



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

SECTION A SHORT QUESTIONS

QUESTION 1

- 1.1 • Normal people making progress on the front (from text). **OR**
 • People like you and me/ordinary people. (1)
- 1.2 • It means you're inspired to **look for people making progress on those fronts. OR**
 • **To help spread that progress more widely.** (1)
- 1.3 Currently when we become aware of a problem, we are inclined to be intolerant ✓ to the issue and then speak up/take action to resolve the issue. ✓ (2)
- 1.4 Intolerance to these circumstances/refusal to accept circumstances, etc. ✓
 Stand up for rights/resist the circumstances/change situation or self/solicit support, etc. ✓ (2)
- [6]**

QUESTION 2

- 2.1 Integrity (1)
- 2.2 Marker's Discretion – any viable suggestion + appropriate justification:
 • Financial restitution/compensation/repayment to victims of fraud – compensate for the financial cost to victims/criminals should suffer the same financial loss.
 • Community Service in underprivileged communities (number of days = rand taken) – empathise with those less fortunate than themselves and understand financial consequence of criminal actions on victims.
 • All assets purchased with the proceeds from criminal activity need to be seized by government or by the company, etc. where money was taken from and other assets to the value of the money taken, etc. – to not be able to enjoy any of the benefits derived from the dishonesty.
 • Criminals to be given a record that is visible to all future potential employers – the criminal operates on deceit and cannot be trusted and so are not actually employable. This will prevent further deceit by the criminal.
 • Any foreign criminals need to be removed from the country in question and not be allowed back into the country/not be allowed residency, etc. – this will prevent the economy of the country in question from being affected by this criminal again. (2)

- 2.3 Evidence would suggest that he was guilty and wanted to avoid prosecution. (1)
- 2.4 Any two viable responses:
- High levels of poverty – people are desperate to survive.
 - General attitude of lawlessness in SA.
 - High levels of poor, uneducated in population – therefore vulnerable to exploitation.
 - Corrupted law enforcements officials are part of the problem.
 - Poor justice systems – very few criminals are prosecuted.
 - Limited protection mechanisms exist – difficult to catch the criminals.
 - Poor role models in top leadership positions. (2)
- 2.5 Any viable response linked to the source:
- The integrity of some people in key positions of authority in public and private sectors are being questioned.
 - SA has experienced many corporate scandals of late/scandals keep surfacing.
 - Many important services have been caught up in Gupta-owned enterprises.
 - Many companies are caught up in an extensive web of corruption linked to our former president and the Gupta family. (2)

[8]**QUESTION 3**

- 3.1 Any TWO viable responses:
- A disproportionately small middle class.
 - Significant divergence between the living standards of the upper class and lower class.
 - Most of the country's capital is aggregated in the hands of oligarchs.
 - Low standard of living for most of the population of that country. (2)
- 3.2 Investors want to be assured that their money is protected from theft. (1)
- 3.3 Any two viable responses + explanations:
- Economically, citizens suffer as the economy of the country declines.
 - Higher taxes to cover government expenses and compensate for those not paying tax.
 - Retrenchments – companies cannot afford to pay salaries for all workers.
 - High unemployment rates – bankruptcy of companies, fewer vacancies.
 - Unfair working conditions – low salaries for overwork.
 - Lowered standard of living as cost of living in all areas rise. (2 × 2 = 4)
- 3.4 Any viable responses (look for two viable and valid points):
- Some admire wealth – see it as a strength and goal, but the cartoonist brings light to the exploitation of the poor for individual gain.
 - Cartoonist views the wealthy as greedy, overindulgent, crippling, crushing of the poor.
 - The wealthy get more wealth, but the poor become poorer as all the wealth is concentrated in a selected few individuals.
 - The majority of the people are suffering as a direct result of greed and exploitation. (2)

3.5 Any one viable suggestion + explanation:

- Improve company security to prevent fraud and corruption – this will reduce the levels of corruption in a company and save the company from bankruptcy – securing jobs.
- Improve the enforcements of laws and justice system – to dissuade criminals.
- Equal opportunities for all citizens – invest in education & create jobs, etc.
- More equal distribution of salaries across all sectors – drop top salary scales and increase salaries of manual labourers.
- Higher taxation of very wealthy sectors and much lower taxation for middle class.
- Preserve the democratic system – ensures the power stays with the people and not with the political elite autocrats.
- Enforce that high-performing companies must pay higher salaries.
- Unionise lower and middle class workers to empower them to negotiate working conditions.
- Improve infrastructure to reduce living costs for the poor – to reduce travel time and costs, etc.
- Reduce the generating power of those in politics and other high-ranking individuals.

(1 + 2 = 3)
[12]

QUESTION 4

Any two viable responses + explanations (Can draw answers from Question 3 – CAT A)

Wealthy people have money, but sometimes lack the following:

- Wealthy people often **lack compassion and empathy** for those less fortunate than themselves – out of touch with suffering and become obsessed with 1st world problems/become selfish and indulged/greedy.
- Wealthy people experience **high responsibility and pressure to perform and succeed in top managerial positions** – are more susceptible to cut corners at the expense of others to preserve reputation and societal standing, etc.
- Very wealthy people are not **always very happy** – more isolated from family and friendship, tend to be superficial/less generous people, do not experience the elation that comes with giving to those with less.
- Wealthy people experience **boredom in life** – they have everything, and do not lack in material items – life is superficial and meaningless/tire easily from possessions, etc.
- Wealthy people generally **struggle to cope with real-life struggles** especially financial issues – too used to a high standard of living and struggle to live with less, etc.

(2 × 2)
[4]

30 marks

SECTION B DISCURSIVE ESSAY**QUESTION 5**

In today's world, where leaders carry great responsibility in running their organisations effectively and successfully, it is impossible to keep one's integrity intact when so much responsibility rides on their shoulders.

Complex essays should incorporate the following themes:

- An understanding into the pressure that leaders feel to perform and succeed.
- An understanding into the consequences of criminal activity – both on the perpetrator and the victims (empathy).
- A reflection on the importance of moral and ethical values (LO values).
- Examples to support stance or to demonstrate significance of stance.

Format of a complex essay (A/A+):

- The pupil's stance must be clearly communicated throughout the essay and in the introduction.
- The stance must be the same in the conclusion.
- Clearly and intellectually written paragraphs that align with pupil's stance.
- Strong support for pupil's statements through examples – from sources and from own "experience".
- Pupil's own voice must be evident.
- Strong moral fibre should be communicated – LO values must be reflected.
- Question should be completely answered – with no gaps in argument.
- It provides for a strong counter-argument.

40 marks

Total: 70 marks

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CRITERIA	MARKS	LEVEL
A clear position has been adopted and focus is consistent throughout the essay. The stance is given in the introduction. The argument is thought-provoking, insightful. It offers a unique "own voice" perspective by drawing on appropriate, detailed and specific examples. The examples have been seamlessly integrated into the argument. Displays thorough understanding of issues within the context of morality in leadership (pressures/consequences/empathy/morality of leaders). The argument is skilfully sustained and wholly convincing with alternative perspectives/arguments taken into account. It is crisply and clearly expressed.	40 39 38 37 36	7+
A clear position has been adopted and focus is consistent throughout most of the essay. The stance is given in the introduction. The argument is thorough and logically developed with a range of appropriate, specific examples to support the learner's viewpoint. The examples have been clearly integrated into the argument. Shows evidence of understanding issues within the context of morality in leadership (pressures/consequences/empathy/morality of leaders). The argument is mostly sustained and largely convincing. It is clearly expressed.	35 34 33 32	7
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. Engages with issues within the question context – themes of morality in leadership are explored and are mostly successful. The argument is sustained with minor lapses in logic OR relevance, but it is largely convincing. It is clearly expressed in most places.	31 30 29 28	6
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. The examples are not always successfully integrated into the argument. The learner has made an effort to unpack the issues within the context of the question – themes of morality in leadership have been addressed, but not always successfully. The focus of the argument tends to deviate and may lack in logic. It is adequately expressed.	27 26 25 24	5
The learner has attempted to adopt a position. The focus on the question tends to be thin rather than substantive; essay is largely narrative. Alludes to issues within the context of the question – themes of morality in leadership have been superficially addressed. 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.	23 22 21 20	4
The learner's position is vague or unclear. There is no distinct argument present, although some examples and points 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.	19 18 17 16	3
No position is provided by the learner/ thoughts are muddled. 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.	15 14 13 12	2
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.	0–11	1