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NATIONAL SENIOR CERTIFICATE EXAMINATION  
SUPPLEMENTARY EXAMINATION – SEPTEMBER 2016

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

Time: 2 hours

70 marks

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**SECTION A                  SHORT QUESTIONS**

**QUESTION 1**

- 1.1     Against the proposed 11,5% increase in fees  
        For the insourcing of outsourced workers  
        For the decolonization and transformation of universities  
        *Any other valid reason that has been extracted from the source* (3)
- 1.2     Employing more black lecturers  
        Renaming buildings and streets  
        Removing symbols colonial and apartheid South Africa – paintings, statues, etc.  
        Changing curricula so that they are more inclusive of Africa  
        *Any other valid transformational action* (4)
- 1.3     “Not since the Soweto Uprising of 1976 have this many youth arisen to demand  
        the right to quality and accessible education.” (2)
- 1.4     Any appropriate slogan that reflects the issues mentioned in 1.1 (2)
- 1.5     The student was born into a family that has sufficient means to pay for the student’s  
        university education. It is also likely that the student’s parents are educated, the  
        student received good schooling and is well-equipped to be accepted into and  
        succeed at university. (2)
- [13]

**QUESTION 2**

- 2.1 As a consequence of 0% fee increase, universities do not have sufficient funds to cover all their expenses. (2)
- 2.2 There might be insufficient funds to pay all the academics and retrenchments may occur. (1)
- 2.3 **Source 4:** A student or young person who supports #feesmustfall but has to confront the complexities of reduced funding to universities. The person is anxious about what the future holds. Probably a black student (“eish”).  
**Source 5:** A person who is older, has completed university and has a source of income. This person is probably white and has never encountered uncertainty or financial hardship. There is no acknowledgement of the complexities of the fees issue or the reasons why academics support #feesmustfall. (4)  
**[7]**

**QUESTION 3**

- 3.1 The first challenge will be as a consequence of the fee increases for 2017 being inadequate to meet the needs of the university and they will struggle to operate. The second challenge is that students will protest against the increases and shut down the universities in 2017. (2)
- 3.2 Pay salaries of the staff and be able to attract high quality staff.  
 Upgrade the university facilities and keep libraries current.  
 Fund research and innovation.  
*Any other valid reason* (3)
- 3.3 There is the danger that, although everyone will be able to go to university without affordability being a barrier, the quality of the education offered at the universities will be poor.  
*Or a similar answer, in own words* (2)
- 3.4 Universities are the drivers of knowledge, information and ideas.  
 Universities contribute to economic growth and personal success. A tertiary education is the most significant contributor to personal prosperity.  
 Universities contribute to health care, environmental conservation, social and tech innovation, etc, through the outcomes of the research they do.  
*Any other valid role played by the university* (3)  
**[10]**

**QUESTION 4**

- 4.1 Young South African who were born after 1994 and so have never known formal, legalized apartheid (racial discrimination). (2)
- 4.2 Hours spent commuting detract from the hours available to spend on studies.  
The students are probably reliant on public transport and so cannot utilise the university facilities (e.g. libraries) in the evenings.  
Their reliance on public transport can interfere with their studies when there are problems with transport (e.g. late for or missing tests and exams).  
*Any other valid consequence* (4)
- 4.3 The fact that the police were more circumspect when white students were at the front of the protests is evidence that white people are treated less brutally and with more respect than black people. (2)
- 4.4 White born-frees have grown up in a much more racially mixed society than their parents and have not been protected by racially-based laws and so they are more sensitive to the circumstances and perspectives of black people. (2)
- [10]**

|                 |
|-----------------|
| <b>40 marks</b> |
|-----------------|

**SECTION B DISCURSIVE ESSAY****QUESTION 5 ESSAY**

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|-----------------|
| <b>30 marks</b> |
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**Total: 70 marks**

**SECTION B DISCURSIVE ESSAY**

| <b>CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>MARKS</b>                                                        | <b>LEVEL</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------|
| <p>A clear position has been adopted and focus is consistent throughout the essay.</p> <p>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.</p> <p>The examples have been seamlessly integrated into the argument.</p> <p>Displays thorough understanding of issues within the South African context and the impact of responsible decision-making.</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><b>30</b></p> <p><b>29</b></p> <p><b>28</b></p> <p><b>27</b></p> | <b>7+</b>    |
| <p>A clear position has been adopted and focus is consistent throughout most of the essay.</p> <p>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.</p> <p>The examples have been clearly integrated into the argument.</p> <p>Shows evidence of understanding issues within the South African context and the impact of responsible decision-making.</p> <p>The argument is mostly sustained and largely convincing.</p> <p>It is clearly expressed.</p>                                                                                          | <p><b>26</b></p> <p><b>25</b></p> <p><b>24</b></p>                  | <b>7</b>     |
| <p>A clear position is evident within the argument.</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 and is aware of other perspectives.</p> <p>Engages with issues within the South African context and responsible decision-making.</p> <p>The argument is sustained with minor lapses in logic OR relevance, but is largely convincing.</p> <p>It is clearly expressed in most places.</p>                                                                                                      | <p><b>23</b></p> <p><b>22</b></p> <p><b>21</b></p>                  | <b>6</b>     |
| <p>A clear position is taken by the candidate.</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 and other perspectives.</p> <p>The examples are not always successfully integrated into argument.</p> <p>The learner has made an effort to unpack the issues within the South African context or responsible decision-making.</p> <p>The focus of the argument tends to deviate and may lack logic.</p> <p>It is adequately expressed.</p>                                                                                                       | <p><b>20</b></p> <p><b>19</b></p> <p><b>18</b></p>                  | <b>5</b>     |
| <p>The learner has attempted to adopt a position.</p> <p>The focus on the question tends to be thin rather than substantive.</p> <p>Awareness of other perspectives is evident.</p> <p>Alludes to issues within the South African context <b>or</b> responsible decision-making.</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 learner can communicate his/her ideas.</p>                                                                                                                                                   | <p><b>17</b></p> <p><b>16</b></p> <p><b>15</b></p>                  | <b>4</b>     |
| <p>The learner's position is vague or unclear.</p> <p>There is no distinct argument present although examples 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 learner is trying to communicate.</p>                                                                                                                                                                                                                                                                                         | <p><b>14</b></p> <p><b>13</b></p> <p><b>12</b></p>                  | <b>3</b>     |
| <p>No position is provided by the learner.</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 learner from communicating his/her ideas.</p>                                                                                                                                                                                                                                                                                                              | <p><b>11</b></p> <p><b>10</b></p> <p><b>9</b></p>                   | <b>2</b>     |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>8–0</b>                                                          | <b>1</b>     |