



**LIFE ORIENTATION
COMMON ASSESSMENT TASK
PART A**

INTRODUCTION

Issues pertaining to sport and its role in society, as well as its effect on the individual span the topics across the Life Orientation curriculum for Grade 10 – 12. This Common Assessment Task (CAT) provides an opportunity for learners to explore a range of related themes as they occur in society.

The following areas are addressed in the preparatory exercises:

- Sport – a metaphor for life
- Sport as a unifier
- Sport as part of a healthy lifestyle
- Doping in sport
- The sportsperson as a role model
- Supporter vs hooligan
- Sexism in sport
- Equality in sport – the quota system
- Sport teaches life lessons

TOPIC ONE**DEVELOPMENT OF THE SELF IN SOCIETY****GRADE 10**

- Self-awareness, self-esteem and self-development
- Power, power relations and gender roles
- Value of participation in exercise programmes
- Recreation and emotional health

GRADE 11

- Healthy lifestyle choices: decision-making skills
- Role of nutrition in health and physical activities

GRADE 12

- Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life
Identify stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)
 - Assess levels of stress: signs and symptoms of stress, positive stress and negative stress
- Personal lifestyle plan to promote quality of life

TOPIC FOUR**CAREERS AND CAREER CHOICES****GRADE 12**

- The impact of corruption and fraud on the individual, company, community and country

TOPIC FIVE**DEMOCRACY AND HUMAN RIGHTS****GRADE 10**

- Diversity, discrimination, human rights and violations
- Biases and unfair practices in sport

GRADE 11

- Role of sport in nation building

GRADE 12

- 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
- The role of the media in a democratic society: electronic and print media
 - Coverage of sport, sports personalities and recreation activities
- Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders

PREPARATORY TASKS

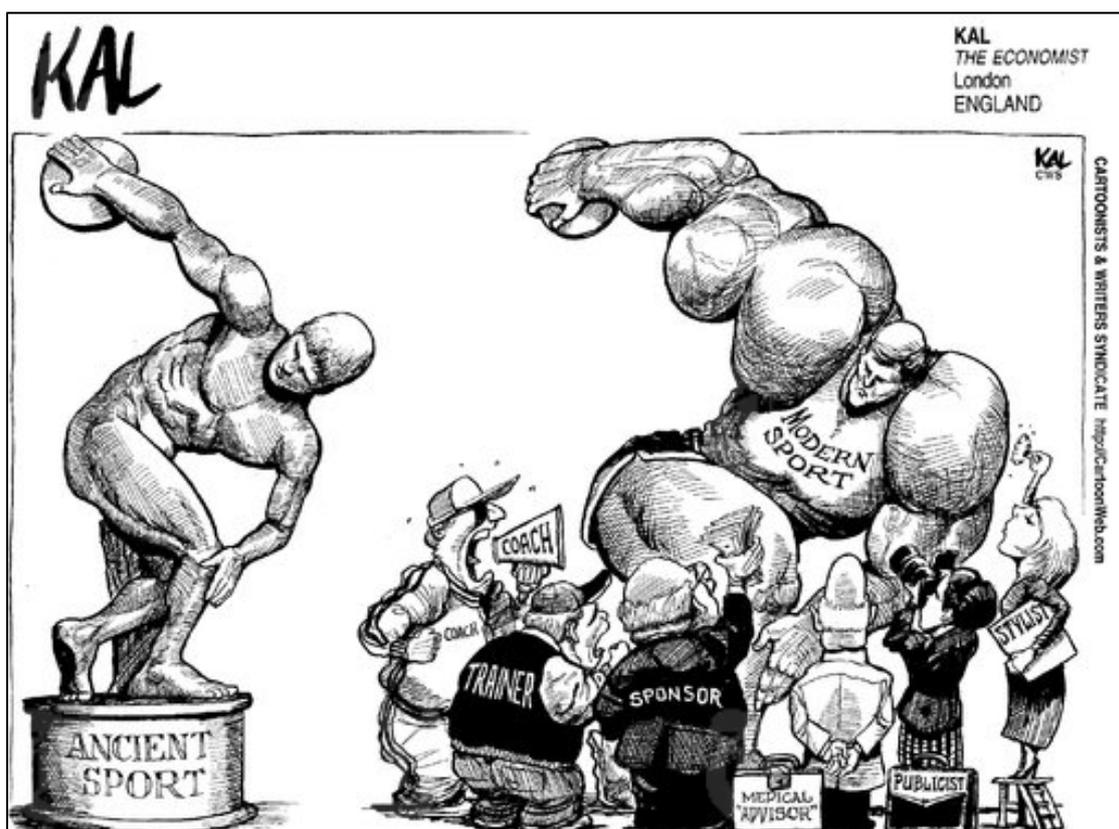
QUESTION 1

SPORT – A METAPHOR FOR LIFE

Physical activity has been a part of the human experience from the beginning of recorded time. Ancient cave paintings suggest that wrestling and swimming were taking place as early as 3 000 BC. Ancient Greece and Ancient Egypt participated in events as wide ranging as javelin and fishing. It was, of course, the Ancient Greeks who instituted the first games as we know them today – the Olympic Games. The first Olympics took place in 776 BC in Olympia. Although the events have changed over the centuries, the essence of the games remains the same. They provide individuals and teams with the opportunity to compete and display their physical strength and prowess.

The following cartoon illustrates the shift in emphasis that has taken place in sport through the ages.

IMAGE 1



[<<http://CartoonWeb.com>>]

- 1.1 In what ways has sport evolved over the centuries? Refer to the cartoon in your response.
- 1.2 Do you believe that the changes that have taken place are positive or negative? Explain your response.

QUESTION 2

SPORT AS A UNIFIER

While physical activity certainly improves health, it also has the ability to bring people together. Sport can inspire nationalism and unite individuals under a single banner.

Read the following extract and study the images below. They are reminders of a number of the remarkable sporting events that brought the South African nation together.

It's the national religion. Transcending race, politics or language group, sport unites the country – and not just the male half of it.

When a South African team wins, a cacophony of hooting, cheering, banging of dustbin lids, trumpeting on cow horns and fireworks reverberates across the largest cities. The national adrenaline goes into overdrive. Maybe even the GDP goes up. And don't risk looking too cheerful on the Monday morning after a dismal sporting weekend ...

Sport, like no other South African institution, has shown it has the power to heal old wounds. When the Springboks won the Rugby World Cup on home turf in 1995, Nelson Mandela donned the No 6 shirt of the team's captain – Francois Pienaar, a white Afrikaner – and the two embraced in a spontaneous gesture of racial reconciliation which melted hearts around the country.

A single moment, and 400 years of colonial strife and bitterness suddenly seemed so petty.

[<<http://www.southafrica.info/about/sport/sportsa>>]

IMAGE 2



IMAGE 3



IMAGE 4



- 2.1 Do you believe that sporting events contribute to unifying a nation? Discuss your response.
- 2.2 Look carefully at each image.
 - 2.2.1 Identify the event that the image highlights.
 - 2.2.2 To what extent do you believe that each of these events may have created a unifying atmosphere in South Africa?
- 2.3 Reflect on your own response to these events. Do you find them inspirational? Explain your response.

QUESTION 3

SPORT AS PART OF A HEALTHY LIFESTYLE

Modern society places an emphasis on the individual living a healthy lifestyle. In practical terms this means eating a healthy diet and engaging in exercise at least three times a week.

The following article highlights the benefits of a healthy lifestyle. Read the article and then answer the questions that follow:

The Health Benefits of Sport and Physical Activity

Scientific evidence proves the positive effects of sport and physical activity as part of a healthy lifestyle. The direct effects of engaging in regular physical activity are particularly apparent in the prevention of chronic diseases, including: cardiovascular disease, diabetes, cancer, hypertension, obesity, depression and osteoporosis.

The Report from the United Nations Inter-Agency Task Force on Sport for Development and Peace states that young people can benefit from physical activity as it contributes to developing healthy bones, efficient heart and lung function as well as improved motor skills and cognitive function. Physical activity can help to prevent hip fractures among women and reduce the effects of osteoporosis. Remaining physically active can enhance functional capacity among older people, creating a better quality of life.

Physical activity and psychosocial health

The WHO (World Health Organisation) has estimated that 'one in four patients visiting a health service has at least one mental, neurological or behavioural disorder'. A number of studies have shown that exercise may play a therapeutic role in addressing a number of psychological disorders. Studies also show that exercise has a positive influence on depression. Physical self-worth and physical self-perception, including body image, have been linked to improved self-esteem.

Sport and physical activity can make a substantial contribution to the well-being of people in developing countries. Exercise, physical activity and sport have long been used in the treatment and rehabilitation of communicable and non-communicable diseases. Physical activity for individuals is a strong means for the prevention of diseases and, for nations, is a cost-effective method to improve public health across populations.

[<<http://www.sportanddev.org>>]

- 3.1 Identify and list the potential mental and physical health benefits of physical activity suggested in the extract. Think of two more of your own in each case.
- 3.2 In what ways can sport be used to develop public health?
- 3.3 There are a number of development programmes across sporting codes in South Africa. Choose one sporting code and examine the contribution it has made to sport development in South African communities.
- 3.4 What role can schools play in maintaining physical and mental health amongst their learners?

QUESTION 4

DOPING IN SPORT

Sport has the power to unify but unfortunately the level of competitiveness has pushed some top athletes to resort to taking performance enhancing drugs in order to remain competitive. Athletes have in fact attempted to gain an edge on other competitors for decades. As means of detection become more sophisticated so athletes become more devious.

Drugs and Testing

Drug use by athletes has been a controversial issue for many years. Athletes often use artificial stimulants to give them a physical and mental advantage over their opponents. The use of performance-enhancing drugs can be traced to the ancient Olympic Games where fame and fortune were rewarded, just as today, for athletic success. Drug testing of athletes is becoming common in all sports to one degree or the other. This raises constitutional issues including the right to privacy and due process, and protection from illegal searches and seizures, particularly since testing involves an analysis of a urine or blood sample. Performance-enhancing drugs are substances athletes inject or consume to increase the human body's ability to perform during training sessions and sports contests. This includes common, over-the-counter muscle-building supplements, recovery products, and endurance-enhancing blood doping. Performance-enhancing drugs might be consumed orally or via needle injection.

[<<http://sportslaw.uslegal.com/drugs-and-testing/#sthash.9WUeHW7B.dpuf>>]

- 4.1 4.1.1 Is drug testing at sporting events a violation of the rights of the sportsperson? Explain.
- 4.1.2 Is drug testing justified at school level? Explain your response.
- 4.2 Do you believe there are any circumstances under which doping could be justified?
- 4.3 Why do you think some sports are more prone to experiencing doping than others?
- 4.4 How does doping affect the credibility of the athlete and the country that he/she represents?

QUESTION 5

THE SPORTSPERSON AS A ROLE MODEL

A number of sportsmen and women have gained celebrity status owing to the international media. Fans follow the success of teams and individuals within teams. These sportsmen and women become role models. Athletes such as Hussein Bolt and Chad le Clos set remarkable examples of grit and sportsmanship during the London Olympics. Another example of an athlete who earned admiration is Lance Armstrong. Lance Armstrong amazed the sporting world by making a remarkable comeback after being diagnosed with cancer and went on to win the Tour de France seven times. He is also a good example of a hero who has fallen and is a harsh reminder of the fallibility of our role models.

IMAGE 5



[<www.CartoonStock.com>]

- 5.1 Which qualities did Lance Armstrong embody that made him a sporting role model?
- 5.2 Lance Armstrong has shown remarkable courage in his sporting career but he has also disappointed many of his supporters. For what do you believe Lance Armstrong will be remembered? Discuss.
- 5.3 What possible long term negative effects, both physically and personally, can doping have on an athlete such as Lance Armstrong?

QUESTION 6

SUPPORTER VS HOOLIGAN

What turns an avid supporter of a team into a violent hooligan? Unfortunately, there are numerous examples of crowds getting out of control at sporting events resulting in injury and sometimes death. South Africa has had its share of hooliganism, such as the Ellis Park tragedy in 2001, where 43 supporters lost their lives.

SA gets tough on hooligans (April 2013)

As South Africa reels from a number of alarming and spine-chilling incidents in recent weeks, security at stadia around the country has come under the spotlight.

Officials from both the Sharks and Stormers have revealed that 'additional security measures' will be introduced in the wake of acts of hooliganism that rocked the sport.

The most ghastly of the incidents happened at Kings Park in Durban, where British tourist Brett Williams was killed in a fatal assault that took place three hours after the encounter between the Sharks and Rebels almost a fortnight ago.

However, the hooliganism was not restricted to Durban.

Problems started with a stand-up brawl between rival fans in the stands of the Nelson Mandela Bay Stadium in Port Elizabeth last month, when the Southern Kings hosted the Sharks. Then followed what must be an all-time low in crowd behaviour when Williams was killed by a group of men – four were taken into custody by police on Tuesday, while a fifth handed himself over to police on Wednesday.

This past weekend Newlands was added as the latest black mark on the sport, when a woman was hospitalised after a fight broke out in the stands between the notorious 'Cape Crusaders' (Cape Town based supporters of the New Zealand franchise) and Stormers fans.

Even before the game the Cape Crusaders showed their true colours with behaviour that resulted in veteran Springbok, Bryan Habana, offering to buy them all one-way tickets to New Zealand. However, the Durban incident continues to stand out like an ugly boil waiting to erupt.

[<<http://myportelizabeth.co.za/sa-gets-tough-on-hooligans/>>]

- 6.1 What do you think prompts a spectator to turn into a hooligan?
- 6.2 It has been proven that human beings behave differently when they are together in groups. One may behave in an uncharacteristic way under these circumstances. To what extent do you think that crowd psychology impacts the transformation from supporter to hooligan?
- 6.3 What strategies can be implemented to prevent tragedies similar to the ones above?

QUESTION 7

SEXISM IN SPORT

The portrayal of the sexes in the print media is an interesting area of focus. The reality is that there often is a discrepancy between the genders in terms of pay, media coverage and visual representation.

IMAGE 6



IMAGE 7



Consider Image 6 and Image 7 and comment on the following:

- 7.1 The dress and stance of the person on the cover.
- 7.2 The articles advertised on the cover.
- 7.3 How do the two images position the different sexes in the world of sport?

QUESTION 8**EQUALITY IN SPORT – THE QUOTA SYSTEM**

South Africa introduced a quota system in 1998 to address the racial discrimination caused by the Apartheid system. The stipulation then was that every team had to field four players of colour – a term which encompasses black Africans, mixed-race people and those of Asian descent.

[<<http://www.espnricinfo.com/southafrica/content/story/>>]

ANC could drop sport quotas March 2012

Johannesburg – The ANC was in favour of dropping sport quotas for a performance scorecard to monitor transformation targets for sports federations and bodies, the *Sunday Times* reported.

In a discussion document, transformation in sport since 1994 had been deemed 'unsuccessful' by the ruling party. The scorecard would allow a sports body 'to measure where it is in its transformation journey', said the document as reported by the newspaper.

The ANC was reported to believe that the debate on transformation was often emotional, over-simplified and misunderstood. The document said the Department of Sport and Recreation should implement grassroots-based initiatives to aid development, talent identification and lead to the eventual abandonment of the quota system.

It stated that structural changes should take place within municipalities to streamline the development process. The newspaper reported Sports Minister, Fikile Mbalula, had argued for the scrapping of quotas, with development focused at school level.

[Adapted from: SAPA, March 2012]

- 8.1 Identify two possible strategies for bringing about transformation within sporting bodies.
- 8.2 In your opinion has the quota system failed to bring about transformation? Explain.
- 8.3 If you were in line to be chosen for a national sporting team, against what criteria do you think you should be measured?

QUESTION 9

SPORT TEACHES LIFE LESSONS

Sport has been used to assist in the growth of young people throughout history. Sport develops maturity and encourages characteristics such as responsibility, discipline and self-confidence. Involvement in sporting activities can teach us about ourselves as well as about others.

Team work

Many sports teach us the value of teamwork. Participating in a team reminds us that all people have a valuable role to play in order for a team to function effectively.

Perseverance

Sport also teaches us the value of perseverance.

'Practice isn't the thing you do once you're good. It's the thing you do that makes you good. In fact, researchers have settled on what they believe is the magic number for true expertise: ten thousand hours.' (Malcolm Gladwell, *Outliers: The Story of Success*)

As Malcolm Gladwell suggests we need to practice and persevere before we can become truly excellent at an activity.

Character

How you play shows some of your character; how you win or lose shows all of it. (*Anonymous*)

This quotation brings to the fore another valuable lesson. We show our true colours as a person through sportsmanship.

- 9.1 Compile a list of four life lessons that participating in a sporting activity provides. Your suggestions should not be a repetition of those provided above.
- 9.2 Given the assumption that sport teaches valuable life lessons, do you believe that sport should be made compulsory for all South Africans at school level? Motivate your answer.

COMMON ASSESSMENT TASK**PART A**

1. Select one of the following topic guidelines explored in the preparatory tasks as your focus area for Part A:

- Sport – a metaphor for life
- Sport as a unifier
- Sport as part of a healthy lifestyle
- Doping in sport
- The sportsperson as a role model
- Supporter vs hooligan
- Sexism in sport
- Equality in sport – the quota system
- Sport teaches life lessons

2.

Joe Humphreys, in his book, *Foul Play: What's Wrong with Sport*, challenges the idea that sport is a positive influence on athletes, spectators and the world as a whole. He holds that sport has an uncanny ability to make us lose perspective, brings out the worst in people, facilitates a decline into gang culture and creation of barriers between groups, masques the fact that sport is essentially anti-family and encourages unethical, discriminatory behaviour and cheating.

[Humphreys, J, *Foul Play: What's Wrong with Sport*, Icon Books Limited. London, UK, 2008]

Respond to Humphrey's view by using examples from your selected theme to support your perspective.

- The response to the topic will take the form of a speech accompanied by a supporting presentation of six slides.
- Your speech should be approximately 600 words in length.
- The slides should be clearly linked to and integrated with the topic.
- Pictures and/or quotations may be used.
- A transcript of the speech and a print-out of the presentation must be included in your SBA file.

30 marks

ASSESSMENT RUBRIC

	Criteria	Marks
90 – 100%	To award an A+ (90 %), a candidate must perform beyond and including the assessment criteria of an 80 – 89%. The candidate's demonstration of analysis, interpretation and evaluation must, in all respects, be presented with rigor and insight beyond an A. 90% is awarded to the exceptional candidate only and should be done so with due consideration. An A+ is the exception.	27 – 30
80 – 89%	The response integrates and encompasses analysis, interpretation and evaluation in a mature and insightful facilitation of argument which responds directly to selected topic as a focus theme. Depth and substance of argument reveal analytical process and perspective. The process of evaluation unequivocally supports candidate's stance with rigour and insight. Substantiation of stance includes complex reasoning involving synthesis of information. The specific selection of slides which communicate comprehensive understanding and insightful commentary add value to the response as a whole. The task would be lacking without these particular slides and is strengthened by articulate perspectives which are supported by astute and exemplary selection of slides integrated into the speech as a whole.	24 – 26
70 – 79%	The response integrates and encompasses analysis, interpretation and evaluation in a fluent and convincing manner which responds to selected topic as a focus theme but lacks the distinct insight of an A. The argument demonstrates an analytical and systematic thought process. Their argument is supported by coherent articulate statements which contain a relevant and astute selection of examples. The process of evaluation supports candidate's stance/claims. An interesting and appropriate selection of slides/contributes successfully to the speech as a whole through meaningful integration.	21 – 23
60 – 69%	The response displays analysis, interpretation and evaluation and responds to selected topic as a focus theme but tends to be stilted at times. Argument/Analytical thought process is evident but tends to be supported by statements which lack discerning evidence at times. The process of evaluation is not always clear. The argument demonstrates systematic thought process but does not provide convincing analytical argument of a 70% or the candidate tends to change his/her stance resulting in conflicting claims. Slides are generally well selected but are not entirely integrated into systematic argument/or discerning observations.	18 – 20
50 – 59%	The response displays an attempt at analysis and interpretation but tends to lack logic and systemic evaluation. Responds to selected topic as a focus theme but remains sketchy/or not grounded by evidence or convincing argument. While there are elements of an analytical process – the candidate tends to talk about the question as opposed to answering the requirements of the actual question/fails to adequately grapple with the heart of the question at hand. An attempt is made to support elements of argument but statements are vague and do not show adequate logical thought process – tends towards verbosity which clouds articulate argument. Predominantly undiscerning examples are provided which fail to provide adequate support to argument. The candidate takes no clear stance/claims are not clearly articulated. Some slides selected are appropriate. Slides bear relation to the speech at times but are not effectively integrated. Does not provide adequate additional quality and insight to the speech.	15 – 17
40 – 49%	The response displays limited analysis, interpretation or evaluation at a superficial level and tends to talk around selected topic/focus theme at times. The candidate tends to define concepts and terms relating to the quotation and question as opposed to responding to the actual question in a meaningful way. The candidate displays a limited ability to integrate information and develop an argument. Slides are provided but predominantly tend to lack logical integration into the speech or connection to the candidate's stance.	12 – 14

30 – 39%	<p>The response shows minimal analysis, interpretation and evaluation – tends to recite facts. While knowledge of basic focus theme is evident, an integration of this selected topic/focus theme into analysis, interpretation and evaluation is mostly absent.</p> <p>Candidate's ability to distinguish between aspects of information, compare and evaluate its content and defend and explain their position is limited.</p> <p>Statements made are repetitive and lack clarity.</p> <p>Images lack effective integration and bear marginal relation to the speech/relevance to argument is confusing.</p>	9 – 11
0 – 29%	<p>The candidate has not understood the question and there is little or no development of ideas and/or the response fails to analyse, interpret or evaluate information relevant to the selected focus theme OR a selected focus theme is not evident.</p> <p>The response is unfocused and lacks structure.</p> <p>Tends to be a garbled stringing together of ideas.</p> <p>Random or irrelevant selection of slides bearing little or no relation to the speech – relevance to argument/stance is unintelligible at times.</p>	0 – 8