

This paper consists of 15 pages including the cover page.

Instructions to Pupils:

1. Answer all the questions.
2. Write legible.
3. Consult the mark allocations when answer your questions.
4. Number clearly.
5. This paper consists out of 15 pages (Section A: Short Questions, Section B: Essay).
6. This examination covers the following topics:

Responsible citizenship:

- Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights
- Discussion of projects, campaigns and events which address discrimination and human rights violations

Development of the self in society

- Factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others
- Adapting to growth and change: change in circumstances

Social and Environmental Responsibility:

- Formulate a personal mission statement and evaluate its impact based on: – Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices

SECTION A

Question 1:

University Protests Perspectives

Read the following articles and answer the following questions:

Article 1:

Mandela's belief that education can change the world is still a dream

Universities can play an important part in fulfilling Nelson Mandela's much-quoted belief that:

Education is the most powerful weapon which you can use to change the world.

Mandela Day, the late South African president's birthday, is an opportunity to reflect on how his statement of intent actually works in practice. How does education enable us to change the world?

Universities can make a contribution in two ways: through the empowerment of individuals and through the generation of knowledge.

What universities can do for students

Universities train people to be professionals who will be able to make a positive contribution to society in various fields. They produce medical doctors, teachers and engineers; entrepreneurs, artists and scientists. In this way, higher education is both a private good and a public good.

Individuals – especially in poorer countries – stand a better chance of getting a good job with a university degree. According to the World Bank the average increase in earnings for every additional year of tertiary education is 21% in sub-Saharan Africa, measured over the period 1970 to 2013.

South Africa's department of higher education has picked up on this, noting:

Education has long been recognised as a route out of poverty for individuals, and as a way of promoting equality of opportunity. In South Africa, enrolment in higher education institutions rose from 490,494 students in 1994 to 837,644 in 2009 – a 71% increase.

In this post-apartheid era, improvements in the university participation rate coincided with significant demographic changes in the student population. Two-thirds of university students were black in 2009, compared with just 32% in 1990.

The goal is to maintain this momentum. The government foresees an increase in participation rates from the 2011 figure of 17.3% to 25% by 2030 – from 937,000 students to 1.6 million enrolments.

And at the same time, it plans to broaden access for individuals from previously excluded and disadvantaged groups even more because the:

... achievement of greater social justice is closely dependent on equitable access by all sections of the population to quality education.

What research can do for society

The second way in which Madiba's statement about education works in practice is through research that generates reliable and relevant knowledge.

The world is faced with what are called "wicked problems" – highly complex challenges whose potential solutions require creative, interdisciplinary thinking.

Universities are well placed to contribute to the search for solutions to these complex problems by drawing from a range of disciplines: the environment, conflict

management, health, water, food security and social cohesion. Academics – and students, particularly at postgraduate level – engage in scientific research that generates new knowledge in the search for solutions to a variety of problems, including health challenges.

Consider, for example, the work of Ronald van Toorn, a senior specialist in paediatric neurology at Stellenbosch University. As part of his PhD studies, he found that certain innovative treatments offer children with tuberculosis meningitis a much better chance of survival.

These treatments may also enable children who have been left paralysed or blind by this serious condition – the most common form of bacterial meningitis in the Western Cape – to walk or see again.

A PhD represents a university's top training product. Working towards a doctorate, you not only absorb large volumes of knowledge in a particular field of study, but you also learn to generate new knowledge yourself. This is what Van Toorn has done. And this is also what our country and continent needs much more of.

The National Development Plan sets South Africa a target of more than 100 PhDs per million by 2030, compared to the 28 per million currently, considered low by international standards.

To achieve this target, South Africa needs more than 5000 doctoral graduates per year – considerably more than the 1420 produced in 2010, but attainable if the growth in graduates at this level between 2008 and 2013 (12.3% per annum) is maintained.

Earlier this year, the Centre for Higher Education Transformation reported that among South African students, African doctoral enrolments (5065) first exceeded white enrolments (4853) in 2010, and African graduates (821) at this level first exceeded white graduates (816) in 2012.

Yet, with the white population making up only 8.4% of the country's population, compared to 80.2% African, South Africa still has a long way to go to achieve better participation and throughput rates.

What society can do for students and universities

But the planned expansion of access does not only require making places available in higher education institutions. As the government says:

Education and training must also be affordable for potential students. To this end the government has significantly increased the funds available for student loans and bursaries, particularly through the National Student Financial Aid Scheme.

But the scheme has been mired in controversy. Students have protested for not receiving funding timeously or not at all. It seems the problems go deep. In May,

Higher Education and Training Minister Blade Nzimande confirmed there would be a probe into corrupt practices. This is a welcome move.

Universities also receive and disburse financial aid from sources other than the state. More than one-third of Stellenbosch students receive some form of financial aid. Last year the university paid out bursaries and loans to nearly 55% of its revenue from student fees.

Bursaries are an excellent way to ensure that young people from across the class, and in South Africa's case colour, divides are offered the opportunity to develop as individuals and to contribute to the country's knowledge bank.

When Madiba was awarded an honorary doctorate from Stellenbosch University in 1996, he said in his acceptance speech:

This occasion is testimony to the fact that we South Africans have struck out on the road of building a joint future, that we are in the process of breaking down the divisive bulwarks of the past and building up a new nation – united in all its rich diversity.

Almost two years after Madiba's death the challenge remains to use education to change South Africa, and the rest of the world. This makes bursary donations – the gift of education – an appropriate tribute to the man who continues to teach us about the virtue of selfless service to others.

Article 2:

Rape culture at Wits and UCT: "In every space that I exist in, my body WILL always be sexualised."

The #RUFerenceList protests at the university currently known as Rhodes have ignited conversations around the way that rape culture at the institution is deeply entrenched, and female students continue to fear for their safety. But while there is no doubt that Rhodes has a rape problem, what about other South African university campuses? AAISHA DADI PATEL spoke to female students at the University of Cape Town and University of the Witwatersrand to find out whether they think that their institutions do enough to challenge rape culture on campus.

Fowzia Davids, 22, UCT

I'm not sure if rape culture has permeated to all levels at UCT – like in the lecture rooms, tuts, interaction with men on campus, at residences. I think where UCT has fallen short is recourse for women who've been victims of rape – so when incidents happen they don't have much recourse. There is the Discrimination and Harassment Office (DISCHO) – but time and time again, it's proven that it's been inefficient at dealing with rape culture or related incidents. Often, people are just sent for training and that kind of thing, but women still see the culprit on campus regularly. Even if it

escalates to the UCT tribunal, many culprits just get community service and women feel like no justice has been served.

Kerryn Gammie, 21, UCT

UCT is not doing enough to combat rape culture. Their DISCHO has come under fire several times, and while they've been reviewed, some of the findings were not made publicly available. The Student Wellness Centre, in addition, has been criticised for being unhelpful and cold towards survivors – this is unacceptable. The issue of private security being used against students and not for their protection has been a major conversation point, one which I echo. There have also been several stories of *womxn being sexually harassed by security by them catcalling/making inappropriate remarks.

The rapes at Rhodes Memorial have BEEN happening. I distinctly recall getting notifications about it in 2013. While UCT's correspondence is sympathetic, it often comes across as them saying "please don't get raped, guys". It's often about how *womxn are responsible for not being raped and less about men not raping.

Also, UCT's staff can be incredibly awful when it comes to survivors, especially when they are diagnosed with a mental illness after their trauma. There are countless stories of academic staff being unsympathetic towards survivors who cannot complete their work/attend their classes or tuts. This again puts the burden on the survivor. UCT should be doing more to accommodate survivors.

Tshego Putu, 20, UCT

Rape culture at UCT is rife, more especially in the residences. Male residences chant degrading songs all through O-Week and have pubs with names like the Puss and Pint. These practices have for many years been considered "tradition" but have recently come under much scrutiny following a series of events last November that saw the establishment of **#PatriarchyMustFall**. This year, Residence Council, a sub structure of the SRC, has been mandated to ensure that active steps towards a change in the narrative are taken. This process has started off well and is ongoing.

Institutionally, UCT's response to sexual assault has been pitiful. There are too few structures that assist students who are raped or assaulted. It takes two weeks – if one is lucky – to book an appointment with a UCT psychologist. When a student is allowed an appointment, their psychologist is a white woman who is unable to holistically understand the pain and the trauma that the student of colour is experiencing. Furthermore, there are no channels that ensure that there is adequate justice for students who have been sexually assaulted. Perpetrators are given community service hours for rape and are allowed to be on campus and to continue with their studies. This is unacceptable and is extremely violent for rape victims. There has recently been a case of an art student who had sexually assaulted more than 40 students at the Art Campus (Hiddingh Campus). The student was given 80 hours of community service by the university tribunal. The student community is appalled. In a meeting between the SRC and the VC in February, the VC committed to investigating that specific case further and to investigate all similar tribunal cases

and their respective outcomes – the SRC is yet to receive communication on the matter.

There has also been widespread uneasiness regarding the rapes that have happened at Rhodes memorial – which is a five-minute walk from campus. Despite the university having hired additional security, the rapist has not been found nor do students feel more secure. The university has come under much criticism for the private security and their purpose.

It is also unfortunate that it has taken three people being raped for the university to react accordingly.

Alaine Marsden, 22, Wits

I don't think that Wits does enough. I think we have some really awesome people and spaces on campus that are challenging rape culture like the GEO (Gender Equity Office), the Silent Protest that we do every year, Prof Gqola and her work etc, but I don't think that that necessarily translates into a lot of challenging of rape culture. Considering that we never hear much about cases being opened on campus (which worries me a lot), are we fostering space for victims of sexual assault on campus?

It's apparently tradition that the men streak in front of the women. And because it was tradition it could not be questioned; we tried really hard to explain that it was about asserting masculinity and throwing consent out the window but they didn't really want to accept the fact that they were forcing their nudity onto these girls. The whole idea of sexual objectification came up in the discussion and the men resorted to victim-blaming, saying that the women were objectifying themselves. It was so, so shocking. The fact that there are oppressively heteronormative and misogynistic traditions that has not been dismantled and is in fact enshrined? What the fuck is that?

I don't think Wits does enough to challenge its institutional culture in many ways, even though it tries to create space for discussions to happen. Talking about something and doing something are two different things. Informally, I have a lot of support. But when I was harassed in the bathrooms there was absolutely no support from the university and nothing was done about what happened to me. Trans people don't exist in policy. And that's a big problem. There's no space for us to choose alternative titles or gender markers, no policy to allow us to change our details to be in line with our identities. Only now are gender neutral bathrooms becoming a thing. There's no policy for trans people applying to res either. We have to rely on the goodwill of others instead of having our safety protected by policy and by the institution.

Noxolo Madonsela, 21, Wits

Personally, I do think that Wits has taken steps in the right direction in terms of their policy on rape and sexual assault on campus, especially with the implementation of the Gender Equity Office. This was a great step taken by the university in light of the sexual harassment scandals in 2013. However, it seems as if the university did this to protect their public image more than to assist students. I say this because not enough has been done to make students aware of the Gender Equity (GE) Office,

meaning that they are not then able to play their part in making sure that students are safe on campus.

In addition to that, I believe the GE Office is great in dealing with the after-effects of rape, but there are not enough preventative measures taken by the university to influence the mentality of students because there are too many men that feel entitled to our bodies.

I also feel that rape is difficult to deal with on campus because those that rape do so because they are in a place of power. Power given to them because of a position or power given to them by societal norms. This then gives them the advantage to make a mockery out of the issue or make it disappear. It takes a special kind of person to go against someone powerful, and as a result, most people shy away from speaking out. It also for this reason that as a woman I don't feel safe on campus, or anywhere for that matter. In every space that I exist in, my body WILL always be sexualised.

Policy is not enough to change this. People need to change their ways of thinking and then maybe change will come about. But this will only come about through action. All students in all tertiary institutions should take a united stance against the existing rape culture. Through this movement we will educate each other more on the matter and hopefully even influence how rape is dealt with a national level, which is highly problematic at the moment.

Courtney Morgan, 20, Wits

Wits is definitely not doing as much as they can to challenge rape culture. We see this in many aspects of the university, whether it's the way in which the march for free pads was dealt with, or the treatment of rape survivors. I think it's important to look at rape culture in the greater context of women's issues. So in terms of rape culture, I don't think the university has even begun to address the reality we face in this university. As management, especially in light of the situation at Rhodes, anti-rape activism should be of the utmost importance to both the policy makers, as well as the individuals in management positions. It is almost left up to us as the students to address these issues.

Support from the university is so difficult to find for rape survivors, I have a personal friend who has approached various parts of the institution for help with sexual assault and it was a very bureaucratic process. In terms of women's issues, the university does not take these protests seriously at all. For example, I was very involved in the protest for free pads and the way it was received by the university was shocking. I found it very ridiculous that Habib himself did not feel it was important enough to attend. The university has shown support for the cause, but we have yet to see any concrete policy in place that helps us move forward. Even the students themselves were not in complete support, one student even referred to it as a "tea party" and a self-proclaimed "feminist" has publicly come out against the cause. So I think the university can do much more to inform both men and women on campus on rape culture, as well as hold workshops and discussions to directly address this issue.

But as we've seen with #FeesMustFall and other student struggles, we as students must take it into our own hands. And thus, the way in which we live and study needs to be in itself a form of defiance and dismantling patriarchy is something we as female students have to lead for ourselves.

**Womxn is the alternate spelling of the word woman or women, adopted by intersectional feminists who assert that the alternate "womyn" spelling is too narrow a term, excluding trans* womxn, womxn of colour and other womxn identifying with feminist movements. The "x" also identifies womxn as autonomous beings from men, not offshoots of them.*

Voxes have been edited for brevity and clarity

1.1 What do you believe that Mandela meant by the quote:

Education is the most powerful weapon which you can use to change the world.

(2)

1.2 List 4 challenges you think we as a Nation need to overcome to ensure that every child is educated. (4)

1.3 In Article 1 the writer identifies what Universities need to do to ensure education for all. Briefly discuss what schools need to do to ensure that education is for all. (2)

1.4 Everyone has the Right to Education according to our Constitution. University students has stand up for that right from 2015 with protests. They have identified one of their challenges as financial and housing support. Which of the following campaigns would you support? Motivate your answer. (2)

#Rhodesmustfall

Luister

#feesmustfall

TUKS#colourblind

- 1.5 In Article 2 students are focusing on gender violence in the form of a “Rape Culture”. List and explain 4 contributing factors to the above mentioned culture. (6)
- 1.6 There are always multiple perspectives on controversial topics. Analyse the different perspectives on the “Rape culture” at Universities by focusing on the following groups: (4)
- 1.6.1 Women
 - 1.6.2 Men
 - 1.6.3 Victims/survivors
 - 1.6.4 University Council

[20]

Question 2: Xenophobia

Read the following article and answer the following questions:

**International students love South Africa, but xenophobia could be a heartbreaker
May 21, 2015 6.32am SAST**

South Africa’s universities attract tens of thousands of students each year from the rest of the African continent and the world. Others enroll for distance learning courses with South African institutions.

It’s a particularly popular choice for students from the Southern African Development Community (SADC), which includes Angola, Botswana, Lesotho, Malawi, Namibia, Swaziland, Tanzania and Zimbabwe. This is probably partly because of the SADC protocol, which prescribes that 5% of South Africa’s higher education places are reserved for students from member states.

To find out more about what attracts international students to the country - and what factors might keep them away - Professor Jenny J Lee and I conducted a survey

of 1 685 international students enrolled at seven South African universities in the 2012 - 2013 academic year.

Students from SADC were most likely to choose South Africa for three reasons: its potential, in their view, to help them secure jobs one day; its geographical location - closer to home for many than a university elsewhere in the world or on the continent might be - and the opportunities it presented for future research. Some students said they valued the chance to experience South African culture.

International students from other parts of the world also counted research opportunities and an interest in the country's culture among their reasons for studying in South Africa. The lower cost of living was a pull factor, particularly for those from Europe and the United States.

Negative experiences

The research revealed a dark side of students' experiences in South Africa. Some of those from the rest of the continent said they had been discriminated against - by their universities, from which they struggled to obtain funding and their classmates, some of whom seemed reluctant to befriend them.

The University of Pretoria's Professor Chaya Herman has explored the obstacles to success in South Africa's doctoral programmes. One student echoed our findings when telling Herman: "Not so many bursaries are available for postgraduate international students ... Yet the research that we do is applicable to South Africa and benefits the same country that denies funding to international students."

Another piece of research, from the University of the Witwatersrand, has found that international students battle with feelings of loneliness, fear and alienation .

Finding accommodation was a particularly fraught area for our respondents. One student said: "Accommodation is a huge problem, with discriminative rental practices by some rental agencies ... who require an upfront rental payment for the whole year if you are a foreigner while locals are on a month to month payment plan. This binds and forces you to stay [for the whole year]."

During the recent xenophobic attacks in South Africa, foreigners were accused of taking jobs from locals. International students, the research suggests, are perceived to be taking resources from local students. Another African respondent said: "There is an expectation that international students somehow have more money. There is a general feeling in SA that foreigners come to take up their resources."

Transport was another contested space. Some students complained that they were being harassed by local taxi drivers when commuting from campus to their lodgings. One reported that a local had told her:

If not for [former president Nelson] Mandela, you would not be in SA and now that he is dead, you'd better go back.

The value of foreign students and skills

It is common knowledge that South Africa is grappling with a skills shortage. The government has identified several ways to tackle the problem, like making immigration easier for highly-skilled professionals and recruiting international students to post-graduate university programme.

International students are an important source of income for local institutions. Their tuition fees and additional levy are sometimes double the amount that local students pay. Research by the Academy of Science of South Africa shows that international students tend to finish their PhDs faster (in about 4.5 to 4.6 years) than their local counterparts (who take an average of 4.9 years). The quicker the completion rate for a post-graduate degree, the more the institution benefits from government subsidy. This applies whether the student is local or international.

The Academy also found that 48% of PhD students from the SADC region and 37% from the rest of Africa intended to stay on in South Africa after completing their studies.

There are broader economic benefits. International students rent flats or houses, buy food and use public transport. Students from other countries can contribute to building diverse institutional cultures at South Africa's universities, which is a valuable step on the country's long road to transformation.

If the problem of xenophobia is not effectively addressed, the South African economy and its higher education institutions will lose out on the many benefits offered by international students.

- 2.1 If you have any negative feelings, thoughts or images against another culture or race, are you xenophobic? Motivate your answer. (2)
- 2.2 Does patriotism lead to xenophobia? Motivate your answer. (2)
- 2.3 Briefly discuss one opposite perspective on xenophobia that is relevant in the South Africa context? Motivate 3 points to support this perspective. (4)
- 2.4 Indicate briefly what's the difference between xenophobia and racism is and how xenophobia can be harmful to a democratic society? (2)

[10]

TOTAL SECTION A : 30

SECTION B

Question 3: Discursive Essay

[30]

“We've got to face the fact that some people say you fight fire best with fire, but we say you put fire out best with water. We say you don't fight racism with racism. We're gonna fight racism with solidarity.” — Fred Hampton

Your CAT A (IEB) and the previous questions have exposed you to different perspectives on different types of controversial topics. Using your knowledge of “multiple perspective on controversial topic” and the sources of this paper, answer the following questions:

To what extent do you need to voice or/and act on your perspective on a controversial topic that you are passionate about in which you still remain a responsible citizen in a democratic society?

Answer this question in an essay of between 250-350 words. Please indicate a word count.

TOTAL SECTION B : 30

EXAM TOTAL : 60

RUBRIC :

CRITERIA	MARKS	LEVEL
A clear position has been adopted and focus is consistent throughout the essay.	30	7+
The argument is thought-provoking, insightful and offers a unique 'own voice' perspective by drawing of appropriate, detailed and specific example to prove the candidate's viewpoint.	29	
The examples have been seamlessly integrated into the argument.	28	
The argument is skilfully sustained	27	

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and wholly convincing. It is crisply and clearly expressed.		
A clear position has been adopted and focus is consistent throughout most of the essay. The argument is thorough and logically developed with a range of appropriate, specific examples to support the candidate's viewpoint. The examples have been clearly integrated into the argument. The argument is mostly sustained and largely convincing. It is clearly expressed.	26 25 24	7
A clear position is evident within the argument. Candidate focuses on question however, there may be some lapses. The argument is clear, has substance and is logically developed with a range of mostly relevant, specific examples to support the candidate's viewpoint. The argument is sustained with minor lapses in logic OR relevance, but is largely convincing. It is clearly expressed in most places.	23 22 21	6
A clear position is taken by the candidate. Lapses in focus and/or implied focus in places. The argument is evident and some relevant, specific examples are provided in an effort to support the candidate's viewpoint. The examples are not always successfully integrated into argument. The candidate has made an effort to unpack the issues but these require further development. The focus of the argument tends to deviate and may lack logic. It is adequately expressed.	20 19 18	5
The candidate has attempted to adopt a position. The focus on the question tends to be thin rather than substantive. The argument is superficial and examples provided are vague and generalised in places. The argument is lacks focus and is poorly sustained. The expression is sometimes awkward but the candidate can communicate his/her ideas.	17 16 15	4

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<p>The candidate's position is vague or unclear.</p> <p>There is no distinct argument present although examples have been provided in an attempt to answer the question.</p> <p>There is evidence of repetition of ideas.</p> <p>Argument lacks focus, cohesion and logic.</p> <p>The expression is clumsy and may impact upon the overall meaning which the candidate is trying to communicate.</p>	<p>14 13 12</p>	<p>3</p>
<p>No position is provided by the candidate.</p> <p>Argument is implied; candidate does not explicitly address the question.</p> <p>The response provides some examples but these are not linked to the question.</p> <p>The response is narrative and the examples are repetitive.</p> <p>Expression is flawed and prevents the candidate from communicating his/her ideas.</p>	<p>11 10 9</p>	<p>2</p>
<p>There is no connection to the question and the ideas that are provided are irrelevant. Examples are haphazard and serve no purpose.</p> <p>Expression is often incomprehensible and may be unintelligible.</p>	<p>8-0</p>	<p>1</p>