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NATIONAL SENIOR CERTIFICATE EXAMINATION
2016

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

SECTION A SHORT QUESTIONS

QUESTION 1

- 1.1
 - High cost of fees/student debt. ✓
 - Difficulty of sustaining themselves through their degrees. ✓
 - Under-prepared by schools. ✓ (3)
- 1.2 All students pay fees. ✓
Fees are a burden to poor students, but not to students who can afford them. ✓ (2)
[5]

QUESTION 2

- 2.1
 - It is a privilege.
 - Higher education – you should have to work hard to get there.
 - It's not a right.
 - Not a privilege.
 - Constitutionally guaranteed right.
 - Should not be affected by historical or current disadvantage.
✓ for appropriate link between reason and position.
✓ for reason. (2)
- 2.2
 - Student unsympathetic and critical to protest (identify). ✓
 - Materially comfortable; privileged. ✓
 - Student activist (identify). ✓
 - Believes that his actions support the greater good of the country. ✓ (4)
- 2.3
 - Self-interest: concerned about your goals and your progress; potential loss of your future and impact on plans that have been made; limited means to sustain additional years; paying back of student loans obtained from banks. ✓✓
(*Meaning of self-interest, clear, including example*)
 - Interest of the country: sacrifice your own immediate needs to bring about positive change (which may not benefit you), but will benefit others after you, e.g. fee-free education, improve access, improved future prospects arising from education. ✓✓ (*Interests of country clear, including example and reference to sacrifice of self-interest*) (4)

- 2.4
- No – you can have freedom of choice, movement, thought, association, etc. without an education. *(This response should receive no more than 2 marks. ✓ Reason ✓ accurately justifying position. Response indicates limited understanding of value of education.)*
 - Yes – it is only through education that you are able to understand choices properly and fully exercise freedoms. *(✓ Reason ✓✓ accurately justifying position with insight into value of education.)*
- (3)

- 2.5
- **Source 2:**
 Perspective: You have to work for what you get, unsympathetic/insensitive to the reality of disadvantage.
 Factor: Middle to lower-middle class background where things have not necessarily been easy, but privileged to the extent that there is comfort and a sense of empowerment in accessing bursaries and jobs.

- **Source 3:**
 Perspective: It is more important than anything else to fight for good, credible, transformed education; lack of commitment to this is very worrying; greater good over selfish interest.
 Factor: Liberal, open-minded family; history of struggle and disadvantage.

- **Source 4:**
 Tolerant of student protest, but dissociated; fearful and worried about impact on self.
 Privileged and empowered upbringing, where value is placed on education and doing well. Financial stresses either minor or not present.

- **Source 5:**
 Hopes that were inspired by the advent of democracy but critical, now, of the extent to which the promises of 1994 have come to fruition. (1994 = freedom; you cannot be free without quality education.)
 Family background where impact of historical disadvantage is either experienced or is well understood (probably through close association).

One mark for accurately selecting **conflicting** perspectives, one mark for perspective description, ✓ 2 marks for insightful identification of factor. ✓

This question is open to personal interpretation. The memo reflects examples, but sub-examiners will need to use professional judgement in assessing validity of students' answers.

(2 + 2)
[17]

QUESTION 3

- 3.1 • Both figures on the same ladder rung or both carrying one bag of money. ✓ (1)
- 3.2 • While Denmark's society is very equal, ✓ South Africa's society is very unequal, in South Africa some people have all of the money while others have very little or none; in Denmark everyone is comfortable. ✓
- Note:** One mark for "Denmark is more equal, SA unequal" second mark allocated for demonstration of insight into extreme wealth vs extreme poverty, compared with almost universal middle class. (2)
- 3.3 • South Africa has very high earners; ✓ in Denmark everyone is just above the middle – there aren't extremely high earners. ✓ (2)
- 3.4 • Small tax base, so difficult for state to provide services, etc. for all. ✓
• Higher risk of violence and crime. ✓
(Any two appropriate responses) (2)
- 3.5 • Provided that everyone has equal ✓ opportunity, there is nothing wrong ✓ with a wealth gap (or something similar). (2)
- 3.6 • Yes – you have the opportunity, you just have to work hard.
• No – poverty is an insurmountable disadvantage; the cliff is too steep; pick will only make the hole deeper.
✓✓ Two marks allocated for position and reason that match credibly. (2)
- 3.7 • Any appropriate response ✓ that reflects ✓ the fact that the person at the top has no understanding of the worker's situation. (2)
- [13]**

QUESTION 4

- 4.1 • It is about the young people being unhappy ✓ with the state of the country and the lack in leadership. ✓ (2)
- 4.2 • They are not **listening** to what students feel (access to education and entrenched inequality); they assume they can address the issue and silence students by talking about percentage fee increases. ✓ (1)
- 4.3 • Positives: inspiring, fighting for values and beliefs. ✓
• Negatives: lack of faith in leadership; persistent inequality. ✓
(Other positives/negatives drawn from text) (2)
- [5]**

40 marks

SECTION B DISCURSIVE ESSAY

CRITERIA	MARKS	LEVEL
A clear position has been adopted and focus is consistent throughout the essay. The argument is thought-provoking, insightful and offers a unique 'own voice' perspective by drawing on appropriate, detailed and specific examples that engage meaningfully with multiple perspectives. The examples have been seamlessly integrated into the argument. Displays thorough understanding of issues within the South African context and the impact of responsible decision making. The argument is skilfully sustained and wholly convincing with alternative perspectives/arguments taken into account. It is crisply and clearly expressed.	30 29 28 27	7+
A clear position has been adopted 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 and engage meaningfully with multiple perspectives. The examples have been clearly integrated into the argument. Shows evidence of understanding issues within the South African context and the impact of responsible decision making. The argument is mostly sustained and largely convincing. It is clearly expressed.	26 25 24	7
A clear position is evident within the argument. Candidate 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 and is aware of other perspectives. Engages with issues within the South African context and responsible decision making. The argument is sustained with minor lapses in logic OR relevance, but is largely convincing. It is clearly expressed in most places.	23 22 21	6
A clear position is taken by the candidate. 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 and other perspectives. The examples are not always successfully integrated into argument. The learner has made an effort to unpack the issues within the South African context or responsible decision making. The focus of the argument tends to deviate and may lack logic. It is adequately expressed.	20 19 18	5
The learner has attempted to adopt a position. The focus on the question tends to be thin rather than substantive. Awareness of other perspectives is evident. Alludes to issues within the South African context or responsible decision making. 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.	17 16 15	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. Argument lacks focus, cohesion and logic. The expression is clumsy and may impact upon the overall meaning that the learner is trying to communicate.	14 13 12	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.	11 10 9	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.	8–0	1

30 marks

Total: 70 marks

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