

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
PART A**

LOOK UP AND STAND UP

"A [Person] Who Stands for Nothing Will Fall for Anything"

Malcolm X

[Malcolm X Quotes: BrainyQuote.com, <<https://www.brainyquote.com>>, Accessed 27 September 2017]

When we consider the current state of the world, it is easy to become disillusioned and fearful. The economy is in a dire state; levels of inequality are rising globally as unemployment rates continue to increase. Social ills are intensifying dramatically, political strife exists in many parts of the world, volatility and criminal acts are expanding and people are starving. Even the number of natural disasters appears to be on the rise – dislodging thousands from their homes in addition to those displaced from political discord.

We are all aware of these problems – they are too big to ignore – but very little is being done about them. The political elite and the wealthy benefit – they do little to change the way the world is governed and many refuse to do anything that may threaten their grip on their portion of the world's capital. In fact, many of our influential role players partake in the exploitation of others without any conscience.

And, in the midst of this turmoil; we – the youth – have also become "victims" – either directly or indirectly. We just have to look around us to see that we are all looking for love. In the midst of competition and strife, we want to be known, accepted, and ultimately, loved, and we are searching for it ... often in all the wrong places. It can be argued that we are living in a daze, aimlessly floating from one experience to another – many of us exist without any real purpose in the midst of all this chaos.

It thus becomes essential, in all of this madness, that we develop a sound value system that is capable of withstanding temptation and challenge in order to stand firm. We must also approach life with scepticism – critically analysing the cause and effect of all experiences so that we don't fall prey to victimisation.

Success in this current world demands that our beliefs are grounded in substance, that we are able to stand firm on our principles and that we develop the courage to take action. We must live a life of purpose and impact!



[Source: Take a stand: <<http://blog.thedetroithub.com>>, Accessed 25 June 2017]

AIMS OF THE 2018 CAT

Please note that the focus of each question is to highlight problems within a context – it is not intended to be "negative". Rather, the CAT aims to tap into your sense of agency.

The aim of the CAT is to challenge you to:

1. Grow your understanding of who you are within specific contexts. You will need to identify your strengths and values and consider what your purpose is in becoming part of a solution to a societal issue. You will need to reflect on which issues anger you and spur you into wanting to fight for justice.
2. Critically evaluate and review a variety of sources and contexts to determine your ethical stance and identify problems with regard to certain issues. Your teacher will assist you with this process.
3. Develop a plan of action to remedy a selected situation in which you are also a solution. The secret to providing a sincere and unique solution lies in you being able to identify your interests, strengths and passions. You need to consider what impact you are able to make in this world.

"The development of the general ability for independent thinking and judgement should always be placed foremost ... not the acquisition of special knowledge."

Albert Einstein, 1950

[Source: Swann, Joanna, Pratt, John. *Improving Education: Realist Approaches to Method and Research*. A&C Black. 1999]

It is essential to teach for deep understanding because life is now more complex than it was before and life span is increasing – students need to be educated for the unknown as well as the known.

David Perkins (Harvard University)

In order to solve big problems one needs to be able to think both critically and creatively.

Professor Ann Sharp

[Source unknown]

NB: ASSESSMENT REQUIREMENTS

Questions 4 (20 marks) and 5 (60 marks that will be halved into 30 marks) are compulsory questions for assessment.

Please work through questions 1 to 3 with your classmates and take careful note of the comments and observations of your peers. These will give you insight into the multiple perspectives of each contextual source that you may not have previously considered. This will naturally aid you in providing quality responses in the actual CAT A and B assessments.

With regard to your responses in both CAT A and CAT B assessments, please ensure that you provide sufficient detail in your answers. You are required to think deeply about each question and to ensure that your opinions and thoughts are supported by viable reasons.

QUESTION 1

THE PLIGHT OF THE ADOLESCENT

AIM: To develop an understanding of self within the adolescent context and to consider some of the challenges you are exposed to. Within this framework, you will explore the temptations of our online world.

Some young people may find it difficult to determine their place in society, be recognised by their peers and be accepted for who they are. Many are faced with anxiety and insecurity as they work around these struggles.

Furthermore, stress increases with school work – the number of projects to be done, tests to cope with, career choices to be focused on, sport and other extra-curricular activities from school all add to the pressure. Socially, new experiences – of dating, partying, hanging out with friends, competing for attention and the distraction of the media, music, internet relationships, etc. – can also be stress inducing. The young person is under much pressure to schedule time, prioritise work and achieve goals.

In order to be accepted among peers, some may also feel the need to become more popular through other channels like music, sport or through more harmful means, by bullying or becoming part of school gangs. Amid such activity, they may feel restless, anxious, the fear of failure or unbearable stress. As a result of this stress, some may even take the easy way out through the formation of unacceptable habits: depression, substance abuse, getting into trouble with the law, etc.

Personal Reflection

- Spend time thinking about your own life – what do you struggle with from time to time?
- How do you feel about these struggles? Why do you feel this way?
- Is there anything you can do about these issues? If so, what? If not, why not?

Class Discussion and Brain Storm

In class, discuss in more detail the struggles you believe young people experience, both in your community and in other communities.

- How do you think these young people feel as a result of these struggles? Why?
- Is there anything that can be done to assist these young people? If so, what? If not, why not?
- What personal skills and values are required to ensure that young people are not permanently emotionally harmed by these struggles?

A The importance of knowing oneself

"Your own Self-Realisation is the greatest service you can render the world."

Ramana Maharshi

[Source: Know-thyself Quote, <<https://www.goodreads.com>>, Accessed 6 December 2017]

The quest to know and understand yourself remains "the most difficult task that any of us faces. But until you know yourself – your values and your strengths and weaknesses – you cannot succeed in any but the most superficial sense of the word." (Stephens Unplugged, 2010)

Self-knowledge and self-invention are lifetime processes.

To know oneself means that you are able to separate who you are now and who you want to be, from whom the world thinks you are and who you want the world to think you are. It is the ability to see how your emotions and perceptions are influencing your thinking and behaviour. Our behaviour is a reflection of our thoughts. Yet very few people stop and think about *WHAT* they think, *HOW* they think, *WHY* they think this way and hence *WHY* they do what they do.

- What world has created me?
- What do I read that influences my thoughts?
- Who am I having discussions with and how do they impact on my perspectives?
- How do all of these aspects influence my thoughts and actions?

"Learning to be self-reflective, quiet and focused is an important part of becoming a successful, centred and healthy adult. It's a life skill, and students today—who live in a world of constant static—need it more than ever before."

Stephens Unplugged, 2010

[Source: Quote above and adapted commentary: McKinney, M; 2011, KNOW THYSELF, VISION, <<http://www.vision.org>>, Accessed 20 September 2017]

It will therefore be important for you to reflect deeply on your own values and beliefs as you explore each of the contexts provided in this document and in the sources that will be provided in CAT B, as this will form the basis of many of the responses that you will be required to give.

Take the quick online test to determine what your core values are. This may assist you to understand your driving principles, why you hold certain belief systems and why you have the outlook on life that you do.

<http://higherred.mheducation.com/sites/0073381225/student_view0/chapter2/self-assessment_2_2.html>

(Ask your teacher for a PDF version if you have no on-line access.)

NB: Now consider all the traits that define you.

- **Who are you?**
- **What values do you stand for?**

B Online Dangers

The Internet can open doors of wonder for us that previous generations could not even have dreamt of, but it can also be a dangerous neighbourhood.

From cyber-predators to social media posts that can come back to haunt us later in life, the hazards can be frightening. To some degree, protecting people on the Internet can be a matter of awareness – knowing what dangers lurk and how to safeguard against them. We obviously need to ensure that we experience the joys of the online world, not its hazards. One such hazard is the increasing temptation to send and receive images of nudes online.

Read the article below and then discuss the questions that follow.

SA's teens are abusing social media and the law is catching up with them

Minors need to be made aware that their digital footprints can impact on their future lives and careers



1. When it comes to teenagers, their self-regulating brain mechanisms are not yet developed enough to prevent them from becoming either victims or perpetrators of sexting and cyberbullying. These twin scourges have spiralled out of control, say Emma Sadleir and Lizzie Harrison, who give talks about the risks of digital life. They have also just published a book, *Selfies, Sexts and Smartphones: A Teenager's Online Survival Guide*.
2. "The talks were a reaction to feeling helpless when children phoned with a crisis," says Sadleir. "Often when the kids come to us it's too late, because with the internet once the harm's done, it's done. It's going to follow them. It's public; it's permanent."
3. Sadleir calls their presentations "the modern-day equivalent of the drug talk. You come in and you scare the hell out of them, and hopefully 90% of them listen. Ten percent think it'll never happen to them – until it does."
4. A recent case involved a 13-year-old girl from a Johannesburg private school who met a boy at a party. Two days later he started begging her for nude pictures. He asked 57 times, promising he would never show them to anyone. She relented. He shared her naked photo with all his mates on social media. The girl tried to kill herself.
5. Accurate statistics for teenage suicide in South Africa are unavailable, but based on their interaction with more than 100 000 teenagers, Harrison and Sadleir say it is unequivocally on the rise. Most often it is prompted by bullying or embarrassment.
6. "Nudes are a social currency," says Sadleir. "Boys compete to get them and of course they show each other. It has become so normalised that if a girl does not send her 'boyfriend' a nude they will say 'You're prudish' or 'You're not into me'. These poor girls get put under immense pressure."

7. In this case the boy was identified and legal proceedings began. But too often the perpetrators hide behind fake identities or use anonymous portals on many social media sites available, for example, Qooh.me, Ask.fm, Sarahah, Stupid Chat, Curious Cat, Yik Yak.
8. Sadleir shows me the Qooh.me feed of a young teenager. Messages from multiple sources call her "you ugly f***ing bitch" and worse. Some ask her to perform explicit sexual acts. Several tell her: "Go kill yourself."
9. Sadleir recently asked a group of kids to explain why they wanted to be on Qooh.me. "One little girl said, 'Because it's really nice when somebody says something good.' So it's worth being told 60 times you're a fat slut and go kill yourself, for that one time some random person you don't know says you're beautiful?" Teenage self-esteem can be measured in megabytes. "Their whole self-worth is determined by how many people follow them on Instagram," says Sadleir.
10. "A screen is totally dehumanising," she says. "You don't have to watch somebody cry, so the bullying is a thousand times worse than it ever was for previous generations. And kids have not got the ability to manage impulses or make the correct decision in a situation. They just can't do it, it's not their fault."
11. However, not being able to exercise sound judgment does not wash in court. "In terms of being held accountable legally, the law is pretty strict on brain capacity," says Sadleir. "From the age of 14 you are deemed to have full capacity. And you can be sued civilly, alongside an adult, from the age of seven."
12. Lawsuits involving online defamation, infringements of privacy and harassment are increasing. Teenagers should be aware that digital footprints can harm their future lives and careers. In April, the UK's first youth police and crime commissioner, 17-year-old Paris Brown, had to resign after people complained about her derogatory tweets, some sent when she was just 14. And in June, ten students accepted to Harvard had their admissions revoked after the university discovered they had participated in a Facebook group that shared offensive memes.
13. Outraged by the suicide of a 12-year-old who had been cyber-bullied by schoolmates, 13-year-old Trisha Prabhu invented an app that would make teenagers think twice before posting hurtful messages.
14. Prabhu's patented *Rethink* software uses an algorithm that flags anything potentially offensive before a message is posted online. As the user pushes "send", the app asks: "Are you sure you want to post this message?" In trial runs, 93% of teenagers had second thoughts and did not send the offending message. There are 1,1 million users in the US.
15. Now 17 and at high school in Illinois, Prabhu told US positive-news website *NationSwell* last week: "Here we are, giving teenagers this incredible power to communicate as digital citizens. And quite frankly, they're not really equipped to make those decisions. There are severe consequences and lifelong scars when someone is bullied, and cyberspace compounds the effects."

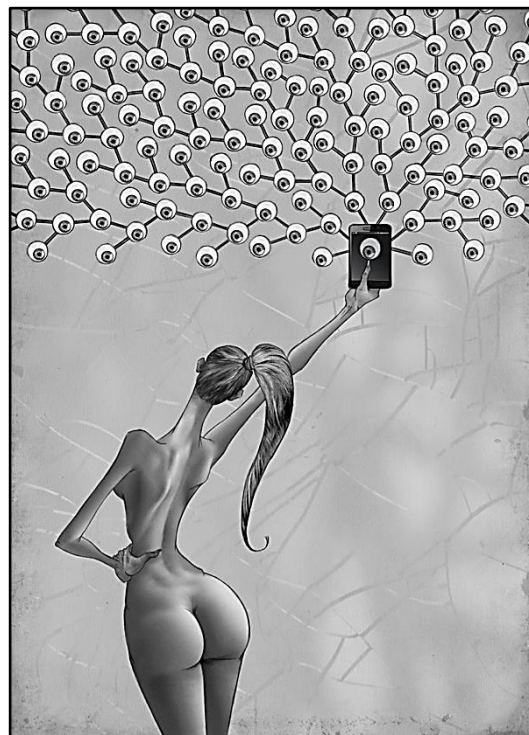
[Source: De Groot, S, 8/10/2017; SA's teens are abusing social media & the law is catching up to them, Times Live, <<https://www.timeslive.co.za>>, Accessed 11 October 2017]

Glossary:

- Self-regulating – personally adjusting or monitoring of behaviour, etc. without external influence
- Perpetrators – a person who carries out harmful, illegal or immoral acts
- Scourges – a person or thing that causes much trouble or suffering
- Unequivocally – in a way that leaves no doubt
- Defamation – the action of damaging the good reputation of someone (slander)
- Infringements of privacy – the action of breaking the terms of laws pertaining to privacy
- Harassment – aggressive pressure or intimidation
- Digital footprints – information about a person on the internet as a result of their online activity
- Commissioner – a person of supreme authority appointed to regulate a particular activity
- Algorithm – a set of rules that is followed in calculations or operations by a computer
- Cyberspace – an abstract environment in which communication over computer networks occurs
- Compounds – makes something bad even worse; intensifies the negative effects of something

Questions

- 1.1 Paragraph 6: What is meant by the words "Nudes are a social currency"?
- 1.2 Why do you think the possession of "nudes" has become such a social attraction?
- 1.3 After reading this article, briefly explain what "PUBLIC" and "PERMANENT" means to you in the context of this topic.
- 1.4 Paragraph 10: What does the word "dehumanising" mean in the context of this topic?
- 1.5 Can you think of any other examples where young people may have got themselves in uncomfortable situations through their use of social media? Discuss these with your class (without mentioning any names). What was the act and why do you think the person in question did what they did?
- 1.6 Why do you think so many teens (boys and girls) feel compelled to send "unknown" individuals nude pictures of themselves and what is it about our society today that could potentially cause this?
- 1.7 Why is it so difficult to catch perpetrators of cyberbullying?
- 1.8 Paragraph 9: Do you agree that teen self-worth is generally "determined by how many people follow them on" social media? Why do you think so?
- 1.9 **Self-Reflection:** What is your self-worth based on? Why do you think this is so?



[Source: Sexting – What's wrong with today's society; Bored Panda.com; <<https://m.facebook.com>>, Accessed 30 November 2017]

- 1.10 Paragraphs 11 and 12: Do you believe it fair that, even though teens do not technically have the ability to exercise sound judgement, they are still held accountable civilly by law for unsavoury posts, etc. that will negatively influence their futures, etc.? Why?
- 1.11 Given all the consequences for unsavoury posts (as stated in paragraph 12), what is YOUR responsibility here?
- 1.12 Paragraph 14: How effective would such an app be in your community in kerbing the frequency of unsavoury posts, etc.? Why?
- 1.12.1 Over and above the above app idea, what else can be done to prevent the high number of cyberbullying cases, sexting cases and unsavoury posts, etc.? (Unpack your idea briefly – what, who, how and why.)
- 1.12.2 What could YOUR role in your above-mentioned idea potentially be?

QUESTION 2

THE PLIGHT OF THE POOR

AIM: To develop an understanding of the plight of the poor and an understanding of the vulnerabilities of those living in abject poverty and war-stricken environments. A case study on Libyan Refugees will be used as a basis for these discussions.



Slave trade and human trafficking around the world has reached astronomical heights. Over 40 million people worldwide are victims of modern slavery, according to the International Labour Organisation (ILO, 2017). Added to this, more than 150 million children are subject to child labour, accounting for almost one in ten children around the world.

Reports and footage of the Libyan Slave trade have shocked the world of late, but this horrendous exploitation of human rights has been going on for many years.

Compelled to flee – massive waves of migration crash through North Africa to Libya – the only gateway through to Europe. Coming from the south, migrants flee the ruins of wars (Congo, Chad, etc.). From the east, they escape a life of military servitude and violent conflict (Saudi Arabia, Syria, Somalia, Eritrea, Ethiopia, Sudan, Uganda, etc.). From the west (Ghana, Sierra Leone, Ivory Coast, Togo, Nigeria, Liberia, Guinea) they evade destitution and governments that arbitrarily jail whomever they please.

Instability left behind by a toppled dictator, Muammar Gaddafi, and the power vacuum filled by rivaling factions vying to take his place have caused chaos in Libya. The chaos has allowed smuggling networks to thrive, opening up a lucrative market designed to profit off trading humans like other goods and commodities.

Libya has become a massive hub for human smuggling, with migrants shuttled between refugee camps and stash houses. Those who survive share horror stories of kidnappers who held them for ransom, waiting hours, days, weeks or years until families back home or in Europe paid their ransom.

Thousands suffer in overcrowded detention centres, and allegations of torture, rape, sexual exploitation, slavery and other forms of forced labour and unsanitary conditions have led to concerns of widespread human rights violations.



The International Organisation for Migration estimates that nearly 182 000 migrants from Libya have landed in Italy since the start of last year, exacerbating a massive refugee crisis spilling out of Syria and other parts of the Middle East. Europe is bursting at its seams and is desperate as it cannot possibly take care of all these people.

[Source: Regter, S; 30/11/ 2017; World Slave trade stats: Libya Slave Trade: 'Where Is Our Outrage?', <<http://ewn.co.za>>, Accessed 18 December 2017]

[Source: Commentary adapted from: Sakuma, A, N.D.; Damned for Trying, Microsoft National Broadcasting Company (MSNBC) <<http://www.msnbc.com>>, Accessed 19 December 2017]

[Source: Slave Trade images – More Shocking images of Libyan Slave trade, Zambezi Reporting, <<https://m.facebook.com>>, Accessed 24 November 2017]

Glossary:

- Astronomical – an extremely large amount
- Horrendous – extremely unpleasant, horrifying or terrible
- Exploitation – treating someone unfairly in order to benefit from their work; taking advantage of
- Military servitude – a state of being completely subject to the powerful military; domination
- Destitution – extreme poverty where a person cannot provide for oneself; deprivation
- Rivalling factions – similar small organised groups within a larger political system that compete
- Vying – eagerly compete with someone in order to achieve a specific outcome
- Lucrative – producing a great deal of profit
- Commodities – useful or valuable things

Read the following article and then answer the questions that follow.

South Africa must not repeat Libya's mistakes with refugees

What migrants and refugees are living through in Libya should shock the collective conscience of Europe's citizens and elected leaders – and give South Africa, also a major destination for refugees, something to think about.

Blinded by the single-minded goal of keeping people outside of Europe, European funding is helping to stop boats from departing Libyan waters, but this policy is also feeding

a criminal system of abuse. For South Africa, and any other migration destination country, this is a prime example of what to avoid at all costs when implementing frameworks to control borders and manage migration.

The practice of detaining of migrants and refugees in Libya is rotten to the core. It must be named for what it is: a thriving enterprise of kidnapping, torture and extortion. And European governments have chosen to contain people in this situation. People cannot be sent back to Libya, nor should they be contained there. People are simply treated as a commodity for exploitation.

The reduced numbers of people leaving Libyan shores has been lauded by some in Europe as a success in preventing loss of life at sea, and smashing smugglers' networks. But with the knowledge of what is happening in Libya, lauding this as a success demonstrates, at best, pure hypocrisy; and at worst, a cynical complicity in the business of reducing human beings to merchandise in human traffickers' hands.

They need access to protection, asylum and increased voluntary repatriation procedures. Safe and legal avenues for people to cross borders are the only way to eliminate the perverse incentives that allow for smugglers and traffickers to thrive whilst at the same time fulfilling border control objectives.

South Africa's White Paper on International Migration was published in July this year, stating government policy, and in the coming months, amendments of the Refugee and Migration Acts will follow. This process creates momentum for lawmakers to look at best practices worldwide. African leaders in the Migration Dialogue for Southern Africa have an opportunity to manage migration differently, to avoid human suffering caused by containment strategies and detentions that imperil the health and lives of migrants and refugees.

Especially in Africa, we cannot say that we did not know that this was happening in Libya. The predation on misery and the horrific suffering of those trapped must end now. South Africa can work hard to be the positive example to lead the way for proper and humane migration management.

[Source: Liu, J; 08/9/2017; South Africa must not repeat Libya's mistakes with refugees; Mail and Guardian, <<https://mg.co.za>>, Accessed 17 November 2017]

Glossary:

- Implementing – apply, put into action
- Frameworks – a basic structure underlying a system or concept; structure, constituents, etc.
- Detaining – keep people in official custody after being taken
- Lauded – highly praising; applaud, etc.
- Asylum – protection granted by a state to refugees
- Repatriation – the return of someone to their own country
- Momentum – the driving force gained by the development of a course of events
- Imperil – put at risk of being harmed, injured or killed; endangered

Questions

- 2.1 Why are migrants willing to risk so much in leaving their countries of origin?
- 2.2 What conditions are migrants exposed to as they travel to Europe? Unpack these from the onset of their journey through to their potential destination.
- 2.3 What human rights are potentially being violated in their countries of origin and in Libya? (See: <<http://www.un.org/en/universal-declaration-human-rights/>> to discuss this answer fully. In what way have these rights been violated?)
- 2.4 Explain the dilemma that governments are faced with when considering opening their borders to refugees.
- 2.5 Do you agree with the author in the above article that European Governments are hypocritical? Give a reason for your answer.
- 2.6 Do you think it is possible for South Africa to "be the positive example to lead the way for proper and humane migration management"? Provide reasons for your answer.
- 2.7 Irrespective of how you answered question 2.6, in what way could SA potentially lead the world in the area of humane migration management, however small the impact?

- 2.8 Why do you think the world mostly turns a blind eye to what is happening in Libya and in other parts of the world where gross violations of human rights are taking place?
- 2.9 Sum up briefly what you think the plight of the poor might be.
- 2.10 What could and should we be doing to bring relief in this area?

"Government is rather ill-suited and poorly equipped to alleviate the plight of the poor. It lacks moral rules or standards, and is devoid of basic principles in economic and social matters."

Hans F Sennholz

[Source: Hans F Sennholz Quote: <<http://www.azquotes.com>>, Accessed 19 December 2017]



[Source: The First World Poverty Image: <<https://wordnews27.com>>, Accessed 19 December 2017]

**DISCUSS
THESE ...**

"Our motto should be: Let us make peace so that we can concentrate on the really important work that needs to be done. That is, alleviating the plight of the poor and the defenceless, for as long as most of humanity feels the pain of poverty, we all remain prisoners."

Nelson Mandela

[Source: Nelson Mandela Quote: <<http://www.azquotes.com>>, Accessed 19 December 2017]

QUESTION 3**THE PLIGHT OF THE GREEDY**

AIM: To develop an understanding of the plight of the greedy and an understanding of the causes and effects of corruption and fraud. The on-going saga of the Life Esidimeni case will be examined.

The news is fraught with countless reports of fraud and embezzlement in political and financial sectors. Billions are lost annually all over the world and the global economy suffers greatly as a result. South African citizens are not immune to this issue and, in fact, many have become victims of a pervading lawlessness, indifference and culture of crime.

Read the sources below and then answer the questions that follow them.

A The Life Esidimeni Saga**Source 1****Life Esidimeni hearings: "Not my fault they died"**

Life Esidimeni project head for the Gauteng department of health Makgabo Manamela was evasive and unapologetic as she testified about the deaths of 143 psychiatric patients on her watch, to the annoyance of former chief justice Dikgang Moseneke, presiding at arbitration hearings on Thursday.

As director of the Gauteng mental health directorate, she licensed ill-equipped NGOs to take care of psychiatric patients who had been cared for by Life Esidimeni when the department ended that company's contract, reportedly as an economic measure. As a result, it is alleged, 143 patients died, most of them at underfunded NGOs not experienced or equipped to care for them.

Manamela was one of three Gauteng health department officials leading the Life Esidimeni project. She refused to take responsibility for her role in licensing the NGOs. "That is what my team did. At my level, I cannot go to each and every NGO [for an inspection]."

Moseneke asked her why NGOs were not given money to care for patients. He said: "Maybe you didn't care; you signed whatever you signed, you forget it was about people who had blood and flesh."

Section 27's Hassim asked her about her salary, revealing that a government official of her seniority would earn between R900 000 and R1 million a year. He said this indicated how heavy her responsibilities were.

[Source: Child, K, 24/11/2017; Life Esidimeni hearings: 'Not my fault they died'; Times Live; <<https://www.timeslive.co.za>>, Accessed 19 December 2017]

Source 2**Deadly NGO makes R600 000 after it is shut down**

Dorothy Franks, who ran Anchor NGO where at least five Life Esidimeni patients died, was paid about R600 000 over four months after the NGO was shut down.

More than 72 severely mentally ill patients were moved from Life Esidimeni homes into her small NGO which was so crowded and deadly, it was shut down by October 31 last year.

Yet, Franks told the Life Esidimeni hearing, she continued to receive R150 000 a month from November till February. She also admitted she drew 29 patients' SASSA grants until March this year. This was almost R1 500 per patient. She was paid R539 000 in September as back pay for patients she looked after. In total she earned more than a million rand.

Franks admitted under cross-examination by Moseneke that she knows people in the Gauteng Health Department finance division, but gave no further details about their relationship.

Three other witnesses at the hearings have testified they believed NGO owners took patients in order to "make money" or because they were "greedy".

[Source: Child, K; 30/10/2017; Deadly NGO makes R600 000 after it is shut down, Sowetan Lives; <<https://www.sowetanlive.co.za>>, Accessed 9 September 2017]

Glossary:

- Evasive – avoiding commitment or self-revelation through indirect responses
- Presiding – being in a position of authority
- Arbitration – the use of an arbitrator (an independent person appointed) to settle a dispute
- SASSA grants – South African Social Security Agency grants – money that this government agency gives to needy people in South Africa (social grants)

There is certainly far more to this story than meets the eye. By the time this CAT document is published, far more evidence will have been uncovered and hopefully the people responsible will be forced to take responsibility for their actions.

Questions

- 3.1 It appears as if some NGOs benefitted financially from receiving mentally-ill patients from Life Esidimeni while others received no support or funding. What evidence given in source 2 suggests a reason for this?
- 3.2 In the article in source 1 – Manamela refuses to take responsibility for what happened, but rather chose to blame those under her charge (although she did make a global apology in court later to the families who lost loved ones). Why do you think that Manamela refused to take responsibility?

- 3.3 Manamela occupied a very high position in government with many people reporting to her. Do you think that this makes her job almost impossible to manage and therefore could potentially excuse her of liability for what has happened?
- 3.4 What reason does the judge give for Manamela's mismanagement of this project? Do you agree with this? If so, why do you think this is true? If not, why not?

B The Psychology of White-Collar Criminals

Source 3

The Psychology of White-Collar Criminals

Two leading executive headhunters once wrote a book called *Lessons From the Top: The Search for America's Best Business Leaders* that celebrated 50 titans of industry. Readers were encouraged "to learn from and pattern themselves" after the leadership qualities displayed by these executives. Yet within a few years of the book's 1999 publication, three of those 50 were convicted of white-collar crimes and headed to prison, and three more faced tens of millions of dollars in fines for illicit activity. It was an extraordinary rate of failure for executives once deemed the "very best—and most successful—business leaders in America."

I've spent much of the last seven years investigating why so many respected executives engage in white-collar crime. Why is it that fraud, embezzlement, bribery, and insider trading often seem like disturbing norms among the upper echelons of business? Some commentators like to chalk up these executives' failures to greed. Others argue that the extraordinary harm these executives do suggests that there's something constitutionally different about them—that they are bad apples. Still others wonder if perhaps these individuals were blinded by ambition and just unable to admit failure.

Many of the convicted executives I spent time with described their conduct bluntly. "Morals go out the window when the pressure is on," explained Steven Hoffenberg, who confessed to running a Ponzi scheme that stole from thousands of investors in his company, the Towers Financial Corporation. "When the responsibility is there and you have to meet budgetary numbers, you can forget about morals." The reactions to engaging in crime were not always as I expected, either. David Myers, the former controller of WorldCom, recalled thinking that he was "helping people and doing the right thing" while perpetrating one of the largest accounting frauds in history. In his mind, the fraud was superficially sustaining the company, its stock price, and the jobs of its employees.

"At the time this was going on," Scott London, a KPMG executive convicted of insider trading, told me, "I just never really thought about the consequences." This executive's remark wasn't unique.

If it's bewildering that intelligent, even brilliant, people can fail to anticipate this devastation—not only to their firms, investors, and employees, but also to themselves—that's because people assume they always act with careful thought and analysis. As a species, though, humans are incredibly poor at actually understanding their own decision-making processes. In fact, many decisions, even consequential ones, arise not from deliberation or reflection but from intuitions and gut instincts.

To outsiders, the harm caused by white-collar crimes is obvious. Economically, there's relatively little difference between embezzling money from shareholders and stealing it from their wallets. But there's a critical difference between a physical, intimate crime like taking someone's wallet and the white-collar variant. The perpetrators of white-collar crimes are physically, psychologically, and even temporally distant from their victims. An embezzler doesn't have to get close to victims, touch them, or see their reactions. As a consequence, embezzling doesn't motivate the same visceral senses as robbery.

Reflecting on these limits to human intuition, I came to a conclusion that I found humbling. Most people like to think that they have the right values to make it through difficult times without falling prey to the same failures as the convicted executives I got to know. But those who believe they would face the same situations with their current values and viewpoints tend to underestimate the influence of the pressures, cultures, and norms that surround executive decision-making. Perhaps a little humility is in order, given that people seem to have some difficulty predicting how they'd act in that environment. "What we all think is, 'When the big moral challenge comes, I will rise to the occasion,' [but] there's not actually that many of us that will actually rise to the occasion," as one former CFO put it. "I didn't realize I would be a felon."

[Source: Soltes, E, 14/12/2016, The Psychology of White-Collar Criminals, THE ATLANTIC DAILY, <FILE:///USERS/ILSEP/DESKTOP/CAT%20/CAT%20A%202018/THE%20PSYCHOLOGY%20OF%20WHITE-COLLAR%20CRIMINALS%20-%20THE%20ATLANTIC.HTM>, Accessed 9 September 2017]

Glossary:

- Titan – an extremely important person
- Fraud – wrong or criminal deception that results in the perpetrator's financial gain
- Embezzlement – stealing amounts of money belonging to the company or employer
- Bribery – the giving or offering of money to persuade someone to act in one's favour
- Insider trading – the illegal practice of trading on the stock exchange for one's personal gain through access to confidential information
- Ponzi scheme – fraud in which the belief in the success of a non-existent enterprise is encouraged by the quick return of their money from money invested by later investors
- Echelons – a level or rank in an organisation or society
- Visceral – emotional responses
- CFO – Chief Financial Officer – a corporate officer responsible for a company's financial risks

Questions

- 3.5 The article in source 3 shines a light on the top business leaders of the world. According to this article, what reasons are given to explain this frequent fall from glory?
- 3.6 Why do you think human beings are so "poor at understanding their own decision-making processes" and rather choose to rely on their "gut instincts"?
- 3.7 What critical distinction does the author make for the difference between the thief who steals a wallet and the embezzler?
- 3.8 What parallels can one draw between the events unpacked briefly in source 1 and the reasons stated in source 3?
- 3.9 Given the huge responsibility of those in power whose decisions have a massive impact on the lives of people and who are responsible for executing the promises that they made to those who voted them in, what vital values are required in those who hold any positions of power and influence?
- 3.10 It is easy to criticise those who live above the law and to look at their misdemeanours with arrogance and pride – believing that we are personally immune to this kind of moral decline. But, truth be told, if we are lucky enough to find ourselves in the same position of power, how tempted would we be to make very similar poor decisions in the heat of the moment?
- 3.11 Many of us will become successful leaders in our communities and we will find ourselves in similar positions of power. We must decide now to guard our hearts and protect our ethical grounding and principles. WHO do you want to be in YOUR future – and WHAT do you want to stand for? Take time now to pledge a universal mission statement for your own life that will define your response to responsibilities and value system in the midst of moral decline.

*"But man, proud man,
Dres't in a little brief authority,
Most ignorant of what he's most assur'd;
His glassy essence, like an angry ape,
Plays such fantastic tricks before high heaven,
As make the angels weep."*

Measure for Measure by William Shakespeare

[Source: Shakespeare Quote: Aslam Dasoo, 17/12/2017, Silent screams find a voice, News 24; <<https://www.news24.com>>, Accessed 18 December 2017]

Please note:

All glossary terms in questions 1–3 were sourced through Google Dictionary – accessed 6 January 2018.

All sources in questions 1–4 have been shortened in this CAT document for ease of reference.

COMMON ASSESSMENT TASK A**PART 1 COMPULSORY****(20 MARKS)****QUESTION 4****EXPLORING INNOVATIVE SOLUTIONS**

Young people are the solution to the present, not just to the future. Young people are very resourceful and capable of much. It is very important that our youth are empowered to become problem-solvers and encouraged to think BIG and take risks in executing their ideas, even at the risk of failure.

Read the extracts below and then answer the questions that follow for assessment purposes.

The world's big solution: Young people

What more could society ask for than youth who are looking at our challenges with fresh eyes, willing to call out injustices and flawed systems?

Today's youth are taking stock of existing systems and measuring the gap between where we are now and where they believe we should be. They are asking governments to be accountable. They want economic systems that work for everyone, not just some. Of course they react strongly to shortsighted policies that fundamentally affect the society and environment they will inherit. They want to be heard, valued and considered as partners in development, for they are the ones who will live with decisions made today.

The value of youth as advocates not just for their own generation, but for all groups of marginalised people, should not be underestimated. There is a strong movement of young people who aren't just visionaries, but pragmatic doers, and are recruiting a steady influx of peers to join them.

Take Deepa Gupta, the 27-year-old co-founder of *Jhatkaa.org* who has mobilised over 200 000 Indian citizens to hold government and corporate decision-makers accountable on issues of public welfare.

Or Lina Useche, who at age 21 launched *Aliança Empreendedora* to inspire low-income Brazilians to pursue entrepreneurship. Today, the pioneering initiative has supported nearly 30 000 micro-entrepreneurs in 19 states across Brazil.

In Iraq, 26-year-old *Ayaz Hassan* founded the organisation *Asuda's Gender-Based Violence Prevention and Women's Protection Project* and is defying the odds as a young man working for women's rights — creating safe spaces for women in Iraq's Syrian refugee and Kurd communities to access training and resources related to legal rights, health and family wellbeing.

In every country, there are young people like Deepa, Lina and Ayaz. Some experience more enabling environments than others, but all face the challenges of driving change as a young person.

They lack the credibility and trust necessary for securing meaningful investments. They're operating in isolation without access to critical opportunities for peer learning. To their credit, they are generating notable grass-roots impact. But when connected to networks, mentors, skill-building opportunities, and funding, imagine how much further their work can go.

By supporting those who are channelling their frustration with the status quo in their communities and countries in a positive way, we are also developing role models for other young people. Our youth worldwide want to be part of the solution to the problems they lament. By connecting them with their peers who've already taken action, we show them that it's possible.

[Source: Jones, L, 4/4/2016, The world's big solution: Young people, Deverex, <<https://www.devex.com>>, Accessed 7 December 2017]

As millennials sense the dissonance between the systems of today and the future they envision, their pushback and efforts for change should be celebrated, not feared. Let's put our trust and resources in them to solve the very problems some fear they will exacerbate.

Questions

- 4.1 Paragraphs 2 and 3 provide examples of youth activism. Do you believe this is an accurate account of MOST young people? If so, why? If not, why not? (2)
- 4.2 Select ONE of the individuals mentioned in the article above to research and then answer the following questions:
- 4.2.1 State the organisation's Vision/Mission Statement. (2)
- 4.2.2 Briefly explain the aims of the organisation and HOW these aims are realised. (5)
- 4.3 According to the source, what three obstacles do young people face as they endeavour to make a difference in their communities? (3)
- 4.4 4.4.1 What opportunities can young people tap into that would potentially ensure their success as activists? (4 ÷ 2 = 2)
- 4.4.2 How do you think EACH of these opportunities could be accessed? (4)
- 4.5 What two challenges does the author put forward to her readers and to society as a whole? (2)

20 marks

COMMON ASSESSMENT TASK A**PART 2: COMPULSORY****(30 MARKS)****QUESTION 5****LEARNER CREATIVE RESEARCH RESPONSE**

AIM: To assess the learner's ability to demonstrate the skills of research and analysis, empathy, understanding cause and effect and problem-solving.

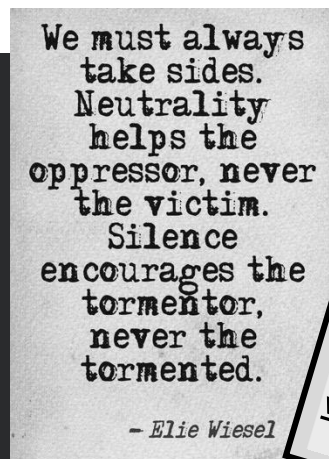
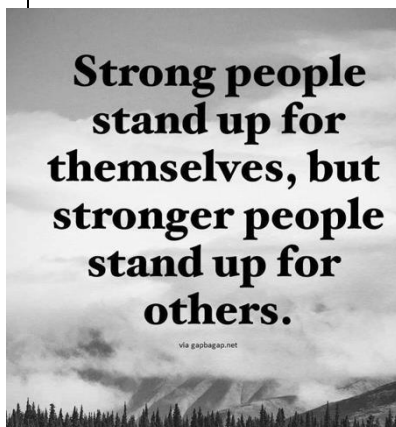
Turning Bad News into Positive Action

Yes, some may think our world is in a mess politically, economically and socially, etc. But all of this is good news for young people. More than ever before they have a real place in this world and are able to make a tangible difference. There is a niche for everyone.

Therefore, despite all the global bad news – it is a very exciting time to be living.

The planet is on 'our watch'. Raising our own awareness and understanding of the problems that exist and asking the 'why' questions may be the starting point of a new beginning in changing the way we live in this world. Once we understand what the problems are and what has fully caused these issues to exist, we will be in a better position to help solve them.

Just a little inspiration ...



[Source: Don't Talk, Act Image: <<https://pics.me.me>>, Accessed 29 November 2017]

[Source: Strong People: <<https://i.pinimg.com>>, Accessed 29 November 2017]

[Source: We must always take sides Image: <<https://i.pinimg.com>>, Accessed 29 November 2017]

[Source: 10 Amazing Kids That Changed The World, 9 March 2015 <<https://www.youtube.com>>, Accessed 30 November 2017]

[Source: How To Change The World (a work in progress) | Kid President, 30 November 2017]

When I was in college, I wanted to be involved in things that would change the world

Elon Musk

[Source: Elon Musk Quote, <<https://www.brainyquote.com>>, Accessed 29 November 2017]

"This is the time of our Spring. This is the time of our rising. And we will say at the top of our voices as we sing: let us live and strive for our freedom, in South Africa, our dear land, Nkosi Sikelel' iAfrika. A new beginning starts today."

Natasha Mazzone

[Source: Natasha Mazzone quote, 29 November 2017, <<https://www.sapeople.com>>, Accessed 30 November 2017]

Teen fandom is so potent. Any choice they make in pop culture forces the rest of the world to take notice.

Alycia Debnam-Carey

[Source: Alycia Debnam-Carey quote, <<https://www.brainyquote.com>>, Accessed 29 November 2017]

Task Instructions

Choose ANY social issue that you feel particularly passionate about where people are "suffering" in some way due to external **and/or** internal influences, then follow the instructions outlined below. Research is essential for a detailed and accurate account.

A Content

- 5.1 **State the problem and provide a detailed and holistic overview of this problem.** I.e. context – what the issue is (6), all affected stakeholders (2), why this issue is a problem to humanity/why the world should care (2). (10)
- 5.2 **Provide a brief, but meaningful account for why you feel particularly passionate about this issue.** Ensure that you include in your description the values that you endeavour to uphold and how these support your ethical approach to the particular area you have chosen to discuss. Avoid emotive/biased language. (5)
- 5.3 **Analyse/examine the problem.** What or who has caused this problem, why does it continue to prevail, etc.? (5)
- 5.4 **Discuss in detail ONE plausible and viable solution** to this problem in any field of your interest.
 - WHAT should and can be done to eliminate or remedy the issue(s) concerned? (5)
 - WHO should be deployed to make these changes? (2)
 - HOW can these changes be implemented? (4)
 - WHY will these changes be successful? (4)
- 5.5 **TAKE A STAND!** Discuss **YOUR OWN** role in the above-mentioned solution. What can **YOU** do to assist in this remedy (2) and **HOW** (6) and **WHEN** (2) would you achieve this? (10)

[45]

B Presentation

You may present the above information in any of the below forms. You are welcome to rearrange the order of content to suit your selected presentation mode:

- radio talk show (audio recording) – with in-studio "guests"/"experts"
- documentary (audio and visual recording)
- news cast/pod cast (visual or audio recording)
- investigative research report – abstract, aims, survey, presentation of results and conclusion
- visual diary (written and visual content) – printed or digital

For all digital and audio recordings – please submit the transcript with all written content.

Approximate length suggestion for all presentation forms: 1 000–1 200 words to ensure that sufficient details are provided for, but please ensure that the mark allocations are adhered to as an indication of **DEPTH** of response – not length (quality over quantity is important).

[10]**C Reference List**

A reference list must be included. Please ensure that you use a recognised academic referencing format.

Please note: The marking grid is on page 23. The total of 60 marks will be halved to a total of 30 marks.

[5]**Total of Question 5: $60 \div 2 = 30$**

| |
|-----------------|
| 30 marks |
|-----------------|

| DESCRIPTORS | EXCELLENT | GOOD | ACHIEVED | NOT ACHIEVED |
|--|--|---|---|---|
| Problem Description | 10–8 | 7/6 | 5/4 | 3–0 |
| The learner states the problem and provides a detailed and holistic overview of this problem. The learner's response accounts for: <ul style="list-style-type: none"> WHAT the issue is (6) ALL affected stakeholders (2) WHY this issue is problematic for the world (2) | All elements have been discussed in thorough detail. Outstanding insight of the problem has been demonstrated. | All elements have been discussed well. Good insight into the problem has been demonstrated. Minor details are missing. | Elements have been discussed. But there are missing links in the information. Response lacks complexity/only 2 of the elements are discussed. | Elements have been very poorly discussed. Major discrepancies exist/only 1 or 2 of the elements are poorly discussed. |
| Personal Account | 5/4 | 3 | 2 | 1/0 |
| The learner provides a brief, but meaningful account for why he/she feels passionate about this selected issue. A description of the learner's connected values and ethical stance is discussed. Emotive or biased language has been avoided. | The learner's account is very meaningful and sincere. The reflection of connected values and ethical stance is complex. | The learner's account is meaningful and sincere. The reflection of connected values and ethical stance has been integrated well. | The learner's account is limited in places and not entirely sincere. An indication of some connected values and ideals or ethics, but these are not convincing. | The learner's account is very limited/insincere. Some indication of values and ideals, or ethics, but these are not convincing. |
| Problem Causation | 5/4 | 3 | 2 | 1/0 |
| The learner analyses the problem. The learner indicates what or who has caused the problem and why it continues to prevail, etc. | The problem is thoroughly analysed – a full understanding of the issue is shown. | The problem is analysed well. Minor lapses in understanding exist. | The problem is analysed, but there are gaps in logic and detail. | The problem is very simplistically analysed. Limited thought and detail is reflected. |
| Solution Description | 15–12 | 11/10 | 9–6 | 5–0 |
| One plausible and viable solution to this problem is discussed: <ul style="list-style-type: none"> WHAT should and can be done to eliminate or remedy the issue concerned? (5) WHO should be deployed to make these changes? (2) HOW can these changes be implemented? (4) WHY will these changes be successful? (4) | All elements have been discussed in thorough detail. Outstanding insight has been demonstrated through the provision of a comprehensive action plan. | All elements have been discussed in sufficient detail. Good insight has been demonstrated through the provision of a sound action plan. | All elements have been discussed. Satisfactory insight has been demonstrated through the provision of an action plan. However there are gaps in detail. | All elements have been discussed – but the action plan lacks substance and is very poorly thought-through/only some of the elements have been discussed. The action plan is very limited. |
| Personal Role Description | 10–8 | 7/6 | 5/4 | 3–0 |
| The learner discusses their own role in the chosen solution: <ul style="list-style-type: none"> WHAT they can do (2) HOW they will achieve it (6) WHEN they will achieve it (2) | The learner's account of their own role is highly thought through, complex and viable. | The learner's account of their own role is well-thought through, sufficiently detailed and viable. | The learner's account is satisfactory, but the plan is not entirely viable. | The learner's account is very weak. The plan is very limited and is not viable. |
| Presentation Mode | 10–8 | 7/6 | 5/4 | 3–0 |
| The supportive and creative elements (accompanying images, experts, visuals, music, etc.) are suitable in communicating the learner perspective and are of sufficient quality to add value to the presentation method. | The supportive elements are highly complementary for the choice of presentation method. The overall presentation is very engaging. | The supportive elements are complementary for the choice of presentation method. The overall presentation is engaging. | The supportive elements are somewhat complementary for the choice of presentation method. The overall presentation is satisfactory. | The supportive elements do not compliment the presentation and are very limited or are of poor quality. The overall communication of learner perspective is poor. |
| References | 5 | 4 | 3/2 | 1/0 |
| A reference list has been included in the correct academic referencing format. | A reference list is completely accurate. | A reference list has been included, but there is one error. | The reference list contains 2 or 3 errors. | Only the URL is provided/No reference list exists. |