



ST PETER'S
COLLEGE

**LIFE ORIENTATION
GRADE 12 MARCH EXAMINATION
DATE: MARCH 2026
SECOND SESSION**

Examiner: Mrs D. Lutchman

Time: 2 hours

Moderators: Ms K. Malcolm

Marks: 70 marks

Name: _____

Grade 12

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LO Teacher:

DLU	KJM	PRE
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MARK SUMMARY & COMMENTARY (For Educators/Moderators):

Section A			30
Section B			40
TOTAL			70

INSTRUCTIONS

1. There are 21 pages in this question booklet. All answers to all questions must be recorded in this booklet.
2. Sections A and B are both compulsory sections.
3. It is in your own interest to write legibly and to present your work neatly.
4. Only responses written in dark blue or black ink will be marked.
5. Consider the mark allocations before answering the questions.
6. A planning page has been reserved on page 15 for your essay. Planning may be in pencil.
7. The Discursive Essay rubric is included on page 21.

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

SECTION A

SHORT QUESTIONS

30 MARKS

QUESTION 1

9 marks

Source 1

Mashatile blue light bullies make life hell on Midrand roads

By Anna Cox

15 Feb 2026



A VIP blue light convoy in traffic. (Photo: X @kg007man)

Yet again, the motorcade of South African Deputy President Paul Mashatile is in the spotlight — this time accused of abusing its power in plain sight, regularly blocking early-morning traffic in Midrand, where he lives, driving against traffic on one-way sections and forcing motorists aside during peak-hour congestion.

Residents along one of Midrand's busiest commuter routes say Deputy President Paul Mashatile's official convoy repeatedly drives against oncoming traffic during the morning rush, turning ordinary public roads into temporary VIP corridors and leaving motorists intimidated, delayed and unsafe.

According to residents who spoke to Daily Maverick and asked not to be named, this occurs most mornings when the convoy allegedly blocks oncoming lanes along Allandale Drive, from Greig Street to Pretorius Road, opposite Mall of Africa, before proceeding at speed on the wrong side of the road.

Residents of Midrand, where Mashatile lives, describe a pattern they say has become normal rather than once off. One resident, who filmed the incident and sent the footage to Ward 132 councillor Annette Deppe, said:

"As a public figure, this is not only a blatant abuse of public funds but reckless and unlawful. Several law-abiding motorists are pushed aside while the lawbreakers are ushered head-on through intersections, disregarding traffic signals, pedestrians and people simply trying to get to work.

"We cannot function as a society if politicians behave in this manner. This happens often and needs to be stopped before someone is injured or killed. The convoy is often seen without Paul in the car... Lawlessness has crept into Ward 132, and soon taxis and ordinary citizens will follow suit."

Accessed from <https://www.dailymaverick.co.za/article/2026-02-15-paul-mashatiles-vip-protection-unit-convoy-accused-of-flouting-traffic-laws-in/> on 15 February 2026

GLOSSARY

Motorcade- escort

Convoy- fleet of cars

Intimidated- threatened

Allegedly- supposedly

Blatant- obvious

Ward 132- Midrand area by Councillor Annette Deppe

1.1 According to Source 1, define the term “*abuse of power*” in your own words.

(1+1=2)

1.2 Name the ethical violation being demonstrated by Deputy President Paul Mashatile’s convoy. Explain why it is considered an ethical violation.

(1+2=3)

1.3. Elaborate on ONE social problem that is caused by this ethical violation, as described in Question 1.2.

(2x1=2)

- 1.4. Provide ONE realistic solution and explain how the Deputy President's convoy can act within the boundaries of integrity, by fostering a culture of social responsibility, when navigating the morning traffic.

(2x1=2)
[9]

Source 2

About the 2026 Report

Moving beyond GDP to measure the moral authority of nations.

The Responsible Nation Index (RNI) 2026 represents a shift in how we evaluate a country's national success. For decades, economic indicators like Gross Domestic Product (GDP) have been the only yardstick for progress. However, the RNI framework, developed through three years of intense research, argues that true leadership is defined by a nation's commitment to its citizens, its environment, and the global community.

Launched on January 19, 2026, at the Dr. Ambedkar International Centre in New Delhi, this index is the result of a combined effort by the World Intellectual Foundation (WIF), and Jawaharlal Nehru University (JNU). The methodology sources data from the World Bank, United Nations agencies and the World Justice Project to create an all-rounded "Responsibility Score."

The Moral Mirror

"This guide acts as a moral mirror for the world. It challenges the largest economies to align their immense power with ethical responsibility. A high GDP does not guarantee a high responsibility score, as evidenced by the rankings of several G7 nations falling outside the top 50."

Four Pillars of the Responsible Nation Index

A framework for assessing national responsibility.



Unlike traditional power or GDP-based rankings, RNI evaluates nations through a more inclusive ethical and humanitarian lens.

India's Rise to #16

One of the most important findings of the 2026 RNI is India's positioning at Rank 16, with a score of 0.5515. This places India ahead of several traditional powerhouses, including the United States (Rank 66) and China (Rank 68).

Analysts attribute this to India's "people-centric" governance model and its leadership in the Global South. The index heavily weighs their tools of social empowerment, with India scoring exceptionally well on "Global Accountability".

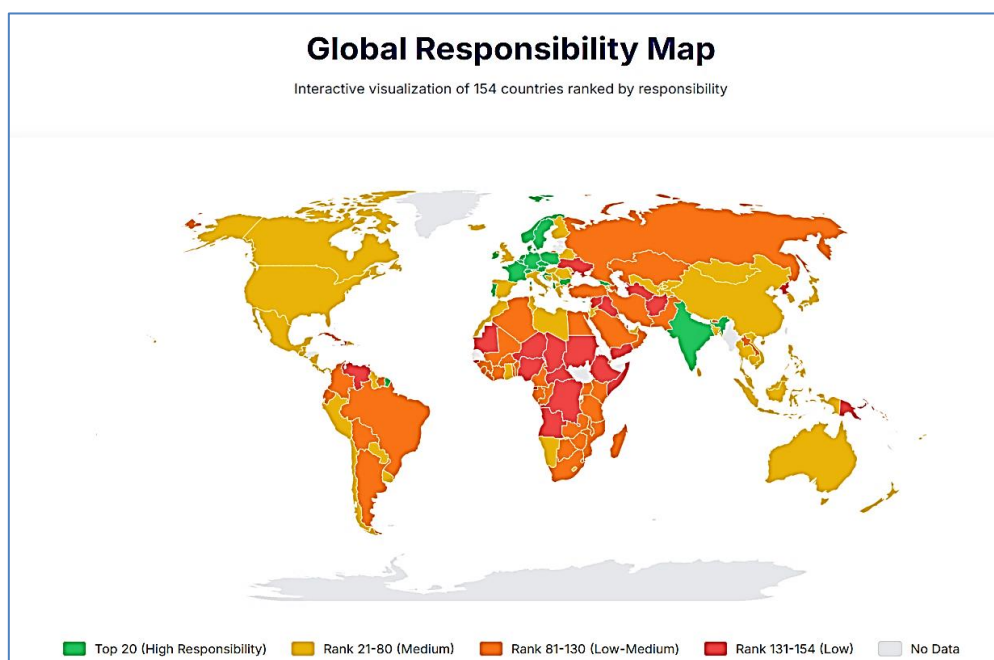
Why Singapore Leads (#1)

Singapore tops the list with a score of 0.6194. The city-state sets the global standard for Ethical Governance. Its ability to marry high economic output with near-zero corruption and world-class social services provides a model for the future.

Rank 1: Public Safety & Order

Rank 1: Institutional Organisation

Top Tier: Environmental Transformation



South Africa holds 88th position out of the 154 countries on the list.



Accessed from <https://responsiblenationindex.com/> on 26th February 2026

GLOSSARY:

Accountability- responsibility

Governance- administration

GDP- Total value of what a country produces over a year. A country's economical output.

G7- Group of 7 (Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States, along with the European Union)

People-centric- human- centred

- 2.1 Using Source 2, explain the difference between GDP and RNI and how it influences a country's national success. (2x2=4)

- 2.2. Using your understanding of ethics, why do you think the Gross Domestic Product (GDP) index has fallen short as the primary index, in determining a country's global success? (2x2=4)

- 2.3. The four pillars of RNI talk to aspects that describe the ethical obligations of a government to its people and the global responsibility. Choose ONE of the four pillars of the Responsible Nation Index (RNI), and explain how this pillar enables ethical leadership to develop. (2x1=2)

- 2.4. South Africa takes 88th position out of the 154 countries that were analysed. Identify TWO possible reasons for this global ranking, using supporting information provided in Source 2. (2x2=4)

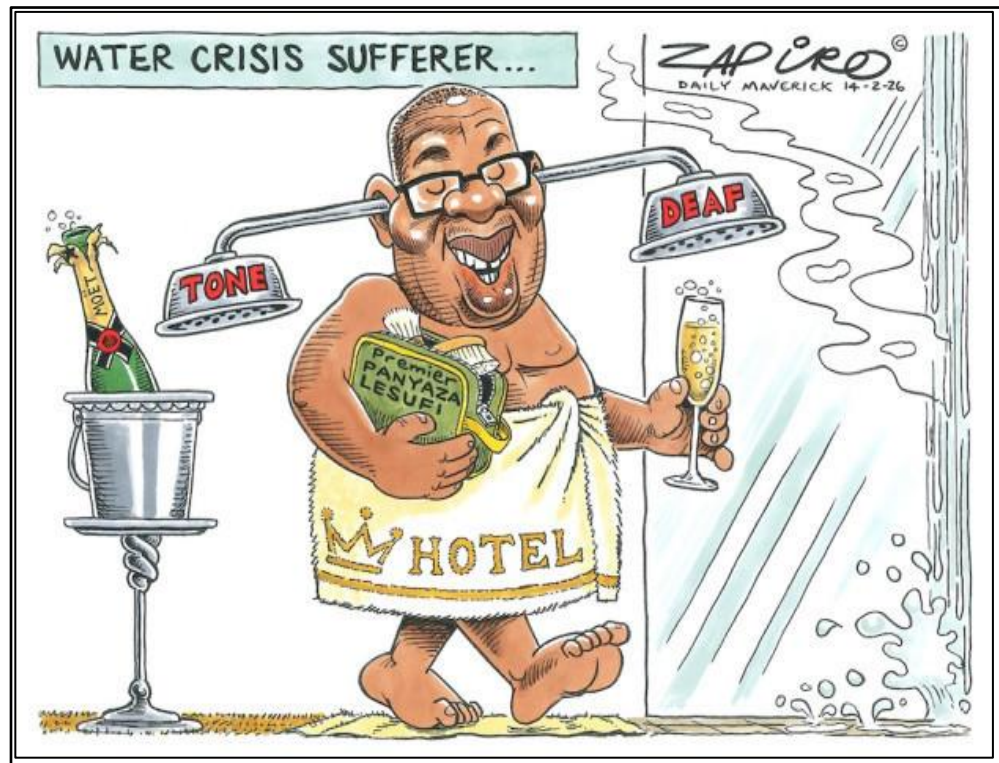
[14]

QUESTION 3

7 marks

Source 3

ZAPIRO cartoon of Gauteng Premier, Panyaza Lesufi during the Water Crisis 2026.



[Accessed from <https://www.zapiro.com/260214dm> on 19/2/2026]

BACKGROUND to Source 3

Addressing a media briefing last month amid water shortages in Gauteng, Lesufi said: "We also go through (the same thing) I mean in some instances I have to go to a certain hotel so that I have to go to my work commitment. We also go through the same inconvenience like any other person, there is no special water or a special pipe that is designed to save these other people and not save these other people."

- 3.1. Provide the ethical violation from Source 3 and the background above. Explain how this becomes unethical when a political leader uses a hotel to shower while communities endure longterm water shortages. (1+2=3)

- 3.2. Study the cartoon (Source 3) provided. Using the imagery and symbolism provided by Zapiro, analyse TWO creative methods he has used to display unethical leadership, by Panyaza Lesufi, during the water crisis. (2×2=4)

ONE: _____

TWO: _____

[7]

30 marks

ADDITIONAL PAGES FOR SECTION A (SECTION B CONTINUES HEREAFTER)

[illegible]

[illegible]

SECTION B

LIFE ORIENTATION ESSAY QUESTION

40 marks

The world can be described as unethical. Inequality of power, wealth, education, and of status dominates globally. Hunger, famine and war are part of many narratives of communities. In addition, our world is rich with diverse peoples of colour, race, language and culture. This diversity in status means our differences in culture, need, perspective etc. often give rise to ethical conflict. Differences in the ownership of resources, cultural, racial and religious differences as well as differences of interest – when bound together with economic inequalities – often gives rise to unethical practices.

Source 4

- **"A man without ethics is a wild beast loosed upon this world."**- Albert Camus

Accessed from <https://boshoffinc.co.za/ethics-a-rare-commodity/> on 17th February 2026.

Source 5

- **"Once we know and are aware, we are responsible for our action and our inaction."**- Jean-Paul Sartre

Accessed from <https://www.facebook.com/PhilosophyEverydays/posts/once-we-know-and-are-awarewe-are-responsible-for-our-action-and-our-inactionwe-c/122259712808251497/> on 10th March 2026

Source 6

- **"Whoever is careless with the truth in small matters, cannot be trusted with important matters."** -Albert Einstein

Accessed from <https://www.ethicalvoices.com/2019/07/08/twelve-ethics-words-of-wisdom-quotes/> on 17th February 2026

QUESTION 4

Taking into account the relevant perspectives reflected in Section A and Section B of this exam, as well as your own perspective, answer the following question in a Life Orientation discursive essay format.

You are allowed to use all or some of the sources supplied in this booklet.

Your own worldly knowledge counts as well.

To what extent do you **agree or disagree** with the statement below?

STATEMENT: Ethical leadership dictates a country’s global image (reputation).

PLANNING

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DISCURSIVE ESSAY

[illegible]

Handwriting practice lines consisting of 24 horizontal lines.

Handwriting practice lines consisting of 20 horizontal lines.

[illegible]

Handwriting practice lines consisting of 20 horizontal lines.

40 marks

Total: 70 marks

Discursive Essay Rubric

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