

 HOLY CROSS HIGH SCHOOL			
Subject: Life Orientation	Grade: 12	Duration: 01/06/2020-17/06/2020	Total: 60 marks
Paper: Exemplar Short Task	Pages: 7	Examiner: Ms Jackson	
Email task to: cjackson@holycrosshigh.co.za			

QUESTION	MARKS	LEARNER MARK	DATE OF SUBMISSION/COMPLETION
ACTIVITY 1: Source-based	/60/		
Question 1	06		
Question 2	08		
Question 3	04		
Question 4	08		
Question 5	08		
Question 6	08		
Question 7	04		
Question 8	06		
Question 9	08		
TOTAL	[60]		
FEEDBACK TO LEARNER:			

DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

Declaration by the Teacher:

I declare that all the work done in this learner collection of evidence is the sole work of this learner.

Signed: _____

Date: _____

Declaration by the Learner:

I declare that all the work done in this collection of evidence is my own work.

Signed: _____

Date: _____

SHORT TASK

PURPOSE	<ul style="list-style-type: none"> • To equip learners with knowledge, skills and values that will enable them to develop strategies to evaluate own position when dealing with discrimination and human rights violations, Evaluate the outcomes of events and campaigns • To reflect on the role of the media in a democratic society • To promote community responsibility in providing environments and services which promote safe and healthy living through educational and intervention programmes. • To reflect on the responsibilities of various levels of government.
CRITICAL QUESTION	Critically discuss how South African media can assist in minimising COVID 19 infections.
FORM OF ASSESSMENT	Short Task <ul style="list-style-type: none"> • Source-Based
TOPIC	<p>DEMOCRACY AND HUMAN RIGHTS</p> <ul style="list-style-type: none"> • Responsible citizenship – Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights. – Evaluation regarding the outcomes of campaigns and events. • The role of the media in a democratic society – Freedom of expression and limitations – Extend to which media reporting reflects a democratic society: Critical analysis of media and campaigns – Coverage of sports personalities. <p>SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</p> <ul style="list-style-type: none"> • Community responsibility to provide environments and services that promote safe and healthy living – Responsibilities of various levels of government: laws, regulations, rules and community services. Educational and intervention programmes. • Impact of vision on: Actions/behaviour in life – immediate community and society at large.

NOTE TO LEARNERS

A Short task focuses on a specific topic or content that has been integrated. In this task questions are preceded by a source (stimulus) that will serve to create the context for the topics or content as per CAPS. The task will also require in-depth reading with responses based on informed decision-making and problem solving.

INSTRUCTIONS

- The completion of this formal assessment task for Term 2 should be done on your own under the supervision of the teacher during the Life Orientation period.
- **The task should be completed and submitted according to the stipulated date on the task.**
- A copy of the source has been included in this task which require in-depth-reading on your part (to gain a deeper meaning and comprehension of the source).
- Questions should be answered in full sentences and presented in paragraph form.
- Number the answers correctly according to the numbering system used in the task.
- The mark allocation per question indicates the required length of your answer.
- Before submitting to your teacher on the date of submission, arrange and structure your work chronologically.
- The answers should be neatly written in either a blue or black pen.
- Attach your completed task to the cover page and declaration form provided.

SHORT TASK

SOURCE-BASED

**TOPICS: SOCIAL AND ENVIRONMENTAL RESPONSIBILITY,
DEMOCRACY AND HUMAN RIGHTS**

Read the source below and answer the questions that follow.

SA unlikely to avoid 'wildfire' spread of Covid-19, but lockdown bought time - top scientist

South Africa will likely not be able to prevent the exponential spread of Covid-19, with the full sweep of the disease to probably hit the country later this year. And although South Africa acted much earlier than other nations in identifying the virus and implementing measures to halt its spread, it has only bought the country time to prepare for what scientists are calling "almost inevitable": a dramatic rise in infections.

This is according to Professor Salim Abdool Karim, the chairperson of Health Minister Zweli Mkhize's Covid-19 advisory group who addressed a media briefing alongside other scientists. Professor Karim was joined by among others Professor Glenda Gray, the chairperson of the Medical Research Council, Professor Koleka Mlisana, a microbiologist from the University of KwaZulu-Natal, and Professor Brian Williams, an epidemiologist formerly with the World Health Organisation. "What we have managed to do, is delay an exponential curve," Karim said. "It is a difficult truth, but can we avoid the exponential spread? No... unless we have a mojo that other countries don't have."

He also explained:

- The lockdown could not be ended too abruptly, as we risk squandering gains made in the past few weeks and returning to an exponential rise in cases.
- A decision on a further lockdown extension would be informed by the rate of spread seen in average new daily cases between 10 and 16 April, which they were 95% sure would remain between 40 and 80 cases. Above 90 cases a day calculated over a week would result in a lockdown extension.
- Cases reported as confirmed today, were actually an infection that took place two weeks ago and infected persons are contagious days before they show symptoms.
- Plans were being developed for a systematic end to the lockdown, which would focus on not placing high-risk people in close contact with low-risk people.
- Testing criteria, restricted to people only with certain symptoms, has been widened in the past few weeks to pick up more cases, together with a significant increase in testing capacity.
- Major concern rested on Johannesburg, Cape Town and eThekweni (Durban), where a large outbreak was most likely to occur due to dense population numbers

News24 reported on Sunday that government projections, presented to the Parliamentary health portfolio committee showed this peak infection scenario had been pushed back to September.

"No one in the world has encountered this virus. We have no immunity, no vaccine, no treatment. We are all at risk.

"As soon as the opportunity arises for this virus to spread, it will go back to the exponential curve," Karim said.

Adapted from: <https://www.news24.com/SouthAfrica/News/sa-unlikely-to-avoid-wildfire-spread-of-covid-19-but-lockdown-bought-time-top-scientist-20200414>

Glossary

- Squandering – misusing/wasting
- Exponential – becoming more and more rapid
- Mojo – magic charm
- Inevitable – unavoidable/certain to happen

Questions should be answered in full sentences and presented in a paragraph form.

1. Explain THREE important roles of the South African media with regard to the COVID - 19 pandemic. (3x2) (6)
2. Describe FOUR intervention programmes or measures implemented by the national government to contain or minimise the spread of COVID-19. (4x2) (8)
3. Explain TWO human rights violations which result from the eviction of people during the lockdown: (2x2) (4)
4. Analyse the extent to which media reporting on Covid-19, reflects a democratic society. (4x2) (8)
5. Discuss FOUR actions you could undertake to protect yourself and others from contracting COVID-19. (4x2) (8)
6. Explain FOUR positive impacts the lockdown has had on the safety and well-being of South Africans. (4x2) (8)
7. Justify the limitation to freedom of expression by the South African government around the spread of fake news on COVID-19. (2x2) (4)
8. Evaluate the coverage of sports personalities by the media in relation to the Covid-19 pandemic. (3x2) (6)
9. Propose FOUR measures South Africans can implement during the lockdown to keep their mental health in check. (4x2) (8)

TOTAL FOR THE TASK: 60 MARK

ANALYSIS GRID – LIFE ORIENTATION GRADE 12: SHORT TASK EXEMPLAR

Ques. No.	Topics	Verbs	Cognitive Category	Cognitive Level	Mark Allocation
1	DEMOCRACY AND HUMAN RIGHTS	Explain	Understanding	LO	6
2	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Discuss	Understanding	LO	8
3	DEMOCRACY AND HUMAN RIGHTS	Explain	Understanding	LO	4
4	DEMOCRACY AND HUMAN RIGHTS	Analyse	Analysing	MO	8
5	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Discuss	Analysing	MO	8
6	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Explain	Analysing	MO	8
7	DEMOCRACY AND HUMAN RIGHTS	Justify	Evaluating	HO	4
8	DEMOCRACY AND HUMAN RIGHTS	Evaluate	Evaluating	HO	6
9	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	Propose	Creating	HO	8

Cognitive category	Percentage	Marks	Marks allocated per question
Lower order	30	18	18
Middle order	40	24	24
High order	30	18	18
Total	100	60	60