LIFE ORIENTATION
COMMON ASSESSMENT TASK
PART B

EXAMINATION NUMBER

Time: 2 hours   70 marks

MARK SUMMARY & COMMENTARY (For Educators/Moderators):

Section	Mark (E/M)		Total
Section A			**30**
Section B			**40**
TOTAL			**70**

INSTRUCTIONS

1.   It is in your own interest to write legibly and to present your work neatly.

2.   Write in dark blue or black ink only.

3.   For each of the questions: read or review the source and then answer the questions that follow.

4.   Take cognisance of the mark allocations before answering the questions in Section A. Marks will be awarded for each different and viable explanation.

5.   Extra pages have been included at the end of the paper for in case your answer is too long for the space provided at each question.

6.   Remember – quality is more important than quantity, but avoid one-worded answers.

INTRODUCTION

CAT A invited you to explore concepts of marginalisation, bias, discrimination and the power of belonging. The final task assessed you on your sense of agency, your attitude towards activism and the problem-solving skills you displayed in relation to these concepts.

CAT B will continue along these themes and examine how well you have internalised the concepts and ideas of the CAT and invite you to further consider the integrated role of all the stakeholders within our society in bridging the gaps between those who are accepted by a broader society and those who are not.

SECTION A   SHORT QUESTIONS

QUESTION 1

SOURCE 1

Catholic Charities: Close the inequalities gaps to achieve social justice in New Orleans

On the heels of World Day of Social Justice, recognised on Feb. 20, the importance of closing inequalities is top of mind. Recognised by the United Nations as this year's theme, 'Closing the Inequalities Gap to Achieve Social Justice' is a long-standing priority of the Office of Justice and Peace of Catholic Charities Archdiocese of New Orleans.

To echo the United Nations sentiment that social justice is advanced when we remove the barriers people face because of gender, age, race, ethnicity, religion, culture or disability, we challenge New Orleanais to stand behind equal access to society's privileges and opportunities and join us in supporting programs that address the causes of poverty.

Initiatives like Jane Place Neighbourhood Sustainability, a community land trust and housing rights organisation committed to creating sustainable, democratic and economically just neighbourhoods and communities in New Orleans, is one of many examples.

In addition, it's imperative we assist individuals in re-entering our community via rehabilitation through service. In Louisiana, 43% of ex-offenders are likely to be back in jail within five years. However, if the formerly incarcerated are able to find and hold a job for three years, that rate drops by more than 50%. A subset of Catholic Charities' Office of Justice and Peace, Cornerstone Builders was established to address this issue with the firm belief that community service equips people with the skills and assets necessary to be responsible, productive citizens.

There's no denying that when citizens are provided with the tools to succeed, our society as a whole benefits. In our workplaces, homes and churches, we can all help to promote a just society by challenging inequality and valuing diversity.

[FITZPATRICK, K, 5/03/2020, Catholic Charities: Close the inequalities gaps to achieve social justice in New Orleans, The Advocate, <https://www.theadvocate.com/baton_rouge/opinion/letters/article_1d2ebc54-5d8c-11ea-aa2e-83158d935a21.html> Accessed 24 March 2020]

GLOSSARY

- **Social Justice**: justice in terms of the distribution of wealth, opportunities, and privileges within a society

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

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(1)

1.2   Identify ONE barrier people face because of their gender, age, race or disability.

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(4)

1.3   Explain in your own words what is meant by 'sustainable, democratic and economically just neighbourhoods'.

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(3)

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

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(2)
[10]

QUESTION 2

SOURCE 2

[5]

[India and Kleptocracy: Are we a nation of crooks,
<https://za.pinterest.com/pin/461337555564545596/,
Accessed 27/03/2020]

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.
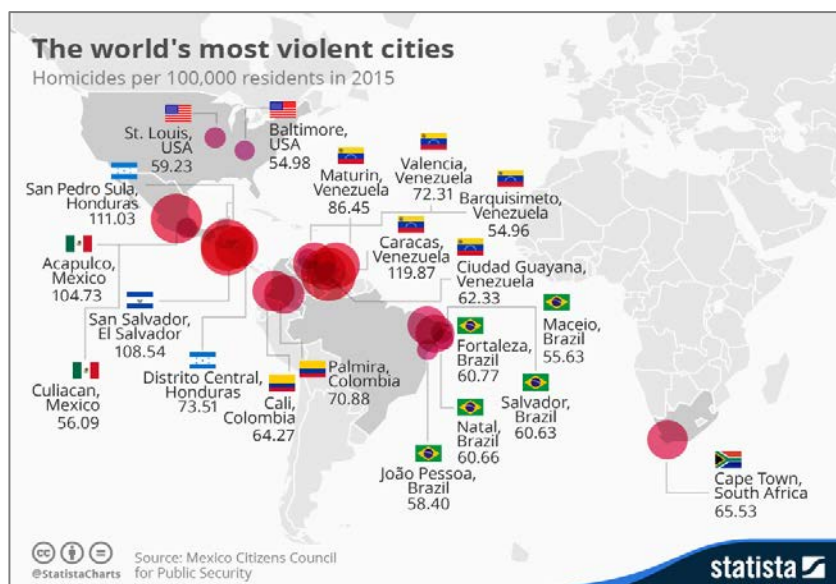
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[5]

QUESTION 3

SOURCE 3

How reducing inequality will make our cities safer

Urban violence is predictable; it concentrates in specific places, among certain people and at very particular times. Inequality, whether in terms of income, wealth or welfare and endowments, is a strong determinant of everything from social cohesion and social mobility to life expectancy.

The world's most violent cities
Homicides per 100,000 residents in 2015

St. Louis, USA 59.23
Baltimore, USA 54.98
Maturin, Venezuela 86.45
Valencia, Venezuela 72.31
Barquisimeto, Venezuela 54.96
San Pedro Sula, Honduras 111.03
Acapulco, Mexico 104.73
Caracas, Venezuela 119.87
Ciudad Guayana, Venezuela 62.33
San Salvador, El Salvador 108.54
Maceio, Brazil 55.63
Culiacan, Mexico 56.09
Distrito Central, Honduras 73.51
Palmira, Colombia 70.88
Fortaleza, Brazil 60.77
Cali, Colombia 64.27
Salvador, Brazil 60.63
Natal, Brazil 60.66
João Pessoa, Brazil 58.40
Cape Town, South Africa 65.53

Source: Mexico Citizens Council for Public Security
@StatistaCharts
statista

Where a person is born and lives correlates with their overall life chances. Unsurprisingly, people living in environments characterised by high levels of economic and social inequality tend to be more exposed to violence and victimisation than those living elsewhere. Neighbourhoods exhibiting higher levels of income inequality and concentrated disadvantage experience higher levels of mistrust, social disorganisation and violent crime. Failure to adequately address these issues dramatically reduces equality of opportunity and outcomes across generations – perpetuating violence.

Multiple and overlapping forms of inequality contribute to violent victimisation in cities. For example, people in the lower income-and-wealth quintiles are more likely to be a victim than those in the higher earnings brackets. The most-affected neighbourhoods tend to have limited natural surveillance, residential disadvantage (low income, high unemployment, low education) and neighbourhood instability (high levels of mobility and single-headed households). Similarly, racial and gender inequalities not only perpetuate economic inequality but are linked to higher exposure to violence. Labour force participation, educational achievement, reproductive health and political representation are all closely aligned with higher levels of safety.

Fortunately, a growing number of cities around the world are prioritising crime prevention and violence reduction. This is more radical than it sounds, as many local governments are understandably worried about acknowledging these challenges for fear it may negatively impact local and foreign investment, tourism and their legitimacy to voters.

To reverse inequality and reduce crime in cities, governments, business and civil society groups must start by targeting hotspots, especially in areas of deprivation. Comprehensive interventions that combine smarter infrastructure, data-driven policing and targeted service delivery with environmental design improvements and greater security over property tenure are critical. Programmes that empower and engage communities and improve their access to life skills and economic opportunity are also vital. When these policies are in place, they can deliver rapid and lasting results. Reducing inequality is a down payment on violence reduction in the long term.

[Robert Muggah, 2/03/2020,
How reducing inequality will make our cities safer, World Economic Forum,
<https://www.weforum.org/agenda/2020/03/what-are-the-causes-of-urban-violence-inequality/> Accessed 24/03/2020]

GLOSSARY

- **Endowments** – an income or form of property given to someone.
- **Determinant** – a factor that decisively affects the nature or outcome of something.
- **Quintiles** – The term '**quintile**' refers to one-fifth of a particular group. **Quintile** 1 typically **means** the top one-fifth of the group, **quintile** 2 refers to the second fifth and so on down to **quintile** 5, the lowest group.
- **Labour force** – all the members of a particular organisation or country, who are able to work, viewed collectively.
- **Infrastructure** – the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society.

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

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(3)

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?

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(3)

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.

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

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(2)

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.

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(4)
[15]

30 marks

ADDITIONAL PAGES FOR SECTION A (SECTION B CONTINUES HEREAFTER)

SECTION B   DISCURSIVE ESSAY QUESTION

QUESTION 4

School violence is a major issue in many underprivileged communities and suburbs around the world because of the criminal and delinquent influences present in these communities. One can imagine the massive disruption it causes to the quality of education and to the educators' and learners' sense of peace and safety.

SOURCE 4

A new UNESCO report confirms that school violence and bullying are major problems worldwide. The publication, *Behind the numbers: Ending school violence and bullying*, was released at the world's largest gathering of education and skills ministers, the 2019 Education World Forum, that took place in London (UK) last year. It demonstrates that despite the gravity of the problem, some countries have made significant progress towards reducing, or containing, school violence and bullying.

Almost one in three students (32%) has been bullied by their peers at school at least once in the last month and a similar proportion are affected by physical violence, according to the publication. Physical bullying is the most frequent type of bullying in many regions, with the exception of North America and Europe, where psychological bullying is most common. Sexual bullying is the second most common in many regions. Sexual bullying refers to hostile sexual jokes, comments or gestures characterised as sexual harassment in some countries, notably from a legal perspective, but not in others, particularly in the school environment. For these reasons, they are referred to as sexual bullying in this report. Sexual bullying is a form of sexual violence.

School violence and bullying affects both male and female students. Physical bullying is more common among boys, while psychological bullying is more prevalent among girls. Online and mobile phone bullying is also shown to be increasing.

Children who are perceived as different in any way are more likely to be bullied, and physical appearance is the most common cause of bullying. The second most frequent reasons reported by students relate to race, nationality or colour.

[Source: <www.unesco.org> 22/01/2019, School violence and bullying a major global issue, new UNESCO publication finds, UNESCO, https://en.unesco.org/news/school-violence-and-bullying-major-global-issue-new-unesco-publication-finds. Accessed 27/03/2020]

Discuss the extent to which you agree or disagree with the following statement:

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.

Your response should consider the relevant perspectives reflected in the texts in Section A and Section B of this CAT, as well as your own perspective.

PLANNING

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DISCURSIVE ESSAY

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40 marks

Total: 70 marks

ADDITIONAL PAGES FOR THE COMPLETION OF SECTION B

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