



NATIONAL SENIOR CERTIFICATE EXAMINATION
2019

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
PART B**

EXAMINATION NUMBER

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Time: 2 hours

70 marks

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

INTRODUCTION

CAT A focused on a number of interrelated themes.

- You were invited to explore the concept of national pride and what it means to be Southern African.
- You were then invited to reflect on the negative and positive aspects of your country of residence and to explore your thoughts and emotions around these.
- The final task assessed on your sense of agency, your attitude around activism and your problem-solving skills.

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 role of youth in branding Southern Africa in a positive light.

SECTION A SHORT QUESTIONS**QUESTION 1****SOURCE 1****Young Africans: reinventing politics**

- 1 The African political classes have failed in their mission to build nations characterised by justice and progress, in spite of a number of significant and very welcome advances. Politics is the only way to change the course of a country's history, to halt the perpetuation* of inequalities, and to restore a sense of dignity to millions of people.
- 2 Much needs to be done urgently in Africa. There is a need to foster the emergence* of a new kind of dialogue among youth – using other methods and other players if necessary, and with the ultimate aim of seizing power democratically.
- 3 New political youth movements are appearing; springing up from urban cultures and suburban neighbourhoods. Examples include *Y'en a Marre* ("We've had enough"), founded in Senegal in 2011 by a group of young journalists to oppose their president; *Le Balai Citoyen* ("The People's Broom"), founded in Burkina Faso in 2013 by a group of rappers to oppose their president; and *LUCHA (Lutte pour le Changement)* ("Struggle for Change") founded in the Democratic Republic of the Congo (DRC) by a group of young activists to push for democracy in 2017.
- 4 These movements are all attempts to decolonise politics. They aim to return politics to the people – into the hands of citizens who have hitherto* been excluded from the democratic process and consulted only to add their stamp of approval by voting.
- 5 By using music, dance, graffiti and references borrowed from street poetry, these movements are succeeding in bringing together young people who understand the language and codes of their neighbourhoods. On the streets and via the internet, they are calling for an alternative dialogue and for projects that give wings to their dreams. These new players in African politics are employing a range of cultural references to support their actions. Rap music, for instance, has been a powerful vector for getting the message of opposition across.
- 6 As beacons of hope, these movements have a great responsibility. They represent political forces that are uninhibited, free, and unencumbered* by colonial burdens. It is thanks to them that the continent no longer conjures up only images of pity; generated by poverty, famine, AIDS and war.

[Hamidou Anne, February 2018, Young Africans: reinventing politics, UNESCO, <<https://en.unesco.org/courier/2018-2/young-africans-reinventing-politics>>, accessed 27 March 2019]

GLOSSARY

- * perpetuation – to make something continue for a prolonged time
- * emergence – the process of coming into existence
- * hitherto – up until now
- * unencumbered – free from the burdens of colonialism, e.g. white guilt, black insecurity, unforgiveness, stereotyping, etc.

- 1.1 1.1.1 According to the source, what positive societal influences does politics potentially have?

(3)

- 1.1.2 Of these positive societal influences, which do you consider to have the highest priority for Africa? Explain why it is an issue and then state what action political influencers must take for change to result.

(2)

- 1.2 1.2.1 Explain your understanding of the words "seizing power democratically" (paragraph 2, line 3).

(2)

1.2.2 Extract from the source any of the youth movements mentioned that illustrates this concept and then briefly explain how this movement might have used their particular skill set to achieve this.

(3)

1.2.3 What slogan could be used by the group you selected in 1.2.2 in order to promote their cause?

(1)

1.3 What new perception of Africa might arise as a result of these youth movements?

(2)

[13]

QUESTION 2**SOURCE 2****Fixing South Africa's public schools: lessons from a small-town university**

- 1 *South Africa's public schooling system is riddled with problems. Drop-out rates are high, pupils lack proper support and mentoring, and the transition from school to tertiary education is often overwhelming. But what happens when universities, NGOs and schools work closely together to address these issues?*
- 2 Statistics show that fewer than one in ten black learners from schools that do not pay fees leave with a good matric pass – good enough to provide access to university.
- 3 To try and change this trend, Rhodes University launched an initiative in 2016 consisting of a number of projects targeting different levels of education. It runs a mentoring programme called The Nine Tenths at three secondary schools in the area. A number of top Grade 12 pupils at the schools are allocated a highly trained Rhodes student who volunteers as mentor for the year. The mentoring process focuses on personal planning, study skills, written work (especially summarising) and tertiary applications.
- 4 In 2017, the three participating schools more than trebled their consolidated Bachelor-level passes, which make them eligible* for tertiary study, from 16 to 52. Of these students, 26 are registered as full-time students and a further seven as occasional students at Rhodes University. In 2018, the programme worked with 170 Grade 12 pupils. Each one was linked to a highly trained Rhodes student volunteer.
- 5 In February 2017, Rhodes registered over 100 disadvantaged local first-year students for the first time in the university's history. In 2019, the figure **stood at 130**.
- 6 Universities have a responsibility and a degree of potential influence on public schooling. A big, bold vision of quality schooling for all young people can be achieved by working with partners that have different strengths and interests which can be combined and are aligned* to achieve greater impact. University students must be viewed as a critical resource in addressing the challenge of quality education for all in local communities.

[Adapted from Di Wilmot, 21 March, 2019, Fixing South Africa's public schools: lessons from a small-town university, The Conversation, <<https://theconversation.com/fixing-south-africas-public-schools-lessons-from-a-small-town-university-113206>>, accessed 26 March]

GLOSSARY

- * eligible – having the right to do or obtain something
- * aligned – correctly placed

- 2.1 Why might an "education system riddled with problems" be problematic for the country in the long term? Briefly discuss any TWO concerns.

(4)

- 2.2 2.2.1 Identify the four main focus areas of the mentoring programme described in Source 2.

(4)

- 2.2.2 Briefly explain why you think the Rhodes University Initiative has been so effective?

(2)

- 2.3 According to the source, **how** can quality education for all young people be achieved and **who** is considered to be an essential partner?

(3)
[13]

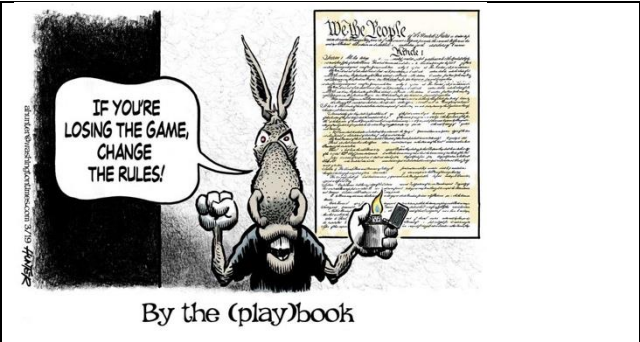
QUESTION 3

SOURCE 3



[Mary Taylor,
<<https://za.pinterest.com/maryt0310/social-studies-africa-unit-project/>>, accessed 26 March 2019]

SOURCE 4



By the (play)book
[Alexander Hunter for The Washington Times,
March 26, 2019
<<https://www.washingtontimes.com/cartoons/>>/, accessed 27 March 2019]

3.1 Briefly explain the link between the two sources above.

(1)

3.2 3.2.1 Identify one "rule" that you feel should be changed and briefly state why you believe that the current rule is problematic.

(1)

3.2.2 Now describe how you would go about doing this. You may draw on your CAT A submission for inspiration.

(2)
[4]

30 marks

Additional pages for Section A (Section B continues hereafter)

[illegible]

[illegible]

SECTION B DISCURSIVE ESSAY**QUESTION 4**

- 1 "Until the lion learns how to write, every story will glorify the [human] hunter."

[J. Nozipo Maraire, <<https://www.goodreads.com/quotes/8058892-until-the-lion-learns-how-to-write-every-story-will>>, accessed 27 March 2019]

In the context of the CAT B themes, this quote could figuratively mean that the people with the power to make the crucial decisions will always do so to keep themselves in power. They will never actually understand or consider the perspectives of those on the receiving end of those decisions.

- 2 "In his Day of Affirmation speech, Robert F. Kennedy '48 stated, 'This world demands the qualities of youth; not a time of life but a state of mind, a temper of the will, a quality of imagination, a predominance of courage over timidity, of the appetite for adventure over the life of ease.'"

[Bicknell, D.P & Yalamanchi, P, 24 May 2012, *The Qualities of Youth*, *The Harvard Crimson*, <<https://www.thecrimson.com/article/2012/5/24/youth-qualities-change/>>, accessed 27 March 2019]

- 3 "One of the key priorities of the Department of Social Development is to empower young people to realise their full potential and understand their roles and responsibilities in making meaningful contributions to the development of a prosperous Southern Africa."

[SA Government, 7 Nov 2012, Youth to debate on issues affecting them, SA Government, <<https://www.gov.za/youth-debate-issues-affecting-them>>, accessed 27 March 2019]

The most effective way for young people to impact their country positively is to be significantly represented in parliament. This representation should consist of youth of all races and genders, youth from a variety of socioeconomic statuses, youth with disabilities and youth that are in conflict with the law.

To what extent do you agree or disagree with the statement above:

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

[40]

PLANNING

[illegible]

DISCURSIVE ESSAY

[illegible]

[illegible]

[illegible]

[illegible]

40 marks

Total: 70 marks

ADDITIONAL PAGES FOR THE COMPLETION OF SECTION B:

[illegible]

[illegible]