

**LIFE ORIENTATION  
COMMON ASSESSMENT TASK: PART A  
LEARNER'S WORKBOOK**

## THE GREAT DIVIDE

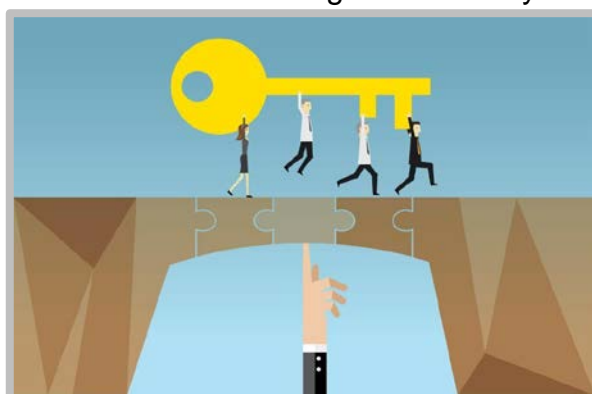


[Source: <<https://adventistvoice.com/2013/09/04/church-divided/>>, accessed 16/12/2019]

For much of our history, societies have been, and still are, segregated by wealth, education levels, race, gender, status, class and, consequently, power. These inequalities and divisions have generally persisted, become entrenched and transcended to become institutionalised by those in power and by those who are positioned to gain much from these divisions.

Large pockets of our global society remain racist, misogynistic, greedy, xenophobic, etc. and indifferent to many of the challenges faced by others. As a result, the social divide between our citizens has continued to grow. Furthermore, the divide between the self and self-actualisation has grown too. This is exemplified by the rise of disorders like anxiety and depression.

However, despite the significant problems that exist, our current climate offers many opportunities for revival and young people all over the world are acting as the catalyst for change. We must be motivated by the daily violations of moral, economic, and political justice in our world. Our societal challenge is to harness the power we need to shape a new culture that is inclusive, unbiased and accountable, and one that offers equal opportunities for the majority. Additionally, a central organising principle of our society needs to be rebuilt so that our mental well-being and our ability to be whole are prioritised.



[Source: The key to unlocking diversity, <<https://www.forbes.com/sites/shereatcheson/2018/11/30/allyship-the-key-to-unlocking-the-power-of-diversity/#2551804449c6>>, accessed 18/12/2019]

## NOTE TO LEARNER

The aim of the 2020 Life Orientation CAT will be to challenge you to explore concepts of inequality, marginalisation and the absence of belonging, to reflect on the factors causing these issues in society and to explore current world examples of where these inequalities exist.

Through analysis of specific contextual sources and the compulsory assessment tasks, you will also be required to explore and reflect on your own values, beliefs and emotions, and those of others, pertaining to these issues.

In addition, you will be challenged to look inwards to recognise and consider your own role as a change agent (catalyst) in the areas highlighted.

**The skills of critical thinking, review of contexts and intelligent problem solving will be explored and assessed.**

**The LO themes below will be integrated into the CAT Part A and Part B tasks:**

- Development of the self in society
- Democracy and human rights
- Social and environmental responsibilities
- The world of work

## ASSESSMENT REQUIREMENTS

Question 3 (20 marks) and Question 4 (60 marks that will be halved to 30 marks) are compulsory questions for assessment. Question 3 will be given to you by your LO Educator at a pre-arranged time to complete under controlled conditions in class.

Please work through questions 1 and 2 with your peers and take careful note of the comments and observations that others make. These will help you to understand the multiple perspectives related to each contextual source that you may not previously have considered. Understanding the perspectives of others will aid you in providing quality responses in the actual CAT Part A and Part B assessments.

With regard to your responses in both CAT Part A and CAT Part B assessments – please ensure that you provide sufficient detail in your answers. You are required to think deeply about each question and to ensure that your opinions and thoughts are supported with valid reasons.

**Please note:** This common assessment task has no political agenda. Its aim is to generate conversations and thoughtfulness that will inspire young people to develop positive agency.

## QUESTION 1

### THE POWER OF BELONGING: AN OVERVIEW

**Aim:** You will be expected to consider concepts of belonging to, and alienation from, specific groups within a smaller and a larger social context from your own perspective and that of others. You will also be required to explore definitions, types and mechanisms of marginalisation and inequality, as well as the social and psychological consequences of these.

#### 1.1 TO EXIST IS TO BELONG

#### SOURCE 1

##### Belongingness



*Belongingness* is the human emotional need to be an accepted member of a group. People have an 'inherent' desire to belong and be an important part of something greater than themselves. The need to belong is the need to give and receive attention to and from others.

Belonging or not belonging can be the result of the choices of oneself or others. Without the sense of belonging, people cannot identify themselves clearly, and have difficulties communicating with others and relating to their surroundings.

Studies have proven that belongingness is such a fundamental human motivation, that we feel the consequences of not belonging severely. If it wasn't so fundamental, the lack of belonging wouldn't have such an impact on us.

This desire is universal – the need to belong is found across all cultures and in different types of people.

Evidence suggests that when individuals are accepted, welcomed, or included, it leads those individuals to feel positive emotions such as happiness, elation, calm, and satisfaction. However, when individuals are rejected or excluded, they feel strong negative emotions such as anxiety, jealousy, depression, and grief.

Lack of constant, positive relationships has been linked to a variety of outcomes. People who lack belongingness are more prone to behavioural problems such as criminality and suicide, and suffer from increasing mental and physical illness. It therefore seems appropriate to regard belongingness and attachment as a need rather than simply a want.



[Adapted from: Wikipedia, 24/11/2019, Belongingness, <<https://en.wikipedia.org/wiki/Belongingness>>]

[Images: The danger of Belonging, <<https://www.psychologytoday.com/us/blog/understand-other-people/201809/the-danger-in-belonging>>, accessed 18/12/2019]

## SOURCE 2

### Diversity and inclusion aren't what matter – belonging is what counts

#### A feeling you never forget

Every human can think of a moment when he or she felt they didn't belong. It's not a feeling you forget. Even as a kid, you develop 'spidey-senses' for it. Exclusion hurts and thinking of times when you didn't fit in because of something you couldn't control can teleport you right back into that sad, pit-in-your-stomach feeling.

Every single one of us has had those moments. Maybe you were bullied as a kid or always the last one to be picked for the sports team. Perhaps your moment was when you immigrated to a new country or started at a new company. Maybe you feel the need to play down or hide your religious beliefs, your accent, or your sexual orientation from your colleagues. Shaped by our own history, there are so many maybes and so many moments for each of us when, for whatever reason, we didn't feel like we belonged.

The unrivalled power of belonging and the detrimental effects of not belonging play out every day in our society. The recent tragedy in New Zealand is a painful example of what happens when some of our fellow humans are treated like they don't belong, but also of the powerful and reinforcing messages that bind a community and country together when the resounding response to them is: Yes, you do.

Think of that soul-destroying feeling of not belonging. Now imagine dealing with it every day. Have you ever wondered if the colleagues who sit around you feel like they have to filter major parts of their personal identity out of their professional persona? If they check a part of their life at the door each day? How painful must it be to tolerate that sense of exclusion every day just to make a living? And yet it happens all the time.

For all our talk of diversity and inclusion, we often fail to recognise that just because someone is *included* in our organisation, certainly doesn't mean they feel they *belong*. Unless the people in your organisation truly feel they belong, regardless of how diverse they might be, you'll never realise the full potential of the talent you've worked so hard to attract. Belonging is a fundamental human need, a word that translates across any language or culture, and a feeling that every human is wired to want. The best thought-out diversity and inclusion strategies will go so much further in cultures where people feel they belong because when we're seen and valued for who we really are – *our own unique and authentic selves* – we thrive, and so do the people around us.

In order to better fit in, people will try as best they can to conform to the dominant culture. If that means downplaying a part of themselves, that's what they'll do – a phenomenon known as covering or masking. Research shows that people mask to a far greater degree at work than we ever imagined. A Deloitte study of more than 3 000 people found that 61% of people cover at work on at least one dimension. More so if they are black (79%) or gay (83%).

Covering is exhausting. Feeling like you consistently have to 'be someone else' to be a 'cultural fit' is akin to being smothered from the inside out. On the other hand, when organisations succeed in creating a culture of belonging, the upsides are enormous – higher employee engagement scores, an enhanced talent brand, lower attrition, fewer sick days, improved productivity, better communication, and teams that fire on all cylinders in terms of innovation and collaboration.

Closely linked to a culture of belonging is the notion of psychological safety – the belief that you're

not at risk of embarrassment or rejection; that if you make a well-intentioned mistake, you won't be criticized. Not belonging renders people silent. Belonging has the power to liberate ideas.

Environments with high psychological safety are those that can genuinely harness diverse perspectives because people aren't worried about picking and choosing their words or protecting themselves. Instead, they can focus on the team's goals, not shying away from direct or even confrontational conversations, including with senior colleagues.

As with all progress, it's never perfect, but the end result will be worth it: An organization where people feel they belong and, better yet, the chance for you to work and belong there too.

[Source: Anita Sands, 26/03/2019, Diversity and inclusion aren't what matter. Belonging is what counts, <<https://medium.com/@AnitaSands/diversity-and-inclusion-arent-what-matter-belonging-is-what-counts-4a75bf6565b5>>, accessed 18/12/2019]

- 1.1.1 Can you think of a time when you felt that you didn't belong? Consider how you felt during this time and what effect this experience has had on you to date. (If you are comfortable, it would be wonderful if you shared this/these experience(s) with your classmates.)
- 1.1.2 What recent tragedy in New Zealand might the author be referring to? How do you think this example illustrates her point?
- 1.1.3 What other examples are there where people do not feel a sense of belonging in society? What are these people being judged on or how are they negatively viewed by the broader society?
- 1.1.4 Discuss with your class how the emotional and psychological state and behaviour of a person might be affected if they were constantly feeling dismissed or if they needed to cover or mask who they were.
- 1.1.5 What does *belongingness* look like? What behaviours and attitudes cause others to feel included and feel a sense of belonging?
- 1.1.6 What are the benefits of inclusion to the individual and to the organization/community/society?
- 1.1.7 When can belonging to a group be a disadvantage to you and to others?
- 1.1.8 **Personal objective / challenge:** To what extent do you allow your own need for approval and acceptance influence the way in which you respond to those outside of your frame of reference? (Feel free to discuss these with your class if you are comfortable to.)
- 1.1.9 What do you think you / other people miss out on when you / they dismiss certain types / groups of people?
- 1.1.10 How can you / your friends / your school, etc. celebrate the differences in others and make others feel included and gain a sense of belonging?

## 1.2 DEFICITS IN SOCIETY

### SOURCE 3

#### Marginalisation, inequality, discrimination, minorities and intersectionality

*Marginalisation* refers to those in power making a certain person or group of people feel of lesser importance. Marginalised persons are forced to the periphery or the edge of society. This, in turn, robs them of the facilities and opportunities enjoyed by the non-marginalised sections of society. This circumstance is referred to as *inequality*.

Marginalisation starts a chain of events that only worsens the plight of the marginalised. Their demands are usually not heard and their desires and dreams are ignored by society. This is referred to as *discrimination*.

When we try to understand marginalisation, we must turn our focus to the minorities in our society. *Minorities* refer to a smaller group of people that live within a society but differ from the majority of people in the society on the base of religion, race, beliefs, language, etc.

In South African history, however, the population of previously disadvantaged racial groups have been in the majority. It is also important to consider the issue of intersectionality in this context. *Intersectionality* refers to the interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

[Adapted from: Understanding Marginalisation, Toppr, <<https://www.toppr.com/guides/civics/understanding-marginalisation/understanding-marginalisation/>>, accessed 18/12/2019]

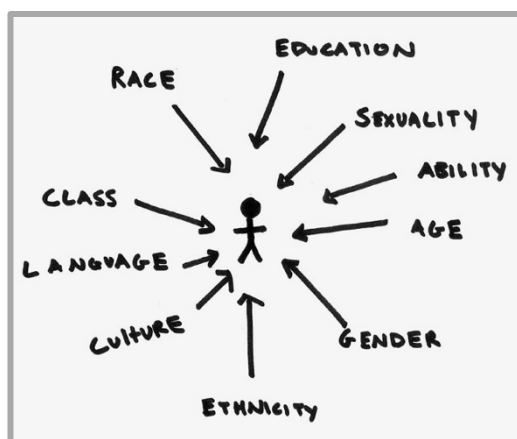


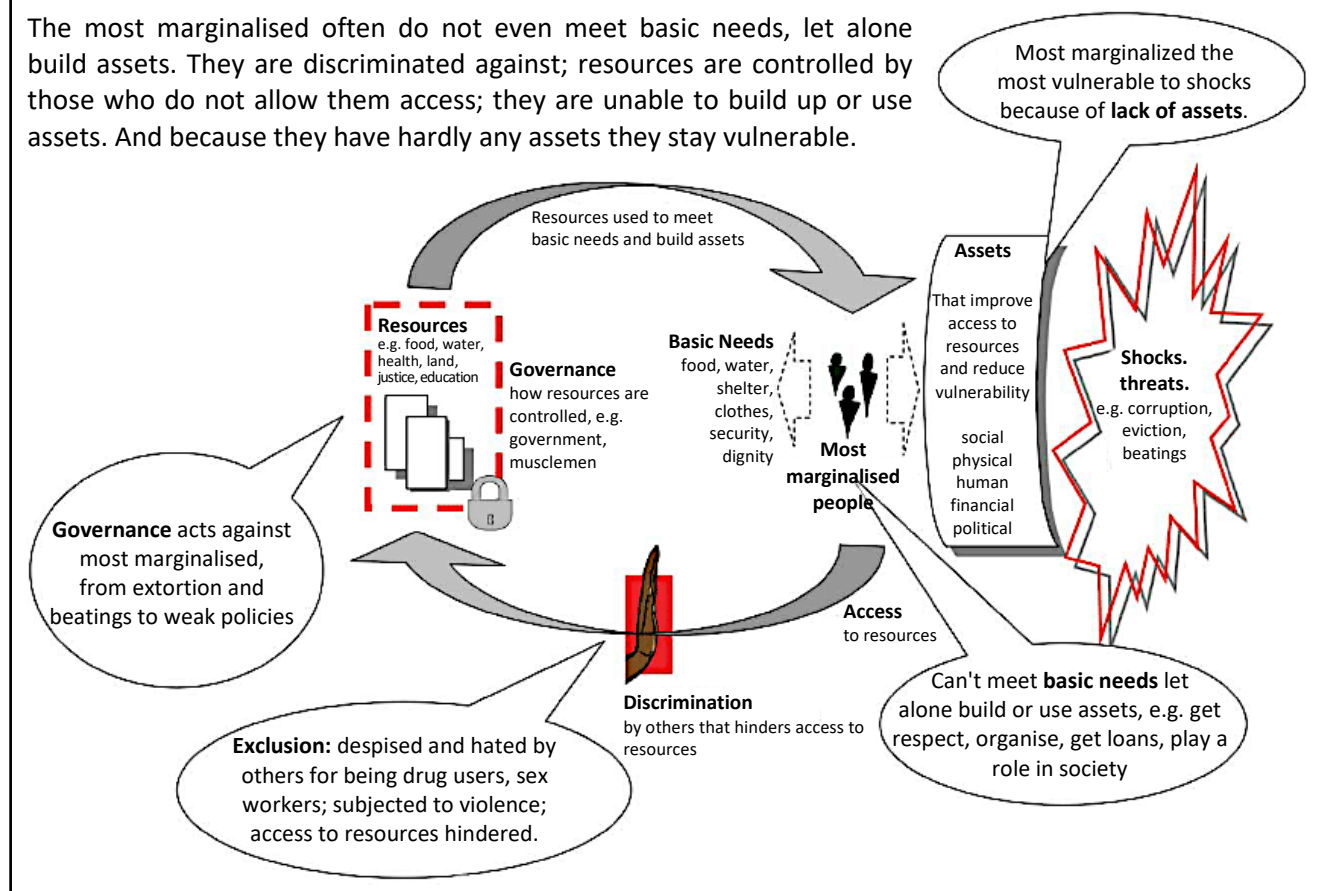
Figure 1.2.1: Intersectionality

[Source: <<http://everydayfeminism.com/wp-content/uploads/2014/12/intersectionality.jpg>>, accessed 18/12/2019]

## SOURCE 4

## Underlying causes of marginalisation and its manifestations

The most marginalised often do not even meet basic needs, let alone build assets. They are discriminated against; resources are controlled by those who do not allow them access; they are unable to build up or use assets. And because they have hardly any assets they stay vulnerable.



**Figure 1.2.2: Underlying causes of marginalisation and its manifestations**

[Source: <[https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations\\_fig1\\_254229902](https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations_fig1_254229902)>, accessed 18/12/2019]

## Glossary

- **Resources:** anything that has utility and adds value to your life. Air, water, food, plants, animals, minerals, metals and everything else that exists in nature and has utility to mankind.
- **Assets:** anything tangible or intangible that is capable of being owned or controlled to produce value and that is held to have positive economic value. It refers to value of ownership that can be converted into cash.
- **Human assets:** the economic value of a person's experience and skills. This includes assets like education, training, intelligence, skills, health, and other things society values such as loyalty and punctuality.
- **Physical assets:** physical (tangible) assets are real items of value that are used to generate revenue, for example, vehicles, homes and furniture.

1.2.1 After reading the brief introductory explanations of the terms above and analyzing Figures 1.2.1 and 1.2.2 above, take a moment to consider your thoughts and feelings about these issues. Is there anything you need clarity on? Discuss these with your class mates.

1.2.2 Figure 1.2.2 uses the example of drug users and sex workers as marginalized groups. Identify the underlying attitudes towards drug users and sex workers and then explain how people in these two categories are discriminated against and excluded from society.

- 1.2.3 Explain your understanding of 'the types of assets' reflected in Figure 1.2.2 and how they leave people vulnerable to discrimination or exclusion when these assets are unavailable.
- 1.2.4 Marginalised people are reminded on a daily basis that they do not belong in society and they suffer a great deal of emotional abuse in addition to suffering from a lack of fulfillment of their physical needs. Unpack what you believe the psychological needs are that are unfulfilled and what abuse they may suffer at the hands of those in more powerful positions.
- 1.2.5 It can now be understood that many marginalised people are powerless to defend themselves against their circumstances. Consider this concept of POWERLESSNESS carefully and then unpack and discuss all areas in which marginalised people feel powerless.
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## QUESTION 2

### THE MARGINALISED: CASE STUDIES

**Aim:** You will reflect on specific examples of marginalisation and inequality in our current society. As you analyse the various causative factors that perpetuate the divisions between groups of people, you will be required to explore attitudes, beliefs, values and emotions around these.

262 million children – representing nearly one-fifth of the global population of school age – are excluded from their national education systems for reasons such as poverty, gender, location, environmental disasters, disease outbreaks, conflict, disability and socioeconomic status. They include children affected by conflict or environmental disasters, child refugees, children with disabilities, child labourers, children from minority ethnic communities, and street children.

Wherever and whatever the crisis, the voices of children go unheard too often. Children overwhelmingly identify education as their top priority at times of crisis, a new report by Save the Children shows.

### SOURCE 5

#### Displaced Children

Worldwide, nearly 31 million children had been forcibly displaced by the end of 2017. This number comprised 14 million child refugees and asylum-seekers and an estimated 17 million children displaced within their own countries by violence and conflict. Displacement leaves children facing significant barriers to getting an education – including discrimination, lack of documentation, overstretched education systems and a lack of funding. Children who cross borders to reach safety as refugees are often hosted by a government already struggling to deliver good-quality learning to their own native-born children. Where refugee children are able to attend school, they may find that the classrooms are overcrowded and they may not understand the language, affecting their learning outcomes.

AK, 17, is a Rohingya refugee boy living in south India. He went there with his family when he was 12 after fleeing violence and persecution in his home country of Myanmar. Part of the persecution he had faced was that he had only been able to complete his education up to Grade 4, when he was eight years old. When he arrived in India, AK wanted to pick up his education from the point where he had been forced to stop, but by then he was too old for primary school. Desperate to continue learning, AK snuck into Grade 5 classes. He convinced the headmaster to allow him to complete his exams, which he passed with excellent results. AK is now in Grade 8 and loving his education. He is also a passionate advocate and leader for other Rohingya children.

"There were very few children [from my community] in the school," he says. "Most of them were on the streets picking rags and scraps. I decided that I should go back to school and do good for my society. The teachers were OK [with it]. I have a hope. I want to be a successful man whose voice can be heard. I want to rise up to be big enough to reach out to all these people. I should be able to tell people not to take away children's rights, to educate children and to tell and convince people about this."

## SOURCE 6

### Children affected by environmental disasters

Nearly 40 million children a year have their education interrupted because of environmental disasters such as floods, droughts, earthquakes, landslides and hurricanes. The climate crisis is intensifying many of these threats. Environmental disasters often lead to schools being destroyed, damaged or commandeered as temporary shelters. Children's education may be disrupted for months or even years, leaving them vulnerable to abuses such as child labour, gender-based violence, early marriage and trafficking.

In Mozambique, 3 400 classrooms were destroyed or damaged by Cyclone Idai in March 2019. Education was interrupted for more than 305 000 children. Entire villages were devastated, and many communities were displaced.

Renaldo, 11, was inside his house when it collapsed after cyclone Kenneth hit his community in Mozambique in April 2019. His school was badly damaged, and he lost most of his schoolbooks and clothes. In spite of this disaster, Renaldo was desperate to continue his education so he can achieve his dream of being a tour guide. "Since the cyclone, so many things have changed," says Renaldo. "My school was destroyed. My house was destroyed and now we're sleeping outside. "I just want to get back to studying and going to school. We're going back to school on Monday. I'm happy because of this. School is important to me because it's a way to get a job. I like English because I have plans to be a [tour] guide in the future'.

## SOURCE 7

### Street Children

There are many reasons why children end up living and working on the streets. Their families may live in poverty or they may have been neglected, abandoned or trafficked. Street children are often hidden, isolated or on the move, so it is difficult to gather accurate statistics about them. However, the latest estimates show that there were more than 100 million street children worldwide in 2015.

Children living in slums are often left out of the formal education system. They may need to work in the streets to earn a living, making it a struggle to meet school requirements, and to fit into its routine, rules and code of discipline. Even if they make it into formal education, street children are often bullied and experience discrimination from other students and from teachers, leading them to drop out.

Unlike many of her peers who are heavily invested in the latest social-media trends and designer clothes, Amahle's (13) main worry is to ensure that she finds enough cash to sniff glue and survive another night. It is on the pavement, in the heart of Raisethorpe on Dr Chota Motala Road where she lives with a group of at least 25 other children and young adults. Dressed in a knee-high skirt and a crop top, she admits that she walked out of home on a whim, after suggestions of a better life in Raisethorpe a year ago.

"I don't know my mother. She's never had time for me. No one in my family cares," she told Weekend Witness. Amahle's grandmother has no idea of her whereabouts and she doubts

anyone in her family worries about her.

"I've tried going back home. Every time I do, my grandmother calls me a phara (vagrant) and accuses me of stealing her belongings." Amahle smokes cigarettes, dagga and sniffs glue.

Mbuso (17) struts up and down the section of the street he shares with a few friends and some older men.

He explains: "There was too much going on at home, and when everyone starts complaining they become a nuisance." Mbuso says he had to get away from it all, especially because the rest of the family caused him unnecessary grief.

"I realised I didn't have to put up with it so I left," he says. He admits his troubles were not only on the home front, but that school also proved problematic. "I failed Grade 6, and rather than repeat and make a fool of myself, I dropped out," he says.

He sought an alternative life on the street and has no desire to go back home. Mbuso says at home there wasn't enough food to go around, and without helping to bring in income, he felt that he was a burden to his single mother.

[Source: Nokuthula Khanyile, 25/9/2018, Children on The Streets, News24, <<https://www.news24.com/SouthAfrica/News/children-of-the-streets-20180925-2>>, accessed 22/12/2019]

[Source: Rasha Daya and Emma Wagner, 24/09/2019, Save the Children: Education Against Odds, <<https://reliefweb.int/sites/reliefweb.int/files/resources/education-against-the-odds-meeting-marginalised-childrens-demands-for-a-quality-education.pdf>>, accessed 22/12/2019]

- 2.1 Each of the sources above tells the story of a child that is sitting on the margins of society. What are all of these children collectively being excluded from / denied?
- 2.2 Extract the causes of the marginalisation from sources 5 to 7. It is important to note here that these children are victims of their circumstances and are *powerless* to prevent or change their circumstances. Place yourself in their shoes and consider what it must be like to live in these circumstances. Discuss your thoughts with your classmates.
- 2.3 The sources illustrate the remarkable determination shown by children in the most challenging circumstances to beat the odds to continue their education. Why do you believe these children would report getting an education above all their other needs?
- 2.4 Despite his many challenges and obstacles, AK was determined to complete his education and is now an advocate for other children from Rohingya. Do you believe that all children who are able to rise up above their circumstances share AK's desire to motivate others to achieve the same success? Explain your response.
- 2.5 Why does a lack of education or a disrupted education leave children vulnerable to abuses?
- 2.6 What else could victims of environmental disasters be exposed to?

- 2.7 Why do you think street children are bullied and discriminated against by their teachers and peers when they attempt to re-enter formal education systems?
- 2.8 Apart from addiction, why is glue sniffing and marijuana smoking attractive to street children?
- 2.9 The value these children and their parents place on education appears to contrast starkly with the lack of importance national governments and the international community give to education services for the children left furthest behind.

Do you agree with the statement that: *Impoverished children are invisible to society at large*? Explain your response.

- 2.10 Identify the sentence in Source 7 that puts a spotlight on the divide between affluent children and marginalised children. Is there a way that a bridge could ever be built between these two different worlds?
- 2.11 After reflecting on all three sources and considering the circumstances facing marginalised children, how are you left feeling about people suffering in these ways? Explain your response.
- 2.12 How are you left feeling about your own opportunities for education and about your personal circumstances? Explain your response.
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### QUESTION 3

#### CLOSING THE DIVIDE: FACT OR FICTION?

##### Compulsory – 20 marks

**Aim:** Through the analysis of a contextual source, you will explore social programs executed in countries to tackle inequality and consider the efficacy of their approaches. In addition, this task will allow you to practise the skills required for the first part of the CAT Part B Assessment that will be written on 11 June at 9 am.

***Your LO Educator will provide this assessment for you at an pre-arranged time for you and your classmates to complete at the same time under controlled conditions.***

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**QUESTION 4****PUPIL RESPONSE****Compulsory – 30 marks**

**Aim:** You will be required to identify and research an area in society where gross inequality and/or marginalization exists and where urgent intervention is required. You will also be required to demonstrate a thorough understanding of this issue and then consider your own role in these suggested solutions.

## An Integrated World

***Inviting you to become part of the solution and ensuring that your world becomes the kind of place that we all feel a part of and where we want to work together to make it better.***

Great leaders are highly inspiring – those who lead lives of moral purpose and in some way leave the world a different and better place. In the midst of our increasingly divided age, it is paramount that we become aware of the problems perpetuating in our modern world. Each of us needs to see ourselves as part of the solution. In this way, we become one of these inspiring moral leader who leads with integrity and makes our world richer because we serve it.



[Source: Integrating youth voices for improved advocacy, <<https://www.campaignforeducation.org/en/giving-the-youth-their-place-in-the-global-movement/>>, 20/12/2019]



[Source: Interview: Aya Chebbi – Talking about her generation, <<https://newafricanmagazine.com/19818/>>, accessed 20/12/2019]

**"IF OUR YOUTH ARISE AND ACT,  
THEY HAVE THE STRENGTH AND  
DYNAMISM TO GENERATE A HUGE  
TRANSFORMATION IN SOCIETY"**

[The Hands of Our Future, <<http://www.embracingtheworld.org/ayudh/>>, 22/12/2019]

## TASK INSTRUCTIONS

Choose a human rights issue that you believe is reflected in your own society and that you come into contact with in your daily life. This issue should reflect an apparent divide between groups of people within the categories of discrimination / inequalities below:

- Racial / ethnicity / cultural, language, age, class, disability, age, gender or sexuality discrimination
- Inequality of power, wealth, education, voice, freedom, opportunity, basic services or medical / health care
- Or any other human rights violations / form of marginalization

Research (compulsory) this issue under the following subheadings:

### A. Content [45]

- 4.1 Give a holistic overview of the problem and briefly give an account of your own exposure to the issue, i.e. What is the issue? What do you personally observe and where do you observe it? Why this issue is a problem (In what ways are people suffering)? What are the factors perpetuating the divide / issue? (15)
- 4.2 Give an account of an existing and highly successful program being implemented in any community to target the effects or causes of the issue you are unpacking i.e. Who is running the program catering to this need? What actions are being taken? Why is the programme effective? (15)
- 4.3 How can this program be successfully integrated into your own society to help alleviate the needs of those involved? Briefly unpack what would be needed for this to happen and why you feel it would work in this particular space. (5)
- 4.4 What is your **OWN** role in the solution above for the community you identified in Question 4.1? Ensure that the account of your proposed involvement has substance and validity, i.e. What will you do to assist in eliminating or remedying the issue(s) concerned for the people in your own community? What do you personally hope to achieve through your involvement? (10)

### B. Presentation [10]\*

Your presentation must appeal to the general public to **raise awareness of the issue and to motivate them to take action** to become part of the solution and to draw the marginalised people into society. (Both presentation forms are digital submissions that you could hypothetically upload onto various social-media platforms to raise awareness.)

Visual elements must compliment and support the content and add to your overall motivational appeal. A hard copy transcript must be submitted with your digital content.

You may present the information above in any of the two forms outlined below.

- **Documentary (Audio & Visual Recording)\***

*Your documentary must include video footage of the issue you have selected. You may film actual contexts and interview key people if you wish to or download content off the internet. You may choose to answer the required content verbally or you can imbed your responses digitally in writing. Length of documentary and final result depend on how thoroughly you respond to the content requirements.*

(10)

OR

- **Speech and Visual Presentation Recording\***

*Film yourself formally addressing the general public about your selected issue. Ensure that your visual presentation is clearly visible in the footage. You may use photos / video footage you have personally taken or taken off the internet. Length of presentation and final result depend on how thoroughly you respond to the content requirements.*

(10)

*\* For students who have limited access to technology, it is acceptable to make use of a cell phone for filming purposes. Images do not necessarily have to be of a digital nature.*

**C. Reference List [5]**

A reference list must be included. Please ensure that you use a recognized academic referencing format.

(5)

**Total of Question 5:  $60 \div 2 = 30$**

<b>30 marks</b>
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***Refer to the Marking Rubric on the next page before commencing.***

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## An Integrated World Marking Rubric

DESCRIPTORS	EXCELLENT	GOOD	ACHIEVED	NOT ACHIEVED
Problem Description	15–12	11–10	9–6	5–0
The learner states the problem and provides a detailed and holistic overview of the problem. The learner's response accounts for: <ul style="list-style-type: none"> <li>- What the issue is (5)</li> <li>- Personal Account (2)</li> <li>- Why this issue is a problem (3)</li> <li>- Factors perpetuating the issue (5)</li> </ul>	All elements are discussed in thorough detail. Outstanding insight of the problem is demonstrated.	All elements are discussed well. Good insight into the problem is demonstrated. Minor details are missing.	All elements are discussed, but there are missing links in the information. It lacks complexity.	All elements are very poorly discussed. Major discrepancies exist.
Current Social Programme	15–12	11–10	9–6	5–0
The learner gives an account of a successful programme being implemented in a community to target the effects / causes: <ul style="list-style-type: none"> <li>- Who is running the programme? (2)</li> <li>- What actions are being taken? (8)</li> <li>- Why the programme is effective? (5)</li> </ul>	All elements are discussed in thorough detail. Outstanding insight of the problem is demonstrated.	All elements are discussed well. Good insight into the problem is demonstrated.	All elements are discussed. Satisfactory insight is demonstrated. However, there are gaps in the detail.	All elements are discussed, but the response lacks substance and no insight is shown OR only some elements are discussed. There are major gaps in the detail.
Integration of Programme	5	4	3–2	1–0
The learner gives a brief account of how the current programme can be integrated into his / her own community: <ul style="list-style-type: none"> <li>- What is needed (3)</li> <li>- Why the programme will work (2)</li> </ul>	All elements are discussed in thorough detail. Outstanding insight of the problem is demonstrated.	All elements are discussed well. Good insight into the problem is demonstrated.	All elements are discussed. Satisfactory insight is demonstrated. However, there are gaps in the detail.	All elements are discussed, but the response lacks substance and no insight is shown OR only some elements are discussed. There are major gaps in the detail.
Learner Role	10–8	7–6	5–4	3–0
The learner gives a detailed account of his/ her role in the above-mentioned solution. <ul style="list-style-type: none"> <li>- What will be done to eliminate or remedy the issue(s) concerned (8)</li> <li>- Aims of the action plan (2)</li> </ul>	All elements are discussed in thorough detail. Outstanding insight is demonstrated and the account of the learner involvement has substance and validity.	All elements are discussed in sufficient detail. Good insight is demonstrated and the account of the learner involvement has reasonable substance and validity.	All elements are discussed in sufficient detail. Satisfactory insight is demonstrated. However, there are gaps in detail and the plan has little substance and validity.	All elements are discussed, but the response lacks substance and no insight is shown OR only some elements are discussed. There are major gaps in the detail.
Presentation Mode	10–8	7–6	5–4	3–0
The supportive and creative elements (accompanying images, experts, visuals, music, etc.) are suitable and possess sufficient quality to add value to the choice of presentation. The presentation is highly motivational. (Remember to motivate the public to take action in becoming part of the solution and in drawing the marginalised people into society.)	The supportive elements are highly complementary for the presentation choice. The presentation is very motivational.	The supportive elements are complementary for the presentation choice. The presentation is motivational.	The supportive elements are somewhat complementary for the presentation choice. The motivational element is satisfactory.	The supportive elements do not complement the presentation and are very limited. The motivational element is very poor.
References	5	4	3–2	1–0
A reference list is included in the correct academic referencing format.	A reference list is included in the correct format.	A reference list is included, but there is an error in format.	A reference list is included, but there are 2 or 3 errors in format.	Only the URL is provided, or A reference list is not included.