



**LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
TEACHER'S NOTES**

Media, freedom of speech and human rights within a democratic society.

**LEARNERS WILL RECEIVE A LEARNER WORKBOOK.**

**An educator's look at the Learner Workbook:**

**QUESTION 1 FREEDOM OF EXPRESSION THROUGH THE AGES**

Learners will be expected to discuss the importance of freedom of expression through the ages.

**QUESTION 2 FUNCTIONS OF THE MEDIA**

Learners are provided with an opportunity to explore various functions of the media to assist them in analysing further debate in the body of the preparatory tasks. This question serves to provide an understanding of functions which learners should apply to various contexts through the CAT.

**QUESTION 3 PUBLIC FIGURES AND THE RIGHT TO PRIVACY**

Learners are encouraged to debate the notion that a public figure is open to public scrutiny and comment at all times.

**QUESTION 4 FREEDOM OF EXPRESSION IN SOUTH AFRICA**

Learners are expected to explore freedom of expression in South Africa and the potential impact of the proposed Secrecy Bill.

Learners will need to understand what constitutes a political cartoon for the purposes of this question.

What is a political cartoon?

A political cartoon is an illustration containing commentary that usually relates to current events or personalities. The artist uses satire to question or draw attention to the weaknesses or inconsistencies of those in power.

**QUESTION 5      BLACK TUESDAY**

Learners are provided with a context to examine the response to Black Tuesday, censorship and possible impact on democratic ideals in the South African context.

**QUESTION 6      CENSORSHIP: THE ARTISTS' ENEMY**

Learners are expected to analyse the impact of any form of censorship on the ability of artists to express themselves and comment on society.

**QUESTION 7      DESENSITISATION DUE TO MEDIA**

Learners are required to explore the impact of media on the individual as well as debate the value of age restrictions placed on specific material.

**QUESTION 8      MEDIA AND STEREOTYPING**

Learners are required to explore the media's role in creating and sustaining stereotypes in society.

**QUESTION 9      PROMOTING GENDER EQUALITY IN AND THROUGH THE MEDIA**

Learners are provided with a context to examine the role of media and gender role construction and perpetuation in society.

**QUESTION 10      FREEDOM OF EXPRESSION VERSUS THE RIGHT TO DIGNITY**

Learners are required to explore the balance of the right to freedom of expression and the right to human dignity within the domain of the media in society.

**SECTION A      INDIVIDUAL WORK**

**1. Learners are expected to select one of the following topic guidelines explored in the preparatory tasks as their focus area for Section A :**

- Freedom of expression through the ages
- Functions of the media
- Public figures and the right to privacy
- Freedom of expression in South Africa
- Black Tuesday
- Censorship: the artists' enemy
- Desensitisation due to media
- Media and stereotyping
- Promoting gender equality in and through the media
- Freedom of expression versus the right to dignity

2. **Learners must use their selected topic as a focus theme to respond to ONE of the following questions:**

### QUESTION 1

'A democratic society holds human rights supreme.'

To what extent does the media's freedom of expression in a democratic society impact on human rights?

### QUESTION 2

"If we conceal what we don't want heard, we are merely hiding injustices, marginalised voices and different ideologies. It is only through the outspoken and inspiring decrees of individuals that we progress."

[<<http://www.philosopherzone.com>>]

To what extent does present day media meet the ideals stated in the quote above?

3. **The medium through which they may choose to present their response may take the form of any one of the following:**

- Multimedia
- Visual diary
- Scrapbook

The response must be a combination of text (words) and image. The images selected must complement the text.

The response must include a minimum of six images and contain 500 – 600 words.

**Section A** is **not** written under controlled conditions.

**Section B** must be written **under controlled conditions on Wednesday 5 June 2013.**

Learners may bring a one-sided, hand-written spider diagram based on their Section A research into the venue when they write Section B.

**ASSESSMENT RUBRIC**

<b>Descriptors</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Engagement with topic</b>	Strong evidence that the learner reflected extensively on chosen question and engaged in robust questioning and analysis of the ideas and opinions within this quotation. There is a strong sense of the learner's own voice contained in original, thought-provoking, comprehensive and insightful ideas which are well-substantiated. Rigorous attempt to grapple with issues. Insightful unpacking of question.	The essay displays thoughtful reflection in relation to the chosen question and has substance although this is not always fully sustained. The learner's voice is clearly evident and the ideas are thoughtful and contain logical, considered substantiation. Possible tendency to stock response at times. Lacks insight and rigour of an 80%.	Learner's response is adequate but level of engagement is not sustained. While there are some valid ideas, these lack sufficient explanation. Possibly an explanation of terms with failure to link focus theme, argument and selected question into a cohesive response.	Some ideas evident but are mostly undeveloped. Learner's response is fragmented and lacks understanding, clarity and conviction. Partial or no reference to question or focus theme. Sweeping generalisations.
<b>20</b>	<b>16 – 20</b>	<b>12 – 15</b>	<b>6 – 11</b>	<b>0 – 5</b>
<b>Integration of images and text: images contribute to clarity and effectiveness of argument through integration with text</b>	Task would not be as effective or complete without this particular selection of images integrated to achieve comprehensive understanding of concepts.	An interesting and appropriate selection of images/ contributes successfully to task as a whole through meaningful integration.	Some images selected are appropriate. Bears relation to text at times. Does not provide adequate additional quality to task.	No OR less than minimum required number of images = 0.  Random selection of images bearing little or no relation to text.
<b>10</b>	<b>8 – 10</b>	<b>6 – 7</b>	<b>4 – 5</b>	<b>0 – 3</b>

**Total: /30**