



NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – SEPTEMBER 2017

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

SECTION A SHORT QUESTIONS

QUESTION 1

- 1.1 In response to current social and political changes. (1)
- 1.2 Right to equality and dignity. (2)
- 1.3 Cannot rely on people to use the right to freedom of expression in a responsible way and given our violent history, irresponsible use of words can cause irreparable hurt and harm. The law is therefore used as a deterrent to, as well as protection from hate speech. Any other valid and well-substantiated opinion. (3)
- 1.4 Advocacy of hatred that is based on race, ethnicity, gender, sexual orientation or religion, and constitutes incitement to cause harm. (2)
- 1.5 Two reasons social media is so often used to express hate speech:
- There is a sense of anonymity
 - You don't have to actually face the person about whom you are speaking
 - You can be brief and don't have to explain yourself
 - There is a sense of removal from what you are doing
 - On some social media, what you say is public and so you may feel a sense of group support for your position.
 - Any other valid reason

(4)
[12]

QUESTION 2

- 2.1 Two reasons freedom of speech is so important:
- Speech was previously restricted
 - To ensure that every person feels that their opinions are equal
 - To ensure accountable and transparent government
 - To allow ordinary citizens the space to expose bad governance
 - Any other valid answer
- (4)
- 2.2 Yes, she needed to be used as an example; strict punishment will ensure that people think before they speak, etc.
No, too harsh – no person can afford to recover from a mistake like this, etc.
One mark for opinion and link, 2 marks per well-justified answer.
- (3)
- 2.3 Someone is bound to make a mistake and inadvertently break the law, as the law is too restrictive; it is just a matter of time before somebody does. People will use the law as a means of getting their revenge on someone who has criticised them.
- (2)
- 2.4 By criminalising hate speech it becomes a behaviour that is seen as not an acceptable part of our society and forces people to metre their behaviour to avoid getting into trouble.
- (2)
- 2.5 The author is concerned about how the difference between hate speech and freedom of speech will be judged and is worried that this judgement may be used to target people who are saying things that the government doesn't approve of.
- (3)
- [14]**

QUESTION 3

The cartoon is saying that Zuma and the government may be using the Hate Speech Bill to "bulldoze" freedom of expression as stated in the Constitution and that cartoonists, comedians and counter revolutionaries will no longer be protected. The bulldozer signifies excessive force being used against something fragile (paper).

[3]

QUESTION 4

- 4.1 You are free to say what you like but will then have to face the consequences. (2)
- 4.2 Position taken and substantiated. (2)
- 4.3 Satire often forces those in power to face the truth of the situation when no one else has the power to challenge them. (2)
- 4.4 A parody of a stereotype, e.g. in the style of Madam and Eve cartoon. (2)
- [8]**

QUESTION 5

- 5.1 Agree with it or disagree with it, it is the response to the art that is important in getting people talking about controversial issues and examining their own biases and prejudices. (2)
- 5.2 Art forces you to engage with other perspectives.
Art starts dialogue.
Art has the space to expose issues in a very direct and frank manner – in a way that is difficult with words. This often shocks and the emotion forces engagement.
Any other valid answer. (1)
- [3]**

40 marks

SECTION B – DISCURSIVE ESSAY

QUESTION 6

ESSAY RUBRIC

CRITERIA	MARKS	LEVEL
<p>A clear position has been adopted and focus is consistent throughout the essay.</p> <p>The argument is thought-provoking, insightful. It offers a unique 'own voice' perspective by drawing on appropriate, detailed and specific examples that engage meaningfully with the role of law in shifting societal behaviour, or not.</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 society we strive to create.</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>30</p> <p>29</p> <p>28</p> <p>27</p>	7+
<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 the role of law in shifting societal behaviour, or not.</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 society we strive to create.</p> <p>The argument is mostly sustained and largely convincing.</p> <p>It is clearly expressed.</p>	<p>26</p> <p>25</p> <p>24</p>	7
<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 the role of law in shifting societal behaviour, or not.</p> <p>Engages with issues within the South African context and the society we strive to create.</p> <p>The argument is sustained with minor lapses in logic OR relevance, but it is largely convincing.</p> <p>It is clearly expressed in most places.</p>	<p>23</p> <p>22</p> <p>21</p>	6
<p>A clear position is taken by the learner.</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 the role of law in shifting societal behaviour, or not.</p> <p>The examples are not always successfully integrated into the argument.</p> <p>The learner has made an effort to unpack the issues within the South African context or the society we strive to create.</p> <p>The focus of the argument tends to deviate and may lack in logic.</p> <p>It is adequately expressed.</p>	<p>20</p> <p>19</p> <p>18</p>	5
<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 the role of law in shifting societal behaviour, or not.</p> <p>Alludes to issues within the South African context OR the society we strive to create.</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 candidate can communicate his/her ideas.</p>	<p>17</p> <p>16</p> <p>15</p>	4
<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 candidate is trying to communicate.</p>	<p>14</p> <p>13</p> <p>12</p>	3
<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 candidate from communicating his/her ideas.</p>	<p>11</p> <p>10</p> <p>9</p>	2
<p>There is no connection to the question and the ideas that are provided are irrelevant. Examples are haphazard and serve no purpose.</p> <p>Expression is often incomprehensible and may be unintelligible.</p>	0–8	1

30 marks

Total: 70 marks