

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

---

**A MESSAGE TO THE MARKER**

Thank you for the careful and professional way in which you will approach the marking of each of your NSC CAT responses. Please note that marks must be awarded for each different and viable explanation according to these marking guidelines.

Many of your learners' responses may well fall outside of the responses presented here. Please use your initiative here ... if a learner has answered the question fully and they have not misunderstood the question (even if they have interpreted it differently from the perspective offered here) – they should be awarded either all marks allocated or a portion of the marks allocated for each question, etc.

Therefore, it is imperative that you read the sources fully and that you understand what the questions are asking before you begin marking. Learners must answer all questions in the context of the sources

---

**SECTION A      SHORT QUESTIONS**

**QUESTION 1**

- 1.1 According to the source, what is the priority of the 'World Day of Social Justice'? (1)

*Closing the inequalities gap to achieve social justice. ✓*

- 1.2 Identify ONE barrier / bias that people face because of their gender, age, race or disability. (4)

*Marker's discretion – any viable answer for one of the following. Learners must identify one viable barrier in any of these four categories (for 1 mark) and then explain the barrier (for 3 marks). Why does the barrier exist / what are the consequences of the barrier, etc.*

*For example:*

- *Gender – females are seen as inferior/weaker sex in many communities / viewed as their only role in society is to reproduce and satisfy a man's needs, etc. ✓ + explanation ✓✓✓*

- *Age – very young people are not taken seriously and seen as naïve / elderly people are seen as no longer useful to society. ✓+ explanation ✓✓✓*
- *Race – some races are seen as inferior to others/labelled as criminals / stupid. ✓+ explanation ✓✓✓*
- *Disability – People with disabilities are viewed as incapable or helpless to do anything for themselves. ✓+ explanation ✓✓✓*

- 1.3 Explain in your own words what is meant by ‘sustainable, democratic and economically just neighbourhoods’. (3)

*Any viable response in the context of the source and pertaining to neighbourhoods: marker's discretion.*

*Neighbourhoods that are:*

*Sustainable: where all citizens are able to maintain a certain level of independence / able to maintain their infrastructure so that it can be enjoyed for many generations to come / functional stability /sufficient resources and infrastructure to live comfortably. ✓*

*Democratic: their grievances are heard by their government / have a voice / have a say in how their community / country is managed or run / their civil rights are realised and upheld ✓*

*Economically just: enjoy similar levels of financial freedom / equal access to financial resources and assets ✓*

- 1.4 Briefly give an example of how you would challenge inequalities and value diversity in your own, everyday life. (2)

*Any viable response – marker's discretion.*

*Learners must speak to the ideal of valuing (promoting) diversity (1 mark) and of challenging inequalities (1 mark).*

*For example:*

*Challenging inequalities: Individuals can use their voice and speak up whenever they witness discrimination / see inequalities at play. ✓*

*Valuing diversity: Learners can share the importance of equality and justice by sharing success stories / quotes on their social media pages. ✓*

**[10]**

**QUESTION 2**

CAT A explored the concept of **powerlessness**. Apply your analysis of those discussions to Source 2 and then discuss, in relative detail, the relationship between **power** and **powerlessness** and how the feeling of powerlessness in a community can give rise to crime.

*Any viable response – marker's discretion, but according to the categorisation below. Learners must not merely describe what they see in the cartoon.*

*Learners must refer to the power that the wealthy, fat man possesses (2 marks) and the resulting powerlessness of the poor man (2 marks). And then learners should link this dynamic to how it could lead to violence (1 mark).*

*Reward learners for intelligent analysis aligned to the question only. (Ensure that the learner doesn't simply repeat himself / herself when changing the subject focus.)*

*For example: (any viable response – each sentence below is worth 1 mark)*

*Wealthy people: (2 marks = 2 viable points)*

- People with wealth or power will do what's in their best interest to protect that wealth – and the little bit they dangle in front of those with less is simply to ensure that their wealth is protected.*
- The power that the wealthy man possesses gives him latitude to use it unfairly and to influence the poorer parts of society to do their bidding.*

*Poor people: (2 marks = 2 viable points)*

- The giving is conditional and only sufficient to feed him for a day. The rich man holds the power – the poor man must continually satisfy the needs of the wealthy so that he can continue to eat and fulfil his basic needs.*
- The poor man is hungry and powerless to change his circumstances – he has no way of fulfilling his basic needs without the provisions of the wealthy man. He is therefore controlled by the desires of the wealthy in order to eat.*
- The victim may have a sense of personal powerlessness – he has accepted his fate and his reliance on the wealthy for the hand-out, instead of finding a way to be self-reliant – which makes him forever dependent on the wealthy man.*

*Subsequent violence: (1 mark = 1 viable points)*

- Inequality and powerlessness lead to higher levels of psychosocial stress, envy, anxiety and anger at the unfairness. These feelings are then violently projected towards society.*
- These feelings can also lead to antisocial behaviour (don't care about self, others or the environment), theft (to be able to feed one's family) and violence (revenge or release of anger or to harm those who are causing the issues).*

**QUESTION 3**

- 3.1 Explain why you think people in areas of gross inequality experience greater levels of victimisation. (3)

*Any viable response – marker’s discretion within the context of the source. The learner must explain WHY people are vulnerable to exploitation / make the link between the unequal context and how this makes them vulnerable to exploitation for all 3 marks to be awarded.*

- *People who experience high levels of inequality have been marginalised due to perpetuating biases and inequalities. ✓*
- *As a result, they are powerless and have no voice to change their circumstances ✓*
- *Thus, they fall prey to victimisation by more powerful people. ✓*

- 3.2 In your opinion, why does living with these inequalities and discrimination so often result in violence? In other words, why is violence a common phenomenon in these areas? (3)

*Learners must provide 3 different reasons why violence is a common effect. Learners can write from the point of view of exposure to violence in these neighbourhoods or as a personal behavioural consequence to inequalities.*

*Any viable response – marker’s discretion*

- *People who are marginalised and experience high levels of inequality suffer frustration, hopelessness, envy, powerless, confusion, worthlessness, etc. ✓*
- *because they are not given the same opportunities as most ✓*
- *and this in turn causes them to act out their frustration on an unfair world. ✓*

- 3.3 Paragraph 2 refers to a sense of mistrust. Describe this sense of mistrust as it is referred to in this context: who is mistrusted and why? (3)

*Any viable response – marker’s discretion: learner response must reflect the context of Source 2 – it is the citizens in these neighbourhoods that feel the mistrust towards other.*

*WHO: ✓ In this context, police, authority and society at large are mistrusted.*

*WHY: ✓✓ They mistrust authority because they have been disappointed so many times by society / abused by police and authorities – who put them in this position in the first place / empty promises by people who have offered to assist / treated with disrespect.*

- 3.4 According to the source, why do many governments not acknowledge the full extent of the violence that their countries experience? (2)

*The learner response can reflect any 2 of the following:*

*They are worried that acknowledging these challenges for fear it may negatively impact:*

- *local investment,*
- *foreign investment,*
- *tourism and*
- *their legitimacy to voters.*

- 3.5 The last paragraph lists some of the intervention areas government is addressing to target hotspots. Choose two of these interventions and give an example of what can be done in this area to reverse the inequalities. (2x2=4)

*Any two viable responses – marker's discretion: A brief discussion of each is required. Marks must be awarded for the explanations only and not for stating the intervention. 1 mark for stating the action required and another mark can be awarded for the foreseen resultant positive effect or 2 marks can be awarded for two actions given per intervention.*

- *Smarter infrastructure – reorganising and improving infrastructure will afford all people comfortable living spaces, easier mobility in and out of their communities for work, etc., safe recreational spaces for children to play without danger – less stress. ✓✓ OR*
- *Targeted service delivery – adequate waste removal, provision of bins everywhere, adequate supply of fresh water and sanitary services, mowing of grass on municipal land for tidy living environment. ✓✓ OR*
- *Environmental design improvements – trees, plants and green grass must to be planted in landscaped recreational areas for aesthetic value and clean air. ✓✓ OR*
- *Greater security – assisting citizens to protect their property through the provision of burglar bars and locks, ensuring regular patrols in dangerous and crime-ridden areas for added security. ✓✓ OR*
- *Programmes that empower and engage communities and improve their access to life skills and economic opportunity – Citizens need to be empowered to be able to support themselves financially, to feel heard and to be supported and made to feel worthy, to be empowered to manage conflicts, to be part of the solution of the problems they face and to make positive choices for their lives, etc. ✓✓*
- *Data-driven policing – if police forces can utilise data collected from these hotspots and target these areas specifically and apply specific interventions to target each identified issue / need, then perhaps crime can be minimised and residence can feel safe, etc. ✓✓*

[15]

<b>30 marks</b>
-----------------

**SECTION B DISCURSIVE ESSAY****QUESTION 4**

**In order to successfully eliminate school-based violence and anti-social behaviour, schools should put in place stricter disciplinary procedures including the reinstatement of corporal punishment.**

The learner must understand that school-based violence and anti-social behaviour is more prominent in areas of inequality. The learner should understand that, to effectively solve the issue, the root of the issues should be targeted. The sources provided in Part A of CAT B lead the learner to this conclusion. However, learners can agree with this topic to an extent, as long as they provide an intelligent and objective argument for this. The counter argument should then link to the understanding that inequality = social issues and that corporal punishment is not the most effective way to solve the issue – it is merely there to manage the behaviour etc. Ultimately – the entire CAT is about bridging the divide between those who have and those who don't – and to understand the effect on those who do not have. This understanding should be directly stated or indirectly implied in this response.

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

- The learner's stance must be clearly communicated in the introduction and throughout the essay.
- The same stance must be reiterated in the conclusion.
- Clearly and intelligently written paragraphs that align with the learner's stance must be used.
- Learner's statements must be strongly supported by examples – from sources and from "own experience".
- Learner's own voice must be evident.
- Strong moral fibre should be communicated – LO values must be reflected.
- Question should be answered comprehensively with no gaps in argument.
- The essay must provide for a strong counterargument.

Counterargument (engagement with alternative perspectives / arguments) distinguishes between a Level 7 and a Level 6.

Please make a copy of the marking rubric for each of your learners and staple it to the script. Write comments on this rubric and indicate how you derived the mark that you did. This will assist the moderator in understanding your reasoning.

Some learners may not understand what corporate punishment is – therefore be lenient in this area only. Learners are allowed to discuss 'stricter disciplinary procedures and punishment' instead of corporal punishment.

**LIFE ORIENTATION: ESSAY RUBRIC 2020**

<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. The examples have been seamlessly integrated into the argument. Displays thorough understanding of issues within the context of the question. The argument is skilfully sustained and wholly convincing with alternative perspectives/arguments taken into account. Intelligently written counter-arguments. It is crisply and clearly expressed.	<b>40</b> <b>39</b> <b>38</b> <b>37</b> <b>36</b>	<b>7+</b>
A clear position has been adopted and focus is consistent throughout most of the essay. The argument is thoroughly 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 the question. The argument is mostly sustained and largely convincing. It is clearly expressed.	<b>35</b> <b>34</b> <b>33</b> <b>32</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. Engages with issues within the question context. The argument is sustained with minor lapses in logic OR relevance, but it is largely convincing. It is clearly expressed in most places.	<b>31</b> <b>30</b> <b>29</b> <b>28</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. 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. The focus of the argument tends to deviate and may lack in logic. It is adequately expressed.	<b>27</b> <b>26</b> <b>25</b> <b>24</b>	<b>5</b>
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. 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>23</b> <b>22</b> <b>21</b> <b>20</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>19</b> <b>18</b> <b>17</b> <b>16</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 a narrative, and the examples are repetitive. Expression is flawed and prevents the candidate from communicating his/her ideas.	<b>15</b> <b>14</b> <b>13</b> <b>12</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>0–11</b>	<b>1</b>

**40 marks****Total: 70 marks**