

**LIFE ORIENTATION  
COMMON ASSESSMENT TASK: PART A  
TEACHER'S GUIDE**

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Dear LO teacher

Thank you for your commitment to LO and for your role in growing the credibility of this subject. LO has a very short history and we are all working together to improve the attitudes associated with this subject and to make it more relevant and valuable to our learners.

By working through this booklet, each learner should develop their ability to:

1. Become active learners. Encourage them to take the concepts learned in class and confront the problems being explored, to gather and analyse data, and to formulate arguments through discussion.
2. Become responsible for their own research, reflection, and learning.
3. Explore how they think and feel about different issues and be open to learning from the opinions of others.
4. Be focused in their thoughts and to clarify what they are going to write before they put their thoughts and opinions down on paper in order to ensure that their responses are logical and valid. A personal grappling with an understanding of the concepts is required for this to be fully realised.

Please assist your learners to engage with the subject matter personally and in discussion with their class. Help learners to communicate their thoughts clearly and insightfully and endeavour to ignite in them a passion for justice. Learners need to feel safe to share their opinions freely.

We need to challenge indifference in our learners and invite them to live in the present with conscience and purpose. The questions posed must deepen our learners' own awareness of issues, not only to know what is going on, but also to understand the long-term implications or consequences if these issues prevail or worsen, etc. Engage in these conversations and pose the question: 'Is there a better way?'

**CAT PART A:**

**Please Note:**

- Questions 1, 2 and 4 appear in the Teacher's Guide and the Learner's Workbook.
- Question 3 is now included in only this Teacher's Guide and not in the Learner's Workbook. See instructions on page 22.
- Question 4 – the creative response counts out of 60 marks. Please ensure that you **halve the mark** that your learners achieve for this section and add this halved mark to the mark achieved for Question 3 to obtain the CAT Part A total out of 50 marks.

**CAT PART B:**

Please prepare your learners to write the CAT Part B essay. Ensure that learners follow the correct format for discursive essay writing. We will look for the key elements and structure when assessing these at national moderation of internal CAT Part B marking. The quality of the argument within the essay is far more important than the quantity of writing in the argument. Please see support documents on discursive essay writing on the IEB website.

The texts and questions that follow are exact replicas of the texts and questions in the Learner's Workbook. The Teacher's Guide, however, contains the following extra information:

- suggestions for class discussions and suggested responses. Please note that these are merely SUGGESTIONS and do not include all possible responses.
- Question 3 and marking guidelines for Question 3.

Allow for a number of possible responses from many angles in your discussions with your learners as this will ensure that your students consider phenomena from all angles, which will prepare them more fully for CAT Part B.

## THE GREAT DIVIDE

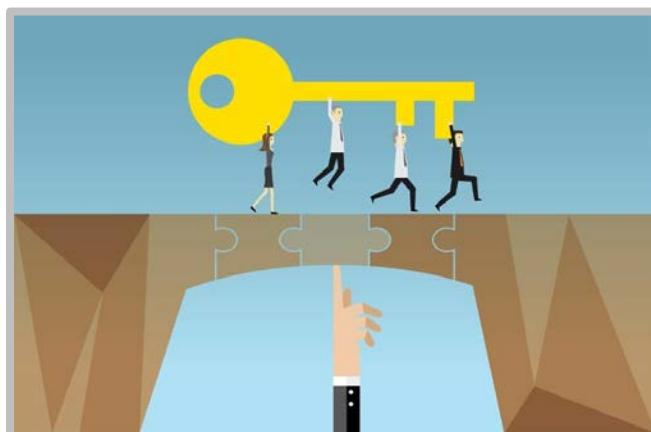


[Source: <<https://adventistvoice.com/2013/09/04/church-divided/>>, accessed 16/12/2019]

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/shereeattheson/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 criticised. 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 organisation 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](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.)

***Give your learners time to reflect on these ideas. After some time for reflection, encourage your learners to share (but without any pressure to do so). Your learners will benefit from hearing about the experiences of others, especially if some of them have made others feel unwelcome in some way, and empathy will be encouraged.***

- 1.1.2 What recent tragedy in New Zealand might the author be referring to? How do you think this example illustrates her point?

***On the 15<sup>th</sup> of March 2019, more than 50 Muslim people were killed in a mosque in Christchurch, New Zealand, by a white supremacist gunman, Brenton Tarrant. He has been charged with 51 counts of murder, 40 counts of attempted murder and one count of terrorism.***

***It is reported that Tarrant was / is part of a notorious global far-right network site populated by anonymous message boards full of violent language and threats against Muslims and other minority groups. He is also reported to have made a number of "regular, racist, Facebook posts".***

***These sites normalise anti-immigrant and Islamophobic views on the 'invasion' by immigrants. There is no way of knowing how large these support groups are, as supporters are invisible to society at large and are located inside the hidden confines of their homes etc. Therefore, the influence of these sites is far-reaching.***

***This illustrates that people who 'belong' to these groups are empowered and influenced by the hate speech of others to behave in similar ways or to mistreat people of that race etc. The shootings were a powerful message to Muslims that they are unwelcome and that their lives don't matter.***

***However, after the shooting occurred, the entire Christchurch community rallied together in solidarity, along with many others around the country and the world, in support of the survivors. This potentially conveyed a counter message to that of the Right Wing supremacists – that immigrants and Muslims do belong in the country and have a right to seek refuge from war, etc.***

- 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?

***Give your students time to think of examples in their own community or to research some examples around the world and then to share these with their peers. Allow students to give generalised or specific examples.***

***For example:***

***Own community:***

- ***the homeless / bergies: dirty, crazy, low-lives, scavengers who exhaust the country's resources, etc. OR***
- ***senior citizens: forgotten members of society – oxygen thieves, no longer of any use, serve no purpose, etc.***

***In the world:***

- ***refugees: scum, thieves, dirty, useless, exhausting the country's resources***
- ***women and children in countries controlled by religious extremist and militant governments: child-minders and home-makers, less important than men, only good for one thing, do not need to be educated, etc.***

- 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.

***Learners can extract their responses from the introductory paragraphs of the texts in Question 1 (pages 3 & 4 of the Learner's Workbook). The list below is not comprehensive – there are a number of plausible additions.***

***Emotional / psychological state – they feel anxious, jealous, depressed, sad, insecure, angry, frustrated, confused, powerless, hopeless and worthless.***

***Resultant behaviour – People who lack belongingness are more prone to behavioural problems such as criminality and suicide, violent outbursts of anger and anti-social behaviour, and suffer from increasing mental and physical illness, conforming to the dominant culture and losing a sense of themselves, become silent – do not protest or stand up for themselves, accept the abuse without resistance, do not strive for a better existence.***



- 1.1.5 What does *belongingness* look like? What behaviours and attitudes cause others to feel included and feel a sense of belonging?

***It is important to note that attitude signals acceptance long before behaviour does. Non-verbal cues show up in a person's body language and facial expressions when a person does not accept others, even though their words state otherwise. The list below is not exhaustive ...***

***Attitudes: of equal importance / value; different, but unique; interesting and have specific value; have the same emotions, desires, hopes, etc.***

***Behaviours:***

- ***Do not try to change a person to be like oneself: allow others to feel the way they want to feel, to be different, to think differently from you, etc.***
- ***Make an effort to get to know someone else without dismissing them or expecting that person to make an effort with you.***
- ***Take time to notice and point out the good in others.***
- ***Smile at others and use open body language.***
- ***Listen to others, ask questions and allow them to tell their stories.***
- ***Give people an opportunity to contribute verbally or in action.***
- ***Show respect.***

- 1.1.6 What are the benefits of inclusion to the individual and to the organisation / community / society?

***According to the source, when we are seen and valued for who we really are, we thrive, and so do the people around us. People are more engaged and give of their time and expertise more readily, they stay committed and loyal, have stronger immune systems and want to be part of the community, they are more productive, communicate better, are liberated to share ideas and to innovate, they don't shy away from conflict and so people can work out grievances and feel heard.***

- 1.1.7 When can belonging to a group be a disadvantage to you and to others?

***When the group has a negative influence on you, e.g. applies peer pressure to conform to negative attitudes and behaviours or to lose a sense of self or be discriminatory or dismissive towards those outside your frame of reference.***

- 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 your frame of reference? (Feel free to discuss these with your class if you are comfortable to.)

***Give your learners time to think and reflect and then call on a few brave souls to share. Otherwise, facilitate a generalised discussion on the questions, i.e. who might the typical teen ignore, etc.***

- 1.1.9 What do you think you / other people miss out on when you / they dismiss certain types / groups of people?

***A chance to get to know someone different from yourself and to become wiser – to learn something new, to grow your understanding of life and of how others think and of their experiences, an opportunity to stay humble and without a sense of self-righteousness, an opportunity to bridge the gap between people, an opportunity to change a person's negative perception of you / people like you who belong to your kind of group, to make new, interesting friends, an opportunity to be more globally savvy (i.e. to be able to work with many different kinds of people), an opportunity to make the world a much kinder and more inclusive place, an opportunity to feel good about yourself.***

- 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?

***This is specifically linked to question 1.1.5. and is asking learners to brainstorm how they, as a class, can make others in their own community feel more included and gain a sense of belonging. What can they action or physically do?***

***Examples:***

- ***identify all learners who sit on their own at break and invite them to sit with them.***
- ***ensure that everyone feels included and welcomed during group work.***
- ***smile at beggars who come to your car window and do not just wind your window up or tell them you can't help them in a frustrated tone.***

## 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]

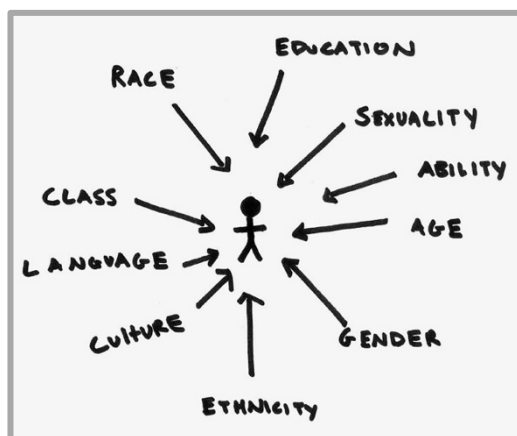


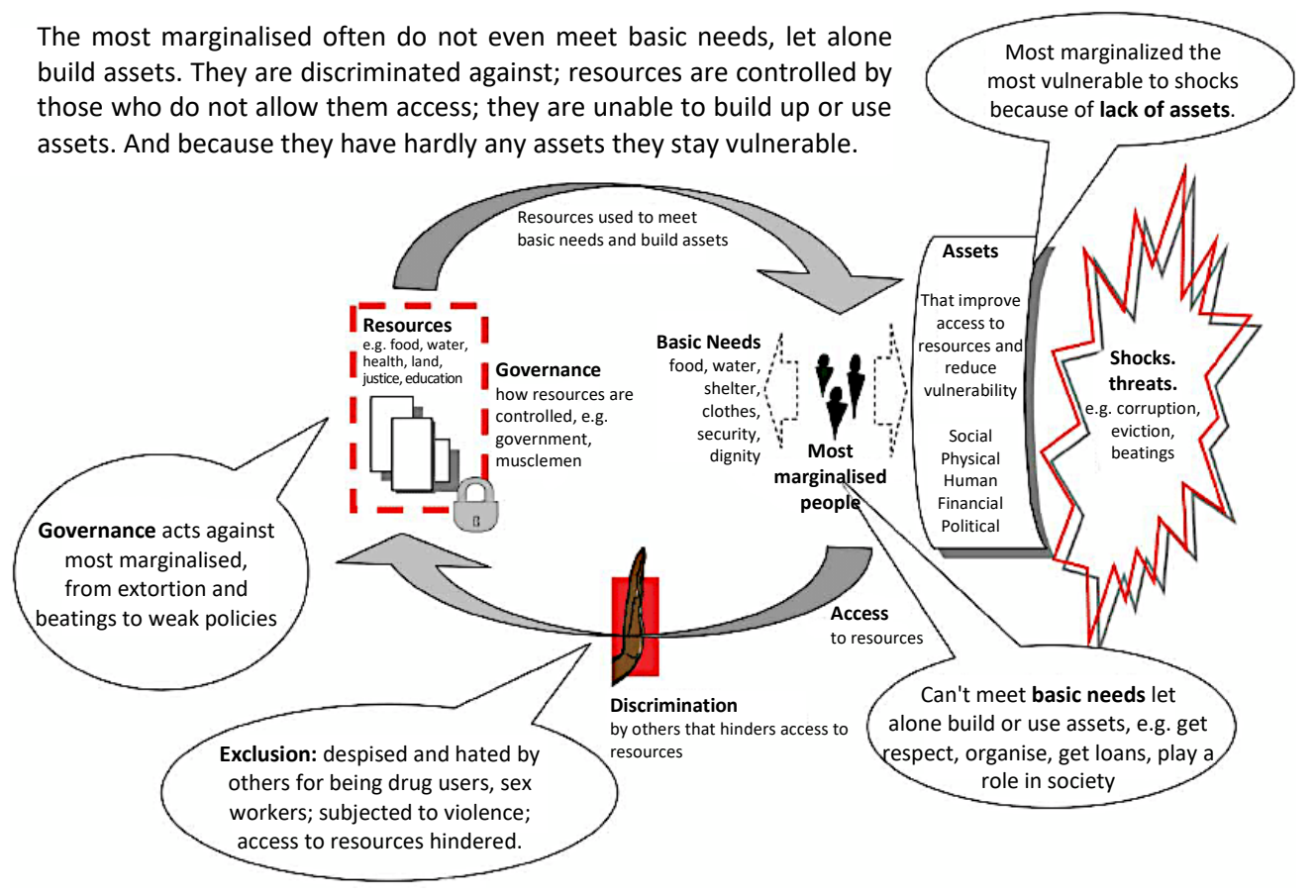
Figure 1.2.1: Intersectionality

[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 analysing 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.

**Allow your learners to reflect, consider and voice their thoughts and feelings about the topic and the content, as well as misunderstandings etc. Facilitate a discussion around these and make yourself available to respond, to deflect questions back to the class, etc.**

- 1.2.2 Figure 1.2.2 uses the example of drug users and sex workers as marginalised 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.

***Drug users – lack self-discipline and willpower, can stop if they want to, self-inflicted, waste of money, lost, untrustworthy, criminal, dirty, powerless to help themselves, illegal activity***

***Therefore they are often avoided and people are unsympathetic towards the addict – fear of being exploited or stolen from, embarrassed by poor behaviour of someone in our family, don't want to invite trouble into our lives***

***Sex workers – cheap, shameless, illegal in many parts of the world, dirty, diseased, immoral, worthless, sub-human***

***Therefore, sex workers are often physically and emotionally abused and sexually exploited. Vulnerable to be sex trafficked. They are avoided by the general public and are not easily aided and supported. Often stared at and mistreated. As a result, sex workers are not able to exercise their rights, nor are they given adequate medical care or legal support. Many services refuse to serve sex workers and they are disrespected, shamed and harassed.***

- 1.2.3 Explain your understanding of 'the types of assets' reflected in Figure 1.2.2 and how they leave people vulnerable to exclusion when these assets are unavailable.

***Marginalisation: to treat some people as insignificant and to exclude them from society in various ways, therefore ...***

- ***Politically – inability to vote or have a voice due to remote locations or lack of education, they are easily exploited and misled, or feel helpless to change anything and therefore don't vote, they are powerless to become involved in politics and to be able to make a change to their environment, etc.***
- ***Socially – because marginalised people are invisible to most, disrespected, unwelcomed and excluded, they are unable to develop personal profile attributes (name, hobbies, status), real social relationships, or enjoy proper social engagements. They are unable to grow a network of expertise to support them, etc.***
- ***Humanely – no access to proper education etc. and therefore unable to participate fully in society as they do not have the proper skills to do so, they cannot reach their full potential and are therefore excluded from better living conditions and more satisfying professional contribution, etc.***
- ***Financially – inability to enjoy financial comforts and are therefore excluded from participating in society. As a result, unable to afford basic services and comforts***
- ***Physically – inadequate housing, impoverished neighbourhoods often on the outskirts of cities and towns –removed from many activities, often in slum areas.***

- 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 fulfilment 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.

***Manifestations of societal abuse may range from obvious or hidden discrimination, lack of accommodation to inadequate funding for social services, lack of access to health care, inadequate social policies to protect against abuses, negative images and stereotypes in the media, etc.***

***Marginalised people are made to feel less important, less privileged and less respected than those who hold more status, power, privilege and opportunity in society. They are also often blamed for issues that exist in society such as crime and poor economy.***

***As a result, they are vulnerable to high stress and trauma and they feel invisible and isolated. They feel isolated from the social fabric of their larger communities and can feel a sense of paranoia, which is a function of how they might be perceived and treated by others. They can feel invisible, as though their concerns are not significant enough to be heard, and self-doubt and frustration are common psychological responses. Some marginalised groups are also at higher risk for suicide and self-harm. Other psychological effects may include depression, anxiety, shame or rage and post-traumatic stress disorder.***

- 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.

***Powerlessness is another form of oppression and refers to the lack of ability, influence, or power. (Exploitation, marginalisation and violence are a few others.)***

***We are not all the same – we all experience different levels of power in society depending on our social status, education levels, etc. It refers to the inhibition to develop one's capability, lack of decision-making power, and exposure to disrespectful treatment because of the lowered status.***

- People can feel powerless when they are shut out of decisions that are made at top levels of management or government that impact them / their lives directly and negatively.***
- People may feel powerless when they lack knowledge, expertise and opportunities to enhance their professional and personal lives, and they have no opportunities to expand them.***
- Many people lack autonomy in their lives – they do not have a voice in the conditions of their employment. They are supervised and cannot exercise any judgement of their own.***
- A number of people are socially disrespected – they are powerless to change the stigma attached to their classification or have to work very hard to change societal attitudes to them. They are not automatically accepted, e.g. a woman may have to work twice as hard as a man to***

***receive only half of the acknowledgement – she is powerless to change the stigma.***

- ***Children, the mentally ill, elderly, very poor and uneducated people are vulnerable to exploitation and are powerless to defend themselves against the abuse, e.g. human trafficking, slave trade, child labour and child marriage, mistreatment and neglect, sexual and physical abuse.***
  - ***Citizens are powerless to change their living conditions or the way the government is run in a faulty, corrupt democracy or in war-ridden countries, etc.***
-

## 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 on the margins of society. What are all of these children collectively being excluded from / denied?

***A peaceful, relaxed neighbourhood to grow up in, friends to play with without fear of death or injury or loss of loved ones, a proper education, a constant home and familiarity, friends of the same language and culture, good medical care, nutritious meals, social acceptance and respect, good infrastructure and safe playing environments, care-free childhood, freedom from fear of exploitation, bullying and abuse, adequate shelter, contentment with – and enjoyment of – their own lives, a warm place to sleep, lives free from financial woes, a loving, supportive family, hope for a positive future, etc.***

- 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.

***Causes of marginalisation: poverty, gender, location, environmental disasters, disease outbreaks, conflict, 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.***

***Allow your class to discuss these concepts and unpack what it might be like to live in their shoes.***

- 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?

***Children know that a proper education is their only ticket to a better life. It offers them a chance to move out of their current circumstances and empowers them to be able to fight for respect, better living conditions, etc.***

- 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.

***No – not all children are born with the same altruistic qualities. For most children, poor childhood experiences leave them feeling bitter and angry. Many of these children are also not given the support from family or inspiration from role models to be able to learn appropriate behaviour. Thus, if they are able to rise above their circumstances, many of these children will grow up to be selfish adults who will try and hold onto their miraculous new fortune and good lives.***

- 2.5 Why does a lack of education or a disrupted education leave children vulnerable to abuses?

***Children are totally dependent on adults to teach them and hold their hands during tough times as they begin to understand how our world works. Adults – or older children – might take advantage of this lack of knowledge. In the worst cases, this can manifest itself as physical or sexual abuse. Children can't identify a threat, or have no way to report abuse when it occurs.***

***Therefore, they require an education on these matters (to become street-smart) – sexual education, their rights, what to do if they are exploited, right from wrong, how to detect threats and the kinds of tactics exploiters might use to solicit co-operation,***

***In the end, children who lack a proper education can also not find proper work and become financially dependent on others and become desperate. This desperation is what clouds their judgement and leaves them vulnerable to false promises and fake opportunities. They are also so desperate that they will accept poor working conditions and exploitation for even a little money, etc.***

2.6 What else could victims of environmental disasters be exposed to?

- **diseases – in stagnant water, dead, decaying bodies polluting the water sources,**
- **loss of potable (drinkable) water**
- **poor hygiene and lack of adequate sanitary facilities**
- **smoke inhalation – when trying to warm themselves outside, shack fires and loss of little belongings that are left when fires inside temporary shelters set everything alight**
- **physical injury and drowning**
- **loss of loved ones**
- **loss of personal belongings**
- **PTSD, anxiety, extreme sadness, etc.**

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?

***There is a stigma attached to street children and they lack the cognitive complexities that many of their peers have developed from proper education. They suffer from an inability to concentrate with so many stressors in their lives and, therefore, struggle to cope. They also possess a low self-esteem and doubt their own ability. They do not have a voice to stand up against the abuse.***

***Street children are blamed for petty crimes and are distrusted by their peers. They are probably dirty and smelly and their clothes are torn.***

2.8 Apart from addiction, why is glue sniffing and marijuana smoking attractive to street children?

***It helps them fit in with other street children and to have some sense of belonging and a community. It also helps them forget about their physical and emotional discomfort and pain.***

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.

***Yes they are – the plight of the marginalised and vulnerable children is hidden from society at large. Society pushes them physically and mentally out of their lives and minds because they are a reminder of human suffering and a financial and aesthetic inconvenience and burden on society. They disrupt the peace and comforts of those who have more and who do not wish to lose what they have. And so, their suffering, abuse and discomforts are overlooked and go unnoticed.***

- 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?

***"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."***

***Allow your learners to brainstorm ways to bridge the divide in class.***

***For example:***

- ***Adequate and empowering education for impoverished children and tolerance and acceptance education for those who do not lack.***
- ***Community service – exposure of affluent students to the conditions of impoverished children to create understanding, realisation and empathy and to hopefully assist in building the 'cycle of care' (street children can feel some love and care from their community, feel inspired to rise above and are educated about a world that they will never otherwise know)***
- ***Discipline from educators where intolerance and discrimination exist and educators to set an example and treat street children in the same way they treat their other students.***

- 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.

***Allow your learners time to reflect on this and ensure that the classroom environment is safe for them to share their thoughts if they are happy to. Allow your students to express freely without judgement. Any response is fine, as long as discriminatory responses are not given any air time or reinforcement.***

- 2.12 How are you left feeling about your own opportunities for education and about your personal circumstances? Explain your response.

***Allow your learners time to reflect on this and ensure that the classroom environment is safe for them to share their thoughts if they are happy to. Allow your students to express freely without judgement. Any response is fine, as long as discriminatory responses are not given any air time or reinforcement.***

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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.

***To the LO Educator: your learners do not have this assessment in their Learner's Workbook. Please make copies of this assessment (pp. 23–26) for all your Grade 12 learners and arrange a suitable time for them to complete this assessment under controlled conditions. Time requirement for completion: ±45 mins.***

***The assessment has been placed on the next page for ease of printing.***

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**CAT PART A QUESTION 3: COMPULSORY ASSESSMENT (20 MARKS)****Instructions**

- Read the two sources below carefully and then answer the questions that follow.
- Take note of the mark allocation of each question as this is an indication of the expected length of your response. One mark = one viable response.
- Always give succinct, but detail-rich responses and remember to justify your opinions. Opinions only cannot be assessed.

**A SPOTLIGHT ON HOMELESSNESS: IS THERE A SOLUTION?**

Homelessness is one of the most tragic forms of poverty, and it blights rich countries as much as poor ones. It is one of a growing number of social and economic problems that belie the separation of the world into developed and developing. We are all developing, and we all have lessons to learn from other cultures and countries.

[Adapted from: Jonathan Glennie, 15/12/2010, Homelessness: A tragic form of poverty, The Guardian, <<https://www.theguardian.com/global-development/poverty-matters/2010/dec/15/homelessness-poverty-poor-rich-problem>>, accessed 20/12/2019]

**SOURCE 8****'No one wants to be homeless': a glimpse at life on the streets of Tokyo**

According to the latest figures published in July last year by the Ministry of Health, Labour and Welfare, there are 4 977 homeless people living in Japan. Tokyo-based non-profit organisation, Advocacy and Research Centre for Homelessness, which conducts its own bi-annual count, with more than 800 volunteers going out at night, claims the true number is around 2½ times this official tally. But regardless of the specific figure, the number of homeless people in Japan has undeniably decreased in recent years. In 2003, when the ministry first started keeping records, the official figure stood at 25 296.

In February 1994, the Tokyo Metropolitan Government and Shinjuku Ward teamed up to attempt a forced clearance of a sprawling "cardboard village" that had popped up. Hundreds of homeless people were displaced after fierce clashes with officials, highlighting a prevailing attitude among the authorities that the homeless were nothing more than an embarrassing eyesore. Since then, pressure from various campaign groups led to the enactment of the Special Act in Regard to Supporting the Autonomy of the Homeless Population in August 2002, marking the first time the government had acknowledged its responsibility to help local governments deal with the homeless.

The legislation guaranteed assistance in seeking employment and moving into public or private housing for homeless people willing to work. It also made health care and medical facilities available to them.

Being homeless carries a powerful stigma in Japan, where society traditionally places strong importance on self-reliance. Many homeless people feel ashamed of their situation and hide away from public view, living in parks, under expressways or along riversides. Many try to blend in with the rest of the population and spend the night in saunas and internet cafes when they have the

money. Begging on the streets is technically illegal, but ingrained attitudes render such behaviour practically non-existent anyway.

Jean Le Beau, a Canadian who first came to Japan as a missionary 48 years ago and has been director of non-profit organisation Sanyukai for the past 30 years, says: "People in Japan work a lot and they think homeless people don't want to work, but it's exactly the opposite." His organisation provides food, shelter and medical care for the homeless in the hardscrabble Sanya district in north-eastern Tokyo.

"I don't think people really recognise anything outside their own world," he says. "They don't have room to look beyond their own horizons. They have TV, but it's difficult to feel compassion just through that."

Once on welfare, homeless people will be moved into a housing facility as a first step. Money is deducted from welfare checks at the start of the month to pay for rent, utilities and meals.

"People dying alone is also a big problem in society," says Le Beau. "It's difficult to say that once someone is on welfare, the case is closed. We try to get them involved by helping out with food handouts. We also try to make sure they're contactable with phone numbers and addresses, and we visit them. That's very important. Although the number of homeless people is decreasing, Sanyukai's workload doesn't get any lighter."

As most people who have spent time on the streets no longer have any ties to their families, loneliness and isolation can become a serious issue.

[Adapted from: Andrew Mckirdy, 2/03/2019, 'No one wants to be homeless': A glimpse at life on the streets of Tokyo, Japan Times, <<https://www.japantimes.co.jp/news/2019/03/02/national/social-issues/no-one-wants-homeless-glimpse-life-streets-tokyo/#.Xfxhuhczb8M>>, accessed 20/12/2019]

## SOURCE 9

### Digital solutions for tackling homelessness

An event organised by members of the European Federation of National Organisations Working with the Homeless explored the potential of using digital solutions in the fight against social and digital exclusion of homeless people. A number of new mobile solutions were presented that could provide value for their beneficiaries and for society at large.

As part of these, the "Surviving in Brussels" app provides up-to-date, comprehensive information provided by participating organisations for the benefit of homeless people and their supporters. It provides information about where and how different basic needs can be met, ranging from finding a safe place to sleep to free toilet and shower facilities, to food and drink options and tips about legal entitlements. It is offered in four languages including Romanian, reflecting the strong worker migration of Romanian nationals in recent years.

The app is accessible via computer and smartphone, but also through terminals in associations and across the city, supported by paper maps for people not familiar with digital environments.

A representative of the French "Entourage" NGO network and app, active in five French cities with the aim of reconciling digital and social inclusion, stated that loneliness and the absence of a network are felt most harshly on the streets, often resulting in low self-esteem among homeless individuals. The goal is thus to create links and relationships between homeless people and local



residents wishing to give support, warmth and shelter.

Activities (including educational offers), services and requests can be posted by homeless people themselves or by local residents, and they are moderated by social workers. A secondary goal is to motivate professional actors to step in and close existing service gaps, recognising that sustainable support is required in the long term.

Since lack of valid documents has been identified as a key reason for exclusion from social assistance in France, with about 40% of homeless people affected in one way or another, the 'Reconnect' platform offers a 'solidarity cloud' into which personal documents can be safely scanned and saved, without having to rely on social workers' or institutional servers. Many hospitals are using it already, and the aim is to create a social ecosystem.

Although smartphones are not uncommon among segments of the homeless population, continuity of access remains an issue (e.g. due to the costs involved) and support for administrative processes is often vital, depending on level of education, digital literacy, socio-demographic background, etc.

In his commentary, David Mallows of University College London's Institute of Education highlighted that digital inequalities tend to exacerbate social inequalities, and digital skills and learning are key for accessing the new opportunities afforded.

[Adapted from: Sascha Marschang, 2/12/2019, Digital solutions for tackling homelessness, European Public Health Alliance, <<https://epha.org/digital-solutions-for-tackling-homelessness/>>, accessed 20/12/2019]

### **Glossary**

- blight: a thing that spoils or damages something
- belie: to give a false impression of or to hide something
- sprawling: spreading out over a large area in an untidy or irregular way
- enactment: the process of passing legislation
- ingrained attitudes: attitudes that are firmly established and difficult to change
- entitlements: the fact of having a right to something
- entourage: a group of people attending or surrounding an important person (in this text 'Entourage' is the name of a mobile application)
- exacerbate: make a problem worse.

- 3.1 According to Source 8, pressure from various campaigns resulted in the government acknowledging its responsibility to help deal with the homeless and in legislation being enacted to ensure the homeless are assisted in various ways.

What do you believe would have happened to the homeless situation in Japan if the Government had not got involved? Justify your response. (2)

- 3.2 Source 8 highlights three categories of interventions for the homeless: new legislation, free housing and means to deal with loneliness. Discuss the importance of each of these in terms of long-term solutions for the empowerment and integration of the homeless into society. (3 × 2 = 6)

- 3.3 Source 9 highlights three different homeless needs addressed by digital applications: directory of physical needs, social network to combat loneliness and cloud document storage.

For each of these digital solutions, state one practical advantage to the homeless and one impracticality that might make these support systems inaccessible. (Assume that they possess a cell phone and have access to data / WiFi). Avoid repetition. (3 × 2 = 6)

- 3.4 Briefly discuss how 'digital skills and learning' (as identified in Source 9) can be accessible to the homeless. Briefly discuss one practical solution. (2)
- 3.5 How effective can the above-mentioned solutions be (as identified in both sources) in combatting homelessness in your own country? Motivate your response. (4)
- [20]**
-

**CAT PART A QUESTION 3: MARKING GUIDELINES**

**Note to Educator – please note that the responses below are suggestions only. You can accept any viable and intelligent response provided the response is in line with the question and with the required mark allocations.**

- 3.1 According to Source 8, pressure from various campaigns resulted in the Japanese Government acknowledging its responsibility to help local governments deal with the homeless and in legislation being enacted to ensure the homeless are assisted in various ways.

What do you believe would have happened to the homeless situation in Japan if the Government had not got involved? Justify your response. (2)

***There would be very little change in the situation – government intervention and support are necessary to provide the necessary funds ✓ and expertise ✓ to tackle the problem.***

***Or***

***There would still be progress, albeit slower – there are many good men and women with both the expertise and funding ✓ who take up the charge to assist and remedy societal issues. ✓***

- 3.2 Source 8 highlights three categories of interventions for the homeless: new legislation, free housing and means to deal with loneliness. Discuss the importance of each of these in terms of long-term solutions for empowerment and for the integration of the homeless into society. (3 × 2 = 6)

***New legislation – it is important that government recognises the need for intervention and support and enforces this legislation through fines etc. ✓ so that the general public is 'forced' to support the needs of the homeless and not discriminate against them. ✓***

***Free housing – long-term provision can be costly, but the provision of housing is important to grant the homeless dignity and to fulfil their basic needs. ✓ In the long term, if the homeless are able to taste the comforts of having their basic needs met and feel cared for, they may be motivated to work towards self-efficacy. ✓***

***Means to deal with loneliness – if the homeless feel cared for and less lonely, they may feel more positive about themselves and their lives / enjoy the social support of others / able to laugh and feel more human ✓ and thus feel motivated to reintegrate themselves into society, learn skills and find meaningful and viable work, etc. ✓***

- 3.3 Source 9 highlights three types of categories of functions of digital applications to address the needs of the homeless: directory of physical needs, social network to combat loneliness and cloud document storage.

For each of these digital solutions, state one practical advantage to the homeless and one impracticality that might make these support systems inaccessible. (Assume that they possess a cell phone and have access to data / WiFi). Avoid repetition. (3 × 2 = 6)

***Directory of physical needs:***

- ✓ + ***Informative and useful: gives the homeless the opportunity to have all their needs met and to understand what their rights are, etc.***
- ✓ – ***May not be able to find transport to access these services as not all services can be located in their vicinity, etc.***

***Social network to combat loneliness:***

- ✓ + ***Provides the homeless with a community of people to care for their specific needs, to reach out to them and to provide social interaction. / Builds self-esteem and empowers them to rise above their current situation.***
- ✓ – ***This network is only viable if people are willing to avail themselves to be of support to the homeless. Most people are indifferent to others in need.***

***Cloud document storage:***

- ✓ + ***It would be difficult for the homeless to keep documentation safe from theft, damage, loss – therefore the cloud storage option would alleviate the risk.***
- ✓ – ***Passwords may be forgotten / cell phones may be stolen or lost or damaged and therefore still inaccessible to the homeless.***

- 3.4 Briefly discuss how 'digital skills and learning' (as identified in Source 9) can be accessible to the homeless. Briefly discuss one practical solution. (2)

***Any viable solution, e.g.:***

***The homeless can be invited to learning hotspots on specified evenings ✓ where volunteers will help them download the application and assist them in navigating their way through the smart phone and the application on hand. ✓***

- 3.5 How effective can the above-mentioned solutions (as identified in both sources) be in combatting homelessness in your own country? Motivate your response. (4)

***Any viable response can be accepted. A number of potential responses are plausible. Learners can discuss the solutions separately as they draw parallels with their own country or they can discuss the question holistically. Learners can support or criticise the solutions, e.g.:***

- ***South Africa suffers a massive homelessness problem and evidence suggests that the government has not yet realised their responsibility in***

***rectifying the problem. ✓ Hence the problem is too large to tackle without governmental focus. ✓***

- ***With wide-scale issues of corruption and lawlessness ✓, government and citizens are more focussed on their own personal gain than they are on supporting the less fortunate. ✓***
- ***We cannot afford to give our homeless people cell phones, nor give them access to data or WiFi and therefore the digital solutions are not viable. ✓***
- ***The enactment and enforcement of legislation is necessary for more conscious support and to discourage discrimination. ✓***
- ***The provision of RDP housing is assisting a number of 'homeless' people with shelter, but the problem is too vast to correct and exploitation of this system by 'owners' is a problem (e.g. they live in the street, and then rent the home to too many people or sell the home for an exorbitant amount, etc.)***
- ***It would certainly serve the homeless if volunteers were deployed to connect with them and support them in meeting physical and emotional needs. ✓***

**[20]**

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

**Aim:** You are required to identify and research any area in society where gross inequality and / or marginalisation exists and where urgent intervention is required. You are also 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 to ensure that your world becomes the kind of place that we all feel 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 perpetuated 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 leaders 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/>>, accessed 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"**

[Source: 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 violation / form of marginalisation

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 is this issue 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 digital.*

**C. Reference List [5]**

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

(5)

**TOTAL: 60 (which must be halved to a total out of 30)**

***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.