

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

SECTION A SHORT QUESTIONS

QUESTION 1

- 1.1 Millennials will become the new investors and buyers of services / goods (1), therefore businesses must adapt to their needs – in order to appeal to their wallets (1). (2)
- 1.2 Any one of the following:
- Telecommuting – to save energy consumption.
 - Good for the environment.
 - Good for publicity.
 - It would improve the morale of the employers as they work towards a common goal. (1)
- 1.3 Millennials want companies to
- give back to society by getting involved,
 - be transparent about their socially good efforts,
 - give Millennials the opportunity to get involved with the company's efforts,
 - be environmentally friendly. (3)
- [6]**

QUESTION 2

- 2.1 They distrust the South African climate (1) and are concerned that their money will be stolen. (1) (2)
- 2.2 2.2.1 Collaborative work / co-operation (1)
- 2.2.2 Marker's discretion – any viable response
Citizens must work together towards a common goal of ending corruption (1) – e.g. citizens could boycott an institution that is corrupt / they could strike or they could all march together in solidarity / refuse to pay their fees or taxes / sign a petition, etc. (2) (3)

- 2.3 Marker's discretion – any viable response of explanation: only 2
Yes – it is the greatest challenge: corruption has such a massive effect on the economy and causes a number of problems. It has a direct effect on the poverty levels and corruption is symptomatic of a lawless and greedy society.

No – it is not the greatest challenge – poverty is because poverty causes crime and social problems, gangsterism, unhealthy environments, etc. (2)
- 2.4 Marker's discretion – Source selection (1) and then any viable response of explanation (2)
- Investment is discouraged in SA + explanation
 - Poor Service Delivery + explanation
 - Sufficient money not put into essential sectors like education + explanation
 - Tax evasion – climate of lawlessness + explanation
 - Corruption creates mistrust and discourages entrepreneurial establishments + explanation
 - Standard of living is increased dramatically + explanation
 - Large budgetary deficits + explanation
 - Huge debt accumulation + explanation
- (3)
[11]

QUESTION 3

- 3.1 To cultivate an obsession with integrity and ethics (1) and to insist on politicians undergoing life style audits. (1) (2)
- 3.2 The public will not trust them with important decisions. (1)
- 3.3 3.3.1 Law enforcement must not centre their focus on just "catching thieves" (1), but rather on changing the value system to make it difficult to steal. (1) (2)
- 3.3.2 Marker's discretion – any viable response incorporating 2x facts / elaborated thoughts on idea. (2)
- 3.3.3 Marker's discretion – any viable response incorporating 2x facts / elaborated thoughts on role. (2)
[9]

QUESTION 4

- 4.1 Marker's discretion – any viable response.
The cartoonist is communicating that the official able to alleviate poverty in some way has his hands full in dealing with corruption cases (1) and cannot attend to the real needs of the country and its people. (1)

It is very significant to South Africa – Poverty is a massive issue in SA – well over half of our population lives below the breadline and does not have access to basic services. Their situations are dire, yet so many of our government officials and in the corporate sector have their hands deep into corruption and stealing tax money and corporate income. All of this reduces revenue and prevents money from being spent in areas where the need is greatest. (2) [4]

30 marks

SECTION B DISCURSIVE ESSAY

QUESTION 5

Lawlessness and crime continues to prevail and escalate in South Africa due to society's general indifference and complacency.

Complex essays should incorporate the following themes ...

- An understanding into the current climate of SA – crime rates, poverty levels and unpacks society's attitudes towards this climate.
- 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).
- Pupil can agree with statement or disagree – strong support of argument is essential.
- 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

LIFE ORIENTATION: ESSAY RUBRIC 2018

CRITERIA	MARKS	LEVEL
<p>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 an SA context of causation of lawlessness and crime. The argument is skilfully sustained and wholly convincing with alternative perspectives/arguments taken into account. It is crisply and clearly expressed.</p>	<p>40 39 38 37 36</p>	7+
<p>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 an SA context of causation of lawlessness and crime. The argument is mostly sustained and largely convincing. It is clearly expressed.</p>	<p>35 34 33 32</p>	7
<p>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 – SA themes of crime and lawlessness causation 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.</p>	<p>31 30 29 28</p>	6
<p>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 – SA themes of crime and lawlessness causation have been addressed, but not always successfully. The focus of the argument tends to deviate and may lack in logic. It is adequately expressed.</p>	<p>27 26 25 24</p>	5
<p>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 – SA themes of crime and lawlessness causation 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.</p>	<p>23 22 21 20</p>	4
<p>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.</p>	<p>19 18 17 16</p>	3
<p>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.</p>	<p>15 14 13 12</p>	2
<p>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.</p>	<p>11–0</p>	1