing. It is clearly expressed.	<b>26</b> <b>25</b> <b>24</b>	<b>7</b>
A clear position is evident within the argument. Candidate focuses on question however, there may be some lapses. The argument is clear, has substance and is logically developed with a range of mostly relevant, specific examples to support the learner's viewpoint and is aware of the role of law in shifting societal behaviour, or not. Engages with issues within the South African context and the society we strive to create. The argument is sustained with minor lapses in logic OR relevance, but it is largely convincing. It is clearly expressed in most places.	<b>23</b> <b>22</b> <b>21</b>	<b>6</b>
A clear position is taken by the learner. Lapses in focus and/or implied focus in places. The argument is evident and some relevant, specific examples are provided in an effort to support the learner's viewpoint and the role of law in shifting societal behaviour, or not. The examples are not always successfully integrated into the argument. The learner has made an effort to unpack the issues within the South African context or the society we strive to create. The focus of the argument tends to deviate and may lack in logic. It is adequately expressed.	<b>20</b> <b>19</b> <b>18</b>	<b>5</b>
The learner has attempted to adopt a position. The focus on the question tends to be thin rather than substantive. Awareness of the role of law in shifting societal behaviour, or not. Alludes to issues within the South African context <b>OR</b> the society we strive to create. The argument is superficial and examples provided are vague and generalised in places. The argument lacks focus and is poorly sustained. The expression is sometimes awkward, but the candidate can communicate his/her ideas.	<b>17</b> <b>16</b> <b>15</b>	<b>4</b>
The learner's position is vague or unclear. There is no distinct argument present although examples have been provided in an attempt to answer the question. There is evidence of repetition of ideas. Argument lacks focus, cohesion and logic. The expression is clumsy and may impact upon the overall meaning that the candidate is trying to communicate.	<b>14</b> <b>13</b> <b>12</b>	<b>3</b>
No position is provided by the learner. Argument is implied; learner does not explicitly address the question. The response provides some examples, but these are not linked to the question. The response is narrative and the examples are repetitive. Expression is flawed and prevents the candidate from communicating his/her ideas.	<b>11</b> <b>10</b> <b>9</b>	<b>2</b>
There is no connection to the question and the ideas that are provided are irrelevant. Examples are haphazard and serve no purpose. Expression is often incomprehensible and may be unintelligible.	<b>0–8</b>	<b>1</b>