



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

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**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.

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**SECTION A            SHORT QUESTIONS**

**QUESTION 1**

1.1    1.1.1 Politics can:

- change the course of a country's history, ✓
- halt the perpetuation of inequalities, ✓
- restore a sense of dignity to millions of people. ✓

(3)

1.1.2 Must draw response from Question 1.1

Marks awarded for **two linking ideas: explanation and action.**

Firstly an explanation of the origin of chosen issue. Secondly for how this could be actively addressed. No mark is awarded for only the selection of an issue.

Some learners may interpret the first part of the question as asking for the causation of the issue – which is acceptable as long as it is briefly unpacked and explained.

For e.g.

**Change the course of a country's history** – Africa's history has tainted its people's future progress by keeping them disgruntled and unwilling to forgive and move forward ✓ – hence, political influence must ensure that history does not repeat itself and it must assist people to find reconciliation, etc. ✓

OR

**Halt the perpetuation of inequalities** – while inequalities continue to prevail, our country will always be divided and people will be fighting against one another, instead of working with one another towards a common goal ✓ – hence, political influencers must educate their people on the damage that is done when people discriminate against one another and they must actively work towards levelling the playing field for those who suffer from financial inequalities, etc. ✓

OR

**Restore a sense of dignity to millions of people** – many people have suffered and are suffering greatly and are feeling hopeless in changing their circumstances. The country can never move forward while people are stuck in hopelessness ✓ – hence, political influencers must ensure that all people's human rights are upheld and find ways to inspire and empower the hopeless out of their circumstances, etc. ✓

(2)

1.2 1.2.1 The learner's response must provide definitions in their explanation that refers to:

- **Seizing power** refers to **taking the power from the autocratic and/or power-hungry politicians.** ✓
- **Democratically** refers to the power being given to the people/ the country's citizens are taking back the power. ✓

A democracy means that the entire population is actively involved in making decisions, etc. Hence, when young people can cause power-hungry politicians to listen to their plea through creative means, they are "taking the power" from the politicians and ensuring that they have a say in their country's governance.

(2)

1.2.2 One mark for the selection of movement and then two marks for the application and analysis linking and unpacking the skill set (who; what; how)

**Y'en a Marre ("We've had enough")** ✓ – journalists might have written articles for newspapers ✓ to **educate their readers** on the wrongs of their president ✓ and to **ignite anger in the people to take action on the wrongs.** ✓

OR

**Le Balai Citoyen ("the People's Broom")** ✓ – rappers might have written political and protest songs ✓ to **educate their listeners** on the wrongs of their president ✓ and to **ignite anger in the people to take action on the wrongs.** ✓

OR

**LUCHA (Lutte pour le Changement, or "Struggle for Change")** ✓ – protesters might have **organised rallies and protests** ✓ to **educate their listeners** on the wrongs of their president ✓ to **ignite anger in the people to take action.** ✓

(3)

1.2.3 Marker's discretion – the learner response must relate to the cause they selected. Responses that don't obviously relate cannot be awarded a mark.

- power to the people
- we won't tolerate this any longer
- we have had enough
- we want change ✓

(1)

1.3 Learner's response must reflect a positive change in the perception of Africa or in a value of Africa's intrinsic worth, e.g. ✓✓

- African citizens are fighting in unity for positive change in Africa, instead of accepting their plight.
- African citizens are courageous and cannot be intimidated by autocracy.
- There is hope for Africa – her future looks positive with her people fighting for her progress, etc.
- Learner can extract last line of the source, "Thanks to them ... AIDS and war."

Learners who don't unpack their answer should only be awarded 1 mark.

(2)

**[13]**

## QUESTION 2

2.1 Mark awarded for identifying **each** impact of poor education on our society/country and another for the explanation of impact on SA (from source or own interpretation – as long as it is viable).

Markers must be alert to learners over emphasising the importance of university education for all people in South Africa – that is, there are many avenues to pursue after school.

Lack of adequate education =

- poor employability for many people ✓ – stay in cycle of poverty, etc., a nation of hopeless and powerless citizens breed children into this same cycle which drains the country of resources, etc. ✓
- a significant lack of skills ✓ – economy suffers as there are significant vacancies in the country's work force – work doesn't get done/gets done poorly. ✓
- financial inequality gap worsens ✓ – responsibility lies on the few citizens able to contribute financially to the economy (fewer people paying tax) – gross exploitation of – and financial burden on – them. ✓
- insufficient funding put into health-care and education ✓ – huge demand on health-care services and people remain too ill to work. ✓
- unemployability or poorly paid jobs ✓ – poor quality of life for many citizens – cannot afford nutritional food, live in unhygienic conditions, poor health-care access, etc. ✓
- unskilled and poorly trained citizens ✓ – few people able to innovate and solve critical societal issues/less productive people in entrepreneurial enterprises/country does not participate in progressive technological advancements etc./remains Third World and dependent on other countries for survival, etc. ✓

(2 × 2 = 4)

- 2.2 2.2.1 • personal planning ✓  
 • study skills ✓  
 • written work (especially summarising) ✓  
 • tertiary applications ✓ (4)

2.2.2 Learner's response must draw on the Rhodes programme and link to a positive educational outcome with explanation.

- The programme is based on a **one-on-one** tutoring system, ✓ so learners have **personal support and assistance**. ✓
- Learners are taught how to manage their workload effectively/ how to study adequately/how to make study notes, etc. ✓ – which all ensure that learners can be effective scholars/skills required to cope well at tertiary level/achieve good matriculation scores. ✓
- Learners are empowered/inspired to learn ✓ and excel through personalised support and care. ✓ (2)

2.3 Learners must refer to the source in this answer.

Quality education for all young people can be achieved through **working with partners that have different strengths and interests** ✓ **which can be combined and are aligned to achieve greater impact**. ✓

**University students** are the essential partners. ✓

(3)  
[13]

### QUESTION 3

3.1 Mark awarded for **global** link between the problems that Africa currently faces and the need for change in one form or another.

E.g. The question is stating that – if we are unhappy with the state of Africa (or the way in which it is managed or run) – then we need to do something about it. ✓ (1)

3.2 3.2.1 Marker's discretion – any viable personalised response – learner must select one issue and then **indicate why they believe the issue to be problematic**. ✓ Mark is awarded for the explanation only. (1)

3.2.2 Must link to Question 3.2.1  
 Marker's discretion – any viable **personalised intervention strategy** ✓ (using their special talents/skills/expertise) accompanied with a viable unpacking of this strategy. ✓

**OR**

2 different viable interventions

(2)  
[4]

<b>30 marks</b>
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**SECTION B                      DISCURSIVE ESSAY****QUESTION 4**

Complex essays should incorporate the following themes:

- an understanding of the current climate in Africa – crime rates, poverty levels, debt, corruption, etc.
- an understanding of the role of the youth in effecting change (either through parliamentary representation or in some other way)
- unpack the role of minority groups in effecting change
- learners may agree or disagree with statement – strong support of own argument is essential
- examples to support stance or to demonstrate significance of stance
- learner's own voice is essential (as sources will assist learners in this essay)

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

- The learner's stance must be clearly communicated in the introduction and throughout the essay.
- The stance must be reiterated in the conclusion.
- Clearly and intellectually 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 counter-argument.

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

**LIFE ORIENTATION: ESSAY RUBRIC 2019**

CRITERIA	MARKS	LEVEL
<p>A clear position has been adopted and focus is consistent throughout the essay.</p> <p><b>The stance is given in the introduction.</b></p> <p>The argument is thought-provoking, insightful. It offers a unique "own voice" perspective by drawing on appropriate, detailed and specific examples.</p> <p>The examples have been seamlessly integrated into the argument.</p> <p>Displays thorough understanding of issues within an <b>SA context and shows a complex understanding of the role of the youth + minority groups.</b></p> <p>The argument is skilfully sustained and wholly convincing with alternative perspectives/arguments taken into account.</p> <p>It is crisply and clearly expressed.</p>	<p>40</p> <p>39</p> <p>38</p> <p>37</p> <p>36</p>	7+
<p>A clear position has been adopted and focus is consistent throughout most of the essay.</p> <p><b>The stance is given in the introduction.</b></p> <p>The argument is thorough and logically developed with a range of appropriate, specific examples to support the learner's viewpoint.</p> <p>The examples have been clearly integrated into the argument.</p> <p>Shows evidence of understanding issues within an <b>SA context and shows a good understanding of the role of the youth + minority groups.</b></p> <p>The argument is mostly sustained and largely convincing. Alternative perspectives/arguments taken into account.</p> <p>It is clearly expressed.</p>	<p>35</p> <p>34</p> <p>33</p> <p>32</p>	7
<p>A clear position is evident within the argument and is sustained.</p> <p>Candidate focuses on question, however, there may be some lapses.</p> <p>The argument is clear, has substance and is logically developed with a range of mostly relevant, specific examples to support the learner's viewpoint.</p> <p>Engages with issues within the question context – <b>SA contextual themes and youth roles are explored and are mostly successful.</b></p> <p>The argument is sustained with minor lapses in logic OR relevance, but it is largely convincing.</p> <p>It is clearly expressed in most places.</p>	<p>31</p> <p>30</p> <p>29</p> <p>28</p>	6
<p>A clear position is taken by the learner and is sustained.</p> <p>Lapses in focus and/or implied focus in places.</p> <p>The argument is evident and some relevant, specific examples are provided in an effort to support the learner's viewpoint.</p> <p>The examples are not always successfully integrated into the argument.</p> <p>The learner has made an effort to unpack the issues within the context of the question – <b>SA contextual themes and youth roles have been addressed, but not always successfully.</b></p> <p>The focus of the argument tends to deviate and may lack logic or be generalised.</p> <p>It is adequately expressed.</p>	<p>27</p> <p>26</p> <p>25</p> <p>24</p>	5
<p>The learner has attempted to adopt a position but this is not sustained and/or supported.</p> <p>The focus on the question tends to be thin rather than substantive; essay is largely narrative.</p> <p>Alludes to issues within the context of the question – <b>SA contextual themes and youth roles have been superficially addressed.</b></p> <p>The argument is superficial and examples provided are vague and generalised in places.</p> <p>The argument lacks focus and is poorly sustained.</p> <p>The expression is sometimes awkward, but the candidate can communicate his/her ideas.</p>	<p>23</p> <p>22</p> <p>21</p> <p>20</p>	4
<p>The learner's position is vague or unclear.</p> <p>There is no distinct argument present, although <b>some examples and points</b> have been provided in an attempt to answer the question.</p> <p>There is evidence of repetition of ideas.</p> <p>Argument lacks focus, cohesion and logic.</p> <p>The expression is clumsy and may impact upon the overall meaning that the candidate is trying to communicate.</p>	<p>19</p> <p>18</p> <p>17</p> <p>16</p>	3
<p>No position is provided by the learner/<b>thoughts are muddled.</b></p> <p>Argument is implied; learner does not explicitly address the question.</p> <p>The response provides some examples, but these are not linked to the question.</p> <p>The response is narrative and the examples are repetitive.</p> <p>Expression is flawed and prevents the candidate from communicating his/her ideas.</p>	<p>15</p> <p>14</p> <p>13</p> <p>12</p>	2
<p>There is no connection to the question and the ideas that are provided are irrelevant.</p> <p>Examples are haphazard and serve no purpose.</p> <p>Expression is often incomprehensible and may be unintelligible.</p>	0–11	1

40 marks

**Total: 70 marks**